

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°:.....



DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

Exploring the Relationship between Cultural Intelligence and Strategic Competence among Third year EFL Students at M'sila University.

Dissertation Submitted to the Department of English in Partial fulfillment of the Requirements for the Degree of Master

Candidates

- Bochra DAKHANE
- Nawal ZIDELKHEIR

Supervised by:

Miss Imane CHERIET

Board of Examiners

Mr. Youcef BENNAA	University of M'sila	Chairperson
Miss Imane CHERIET	University of M'sila	Supervisor
Mr. Chaouki BOUNAAS	University of M'sila	Examiner

DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis
entitled

*Exploring the Relationship between Cultural Intelligence and Strategic
Competence among Third year EFL Students at M'sila University...*

is our own to the limits of our knowledge, has not been submitted before to any
other institution or university or degree and all sources that we have used and quoted
from have been indicated by means of complete references.

Nawal ZIDLKHEIR

.....

Bochra DAKHANE

.....

DEDICATION

I dedicate this work to the precious people in my life

To my two diamonds

*My loving parents, **Rebiha Layadi** and **Bachir Zidelkheir***

*Thank you, without the support, sacrifice, and love that both of you provided, I
would not be where I am*

To my loving family, my sisters, brothers and my angelic nieces and nephews

I am grateful for having supporting human beings around me

*To my best friends who truly loved me and honestly believed in me, who kept
fuelling me with strength, love and encouragement **Imane Chaker, Meryem***

Belkacem, Bouchra Yousfi and Rihab Oghi

*Thank you for being there for better or worse and for the honest, loving and
precious friendship*

Nawal ZIDELKHEIR

This work is dedicated to all my valuable treasures in life:

*To my beloved parents, **Fatima Dahmani** and **Ahmed Dakhane***

For their endless love, support, encouragement, and sacrifices.

*To my sister, **Latifa Dakhane***

For being the major support in my life and her unconditional love.

*To my nephew and nieces, **Taki Eddine, Ritaje, and Taline Farah Bouziane***

For being the source of happiness in my life.

*To my friends, **Bouchra Yousfi** and **Rihab Oghi***

For their encouragement, and motivation.

Bochra DAKHANE

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and the Most Merciful.

First of all, we would like to thank Almighty Allah for giving us the opportunity, determination and strength to do our research.

We would like to express our sincere and wholehearted thanks, to our esteemed supervisor Miss Imen Cheriet for her guidance, understanding, patience and most importantly, for her confidence in us. It has been a great pleasure and honor to have her as a supervisor.

Special thanks is owed to the teachers who have accepted us into their classes and devoted time for the interview, and to third year participants of the study for devoting their time and energy.

A very special gratitude to the board of examiners who have accepted to devote time and effort to read and evaluate this work.

This dissertation is only the beginning of our journey.

ABSTRACT

Effective communication is important in today's globalized world. On that account, this study aims at suggesting a combination that contributes to enhancing the communication process. To accomplish this objective, the current research explores the relationship between Cultural Intelligence (CQ) and Strategic Competence (SC) along with examining EFL learners' both CQ and SC levels. This study is conducted with thirty, third year, EFL students at M'sila University. A quantitative research approach is adopted along with the correlational method using two quantitative data collection tools. The first tool is Cultural Intelligence Scale (CQS) that assesses learners' overall CQ level, and it goes further to figure out the level of each dimension within CQ (Meta-cognitive, Cognitive, Motivational, and Behavioral). The second tool is The Self-Report Questionnaire on Strategy Use (SRQSU), this tool is used to measure learners' communication strategies use, therefore, their SC level. The results of the study show that EFL learners possess a medium level of CQ along with a fairly good SC level; as for the correlation of the two variables, findings revealed a strong statistically significant correlation between CQ and SC, including generally a moderate correlation for all four dimensions of CQ. CQ and SC have some similar aspects concerning flexibility, and mostly they shared characteristics on the behavioral level. The study highlights the importance of CQ for the EFL context, besides, spotlighting CSs as being a needed ability to the communication process; primarily this research call attention to acquire and build this correlated combination, namely CQ and SC.

Keywords: Cultural Intelligence, Strategic Competence, Communication Strategies, EFL learners.

List of Abbreviation

CS	.....	Communication Strategy
CSs	.....	Communication Strategies
CC	.....	Communicative Competence
CQ	.....	Cultural Quotient or Cultural Intelligence
SQ	.....	Social Quotient or Social Intelligence
EQ	.....	Emotional Quotient or Emotional Intelligence
CQS	.....	Cultural Intelligence Scale
E-CQS	.....	Extended Cultural Intelligence Scale
EFL	.....	English as a Foreign Language
FL	.....	Foreign Language
SRQSU	.....	Self-Reported Questionnaire on Strategy Use
L2	.....	Second Language
ISJT	.....	Intercultural Situational Judgment Test
SFCQ	.....	Short-Form CQS
SPSS	.....	Statistical Package for Social Sciences
\bar{x}	.....	Mean
SD	.....	Standard Deviation

List of Tables

	Page
Table 1 Proposed Taxonomy of CSs.....	38
Table 2 Main CQ Dimensions of The Questionnaire.....	45
Table 3 Main SC Categories with Sub-Categories of the Questionnaire.....	47
Table 4 Descriptive Statistics for CQS Data.....	54
Table 5 Descriptive Statistics for CQS's Dimensions.....	55
Table 6 Descriptive Statistics for SRQSU Data.....	57
Table 7 Pearson Correlations for the Relationship between CQ and SC.....	58
Table 8 Pearson Correlation for SC and the Four Dimensions of CQ.....	60

List of Figures

Figure 01 The Four Dimensions of CQ.....22

Figure 02 Scatter Plot with Fit Line for CQ by SC59

List of Graphs

Graph 01	Participants' Level of English Proficiency.....	53
Graph 02	CQ's Four Dimensions' Mean	56

Table of Content

Declaration.....	I
Dedication.....	II
Acknowledgements.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Figures.....	VII
List of Graphs.....	VIII

General Introduction

1. Statement of the Problem	3
2. Research Questions	4
3. Research Hypotheses.....	4
4. Research Objectives	4
5. Significance of the Study.....	5
Theoretical Significance.....	5
Practical Significance.....	5
6. Literature Review.....	6
7. Research Methodology.....	8
8. Dissertation Structure.....	8
9. Key Variables Definitions.....	9

Chapter I: Theoretical Background on Cultural Intelligence and Strategic Competence.

Cultural Intelligence (CQ)

Introduction.....	11
1.1 Definitions	12
1.2 Cultural Intelligence Concept Distinctiveness.....	14

1.2.1 CQ and Personality	14
1.2.2 CQ and other Intelligences.....	14
1.2.3 CQ and Cultural Competence	15
1.3 Approaches to Describe and Study Cultural Intelligence.....	15
1.3.1 Early and Ang’s Conception of CQ	16
1.3.2 Thomas’s Conception of CQ	16
1.3.3 Peterson’s Conception of CQ	18
1.4 The Four Dimensions of Cultural Intelligence.....	19
1.4.1 Meta-cognitive CQ.....	19
1.4.2 Cognitive CQ	20
1.4.3 Motivational CQ.....	20
1.4.4 Behavioral CQ.....	21
1.5 Cultural Intelligence Measurement.....	23
1.5.1 Self-reports of CQ.....	23
1.5.2 Observer-reports of CQ.....	24
1.5.3 Performance-Based Assessment of CQ.....	24
1.6 The Importance of Cultural Intelligence to the English Language Learner.....	25

Strategic Competence (SC)

2.1 Communicative Competence: Overview	27
2.2 Models of Communicative Competence.....	27
2.3 Components of Communicative Competence	28
2.3.1 Grammatical Competence	28
2.3.2 Sociolinguistic Competence.....	29
2.3.3 Strategic Competence.....	29
2.3.4 Discourse Competence.....	29
2.4 Definitions of Strategic Competence	29
2.5 Communication Strategies.....	31

2.5.1 Psycholinguistic Perspective.....	33
2.5.2 Interactionist Perspective.....	34
2.6 Classifications of Communication Strategies.....	34
2.6.1 Interactional CSs.....	35
2.6.2 Positive self-solving CSs.....	35
2.6.3 Time-gaining Strategies.....	36
2.6.4 Non-verbal CSs.....	37
2.6.5 Non-taught CSs.....	37
2.7 Strategic Competence Measurement.....	38
Conclusion	40

Chapter II: Methodology, Findings’ Discussion, Implications, Limitations and Recommendations

Methodology

Introduction.....	42
1.1 Research Approach and Method.....	42
1.2 Research Design	43
1.3 Research Setting and Population	43
1.4 Research Sample and Sample Design	44
1.5 Research Tools	45
1.5.1 The Cultural Intelligence Scale (CQS).....	45
1.5.2 The Self-Report Questionnaire on Strategy Use (SRQSU).....	46
1.6 Procedures.....	48
1.6.1 Pilot Study.....	48
1.6.2 Main Study.....	49
1.7 Data Analysis Methods and Statistical Tools	50

Data Analysis and Discussion

2.1 Data Analysis.....	52
------------------------	----

2.1.1 Data Analysis for Research Question One	52
2.1.1.1 Data Analysis for Bio-information Data.....	52
2.1.1.2. Data Analysis for CQS Data.....	53
2.1.1.2.1 Data Analysis for CQS's Dimensions.....	54
2.1.2 Data Analysis for Research Question Two.....	56
2.1.2.1 Data analysis for SRQSU.....	56
2.1.3 Data Analysis for Research Question Three.....	57
2.1.3.1 Data Analysis for Correlation between CQ and SC.....	57
2.1.4 Data Analysis for Research Question Four.....	60
2.1.4.1 Correlation Analysis between CQ's dimension and SC	60
2.2 Discussion of the Results.....	61

Implications, Limitations, and Recommendations

3.1 Pedagogical Implications.....	65
3.2 Limitations.....	66
3.3 Recommendations for Further Studies.....	67
Conclusion.....	68
General Conclusion.....	70
References.....	73
Appendices	
Appendix A: CQ and SC Awareness Pilot Interview Schedule.....	83
Appendix B: Self- report Questionnaire for Strategy Use.....	84
Appendix C: Cultural Intelligence Scale	86

الملخص

General Introduction

Even though the world is coming together, it will never be coherent. People will always have their differences; their different cultures, views, experiences; that in the end will shape the world to a greater degree than ever before. Especially with the era of globalization, the world is shrinking; people are coming together from all over the world encountering each other differences when communicating. It could be very challenging, to deal with diversity, and to handle the communication process with the other.

Success in today's globalized world requires an ability to adapt to a variety of cultural situations and to overcome challenges in intercultural interactions. Responding to this need, Earley and Ang presented the concept of cultural intelligence (CQ) to the social sciences and management disciplines in 2003. Since then, the concept of CQ has attracted significant attention worldwide and across diverse disciplines and gained considerable popularity in business and management areas, yet, it is still a new concept in FL learning.

According to David Livermore (2011) it is important to mention that the absence of CQ can lead to mutual distrust and language barriers between speakers that can grow more divisive. And since CQ is a vitally important aptitude and skill to use in any diverse cultural setting, an overall capability that anyone can develop and learn and can be taken anywhere as Livermore stated (2009); an EFL learner seems just the suitable candidate to learn such a skill. Having CQ will enable the EFL learner to communicate effectively in various cultural settings since English has been the central language for global communication; along with having communicative competence which is considered an essential skill for the English language learner (Byrne, 1976).

Being in different cultural settings, the risk of encountering difficulties expressing EFL learner's intended meaning or attaining the desired communication goals is higher; for that learners need one major component within communicative competence that is strategic

competence (SC). Expressing thoughts coherently with the avoidance of any kind of communication breakdowns requires the help of communication strategies (CSs), simply because having a SC provides learners with a set of CSs that would facilitate the whole communication process causing less communication breakdowns and misunderstanding.

1. Statement of the Problem

The need for excellent communicative skills in FL is urgent in the contemporary age of high professional requirements. It is essential for learners as they internationally mobilize for the sake of higher education, personal reasons, or for professional purposes. In any situation, the aim is to communicate successfully, to be able to accomplish effectively communicative actions. Some learners communicate better than others, regardless of their proficiency which may be considered as enough for some learners to succeed in the foreign language; researchers attribute this difference to the learner's CQ (Marcum, 2017).

Foreign language learners, frequently encounter difficulties expressing their intended meaning or attaining the desired communicative goal. To offset this handicap, learners may tap their SC to employ any number of strategies to participate in communication. SC can be employed not just to work around breakdowns of communication but also to boost its effectiveness. However, the concept of CQ is rarely known or introduced to FL learners in M'sila's English Department according to data of a small scale pilot study conducted to investigate students' and teachers' awareness about CQ. As for the teaching of SC, it is not taught independently or given much focus to be built explicitly within the English department at M'sila University. Neglecting a competence that could be useful in real world communication and being unaware of personal abilities could hinder a learner's effectiveness in his/her education and future career. Hence, this study sheds light on two neglected factors. It also attempts to introduce a profound understanding of the concept of CQ in the EFL

context, specifically in M'sila University; and spotlight the role of the two variables within the FL learner's communication process.

Up to now, there is a shortage of related literature of CQ in EFL learning in the Algerian context; almost no research had linked CQ with SC. Hence, the current research took the initiation, trying to explore if the created combination of what it seems to be important elements that contribute to enhancing communication, could be correlated.

2. Research Questions

- 1.** What are EFL learners' different levels of CQ?
- 2.** What are EFL learner's different levels of SC?
- 3.** Is there a statistically significant correlation between CQ and SC?
- 4.** Is there a statistically significant correlation between the four CQ's dimensions and the SC?

3. Research Hypotheses

This study adopts the following null hypotheses to be tested for the last two questions:

- H01: There is no statistically significant correlation between CQ and SC.
- H02: There is no statistically significant correlation between CQ dimensions and SC.

4. Research Objectives

This study aims at achieving the following:

- To investigate EFL learners' CQ level.

- To find out whether EFL learners are competent strategically.
- To explore if there is a correlation between the two independent variables; CQ and SC.
- To raise awareness about the role of CQ in today's communication.
- To raise awareness about the importance of SC in FL learning and teaching.

5. Significance of the Study

The significance of the current study is manifested in the contribution it offers to the amelioration of FL teaching and learning that has been shaded on the cultural level and the individual ability to acquire skills and mental abilities that facilitate communication and living within different cultures. This study's importance can be viewed from theoretical and practical angles. This study contributes theoretically in:

- Enriching the theoretical literature on the concept of CQ and SC in the field of language learning and teaching.
- Providing a theoretical foundation for further studies.
- Setting the ground for similar explorative studies, as it is the first local attempt to involve the concept of CQ in the field of language learning and teaching.
- Further, exploring the relationship of CQ with SC as one of the most neglected yet important competences in language learning.

Practically, this study contributes in:

- Raising awareness of the importance of SC and CQ as being a strong combination of skills and abilities to enhance communication in today's cultural diversity.

- Directing English language learners' attention towards modern ways to boost their capacities and skills to achieve success in international communication.
- Providing an experience of assessing both CQ and SC.

6. Literature Review

“Language” and “communication” are not the same thing. Yet, they work together. Communication is one of the most commonly used forms of expressing thoughts, ideas, information, views, facts, feelings, etc. This process is achieved mainly using language. CQ and SC are two variables that would influence the communication process especially for FL users. Although a wide range of literature presents these themes in different contexts, this study will mainly focus on them in the field of teaching and learning English as a FL.

CQ is mainly about being successful in a cross-cultural settings; this concept has gained the interest of many researchers in different fields. In Business, most of studies on CQ focused on leadership and how they influence each other. Muna (2011) highlighted that multicultural leaders that acquired the cultural sensitivity are able to effectively conduct business across national borders. She also showed that companies will not be able to be competitive in global economy if they ignore to hire and develop or cultivate multicultural leaders. Eken and Özturgut (2014) study revealed that there is a significant correlation between leadership styles and CQ.

A body of research was conducted to introduce the concept of CQ in the field of teaching and learning English as a FL. Ghonsooly & Golparvar (2013) research revealed that there is a significant relationship between EFL learners' CQ and their writing ability; similarly, CQ is proved to have a significant statistically correlation with listening comprehension (Ghonsooly et al, 2015). In addition, it revealed that male and female EFL

learners were not different with regard to CQ. According to Rachmawaty et al's study that was conducted in 2018, there is a significant correlation between CQ and language learning strategies. Parvizi's (2016) study proved that learners' translation abilities are improved through increasing learner's CQ and perfectionism using different techniques like using video recorded programs or implementing natural, non-simplified texts about target language cultures. Rezaei (2017) study revealed that there is no relationship between CQ and expressions of gratitude among Iranian upper-intermediate EFL learners.

On the other hand, a set of studies has been conducted on SC. Le Pichon et.al (2009) revealed that the development of SC in young children is positively affected by the experience of learning new language. Ellis's study (1984) showed that native language speakers use CSs less than foreign or second language learners. Mariani (1994) investigated how learners can be taught to develop SC toward their autonomy in oral interaction, also suggested that CSs encourage risk-taking and individual initiative and this is certainly a step towards linguistic and cognitive autonomy.

Paribakht (2016) investigated the nature of the relationship between speakers' proficiency level in the target language and their SC. Yoshida-Morise (1998) investigated in her study the use of SC as an observatory tool to analyze students' acts of using CSs in different situations. Rababah (2001) investigated the SC of Arab learners at Jordanian Universities; the results showed that English majors make wide use of CSs that are mostly L2- English based strategies.

Both CQ and SC can help EFL learners to achieve communication effectiveness. Yet, existing researches have showed a poor understanding of both variables. Almost all the reviewed studies investigated the role of CQ in business and management particularly in cross cultural contexts. As in educational settings, CQ was mainly dealt with as an

independent variable that would only be used to improve other language learning and teaching related variables rather than the process of communication and language learning and teaching itself. Studies on SC, on the other hand, showed much attention on it as a dependent variable and attempted to identify different strategies used by EFL learners or as one component of CC rather than focusing on it as an independent competence. There seems to be a gap in the literature regarding the relationship between CQ and SC in cross cultural contexts for EFL learners. Therefore, the main objectives of this study are to explore the relationship between CQ and SC among EFL learners at M'sila University.

7. Research Methodology

To achieve the main aim of the present research, an exploratory correlational research design was carried out. This study was conducted during the second semester of 2019\2020, at the English Department; M'sila university. The chosen sample is a group of 40 students third year license; the sample was selected using a systematic sampling method. The process went through two main steps, a pilot study and the main study. It started by measuring EFL learners' CQ levels using the cultural intelligence scale (CQS) developed and validated by Ang et al (2007). It consists of twenty questions with four dimensions which are meta-cognitive, cognitive, motivational, and behavioral. Then, for the SC measurement, a self-report questionnaire adapted by Alahmed (2017) was conducted, which is composed of (43) items. After gathering data, the results were calculated using the SPSS (Statistical Package for the Social Sciences) version25. After these two main steps, the correlation between the two variables was explored.

8. Dissertation Structure

This research is divided into two main chapters. Chapter one concerns the theoretical framework of the variables; it includes two sections, section one covers CQ definitions, its

concept distinctiveness, major approaches to describe and study CQ, four dimensions of CQ, its measurements, and the importance of CQ for the English language learner. Section two discusses SC; it begins with an overview of CC, then providing definitions and overviews on SC in particular. In addition to CSs, its classifications, measurement, and it ends with the chapter conclusion.

Chapter two is devoted to the methodology of this study. It contains three sections, section one is devoted to the methodology, including research approach, design, setting and population, a description of the research tools along with the validity and reliability of both tools, procedures, data analysis used methods and statistical tools. Section two deals with data analysis and discussion, in which the data of both CQ and SC tests are displayed in tables and graphs, and the results are discussed. As for the third and last section, it provides, pedagogical implications, limitations of this study, recommendations for further researches, and it ends with chapter two conclusion followed by the general conclusion.

9. Key Variables Definitions

An operational definition is generated for the two main variables of this study as the following:

Cultural Intelligence is defined as the individual's meta-cognitive, cognitive, motivational, and behavioral ability level that enables him\her to relate and be functional in unfamiliar cultural settings, measured using Ang et al's (2007) CQS.

Strategic Competence is defined as the knowledge of how to use CSs (Interactional, Positive self-solving, Time-gaining, Non-verbal, and Non-taught communication strategies) to communicate the intended meaning. It is measured using Alahmed's (2017) SRQSU.

Chapter I:
***Theoretical framework of
Cultural Intelligence and
Strategic Competence***

Introduction

Globalization has resulted in creating a world that communicates regardless of the national and geographical boundaries. People, from all over the world, are interacting with each other challenging their differences especially when it is not that easy to function effectively in an unfamiliar cultural setting. People need the ability to integrate themselves quickly in new cultures. For that reason, effective strategies and skills are needed to properly deal with people from various cultural situations. Today's learners need (CQ) in addition to acquiring SC to build their abilities as effective communicators.

This chapter is a theoretical framework of the current research; it provides a better understanding and a clear explanation of this study's variables. It aims at raising awareness on the concept of CQ and SC and to be a theoretical base for further research. The chapter consists of two main sections; section one is devoted to CQ, whereas the second covers the SC.

Cultural Intelligence (CQ)

The growing interest in "real-world" intelligence has established new types of intelligence that focus on specific content domains such as emotional intelligence(EQ) (Mayer & Salovey, 1993), social intelligence (SQ) (Thorndike & Stein, 1937), and practical intelligence (Sternberg et al., 2000). Neither of these non-academic intelligences, however, relies on the ability to address cross-cultural problems. This gap prompted Earley and Ang's (2003) research on CQ that builds on the integrative theoretical framework of Sternberg and Detterman (1986) on multiple loci of intelligences, to suggest a set of capabilities comprising intellectual, motivational, and behavioral components that explicitly concentrate on resolving cross-cultural problems.

In this section, CQ will be dealt with in-depth, where various definitions are provided, besides defining CQ distinctiveness, approaches to describe and study CQ, the explanation of the four dimensions of CQ, measurement and it clarifies CQ importance for the English language learner.

1.1 Definitions

The original, and certainly the most common, definitions of CQ are those proposed by Earley (2002) and Earley and Ang (2003) which represent CQ as the capacity/capability of a person/individual to adapt effectively to new cultural settings/new cultural contexts / cultural diversity situations. Such original, definitions seem to be the cornerstone upon which all subsequent CQ elucidations are based. Earley and Ang (2003) drew on the multidimensional intelligence perspective of Sternberg and Detterman (1986) to establish a conceptual model of CQ defined as an individual's capacity to work effectively in circumstances marked by cultural diversity. CQ study seeks to provide insight into the age-old question of why some people succeed in culturally diverse settings, but not others.

Earley and Mosakowski (2004) collaborated to offer the following definition of CQ: “a seemingly natural ability to interpret someone’s unfamiliar and ambiguous gestures in just the way that person’s compatriots and colleagues would, even to mirror them” (p. 139). They clarify the concept of CQ as being the ability to find out the other’s behaviors of those characteristics that would be true of all individuals and all classes, those that are unique to the other, and those that are neither idiosyncratic nor universal.

Together with Tan, Earley and Ang (2006) extended their previous definition to describe CQ as “a person’s capability for successful adaptation to new cultural settings, that is, unfamiliar settings attributable to cultural context”(p. 5). The authors wrote that CQ is not

just about learning new cultural situations; it is creating a new structure for understanding what the individual experiences and observe.

Ang et al (2007) described CQ as “an individual’s capability to function and manage effectively in culturally diverse settings”(p. 336); They considered CQ as a focused form of intelligence that includes abilities to grasp reason and behave effectively in diverse cultural situations.

Van Dyne et al (2010) held two CQ exhibitions; the first is the individual capacity to understand and adapt effectively to a myriad of cultural contexts as an important skill set required succeeding across cultures effectively. The second defined CQ as the capacity of a person to work effectively across cultures, this may include ethnic, national, organizational and other types of culture.

Thomas and Inkson (2004) offered a descriptive definition of CQ, that is:

Being skilled and flexible about understanding a culture, learning more about it from your on-going interactions with it, and gradually reshaping your thinking to be more sympathetic to the culture and your behaviors to be more skilled and appropriate when interacting with others from the culture (p. 14)

Hence, for Thomas and Inkson, CQ is attained through knowledge, previous experience, and having flexible abilities that will enable the individual to relate and behave properly when interacting with people who are culturally different.

Peterson (2004) interprets CQ as the capability to engage in a set of actions that require skills using including language or interpersonal skills and qualities, such as tolerance for ambiguity and flexibility that are adjusted appropriately to the culture-based attitudes and beliefs of the people with whom one communicates.

1.2 Cultural Intelligence Concept Distinctiveness

To clearly understand the nature of CQ, this section is devoted to pointing out what CQ is not. Particularly, it will highlight similarities and differences of CQ compared to personality, other intelligence constructs, and cultural competence.

1.2.1 CQ and Personality

Personality traits describe non-ability individual differences and define what a person usually does in situations and times (Costa & McCrae, 1992); as such, CQ is distinct from stable personality traits, since CQ is a set of abilities and it refers to what an individual should do to be effective in culturally diverse contexts (Ang et al, 2011). It is important to point that CQ is a learned capacity, which means it can be improved through education, training, and experience. Whereas personality is a somewhat stable, trait-like individual distinction, as for CQ it is more of a state-like individual distinction that can be developed over time (Ang et al, 2015). Further, CQ dimensions are proved to be relevantly related to a particular aspect of the Big Five personality trait which is openness to experience, and this is reasonable since CQ is a complication of skills aimed at novel and unfamiliar cultural settings (Ang et al, 2006).

1.2.2 CQ and other Intelligences

SQ is a broader type of real-world or interpersonal intelligence that refers to the ability to understand and manage others (Thorndike & Stein, 1937). EQ more precisely refers to the capacity to interact with self and others' emotions (Mayer & Salovey, 1993). CQ shares parallel with SQ and EQ in that CQ requires the capacity to understand, control, and cope with other people's emotions, however, CQ takes over where EQ leaves off as Livermore stated (2011); the difference is that CQ explicitly takes into consideration intercultural context while SQ and EQ are constructed and relevant within one particular cultural setting

(Ang et al, 2015). They are products and are restricted to the society in which they evolved, i.e. culture-bound (Thomas, 2006); in comparison, CQ is culture-free and refers to a general collection of capabilities that apply to circumstances marked by cultural diversity; it does not concentrate on capabilities in a specific culture (Ng & Earley, 2006). Hence; having a high EQ or SQ does not necessarily indicate having a high CQ (Van Dyne et al, 2010).

1.2.3 CQ and Cultural Competence

Models of cultural competences differ in scope. Many models incorporate personality traits, behaviors, worldviews, and skills, and concentrate on featuring specific domains. The CQ model, for example, only concerns intercultural capacities (Ang et al, 2015).

The notion of CQ is parsimonious in that it focuses only on four theoretical variables rather than a large range of narrower aspects (e.g. self-awareness, cognitive complexity, cognitive flexibility, perspective-taking, control, planning, non-judgmentalism). These capacities from other models of cultural competence can be mapped onto the model of CQ. Nevertheless, other models of cultural competence seldom examine all four factors at the same time, and thus lack the comprehensiveness provided by the model of CQ to characterize the scope of capabilities, and the perception of these capabilities as a form of intelligence that can be measured and developed (Ang et al, 2015).

1.3 Approaches to Describe and Study Cultural Intelligence

Three key streams of CQ will be discussed in this section. The first approach is the definition of CQ by Earley and Ang, which encompasses four-factor model of CQ. The second approach is the CQ framework of Thomas, which involves knowledge, mindfulness, and skill. The last approach is based on Peterson's advanced conception of multiple intelligences.

1.3.1 Earley and Ang's Conception of CQ

CQ was initially proposed as a three-component framework (cognitive, motivational, and behavioral) (Earley & Ang, 2003). The **cognitive** component refers to the general awareness and an individual's basic knowledge of a different culture based on diverse cultural cues. The **motivational** component refers to an individual's interest and commitment to adapt and adjust to a new cultural setting, and to overcome obstacles and setbacks. The **behavioral** component refers to the capacity of an individual to generate culturally appropriate verbal and non-verbal actions in diverse cultural situations.

Keeping with Earley and Ang's (2003) explanations, these components are related to their sources: the head, the heart, and the body respectively. They also added that each of the elements is equally critical and helps the individual to pick up a profound understanding and to enhance the outcome of intercultural interactions. It is not enough merely know a particular foreign culture; individuals need to also understand it by paying attention to their cultural norms and by developing strategies and skills to overcome differences.

Later on, the cognitive component was divided into two components, meta-cognitive and cognitive, thus resulting in a four-component framework (see Figure 1) containing four different interrelated capabilities (meta-cognitive, cognitive, motivational, and behavioral) of equal importance (Ng & Earley, 2006; Ang & Van Dyne, 2008).

1.3.2 Thomas's Conception of CQ

Thomas's (2006) definition of CQ is the second stream of literature that undergirds research into the topic; according to him, CQ is an emerging field of study as it is the first field that attempts to focus on the unique characteristics of culturally intelligent individuals. Thomas and Inkson (2004) suggested three key components of CQ, **knowledge**,

mindfulness, and **behavior**; the three elements are designed to be interconnected. In particular, it is understood that the ability to be actively attentive and represent signals is essential to advance the awareness and behavioral skills of individuals in various cultural settings (Thomas & Inkson, 2004; Thomas, 2006; 2009). Consequently, to build and maintain CQ, any encounter in new cultural settings must be built up and linked to the other experiences (Thomas & Inkson, 2009).

The first key aspect of CQ suggested is **knowledge** and it refers to information about cultures by individuals, such as what culture is, how different cultures are, and how culture affects actions and abilities. Thomas (2006) simply named this CQ part "cultural difference awareness."

The second key component is **mindfulness**, which is a crucial connecting mechanism between information and practice and the element that could be the most novel of this CQ conceptualization. **Mindfulness** is simply a heightened perception of current experience or present reality and an enhanced commitment to it (Brown & Ryan 2003). Thomas and Inkson (2004) introduced **mindfulness** as a form of mediation between awareness and practice. People should be conscious of their personal experiences, thoughts, feelings, and other mental processes as well as external stimuli. Individuals with high sensitivity are thus able to analyze circumstances from various perspectives based on their internal personal mechanisms and external stimuli (Thomas & Inkson, 2004).

As for the third key component suggested by Thomas and Inkson (2004) are **behavioral** skills. They defined behavioral capacity in new cultural settings as the ability to demonstrate acceptable behaviors or social skills. Later on, in 2009, they changed the term from behavioral skill to cross-cultural competencies.

1.3.3 Peterson Conception of CQ

Peterson (2004) suggested a different CQ viewpoint based on Gardner's multiple intelligences (1983). He interpreted CQ as the ability to adapt to individuals' information and understanding to be able to perform appropriate behaviors in cross-cultural settings by incorporating various skills. Peterson used four of these seven intelligences and suggested CQ's multiple intelligences concept, which are:

Linguistic intelligence: addressing that people who can interact in the language of the host would have greater chances of pleasing the host and creating a good impression; this ability reflects a sincere interest of the person in the host culture (Peterson, 2004).

Spatial intelligence: individuals who acquire spatial intelligence would have a greater understanding of, for example, how people organize their spaces in various societies, and how close they sit or stand next to each other. The ability to learn correct spatial behaviors in new cultures can make people more confident in cross-cultural experiences between different cultures (Peterson, 2004).

Intrapersonal intelligence: Peterson (2004) conceptualized EQ as close to intrapersonal intelligence. He addressed that people ought to be able to focus on themselves and society; as a result, individuals will compare themselves to others and see the potential of changing their actions in new cultural environments.

Interpersonal intelligence: Individuals acquiring interpersonal skills should be able to effectively communicate with people from various cultures (Peterson, 2004). He concluded that interpersonal skills are the most relevant of the four intelligences as they embody an ability that goes beyond the communication language aspects reflecting the communication capacity of the individual in various cultural settings which can appeal to others.

1.4 The Four Dimensions of Cultural Intelligence

CQ is conceived as a multidimensional, aggregate construct. Based on Sternberg's (1986) multiple-loci of intelligence theory, Early and Ang (2003); Ang and Van Dyne (2008) extended this notion to culturally diverse contexts; proposing four basic dimensions of CQ: meta-cognitive, cognitive, motivational, and behavioral. According to them, these four dimensions reflect qualitatively different aspects of the overall ability to work and effectively manage in culturally diverse environments. CQ dimensions do not necessarily correspond with each other but the overall CQ is determined by their combination.

1.4.1 Meta-cognitive CQ

Meta-cognitive CQ implicates analyzing individuals' processes of thinking of their cultural knowledge to understand and resolve problems when encountering different cultural situations, and comprises awareness, planning, and checking (control) (Ang & Van Dyne, 2008). Awareness involves drawing on "cultural thinking and knowledge of self and others in real-time" (Van Dyne et al 2012, p.299), and making sense of the cross-cultural situation as it happens. Planning involves taking the time to devise a culturally relevant strategy in advance of cross-cultural interaction, such as how to approach people and convenient conversational topics. Checking includes focusing on the culturally relevant strategy, adapting and revising where real experiences do not meet expectations. Therefore, meta-cognitive CQ forms the essential connection between knowledge of cultural issues and being able to use the information actively to become more culturally effective (Ang & Van Dyne, 2008).

It involves high order cognitive processes, challenges the solid dependence on a culturally bound assumption (Livermore, 2011); it emphasizes strategy as the link between knowledge of cultural issues and understanding how to operate with that knowledge making it

more effective in a culturally diverse environment (Triandis, 2006). When confronted with cross-cultural experience, individuals with higher meta-cognitive CQ can plan appropriate strategies ahead of the encounter, analyze what is happening during the encounter, then reflect and accustom their strategies and way of thinking if they are not in line with the experiences.

1.4.2 Cognitive CQ

Given the wide assortment of cultures within the modern world, cognitive CQ shows the information of cultural universals as well as information on cultural contrasts that have been acquired through education and personal experiences (Ang & Van Dyne, 2008). Livermore (2011) explains the cognitive domain of CQ as the knowledge dimension of CQ, which refers to the individual's level of understanding about culture and a general understanding of the ways that cultures shift from one setting to the following. He stated two sub-dimensions as essential components of cognitive CQ, which are the understanding of the cultural systems and the set of cultural norms and values related to various cultures. Cultural structures are ways in which communities organize themselves to meet humanity's core needs, as for the other sub-dimension; cultural norms and principles refer to various ways in which societies address issues (Van Dyne et al, 2010).

1.4.3 Motivational CQ

The motivational factor of CQ refers to the individual's level of intrigued, drive, and vitality to adjust cross-culturally. This indicates whether or not one's got the certainty and drive to work through the challenges and struggles that frequently go with cross-cultural work. The capacity to be personally locked in and to continue through cross-cultural challenges is one of the contemporary and most imperative perspectives of the CQ system. Numerous of the other approaches to thinking about cross-cultural competencies expect that individuals are persuaded to pick up cross-cultural capabilities (Van Dyne et al, 2010).

Motivational CQ incorporates intrinsic motivation-the degree to which you infer delight from culturally assorted settings; extrinsic motivation-the more substantial benefits you pick up from culturally assorted encounters; and self-efficacy-your certainty that you just will be successful in a cross-cultural experience. All three of these motivational flows play a part in how individuals approach cross-cultural situations (Van Dyne et al, 2010).

1.4.4 Behavioral CQ

Behavioral CQ refers to an individual's ability to behave properly when interacting with people from other cultures and encompasses both verbal behaviors (accent, tone, and expressiveness), nonverbal behaviors (gestures, body language, facial expressions), and speech acts (the exact words and phrases used); (Earley et al., 2006; Ang & Van Dyne, 2008; Livermore, 2011). It is a basic component of CQ since verbal and nonverbal behaviors are the foremost striking highlights of social interactions (Ang and Van Dyne, 2008).

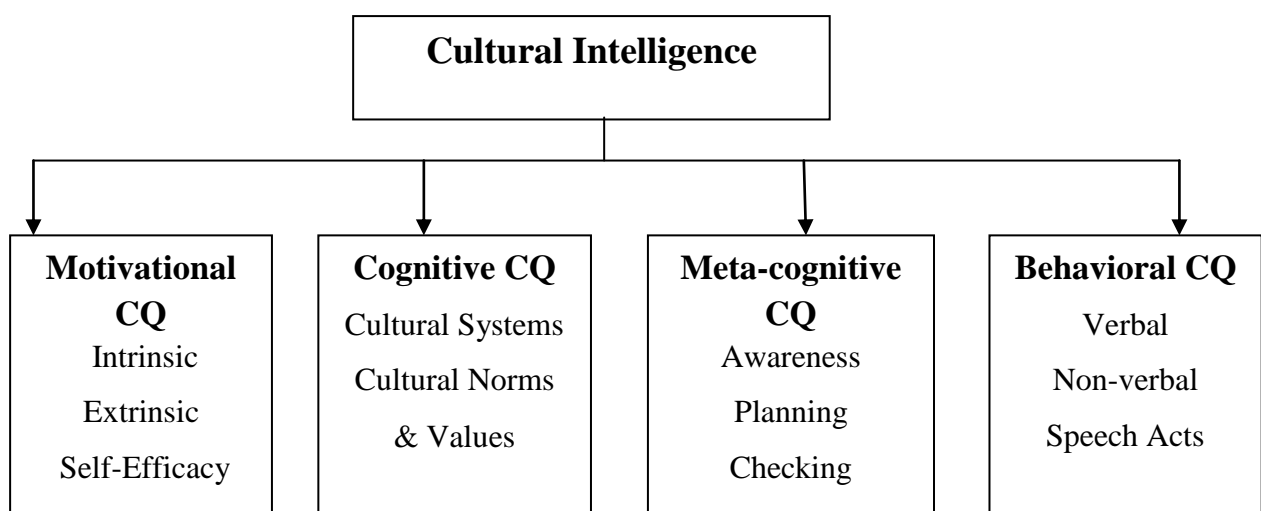
Also referred to as the action dimension of CQ, indicating the individual's capacity to act fittingly in extend of cross-cultural situations. It impacts whether a person will fulfill his\her performance objectives successfully in light of diverse norms across cross-cultural situations (Van Dyne et al, 2010).

As Hall (1959) emphasized, mental capabilities for cultural comprehension and motivation must be complemented by the capacity to display suitable verbal and nonverbal actions, based on the social values of a particular setting. When people start and maintain face-to-face interactions, they don't have access to each other's inactive thoughts, feelings, or motivation. However, they can depend on what they see and hear within the other person's vocal, facial, and other outward expressions (Hall, 1959).

The behavioral factor of CQ incorporates the capability to be adaptable in verbal and nonverbal activities, also incorporates fitting flexibility in speech acts -the exact words and expressions utilized by individuals when communicating particular sorts of messages. While the requests of today's intercultural settings make it quite difficult to master all the do's and don'ts of different cultures, certain behaviors ought to be modified when individuals associate with distinctive cultures. Moreover; certain fundamental verbal and nonverbal activities often improve the degree to which others perceive others as effective, such as various verbal tones in which words are spoken can-transmit various meanings across cultures (Van Dyne et al, 2010).

Expectedly, people with high behavioral CQ will establish superior self-presentation skills and higher self-confidence in cross-cultural settings than people who have low behavioral CQ; they adapt their actions to the cross-cultural situation accordingly, overcoming the natural tendency to return to habitual behavior. Figure 1 is a summary of sub-components within CQ's four main dimensions.

Figure 01 *The Four Dimensions of CQ*



1.5 Cultural Intelligence Measurement

Various methods were created to measure individual differences in CQ; namely, self-reports, observer-reports, and test-based measures.

1.5.1 Self-reports of CQ

The Self-reported measures of CQ present respondents with a list of statements relevant to the four core factors reflecting distinct CQ capabilities: Meta-cognitive CQ, Cognitive CQ, Motivational CQ, and Behavioral CQ. Respondents then rate to what extent they agree with each statement on a five Likert scale. Self-reported measures of CQ, as a measure of perceived capability, reflect one's self-efficacy in CQ. To date, most empirical research has been using the Cultural Intelligence Scale (CQS) of 20 items introduced by Ang et al (2007).

Van de Vijver and Leung (2009) advise that measures for use in intercultural contexts should demonstrate both factor structure validity and cross-cultural measurement equivalence. The CQS meets both criteria. Empirical evidence that proves that the 20-item measure of CQ is stable across samples, time, and countries, has been published in *Management and Organization Review* (Ang et al, 2007).

Some studies focus on the overall CQ and average the four factors for an overall score, while others examine separately the effects of each of the four CQ factors. Other studies still only focus on one of the four factors. Short-form CQ scales – including the Mini-CQS presented in Van Dyne, et al.(2008) and the SFCQ introduced by Thomas, et al(2015) – and the Extended Cultural Intelligence Scale (E-CQS) presented in Van Dyne, et al.(2012) are not however broadly utilized in research.

1.5.2 Observer-reports of CQ

Observer reports of CQ are a fundamental source of information about an individual's external CQ manifestation and reflect an individual's CQ level. With this method, acquaintances (e.g., colleagues, supervisors, assistances, and friends) summarize their impressions of someone's CQ reputation.

Van Dyne et al (2008) developed, based on the 20-item CQS, an observer-reported measure of CQ. These authors found evidence in an initial validation analysis they conducted, for the convergent validity between the self-reported and observer reported CQ. The predictive validity of CQ observer reports is also supported by Kim and Van Dyne (2012).

1.5.3 Performance-Based Assessment of CQ

An intercultural situational judgment test (ISJT) was developed by Ang et al. (2014) to assess CQ. This test exposes respondents to multimedia vignettes of demanding intercultural work-related circumstances and asks them how they would react to that situation. Responses are then scored for how effectively they overcome the vignette situation. The primary appeal of using multimedia over text-based vignettes lies in their greater fidelity (i.e. correspondence to actual situations) due to rich portrayals of accurate cultural details (e.g., nonverbal gestures).

If conjoined, these different measures of CQ capture theoretically distinct aspects of CQ. Self-reports measures reflect an individual's sense of CQ self-efficacy, observer reports measures reflect external manifestations of CQ that can be detected by others, and performance-based assessment measures reflect maximal CQ capabilities (Ang, et al. 2015). The predicted outcomes using diverse methodology and triangulation, therefore, are

incrementally over and above each other and provide a more complete assessment of a person.

In this research, researchers relied on the CQS instrument developed and validated by Ang et al 2007, which is accessible for a longer period and used more intensively and most acknowledged in the literature of CQ. Besides, it is a suitable test to serve the goals of the current research.

1.6 The Importance of Cultural Intelligence to the English Language Learner

It could be challenging to respond well to cultural diversities; luckily, CQ helps in changing that. It is a growing necessity for bridging the cultural gap between one and another; as it is defined as the individual's capacity to adapt to new cultural contexts. (Early, 2002; Early & Ang, 2003).

The main goal for any foreign language learning is to prepare learners to be fully functioning in communication, training them to thrive in the world easier and more effective than ever. With that being said, English has been designated as a source of intercultural communication among people from diverse linguistic and cultural backgrounds, this is why it is called a lingua franca. CQ has been the center of attention for a decade; it is one of the modern developed skills to ease and boost communication across cultures. The interesting side about CQ is that it is not related specifically to language itself but rather highlights communication skills as the core learning axis. CQ is a set of capabilities combined all together forming a concept that empowers the individual in their communication process. So to be culturally intelligent for the English language learner can make a significant impact on both of his/her personal and professional growth.

Further, CQ can ease the process of learning to the EFL learner, as it is proven to be strongly related to openness to experience according to a correlation study between Big Five Personality traits and CQ (Ang et al, 2006), which means being more tolerant and open to learning, understanding values, systems and the differences and similarities of that new language with its distinct culture; besides, some studies showed that having a high level of CQ can help with translating culture-bound texts (Rafieyan,2016). Furthermore, learners with high level of CQ manage to develop their intercultural competence because according to Yeke and Semerciöz's (2016) both CQ and ICC are found to be related.

Based on the assumption that CQ encourages students to better understand their own culture and the foreign culture they are learning, CQ is proved to enable English language learners to be aware of the best strategies to use that fits their personality and cultural background to enhance their language learning process (Rachmawaty et al, 2018). Moreover; another study suggests that language learners who have high interpersonal and cultural intelligence perform better in listening comprehension testes (Ghonsooly et al, 2015). Overall, CQ aims at enhancing the language learning process and facilitates the international communication process with its unique abilities gathered in its different dimensions.

Strategic Competence (SC)

This section is devoted to SC; it starts with a general overview of CC and introducing its both the methods and the models, then, presenting the different overviews, definitions and descriptions of SC, followed with the CSs and their classifications, finishing with the measurement.

2.1 Communicative Competence: An Overview

The term “competence” itself requires some explanation before demonstrating the concept of communicative competence as introduced by Hymes. Chomsky (1965) first used the word “competence” or “linguistic competence” to point to language knowledge as distinct from performance which he defines as the actual use of language, in which linguistic competence does not constitute an evaluative concept. Rather, it refers to the innate knowledge of language that enables a person to match sounds and meanings (Chomsky, 1965).

The concept “communicative competence” is composed of two words, which means “competence to communicate”. The phrase “communicative competence” was first presented in 1967 by the American sociolinguist and anthropologist Dell Hymes in reaction to Chomsky’s notion of linguistic competence. Hymes (1967) defined CC as what enables a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom. Since then, the concept has developed over years and different models of CC have been introduced by different scholars.

2.2. Models of Communicative Competence

Due to the vast spread of the term CC in the field of applied linguistics, a set of theoretical and empirical research on CC have been done by researchers in order to give a full understanding of the term CC and to catalogue the content that should and should not be a part of it, presenting what is known by “Models of Communicative Competence”. Major models of CC can be listed as follows:

- Hymes’ model (1967, 1972)
- Canale and Swain’s model (1980)

- Canale (1983)
- Bachman's model (1990)
- Bachman and Palmer (1996)
- Celce-Murcia, Dornyei, and Thurrell's model (1995)
- Littlewood's model (2011)
- The description of communicative language competence in the CEF (2001)

Recent studies on CC are mainly based on three models of CC: the model of Canale and Swain, the model of Bachman and Palmer and the description of communicative language competence in the Common European Framework (CEF). Canale and Swain's model of CC is used in this study.

2.3. Components of Communicative Competence

The theoretical model which was proposed by Canale and Swain (1980) presented three main components at first: grammatical, sociolinguistic and strategic competence. Later, Canale (1983) presented the fourth component of CC that he named discourse competence by eliminating some elements from sociolinguistic competence. Brief explanations of the mentioned components are as follows.

2.3.1. Grammatical Competence

Grammatical competence, according to Canale and Swain (1980), is mainly about the mastery of the linguistic code, which includes knowledge of vocabulary, morphological, semantic, syntactic, phonetic and orthographic rules that enables the language users to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

2.3.2. Sociolinguistic Competence

The sociolinguistic competence in this model includes knowledge of the rules as well as the conventions that underlie the appropriateness of language use and comprehension in different sociocultural contexts.

2.3.3. Strategic Competence

Strategic competence is called into action to compensate for a communication breakdown that is due to the insufficient linguistic competence of the foreign language user or to performance variables.

2.3.4. Discourse Competence

Discourse competence concerns mastery of how grammatical forms and meanings can be merged to produce a coherent spoken or written text of various genres, accomplished through cohesion and coherence.

2.4 Definitions to Strategic Competence

In the field of applied linguistics, SC has often been correlated with the use of different types of oral CSs, although a variety of different approaches have been used to define and describe these strategies and since SC is the main concern of this paper, we shall discuss the ideas of other researchers regarding this aspect of CC.

Canale and Swain (1980) introduced SC as a new competence in Hymes 1976 model. SC consists of knowledge of verbal and non-verbal CSs that are retrieved to compensate for communication breakdowns due to inadequate competence in one or more components of CC. These strategies include repetition, reluctance, circumlocution, paraphrase, avoidance of

words, structures or themes, guessing, changes of register and style, modify captions of messages.

Canale (1983) noted that this competence can also be used to improve communications effectiveness. It differs in a qualitative sense from the other three components of CC in that it is not a type of stored knowledge and involves non-cognitive aspects such as self-confidence, risk-taking readiness.

In 1990, Bachman introduced a new model of CC or, more specifically, the model of communicative language ability as an extended model to Canale and Swain's view of CC. Later, Bachman and Palmer (1996) presented a revised model that was essentially adapted from Bachman's. In both models, CC consists of mainly two parts: language competence and strategic competence.

SC is the second major component of CC in Bachman's framework in which unlike other models where CSs are necessarily linguistic or verbal ones, SC in this model is not a subpart but competence at the level of language competence so it may include non-linguistic strategies. Moreover, he recognized SC as a general ability to efficiently carry out a task and not sole language ability.

Subsequently, Bachman and Palmer (1996) specifically defined SC as a series of meta-cognitive strategies used at the goal setting, assessment and planning stages, i.e. SC in the model is conceived as a set of meta-cognitive components that enable the engagement of language users in setting goals, assessing communicative sources, and planning. Goal setting involves determining a set of potential tasks, selecting one or more of them, and determining whether or not to attempt to accomplish them. Assessment is a method by that language use context applies to alternative areas of communicative language ability i.e. affective schemata and topical knowledge. Planning involves identifying whether to make use of the language

knowledge and other elements involved in the process of language use to accomplish the selected task successfully.

Celece-Murcia, Dornyei, and Thurrell (1995) suggest another model of CC, which as they affirm, is the continuation of the work of Canale and Swain (1980) and Canale's (1983). The SC of this model falls in the understanding and use of CSs. The focus of this model is on CSs arguing that SC should include time-gaining strategies beside problem-solving and interactional strategies. Therefore, this model has illustrated three functions of SC: interactional function, compensation function, and time-gaining function.

In the model or description of communicative language competence in the CEF (2001), which is essential for language pedagogy intended and assessment, SC is mentioned within the CEF section devoted to a discussion on the use of communicative language. This competence is conceived as a strategy to be used in the broadest sense. The focus is, therefore, is put not only on the use of CS that can help to overcome the lack of knowledge in a particular area of language but on the utilization of every type of CSs. As for the CEF authors, the use of strategies can be contrasted with the application of metacognitive principles (planning, achieving, controlling, and correcting) to various forms of language activity: reception, interaction, production, and meditation.

2.5. Communication Strategies

Various Second Language Acquisition theories have emphasized the importance of CSs such as Cognitivist, Interactionist theories. In addition, these strategies are endorsed by methodological approaches such as the Communicative Language Teaching and the Task-based Language Approach in the field of teaching English as FL. CSs are seen as facilitators in each of these fields in the process of oral communication in the target language.

Selinker (1972) first introduced the term “communication Strategies” when he referred to these mechanisms as one of the five core processes that occur in second-language learning. The initial studies that were done by Tarone (1977), Corder (1983), and Færch and Kasper (1983) focused primarily on the description and classification of these strategies by establishing taxonomies that would later serve for their analysis and categorization. In addition to this, Canale and Swain (1980) considered these strategies as one of its sub-components, that of SC, in their CC model; thereby also conjointly emphasizing their significance in second language learning.

Although the ultimate goal behind using CSs is to overcome obstacles in communication by providing the speaker with an alternative form of expression for the intended meaning (Bialystok, 1990), many researchers have defined in a number of different ways. Maleki (2007) defined CS as an individual's attempt to bridge the gap between their communication attempts and the linguistic resources available. While some researchers claim that CSs are self-solution processes, they are restricted to the strategies that speakers use when they encounter difficulties in verbalizing a mental plan due to lack of linguistic resources. (Canale& Swain, 1980), others (Canale, 1983) argue that CSs should also provide interactive strategies, including the meaning negotiation and repair mechanisms. The variety of definitions of CSs could be attributed to the different perspectives from which it has been investigated by linguists, namely the interactionist perspective, referred to as sociolinguistic and the psycholinguistic perspective, often described as cognitive view.

There are two principal perspectives to study SC in terms of CSs: the “psycholinguistic” perspective and the “interactional” perspective.

2.5.1. Psycholinguistics Perspective

Drawing on their psycholinguistic model of speech production, Faerch and Kasper (1980, 1983) adopted, for the first time, the psycholinguistic perspective of CSs aiming to differentiate strategies from processes, procedures, plans, techniques, tactics, and so on. This perspective sensor the mental processes that underlie the behavior of second-language speakers when they undergo lexical and speech difficulties (Nakatani & Goh, 2007).

CSs were categorized into two main: achievement strategies and reduction strategies. Achievement strategies allow learners to pursue an alternative plan with whatever resources are available to achieve the original target. This includes replacing the original plan with a strategic one, such as paraphrasing, generalization, code switching, word coinage, and non-linguistic strategies. Reduction strategies, allow learners to avoid solving a communication problem by abandoning the original intention of the message. In other words, a learner can adjust the message to keep it out of trouble or to make it more manageable. These may be categorized into two types: formal reduction strategies and functional reduction strategies. Formal reduction involves avoiding the production of non-fluent or incorrect target language forms, while functional reduction involves reducing subjects or speech acts (Færch& Kasper, 1983).

Nakatani and Goh (2007) criticized this classification for being too narrow, for defining CSs, as only lexical-compensatory tools that enable learners to resolve their vocabulary knowledge deficiencies when engaged in different communication activities. In addition, Dörnyei and Scott (1997) argued that the psycholinguistic view of CSs discusses the language production issues of learners during the planning phase only with less attention given to other types of problem-solving tools that emerge during communication, such as the meaning-negotiation and repair mechanism, i.e. during the execution phase.

2.5.2. Interactionist Perspective

Unlike the psycholinguistic perspective, the interactional perspective portrays CSs in terms of meaning negotiation between speakers and their interlocutors during the process of interaction.

Varadi (1980) talked at a small European conference, which is considered to be the first systematic study of strategic language behavior. In particular, this talk dealt with the adjustment of messages and was profoundly rooted in Error Analysis. Briefly, in Varadi's paper "*Strategies of Target Language Communication: Message Adjustment*", he developed a framework of interlanguage production that centers on the strategies that learners employ when they experience "hiatus" in their inter-language repertoire. In order to adapt their message to their communicative resources, the speakers either substitute the meaning or form of their intended message by using items which are part of their inter-language, or the speakers minimize their intended message on either the formal or the functional level.

According to Corder (1983) when speaker are faced with some difficulty, they use CSs because of their communicative ends which exceed their communicative means. He suggests two possibilities for classifying CSs into various types: either the speaker tailors the intended message to their linguistic abilities, or manipulates the existing linguistic competence to fulfill the intended meaning. The strategies produced by "message adjustment strategies" to be the first choice and those by the "resource expansion strategies" to be the second.

2.6 Classifications of communication strategies

One of the major challenges faced by CSs research lies in its classification, as they differ significantly among taxonomies, not all taxonomies have the same strategies. In other words, strategies that appear in taxonomy could not appear in others. In addition, the number

and to a certain degree the name of a strategy differs greatly from taxonomy to another, leading to overlapping.

Alahmed (2017) proposed taxonomy of CSs, as suggested by Dornyei and Scott (1997). (See table 1)

2.6.1 Interactional CSs

The first classification is the interactional CSs, with five strategies involved. This group requires that both the speaker and the listener cooperate in order to solve the communication problem. The interactional strategies were asking for confirmation, clarification request, comprehension check, asking for repetition, and appeals for help.

Foster and Otha (2005) introduced the first three strategies i.e. comprehension checks, clarification request, asking for confirmation, as meaning negotiation strategies, where a learner sends messages to a partner for negotiation to solve any troubles that may emerge during the communication process. Appeal for help is used when the learners ask for the correct structure or term from an exterior source of information. Asking for a repetition is used when the learner have not yet comprehended or heard what their partner has just said.

2.6.2. Positive Self-solving CSs

The second classification is positive self-solving CSs, involving four strategies: circumlocution, approximation, self-correction, and use of all-purpose words positive self-solving CSs refers to the CSs used by the learner to overcome the problems they may face during communication due to their limited knowledge of the English language without seeking the assistance of their interlocutor.

Circumlocution is considered the most important achievement strategy and one of the main components of SC (Canale & Swain, 1980); it is used when the learner describes the major characteristics or elements of an object, action or person instead of using the target language equivalent. Approximation is the use of certain native language vocabulary items or structures that the language learner is conscious that they are not right, but that share similar semantic characteristics with the desired item, thereby fulfilling the intention of the speaker.

The self-correction strategy is used by learners to permit them to make self-initiated adjustments and corrections in their own utterances once they eventually realize that they may have made a mistake in pronunciation, grammar or word choice. The all-purpose word strategy (e.g., something, things, stuff) allows learners to use a more general concept where the precise term at the time of communication might be hard to ascertain or cannot be recalled (Dörnyei & Thurrell, 1992).

2.6.3. Time-gaining Strategies

The third classification is time-gaining CSs, also known as stalling strategies (Dörnyei & Scott, 1997) involving two strategies: conversation gambits and hesitation devices, and self-repetition.

Time-gaining strategies vary from other types of strategies in terms of their function during communication, time-gaining CSs allow learners to gain time keeping the communication channel open when difficulty occurs (Dörnyei & Scott 1995). Self-repetition is most often used to gain time to retrieve an appropriate structural or lexical item (Akbarov, 2016).

In the conversationalist's speech, the presence or absence of a certain series of signals can create level shifts within the conversation and brace the listener for the next turn in the

common sense. This sequence of signs would be called 'conversation gambits'. As for learners use of both lexical and non-lexical filters such as “well”, “you know” and “umm”, “hmmm” respectively, to gain time and keep the channel of communication open at the time of difficulty i.e. the use of hesitation devices.

2.6.4. Non-verbal CSs

The fourth classification of CSs is non-verbal strategies, involving facial expressions and gestures. Learners use non-verbal strategies that enable them to use gestures and facial expressions instead of lexical items or actions.

2.6.5. Non-taught CSs

The last classification is the non-taught CSs includes the following five strategies: Reduction strategies (i.e. topic avoidance and message abandonment), code-switching, foreignizing, and word coinage.

Word coinage is said to be used when the learners make up new words, most often on the spot, in order to communicate the target concept. Foreignizing is utilized when learners use their mother language word by adjusting it to target language phonologically. Code switching on the other hand is applied when learners use their mother language word with target language pronunciation.

Message abandonment occurs when the language user begins to talk about a concept but being completely unable to continue doing so due to a lack of phrases and expressions and thus ends up stopping in the middle of an utterance, in this case learners might also use another strategy that is topic avoidance in which learners try not to talk about concepts that is difficult to express for them.

Table 01*Proposed Taxonomy of CSs*

Factors	No	Target Strategies
Interactional strategies Meaning-negotiation CSs	1	Asking for confirmation
	2	Comprehension check
	3	Clarification request
	4	Asking for repetition
	5	Appeal for help
Positive self-solving CSs	6	Self-correction
	7	Use of all-purpose words
	8	Approximation
	9	Circumlocution
Time-gaining CSs	10	Conversation gambits
	11	& hesitation devices Self-repetition
Non-verbal CSs	12	Facial expressions
	13	Gestures as communication strategies
Non-taught CSs	14	Topic avoidance
	15	Message abandonment
	16	codeswitching
	17	foreignizing
	18	word-coinage

. Note. From “Developing Strategic Competence through Task-Based Language Teaching: A Comparison of Implicit and Explicit Instruction,” by Khalid Ibrahim Mohammed Alahmed, 2017, *Classifications of communication strategies*, p. 43. Copyright 2017 by the authors. Reprinted with permission

2.7 Strategic Competence Measurement

In describing the nature of SC in foreign language classrooms, it is important to examine the CSs that learners use when their communicative needs exceed the limits of their

grammatical competence (Alahmed, 2017). In other words, obtaining data on SC is mainly via CSs or skills at the level of language production.

Different researchers gave different definitions for the concept of both SC and CSs which led to the emergence of different scales based on the definition of CSs within SC frameworks. Bachman and Palmer's (1996) model offers a theoretical background through which researchers can examine the crucial role of cognitive and meta-cognitive strategies used by language learners in language performance. The scale therefore is based only on measuring language learner both cognitive and meta-cognitive strategies which will submit the learners SC level. Yet, other researchers suggested different methods based on the different types of CSs that are within SC. The data elicitation of the lexical CSs Fernández Dobao (2001) suggested in was based on three different tasks, a conversation activity carried out with the researcher as the interlocutor, and a description and a picture story performed by the learners individually. However in this method of data collection the results of the first three tasks are conformed via retrospective interview conducted after the learners' performance of the different tasks.

Nakatani (2010) introduced the oral communication strategy inventory (OCSI) in a form of self-reporting questionnaire that is addressing mental processes that underlie second language speakers' behavior when they experience lexical and discourse difficulties i.e. focusing on the cognitive and internal processes underpinning speech production, comprehension, and the processes underlying the use of CSs. Yang and Gai (2010) suggested a questionnaire in order to examine the learners' attitude towards the CSs and the frequency of CSs usage, by following Færch and Kasper's taxonomy (1983). Kongsom's (2009) used a combination of both qualitative and quantitative methods for data collection, starting with the suggested Communication Strategy Questionnaire that focuses in strategy and attitudinal factors in speaking skill, pre- and post-tests as well as to retrospective protocols.

Conclusion

This chapter provided a detailed overview of both CQ and SC and highlighted the significant role they both play in the field of linguistics generally and the field of teaching and learning EFL specifically. CQ allows individuals to boost their communication when dealing with culturally different settings and facilitate adaptability of various cultures by providing set of skills that serve the communication process. Boosting the CQ level requires developing the four practical factors of CQ that are meta-cognitive, cognitive, behavioral and motivational factor. It also plays a significant role in facilitating the process of learning and teaching FL. SC, on the other hand, is simply known as the knowledge of how to use one's language to communicate intended meaning especially when there is a communication breakdown using CSs. Following Alahmed's model of CSs, there are five classifications of these strategies (Interactional strategies Meaning-negotiation CSs, Positive self-solving CSs, Time-gaining CSs, Non-verbal CSs, and Non-taught CSs) that are used to measure SC levels simply because obtaining data on SC is mainly via CSs at the level of language production.

Chapter II:
Methodology, Findings’
Discussion, Implications,
Limitations and
Recommendations

Introduction

As already mentioned in the general introduction, this study aims to explore the relationship between CQ and SC among third year EFL learners at M'sila University. This chapter presents the methodological framework of the current study and how the research is conducted. It primarily aims to answer the questions of the research to understand more the problem behind this study. It provides an overview of fundamental research concepts, such as the research approach, design, the research population, sample, and sampling design. It also involves a full description of the instruments used to collect data; The Cultural Intelligence Scale (CQS) and The Self Report Questionnaire on Strategy Use (SRQSU). Besides, the definition of each used tool, the aim, and a detailed description followed by procedures of data collection and the data analysis as well as the discussion of results with an examination of the validity of the research hypotheses. Furthermore; this chapter provides some pedagogical implications, encountered limitations and suggested recommendations.

Methodology

1.1 Research Approach and Method

Before conducting any research, it is necessary to adopt a given research approach which will be the framework that provides a structural guideline for the research process. This study follows a quantitative approach, thus, using a quantitative method that is the correlational method. Given (2008) defined a quantitative approach as the systematic empirical investigation of phenomena through statistical, mathematical, or computational analysis techniques, aiming to display the collected data in numerical form rather than narrative form. The correlational method, on the other hand, is defined as the attempts to

discover or establish the existence of a relationship between two or more variables (Given, 2008).

In this study the quantitative approach enabled the researchers to use one of the most flexible tools for data collection; the questionnaires, these scalable questionnaires covered every aspect of both SC and CQ providing easy access to analysis and visualize results. Also, using the statistical software (SPSS) saved time and facilitated the statistical calculations to fulfill the research objectives. The correlation method provides a proper starting position for investigating the relationship between CQ and SC for the first time in the Algerian context as it determines the strength and direction of a relationship so that later studies can narrow the findings down and, if possible, determine causation experimentally while having this study as a background and a platform for it.

1.2 Research Design

The current study mainly seeks to explore if there is any statistically significant correlation between CQ and SC. A correlational research design measures a relationship between two variables without accurately ascertain a cause and effect relationship. To achieve this purpose, certain methodological decisions were taken regarding the research method, research tools, and selected sample that are explained in this section.

1.3 Research Setting and Population

This study took place at the English language department of M'sila University, during the second semester of the academic year 2019/2020. It was conducted during the period from March to August. The targeted population for this study is the third year EFL students; with four groups and a total of 107 students. The reason behind choosing this population is because third year students are on the edge of graduation as English language learners, yet

they are not specialized in a specific field, i.e. the third year EFL learners are about to head to practical life working in different fields that require EFL use. Hence, being English language learners on the edge of graduation they need to be skilled and competent to manage the English language properly. Third year students need to be prepared for real-life situations, for that; they need to be aware of and acquire CQ, in addition, they need to be strategically competent in order to be a competent communicator when it comes to using English in the practical life.

Furthermore, this level was chosen specifically to identify if the teaching programs for the first three years of English teaching at M'sila University is designed and focused on improving learners' skills and capacities when communicating and interacting within various settings, also to identify if SC is being enhanced or it is ignored.

Therefore, due to these reasons, the selection of third year English students is believed to be the suitable populations that fall in with the aim of the current research.

1.4 Research Sample and Sampling Design

As previously mentioned, the population in this research is third year EFL learners of M'sila University (107 students). A sample of 40 participants is selected. The selection of this sample is generated using a systematic sampling method. Members of the sample are coded using consecutive numbers from 1 to 107. The sample interval is determined by dividing the whole number of the population (107) on the number of the sample (40), as a result, 3 is the sample interval. After selecting the first unit randomly, namely the 2nd student on the list as a starting point and then select every 3rd student from this point, and so forth. Accordingly, 73% of the respondents were females and 27% of them were males.

1.5 Research Tools

Intending to answer the research questions and test the research null hypotheses, the current research has used two instruments; the first is CQS and the second is SRQSU.

1.5.1 Cultural intelligence scale (CQS)

The first questionnaire is used to investigate the students' CQ level; it is called the Cultural Intelligence Scale (CQS), which was developed by Ang et al (2007). Short bio-data information is added by the researchers to the original CQS where it contains one question about the participants' English proficiency level. As for the essence of the questionnaire, it contains 20 items (see Appendix B) distributed into four main categories (meta-cognitive, cognitive, motivational, and behavioral dimension) with four questions relating to meta-cognitive CQ (Q1-Q4), six to cognitive CQ (Q5-Q10), five to motivational CQ (Q11-Q15), and five to behavioral CQ (Q16-Q20). The CQS is a five-point likert scale, ranging from *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*, table 2 below is a summary of the item numbers for each dimension.

Table 02

Main CQ's Dimensions of the Questionnaire

Dimensions	Items of the scale	Number of items
Meta-Cognitive CQ	Q1, Q2, Q3,Q4	4 items
Cognitive CQ	Q5,Q6,Q7,Q8,Q9,Q10	6 items
Motivational CQ	Q11,Q12,Q13,Q14,Q15	5 items
Behavioral CQ	Q16,Q17,Q18,Q19,Q20	5 items
Total number of items		20 items

In this study, the original version of the CQS is used. The validity of this scale was already tested by different psychologists and educationalists throughout time. The same version was validated by Hyajnah (2014).

Hyajnah (2014) tested the CQS face and content validity and found that the test measures the CQ level. He also tested the reliability of the scale using the test-retest and internal consistency methods. Both methods evidenced the high levels of the validity of the test by the high values of correlation coefficients that ranged from (0.89 - 0.90).

1.5.2 The Self- Report Questionnaire on Strategy Use (SRQSU)

The Self Report questionnaire version on strategy use that is used in this study is developed by Alahmed in (2017) targeting the Arab EFL learners in his PhD research entitled “Developing Strategic Competence through Task-Based Language Teaching: A Comparison of Implicit and Explicit Instruction”.

This questionnaire is used to investigate learners’ use of CSs. Alahmed (2017) revised a set of different questionnaires and proposed a final version of his Self-Report Questionnaire on Strategy Use (SRQSU) (see Appendix C) that considers every single aspect of CSs that learners use.

This questionnaire is based on an 11-point continuous data scale starting from *never true of me* (0) to *always true of me* (10). As such, participants can report their strategy use by responding on an average scale 0-10 (0 being the lowest and 10 being the highest), indicating how often they use each of the provided CSs. It contains 43 items distributed into five main categories (Interactional, Positive self-solving, and Time-gaining, Non-verbal, and Non-taught communication strategies) with sub-categories. It is important to mention that the categorization line will not be included in the administration of the questionnaire to

participants. Table three is a detailed description of the main SC categories besides the sub-categories included for each category of the questionnaire used.

Table 3

Main SC Categories with Sub-categories of the Questionnaire

Category	Strategies included in each scale	Items of the scale	Number of items
Interactional CSs (Negotiation of meaning)	Asking for confirmation Comprehension check Clarification request Appeal for help Asking for repetition	Q 4, Q6, Q11, Q21, Q25, Q33, Q34, Q35, Q37, Q39, Q41, Q43.	12 items
Positive self-solving CSs	Circumlocution Approximation Self-correction Use of all-purpose words	Q2, Q3, Q10, Q12, Q13, Q14, Q20, Q31	8 items
Time-gaining CSs	Conversation gambits & Hesitation devices Self-repetition	Q17, Q19, Q23, Q32.	4 items
Non-verbal CSs	Gestures Facial expressions	Q5, Q8, Q18, Q24, Q26, Q27, Q29, Q40, Q28	9 items
Non-taught CSs	Topic avoidance Message abonnement Code-switching Foreignizing Word coinage	Q1, Q7, Q9, Q15, Q16, Q22, Q30, Q36, Q38, Q42.	10 items
Total number of items			43 items

The validity of the self-report questionnaire was verified by Alahmed (2017) using face validity, content validity, test-retest, and internal consistency methods. They all evidenced the high levels of the validity of the test. As for the reliability, the researcher used Cronbach's Alpha test that has been applied for the whole scale and items. The Cronbach's Alpha values

were found to be good as they ranged between 0.68 and 0.79 for all the 5 scales of the questionnaire, indicating good levels of reliability.

1.6 Procedures

1.6.1 Pilot Study

Initially, before testing the study's instruments, the researchers have conducted a small scale pilot study; where they intended to do a small exploratory study on the targeted population, mainly students' in addition to teachers' CQ awareness; also, to find out students' experience with CSs and SC position in the program. Some questions were prepared (see Appendix A) to interview some students and teachers; as such, twelve students and five teachers were available for a quick and short interview. Apparently, from the data collected at this phase, most students are unaware of the concept of CQ, they either mixed it up with cultural competence and being knowledge-smart in a specific culture or for some who hardly comprehend where the concept belongs thinking that it is a part of civilization and literature stream. As for teachers, only a few are familiar with the CQ concept; the rest interviewed, restricted it to a specific culture thus the closest understanding is to link it with cultural competence.

For the CSs and SC position in general in the program; based on researchers personal experience in studying English at M'sila University, SC was not tackled in details or focused on as an extra ability to communicate or to be taught to help students who lack proficiency to find alternative ways to enhance and proceed with the communication process. In line with that, the interviewed students did confirm that it is introduced as a concept within the lesson of CC, but they were not trained explicitly or experienced activities where it requires using different CSs. Teachers pointed out that they introduced SC as a concept within the program, they confirmed that the direction of attention was given more to other competencies and as

EFL students are FL learners they will encounter within their learning process situations where automatically they use some CSs, thus building SC along the process of learning.

Later on, for the instruments used, another small pilot study was conducted on ten students to test if the instruments are feasible and in this case to find out if the CQ test was understood in the original language only, which is English, before deciding to add to each statement a translated statement in Arabic to ease their comprehension. After testing CQ, some students found some statements' vocabulary to be unclear and confusing as to what it is the equivalent in Arabic. The researchers made sure to consult an expert translator from the English department and suggestions made by the supervisor to choose the appropriate translation for each statement in Arabic. However; SC test was not translated since it is designed specifically for Arab EFL learners with consideration of the suitable and simple English language; in addition, both questionnaires were regulated in terms of the format and the font size to be clear and readable.

Further, the pilot tested the potential completion time of the questionnaires; both tests took approximately 35 to 40 minutes. Concerning reliability and validity, it could not be completed due to finding difficulties of the rest of the sample as this study coincided with the confinement. Yet, the researchers did some researches on other studies that proved the reliability and validity of both questionnaires in the EFL context (see section 1.5.1 & 1.5.2).

1.6.2 Main Study

For the main study, the researchers distributed the CQS for third year EFL learners' classes at Mohammed Boudiaf University, M'sila. Researchers started the tests distribution with twenty-one available participants within one day. The participants completed the CQ test at the presence of the researches; the answering period took from fifteen to twenty minutes to answer.

The participants were asked to provide their real names, emails, and Facebooks; it was explained that the reason behind that is to complete the second test with the same participants and that they will still preserve their identities anonymous. Directly after collecting the first test, the respondents were given the second questionnaire which is the SRQSU. It took the respondents thirty to thirty-five minutes to answer.

Due to the unexpected and immediate closure of the university during the pandemic of the Coronavirus, the researchers could not proceed with the collection of data. However; the list of the selected participants was kept by the researchers and they continued distributing tests online. The rest of the respondents were contacted on the internet using their emails and Facebook accounts; four respondents replied; as for the other five, they were unreachable, so the solution was to replace them with novel participants from the same sample. All respondents found online were very cooperative and completed both questionnaires.

The total number of the selected respondents who answered the questionnaires was 40. However, out of these 40 participants' responses only 30 constituted the main body of the used sample for this analysis due to the reason that the other 10 received responses were not used and were considered as invalid. The unfinished responses, such as answer papers that had 1 and/or more non answered items, were rejected. Answer papers that were not answered at all or had only a few answered items, in addition to the papers with no names or contact information, were rejected; thus these 10 were eliminated.

1.7 Data Analysis Method and Statistical Tools

The data analysis method used for this study is quantitative analysis, in which the collected data from the measurement scales is extended for more statistical manipulation to answer the research questions. The used statistical tools in this research are the mean,

standard deviation, and Pearson correlation coefficient. The statistical operations were processed via SPSS V25 for Microsoft.

- The mean is the same as the average value of a data set and is calculated using the following formula

$$\bar{x} = (\sum x_i) / n$$

- Σ = add up
- x_i = all of the x-values
- n = the number of items in the sample
- The standard deviation measures the dispersion of a dataset relative to its mean, it is calculated using the following formula :

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

- Pearson's correlation coefficient is the test statistics that measures the statistical relationship, or association, between two continuous variables, it is calculated using the following formula:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

- N = the number of pairs of scores
- $\sum xy$ = the sum of the products of paired scores
- $\sum x$ = the sum of x scores
- $\sum y$ = the sum of y scores

- Σx^2 = the sum of squared x scores
- Σy^2 = the sum of squared y scores

Data Analysis and Discussion

2.1 Data Analysis

The purpose of this study is to explore the relationship between CQ and SC among EFL learners at M'sila University. That is, it aims mainly to explore if there is any statistically significant correlation between the two variables. This section presents the results of the participant's performance on the used questionnaires to answer the following questions:

RQ1: What are EFL learners' different levels of CQ?

RQ2: What are EFL learner's different levels of SC?

RQ3: Is there a statistically significant correlation between CQ and SC?

RQ4: Is there a statistically significant correlation between the CQ's dimensions and the SC?

2.1.1 Data Analysis for Research Question One

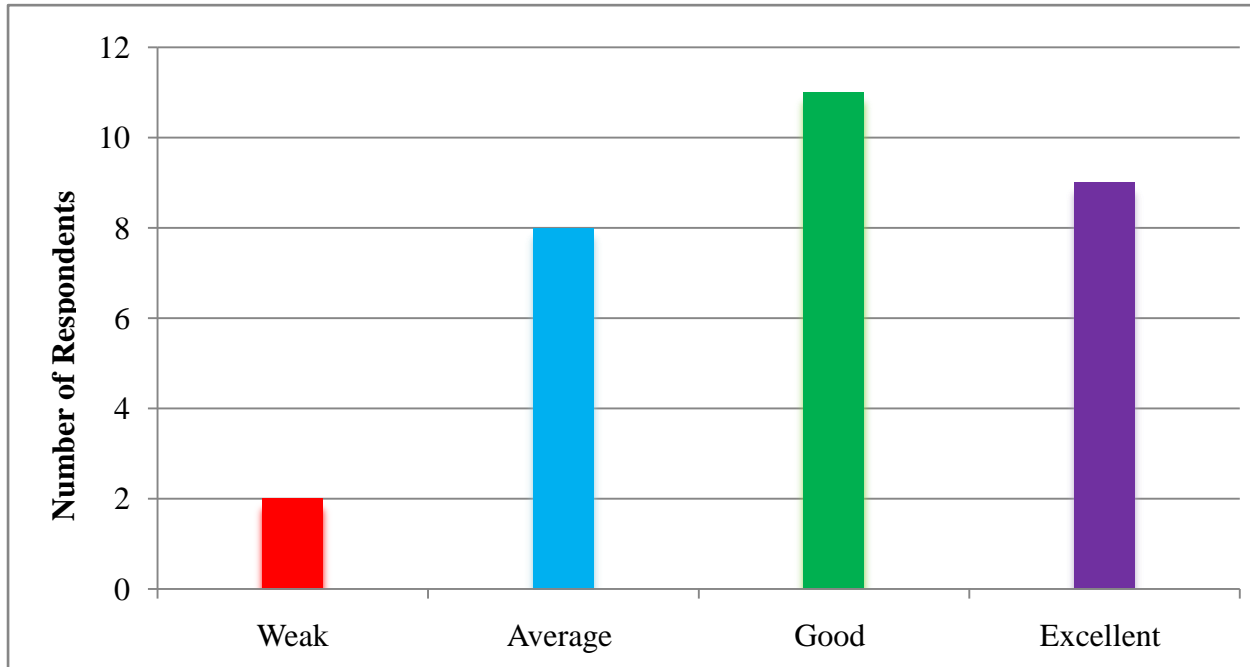
As mentioned above (see section 1.5.1) the CQS questionnaire was divided into two sections. The first section is devoted to the short bio-data information of the respondents, which was added by researchers, and the second section includes the original CQS items.

2.1.1.1 Bio-data Information Analysis

The bio-data information section contained one question that is "what is your level in English?" Data obtained from the first question is represented in the following graph.

Graph 01

Participants' Level of English Proficiency



From graph 01 it seems like most learners (11 learners) consider their level of English as good, 9 learners consider themselves as excellent, 8 learners consider themselves average and 2 learners consider themselves as weak. Overall, most participants' level of English is good, indicating that learners' level has been improving during their learning process and that would enrich the learners with some skills and competencies throughout the three years of learning English as a FL at the university; allowing researchers to figure out if these acquired capacities will interfere in the tested variables.

2.1.1.2 Data Analysis for CQS Data

To answer the first question which is: "What are EFL learners' different levels of CQ?" The CQS responses were processed using SPSS, and the results obtained represent participants' level of CQ; data is displayed in the following table

Table 04

Descriptive Statistics for CQS Data

	N	Mean	SD
CQ	30	14,38	2,24
Valid N	30		

Table 4 displays the data collected from participants to the CQS. It represents 30 EFL learners' responses. According to the data, the value of the mean ($\bar{x} = 14,38$) is considered medium according to the highest value of the test score which is 20. In addition, the value of the standard deviation ($SD = 2,24$) is low compared to the mean meaning that the scores are near to the mean. Overall, it can be said that participants' level of CQ as a whole is considered medium.

2.1.1.2.1 Data Analysis for the CQS Dimensions

In order to determine which highest and lowest CQ dimension level that influences the general CQ level, learners' levels of each CQ dimension were measured. Data obtained from the CQS is presented in the following table.

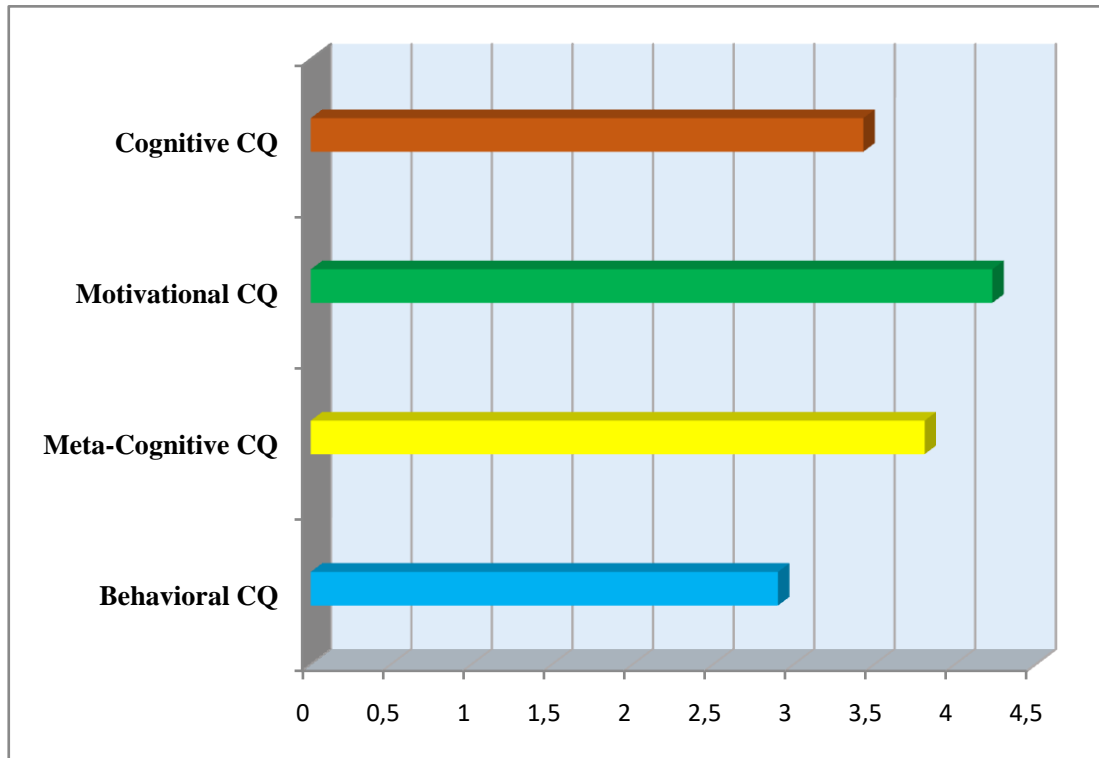
Table 05*Descriptive Statistics for CQS' Dimensions*

	N	Mean	SD	Rank	Level
Behavioral CQ	30	2,90	0,71	4	Above-average
Meta-Cognitive CQ	30	3,81	1,05	2	High
Motivational CQ	30	4,23	0,78	1	High
Cognitive CQ	30	3,43	0,71	3	Good
Valid N	30				
Total		14,38			

From table 5 above, learners have different levels in all four dimensions. Motivational CQ level (4,23) is significantly high compared to the mid-value of motivation CQ (2.5), meaning that learners are directing their attention towards exploring and learning different cultures. Learners' level of meta-cognitive CQ (3,81) is high comparing it to the mid-value (2.5), indicating that learners are aware of how, when, and what to use their cultural knowledge. As for cognitive CQ, learners have a good level since (3,43) is higher than (2.5) meaning that learners can assess cultural differences and respond accordingly. Finally, comparing both of the mean and the mid-value of the behavioral CQ (2.90 and 2.5, respectively) indicates that learners' level is above-average which allows learners to use some appropriate behaviors when interacting in culturally diverse contexts, however, this area needs improvements.

Graph 02

CQ's Four Dimensions' Mean



Graph 02 displays clearly the findings from table 5 above. It presents the mean for each dimension of CQ; behavioral, meta-cognitive, motivational, and cognitive dimension. The most dominant dimension which influences learners' level of CQ is the Motivational ($\bar{x}=4,23$) then followed by the Meta-cognitive dimension ($\bar{x}=3,81$) and Cognitive dimension ($\bar{x}=3,43$) while the least is the Behavioral dimension ($\bar{x}=2,90$).

2.1.2 Data Analysis for Research Question Two

2.1.2.1 Data Analysis for SRQSU

For the second question which is: "What are EFL learner's different levels of SC?" the answers of the SRQSU were processed using SPSS, and the results obtained represent participants' level of SC ; data is displayed in the following table

Table 06

Descriptive Statistics for SRQSU Data

	N	Mean	SD
SC	30	279,63	55,75
Valid N	30		

As stated in table 6, the value of the mean ($\bar{x}=279,63$) that is somewhat good compared to the mid-value of the self-report questionnaire on strategy use score which is 215. Moreover, the value of standard deviation ($SD=55,75$) is significantly low compared to the mean which shows that the scores are near to the mean. This indicates that participants' SC level is found to be fairly good.

2.1.3 Data Analysis for Research Question Three

2.1.3.1 Data Analysis of the Correlation between CQ and SC

To investigate the third research question “Is there a statistically significant correlation between CQ and SC?” Pearson correlation was run to probe any significant relationships between CQ's four dimensions and SC data. Data obtained are presented in the following table 7 and figure 2

Table 07*Pearson Correlations for the Relationship between CQ and SC*

		SC	CQ
SC	Pearson Correlation	1	0,829**
	Sig. (2-tailed)		,000
	N	30	30
CQ	Pearson Correlation	0,829**	1
	Sig. (2-tailed)	,000	
	N	30	30

Correlation is significant at the 0.01 level (2-tailed).

The correlation between data gathered from both variables CQ and SC is measured using the Pearson correlation coefficient; the results are displayed in table (7). The notated p-value is Sig. (2 tailed) according to the SPSS is 0.000. This value that is less than 0.05 indicates the existence of statistical significance hence calling for the rejection of the first null hypothesis and accepting the alternative one saying that there exists a statistically significant correlation between the two study's variables. The coefficient value is 0.829, which is a high value, thus it can be said that there is a strong positive statistically significant correlation between students' levels of CQ and their SC.

Figure 02

Scatter Plot with a Fit Line of CQ by SC

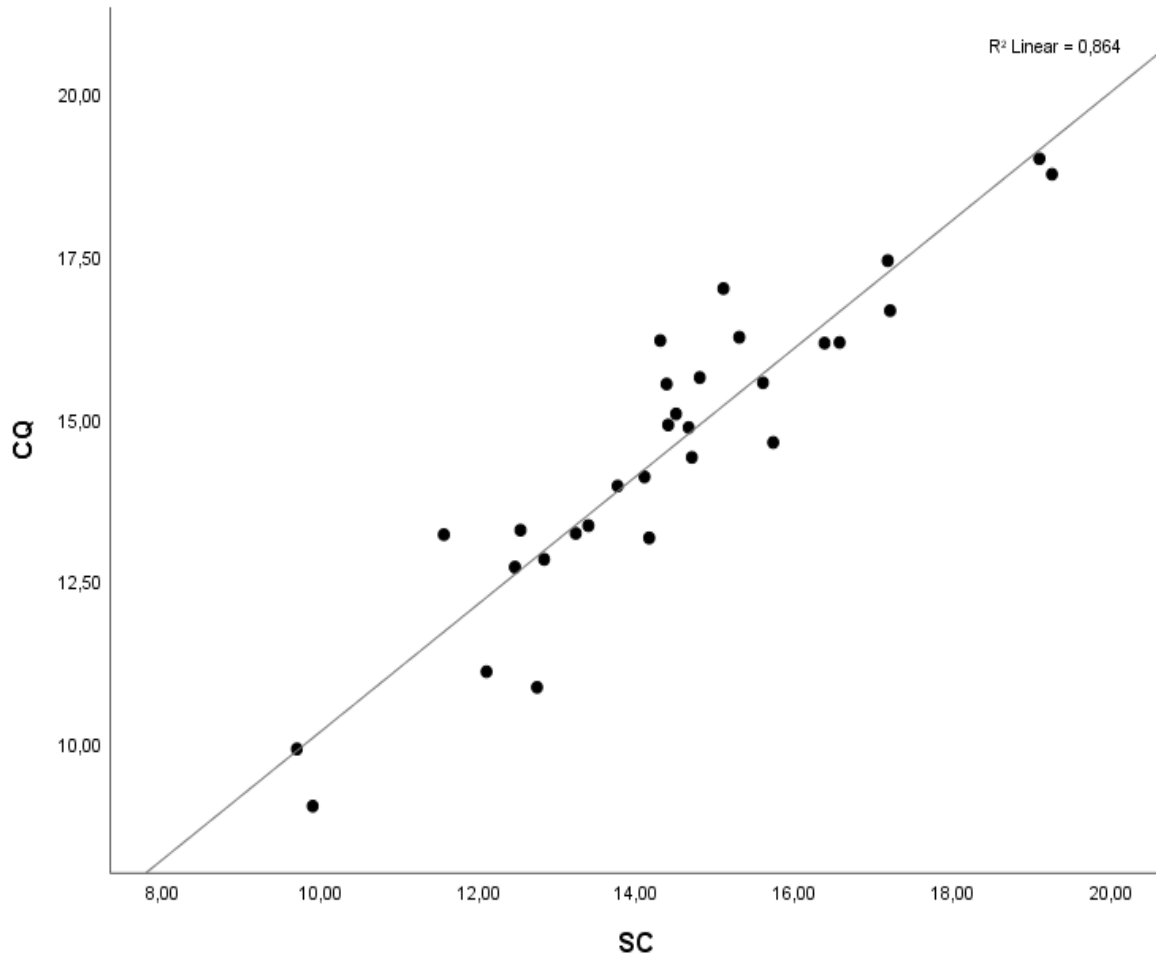


Figure 2 illustrates a Scatter plot with a fit line of CQ by SC, in which each dot on the scatter plot represents one individual from the data set; as for the shape of the relationship, it appears to be linear since the correlation is significant at the 0.01 level. It also indicates a positive correlation between the two variables because as one variable increases, so does the other.

2.1.4 Data Analysis for Research Question Four

2.1.4.1 Correlation Analysis between CQ Dimensions and SC

To investigate the fourth research question “Is there a statistically significant correlation between the CQ dimensions and the SC? Pearson correlation was run to probe any significant relationships between the four dimensions of CQ and SC. Data obtained is displayed in table 8 and figure 5.

Table 08

Pearson Correlation for SC and the Four Dimensions of CQ

		SC
Motivational CQ	Pearson Correlation	0,508**
	Sig. (2-tailed)	0,000
	N	30
Cognitive CQ	Pearson Correlation	0,487**
	Sig. (2-tailed)	0,000
	N	30
Behavioral CQ	Pearson Correlation	0,761**
	Sig. (2-tailed)	0,000
	N	30
Meta-cognitive CQ	Pearson Correlation	0,538**
	Sig. (2-tailed)	0,000
	N	30

Correlation is significant at the 0.01 level (2-tailed).

Table 8 displays the statistically significant correlations between SC and CQ’s four dimensions at the level of significance $p=0.01$. According to the results displayed, all the correlations are positive good correlations as the values of Pr range from 0.487 to 0.761. The

highest value of the Pearson correlation coefficient is with behavioral CQ (Pr= 0.761), showing a strong statistically significant correlation with SC; followed by meta-cognitive CQ (Pr= 0.538), motivational CQ (Pr= 0.508), and cognitive CQ (Pr= 0.487) indicating a moderate statistically significant correlation with SC. Also, the nature of the association is found to be both linear and positive. Therefore, based on these results the second null hypothesis is rejected, and accepting the alternative one stating that there exists a statistically significant correlation between CQ dimensions and SC.

2.2 Discussion of the Results

Data analysis for the first research question which seeks to investigate EFL learners' level of CQ reports that most participants' CQ level as a whole is medium ($\bar{x} = 14,38$; Sd = 2,24). In particular, the dominant dimension is motivational CQ ($\bar{x} = 4,23$), followed by meta-cognitive CQ, cognitive CQ, and behavioral CQ. Despite what was expected; due to the novelty of the concept of CQ within the EFL context, specifically in the Algerian context, the participants would have a low level of CQ is proved to be incorrect. Accordingly, participants, even unaware of their CQ abilities, have built and developed them by time. Finding differences between the levels of dimensions indicates that students have different levels of mastering the four dimensions of CQ. As for the dominant dimension, motivational CQ indicates that most participants' are motivated and willing to interact with others, to explore and learn about other cultures whether they are driven by intrinsic or extrinsic purposes. This result ties well with previous studies wherein motivational CQ also contributes to the overall level of students' CQ (Rachmawaty et al, 2018).

The obtained data for the analysis of the second research question which investigates the EFL learners' level of SC shows that most participants have a fairly good SC level. However; participants' level is not sufficient and this could be resulted from the lack of

attention to teaching CSs explicitly in the English department; M'sila University. These justifications are consistent with what has been found in Alhamed (2017) suggested results that both explicit and implicit strategy instruction has a positive impact on developing EFL learners' use of CSs.

The findings of the third question which aimed at exploring if any correlation exists between CQ and SC proves that there is a strong statistically significant correlation between the two variable with the value of ($r= 0.82$); hence, this calls for rejecting the first null hypothesis posed for this question that assumes that no correlation is to be found between CQ and SC. The choice of the population which is EFL learners is purposefully targeted to serve this combination in that EFL learners are learning a language that is known as a *Lingua Franca* which means that it is utilized globally regardless of the mother tongue and that could prepare them for intercultural interactions. In line with this, SC is employed especially by FL learners when facing an unfamiliar situation finding themselves suffering from a shortage of language or in some cases it is used to boost the communication; as for CQ, it is a set of capabilities that are used to function effectively and handle interactions in unfamiliar settings. This finding may also be explained by the idea that CQ is not related to language itself, as it is defined that it is a culture free concept (Ng & Earley, 2006) hence, language free. This was also proved in the previous research conducted by Marcum (2017) who investigated the predictive relationship between CQ and Language Proficiency in distance English-language program. Marcum's (2017) findings revealed that cultural proficiency did not predict students' language proficiency at the beginning of the course, during and at the end of the course; in other words, having a high level of CQ has nothing to do with language proficiency and vice versa. The current study also showed similar results in that it is found that despite the participants' good level in English proficiency they had a medium level in CQ and an fairly good level in SC. This proves that having a good level in English

proficiency does not necessarily indicate high level in CQ. Taken together, it could be said that both CQ and SC correlation has nothing to do with language proficiency, but rather they both hold the concept of boosting communication by acquiring different skills and capacities that enables the individual to be flexible in various settings, and having an English language learner supports this combination due to the critical role that language plays in interacting with others. Further, this correlation can also be supported by the previous finding of Yeke and Semerciöz's (2016) where it has been proved that CQ is positively correlated with intercultural communicative competence, as SC is part of it.

As for data analysis of the last research question, which takes a step further into figuring out if any correlation exists between CQ's four dimensions specifically and SC, the results showed that all dimensions have a moderate statistically significant correlation with SC with close correlation values (meta-cognitive CQ' $r=0,53$, motivational CQ' $r=0,50$, and cognitive CQ' $r=0,487$; however; behavioral CQ has surpassed other dimensions with the highest value ($r=0,76$) which means that there is a dimension that has a strong statistically significant correlation with SC; also, the nature of the association for all dimensions is found to be both linear and positive. Therefore, these results prove that the second null hypothesis, which states that there is no statistically significant correlation between CQ's dimensions and SC, is rejected. One interpretation of these findings is that SC is usually being flexible with what the EFL learner encounters whether it is being in unfamiliar situations or having a shortage in language or to enhance the conversation, hence, using alternative verbal and non-verbal strategies to proceed with the conversation. This process itself requires a set of skills and capabilities that enable the individual to perform different CSs. In line with this, CQ is a set of skills that are represented in each dimension, those skills and capacities are designed to function in unfamiliar settings (see section 1.4, p. 10). They are not designed for a specific culture neither for a specific language. CQ's

dimensions form a construct that is intended to represent an ability to communicate effectively with people from different cultural backgrounds. Awareness of cultural differences in foreign relations prepares individuals for proper verbal and nonverbal communication. CQ motivates individuals to interact with foreigners and to choose appropriate behavioral repertoires; to take the initiative to start expressing themselves to people from other cultures, but also the ability to listen, to interpret cultural differences in communication, to make appropriate inferences and to react accordingly with the correct communication (Bücker et al., 2014). Hence, each dimension includes flexible capacities that are needed somehow to perform CSs making the communication more effective; accordingly, it has appeared that meta-cognitive, motivational, cognitive, and behavioral CQ has a positive influence on effective communication (Bücker et al., 2014).

As for finding that behavioral CQ is found to have a strong statistically significant correlation with SC, could be explained by the fact that behavioral CQ is about being behaviorally flexible in intercultural contexts, which means since individuals do not have direct access to thoughts, feelings, and motivations of others within the conversation, the individual handles the other's reaction to his\her words' use or the acceptance of nonverbal acts, i.e. they rely on what they see, hear, and infer from verbal and non-verbal expressions (Hall, 1959); thus, the individual is alerted which will enquire him\her to employ the meta-cognitive, cognitive abilities and to be motivated to continue with the conversation even when feeling frustrated and failure. Likewise, SC is about flexibility, it includes CSs that are similar to those aspects activated within behavioral CQ, such as; it includes verbal behaviors like tone, word coinage, foreignizing, and code-switching, these are also activated behaviors when encountering intercultural situation. Besides, the similarities in non-verbal behaviors that exist in behavioral CQ and are used as CSs within SC like gestures and facial expressions and body language. When the behavioral CQ sub-dimensions are activated it means adjusting

to the unfamiliar intercultural context, including being flexible in using interactional strategies, and it even includes flexibility in pause and silence (Beamer & Varner, 2001, as cited in Van Dyne et al, 2012).

To conclude, it could be said that, since behavioral CQ includes being flexible verbally or non-verbally within an intercultural situation this will require also strategies to guide this flexibility given that behavioral actions are most visible and accessible to others, thus CSs are automatically activated when trying to work around breakdowns or to enhance the communication effectiveness.

Implications, Limitations, and Recommendations

Based on the findings of this study, this section propose some additions concerning the pedagogical implications, suggest recommendations for further research, and list the limitations that hindered the research process.

3.1 Pedagogical Implications

Since both variable CQ and SC play a critical role independently, this study suggests some pedagogical implications to insert the new concept of CQ to the EFL learning context. At first, EFL learners should be aware of CQ and aware of its contributions in enhancing communication effectiveness. CQ has the advantage of being an acquirable ability, which means it can be taught and learned. The EFL learner can autonomously ameliorate his\her level of CQ, by focusing on developing each of its dimensions (meta-cognitive, cognitive, behavioral, and motivational), since all dimensions encompass the overall CQ. English language learners are in need for this concept (CQ), as they are directing their attention to proceed their educational and professional career abroad. As for teachers, it is important for

them to build their CQ, because in their professional career they encounter classes with students with different cultural backgrounds. Teachers with high CQ can easily adapt to new settings and can bridge the cultural gap between them and the students facilitating their teaching process. Besides, as Rachmawaty et al (2018) concluded that English teachers can provide a classroom where students' CQ could potentially be built as a way to enhance their language learning process. Interactive tasks and cultural discussions activities could be arranged as optional classroom activities as these activities encourage students to engage in multicultural interactions which may lead to high level of CQ.

The results of the study also show that EFL learners' should improve their SC, since it represents a general cognitive capacity that underpins all problem-solving behaviors used when communication breakdowns occur. It is also important for the learners to be both knowledgeable and aware of the CSs as they are considered as a basic and essential component of SC, including interactional CSs, positive self-solving CSs, time-gaining CSs, and non-verbal CSs. Moreover, the advanced learners need to be aware of the possibilities strategizing offer effective communication, as well as to successfully determine their goal of communication. CSs have to be trained and taught since they help to develop language learners' SC and hence their overall level of CC, mainly via focusing on the teaching approaches and methods that are designed to improve learners' performance. For example, the task-based language teaching approach, the competency-based language teaching, and the humanistic approach (Alahmed, 2017).

3.2 Limitations

During this research, the researchers have encountered a considerable number of obstacles. One of the major obstacles is the horrifying pandemic of COVID-19, in which it hinders the process of data collection due to the quarantine, and the shutdown of universities.

Hence, the questionnaires were distributed for the rest of the participants online after contacting them through their emails and Facebooks.

Initially, testing SC requires more than one tool; however, due to the quarantine and closed universities, it was difficult to use all of them and only the self-report questionnaire was used. The composer of the questionnaire (Khalid Ibrahim Ahmad) was contacted and he explained that the tasks would have boosted the results, but he confirmed that the questionnaire is enough to measure students' SC.

In addition, testing reliability and validity was impossible to achieve in these circumstances thus, the researchers had to adopt the testing from similar studies with the same context and sample; luckily both questionnaires' reliability and validity test are tested on similar samples which are EFL students (to be specific Arab EFL students).

3.3 Recommendations for Further Studies

Some recommendations for further studies are suggested:

- It is suggested for further studies to deal with a larger sample from the English department or other universities in order to generalize the results.
- Future research studies can apply more than one data collection tool for SC, to boost the validity and reliability of the data.
- It is recommended to use the extended version E-CQS (36 items) to measure CQ if the researcher is interested in choosing only one of the dimensions to measure or to investigate in depth the sub-dimensions of each of CQ's four dimensions.
- It is suggested to extend the validity and reliability tests for both of CQS and SRQSU tools.

- The conducted study is correlational research; therefore, future researchers can go further and conduct experimental research for the sake of finding out the cause-effect relationship between CQ and SC.

Conclusion

This chapter discussed and interpreted the main findings of the present study. This quantitative study aims to explore the correlation between SC and CQ using quantitative data collection tools (CQS and SRQSU), the collected data was analyzed using SPSS presenting both statistical descriptions and Pearson correlation coefficient for the intended variables. The analysis of participants' responses showed that most of them have a medium level of CQ generally, and the motivational CQ is the dominant dimension. It also showed that learners possess a fairly good SC level. Moreover, this study revealed that there is a strong significant correlation between CQ and SC, as well as finding a moderate statistically significant correlation between SC and the four dimensions of CQ; with behavioral CQ exceeding the other dimensions with a strong statistically significant correlation value. Based on the study results, a discussion was carried out to provide justifications and examine the proposed hypotheses. Further, the researchers continued with proposing a set of pedagogical implications, stating limitations and obstacles faced while conducting the current study, in addition to the recommendations suggested for further studies.

General Conclusion

In light of the communicative requirements of this globalized world, communication is considered as an essential skill that enables individuals to achieve educational, personal, and professional development. To enhance this skill, learners need to be aware of various methods and to be updated with modern ways that facilitate their communication process. In this research, the concept of CQ is introduced to English language learning and teaching context, directing EFL learners' attention to the necessity of this modern concept in the real world. As for SC, it is a familiar concept for EFL learners since they tackled it at some point within the lesson of CC; however, it is not taught independently. This study aimed to explore the relationship between CQ and SC within the EFL context. It started by devoting an extended part with basic information on the two variables to enrich the readers' knowledge about CQ and SC.

The research aimed to find answers to four questions. The first two questions are concerned with investigating EFL learners' levels of CQ and SC. EFL learners' level of CQ is measured using CQS and the results showed that learners' CQ level appears to be medium; with motivational CQ being the dominant dimension followed by different ranking levels between CQ four dimensions (meta-cognitive CQ, cognitive CQ, and behavioral CQ); respectively. As for students' SC level, it is measured using SRQSU in which it revealed that EFL learners' have a fairly good level. For the third and the main question of this research, which explores the relationship between CQ and SC, the findings revealed a strong, positive statistically significant correlation between the two measured variables. The last research question took a step further to find out if there is a statistically significant correlation between the four dimensions of CQ and SC, results of the Pearson correlation coefficient indicated that all dimensions have a moderate statistically significant correlation with close correlations values. However; Behavioral CQ surpassed the rest of dimensions with a strong statistically significant correlation value with SC; followed by meta-cognitive CQ,

motivational CQ, and cognitive CQ. The study ended by providing set of suggested pedagogical implications, along with spotlighting the major obstacles faced by the researchers while conducting the current study.

Since CQ is an acquirable intelligence, EFL learners need to be aware of their CQ to focus on enhancing such a useful ability that can be taken anywhere, this also is applicable for teachers to consider. Besides, directing attention to teaching EFL learners various CSs to enable them to enhance and train their SC that will also play a role in facilitating their communication process.

To conclude, despite the encountered limitations of this study, these results were sufficient to achieve the goal of the research, enabling the researchers to present an original research topic that its findings aim to be practical and effective in the EFL context. Besides, recommendations are suggested for further in-depth and possible various extended researches on the topic.

References

- Akbarov, A. (2016). *Currents in language education, global learning and intercultural competence : envisioning new paradigms*. International Burch University.
- Alahmed, K. I. (2017). *Developing Strategic Competence through Task-Based Language Teaching: A Comparison of Implicit and Explicit Instruction* [Doctoral dissertation].
- Ang, S., & Dyne, L.V. (2008). *Handbook of cultural intelligence : theory, measurement, and applications*. M.E. Sharpe.
- Ang, S., Rockstuhl, T., & Tan, M. L. (2015). Cultural Intelligence and Competencies. *International Encyclopedia of the Social & Behavioral Sciences*, 433–439. <https://doi.org/10.1016/b978-0-08-097086-8.25050-2>
- Ang, S., Rockstuhl, T., Ng, K.Y., (2014). *Performance-Based Cultural Intelligence (CQ): Development and Validation of an Intercultural Situational Judgment Test (iSJT)*. Nanyang Technological University: Center for Leadership and Cultural Intelligence
- Ang, S., Van Dyne, L., & Koh, C. (2006). Personality Correlates of the Four-Factor Model of Cultural Intelligence. *Group & Organization Management*, 31(1), 100–123. <https://doi.org/10.1177/1059601105275267>
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation and Task Performance. *Management and Organization Review*, 3(03), 335–371. <https://doi.org/10.1111/j.1740-8784.2007.00082.x>
- Ang, S., Van Dyne, L., & Tan, M. L. (2011). Cultural Intelligence. *The Cambridge Handbook of Intelligence*, 582-602. <https://doi.org/10.1017/cbo9780511977244.030>
- Bachman, L., F. (1990). *Fundamental considerations in language testing*. Oxford University Press.

- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford University Press.
- Bialystok, E. (1990). *Communication strategies: a psychological analysis of second-language use*. Blackwell.
- Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>
- Bücker, J. J. L. E., Furrer, O., Poutsma, E., & Buyens, D. (2014). The impact of cultural intelligence on communication effectiveness, job satisfaction and anxiety for Chinese host country managers working for foreign multinationals. *The International Journal of Human Resource Management*, 25(14), 2068–2087. <https://doi.org/10.1080/09585192.2013.870293>
- Byrne, D. (1976). *Teaching oral English*. Longman.
- Canale, M. (1983). *From Communicative Competence to Communicative Language Pedagogy*. Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), p. 1-47. <https://doi.org/10.1093/applin/i.1.1>
- Celce-Murcia, M., Z. Dornyei, S. Thurrell. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *In Issues in AppliedLinguistics*.
- Chomsky, N (1965). *Aspects of the Theory of Syntax*. The M.I.T. Press.
- Corder, S. P. (1983). *Strategies of communication*. Longman.

- Costa, P. T., & McCrae, R. R. (1992). Normal personality assessment in clinical practice: The NEO Personality Inventory. *Psychological Assessment*, 4(1), 5–13.
<https://doi.org/10.1037/1040-3590.4.1.5>
- Council of Europe, & Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.
- Dörnyei, Z. & Scott, M. L. (1995). Communication strategies: An empirical analysis with retrospection. *Brigham Young University*.
- Dörnyei, Z. & Thurrell, S. (1992). *Conversation & dialogues in action*. Prentice-Hall.
- Dörnyei, Z., & Scott, M. L. (1997). Communication Strategies in a Second Language: Definitions and Taxonomies. *Language Learning*, 47(1), 173–210.
<https://doi.org/10.1111/0023-8333.51997005>
- Earley, P. (2002). Redefining interactions across cultures and organizations: Moving forward with cultural intelligence. *Research in Organizational Behavior*, 24, 271-299.
[https://doi.org/10.1016/s0191-3085\(02\)24008-3](https://doi.org/10.1016/s0191-3085(02)24008-3)
- Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford University Press.
- Earley, P. C., & Mosakowski, E. (2004). Toward Culture Intelligence: Turning Cultural Differences into a Workplace Advantage. *Academy of Management Perspectives*, 18(3), 151-157. <https://doi.org/10.5465/ame.2004.28561784>
- Earley, P. C., Ang, S., & Tan, J. (2006). *CQ: Developing cultural intelligence at work*. Stanford University Press.

- Eken, I., Özturgut, O., & Craven, A. E. (2014). Leadership styles and cultural intelligence. *Journal of Leadership, Accountability and Ethics*, 11(3), 154-165. <https://trevecca.idm.oclc.org/login?url=https://search-proquest-com.trevecca.idm.oclc.org/docview/1647069750?accountid=29083>
- Ellisè, R. (1984). Communication strategies and the evaluation of communicative performance. *ELT Journal*, 38(1), 39–44. <https://doi.org/10.1093/elt/38.1.39>
- Færch, C. & G. Kasper., (1983). *Strategies in interlanguage communication*. Longman.
- Fernández Dobao, A. M. (2001). Communication strategies in the interlanguage of Galician students of English: The influence of learner- and task- related factors. *Atlantis*, 2(1), 41-62.
- Foster, P., & Ohta, A. S. (2005). Negotiation for Meaning and Peer Assistance in Second Language Classrooms. *Applied Linguistics*, 26(3), 402–430. <https://doi.org/10.1093/applin/ami014>
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.
- Ghonsooly, B., & Golparvar, S. E. (2013). Probing the Predictive Power of Cultural Intelligence on Iranian EFL learners' performance on IELTS writing test.
- Ghonsooly, B., Sharififar, M., Sistani, S. R., & Gabari, S. (2015). Cultural Intelligence in Foreign Language Learning Context. *CULTUS: The Journal of Intercultural Mediation and Communication*, 6(ISSN 2035-3111).
- Given, L. M. (2008). *The sage encyclopedia of qualitative research methods*. SAGE.
- Hall, E. T. (1959). *The silent language*. Fawcett Publications, Ib.
- Hymes, D. (1967). Models of the Interaction of Language and Social Setting. *Journal of Social Issues*, 23(2), 8–28. <https://doi.org/10.1111/j.1540-4560.1967.tb00572.x>

- Kim, Y. J., & Van Dyne, L. (2012). Cultural Intelligence and International Leadership Potential: The Importance of Contact for Members of the Majority. *Applied Psychology*, 61(2), 272–294. <https://doi.org/10.1111/j.1464-0597.2011.00468.x>
- Kongson, T. (2009). The effects of teaching communication strategies to Thai learners in English [Doctoral dissertation].
- Le Pichon, E., de Swart, H., Vorstman, J., & van den Bergh, H. (2010). Influence of the context of learning a language on the strategic competence of children. *International Journal of Bilingualism*, 14(4), 447–465. <https://doi.org/10.1177/1367006910370921>
- Littlewood, W. (2011). Communicative language teaching: An expanding concept for a changing world. *Handbook of Research in Second Language Teaching and Learning*, 2 (1), 541-547.
- Livermore, D. A. (2009). *Leading with cultural intelligence : the new secret to success*. Amacom.
- Livermore, D. A. (2011). *The cultural intelligence difference : master the one skill you can't do without in today's global economy*. Amacom, American Management Association.
- Maleki, A. (2007). Teachability of communication strategies: An Iranian experience. *System*, 35(4), 583–594. <https://doi.org/10.1016/j.system.2007.04.001> .
- Marcum, J. (2017). *Language Proficiency and Cultural Intelligence in Distance English-Language Learning*. All Graduate Theses and Dissertations. 6691. <https://digitalcommons.usu.edu/etd/6691>
- Mariani, L. (1994). Developing strategic competence: towards autonomy in oral interaction. *A Journal of TESOL*, 20(1).
- Mayer, J. D., & Salovey, P. (1993). The intelligence of emotional intelligence. *Intelligence*, 17(4), 433–442. [https://doi.org/10.1016/0160-2896\(93\)90010-3](https://doi.org/10.1016/0160-2896(93)90010-3)

- Muna, F. A. (2011). VOICES: CULTIVATING MULTICULTURAL LEADERS. *Business Strategy Review*, 22(2), 90–91. <https://doi.org/10.1111/j.1467-8616.2011.00761.x>
- Nakatani, Y. (2010). Identifying Strategies That Facilitate EFL Learners' Oral Communication: A Classroom Study Using Multiple Data Collection Procedures. *The Modern Language Journal*, 94(1), 116–136. <https://doi.org/10.1111/j.1540-4781.2009.00987.x>.
- Nakatani, Y., & Goh, C. (2007). *A review of oral communication strategies: focus on interactionist and psycholinguistic perspectives*. Oxford University Press.
- Ng, K.-Y., & Earley, P. C. (2006). Culture + Intelligence. *Group & Organization Management*, 31(1), 4–19. <https://doi.org/10.1177/1059601105275251>
- Paribakht, T. (2016). Strategic competence and language proficiency. *Applied Linguistics*, 6(2), 132-146. <https://doi.org/10.1093/applin/6.2.132>
- Parvizi, G. R. (2016). Self-Oriented Perfectionism, Cultural Intelligence, and Translation Ability in Iranian EFL context. *The Modern Journal of applied Linguistics*, 8(3), 127-144.
- Peterson, B. (2004). *Cultural intelligence*. Intercultural Press.
- Rababah, G. (2001). An Investigation into the Strategic Competence of Arab Learners of English at Jordanian Universities [Doctoral dissertation].
- Rachmawaty, N., Wello, M. B., Akil, M., & Dollah, S. (2018). Do Cultural Intelligence and Language Learning Strategies Influence Students' English Language Proficiency? *Journal of Language Teaching and Research*, 9(3), 655. <https://doi.org/10.17507/jltr.0903.27>

- Rafieyan, V. (2016). The Relationship between Cultural Intelligence and Culture-Bound Texts. *Journal of Applied Linguistics and Language Research*, 3(3).
- Rezaei, O. (2014). The Relationship between Self-efficacy Beliefs and Autonomy among Iranian Intermediate and Upper Intermediate EFL Learners. *International Journal of Applied Linguistics & English Literature*, 3(6).
<https://doi.org/10.7575/aiac.ijalel.v.3n.6p.22>
- Selinker, L. (1972). Interlanguage. *IRAL*, 10(1–4). <https://doi.org/10.1515/iral.1972.10.1-4.209>
- Sternberg, R. J., & Detterman, D. K. (1986). What Is Intelligence? Contemporary Viewpoints on Its Nature and Definition. *The American Journal of Psychology*, 100(1), 141.
<https://doi.org/10.2307/1422652>
- Sternberg, R. J., IBM Professor of Psychology and Education Robert J Sternberg, Forsythe, G. B., Hedlund, J., Wagner, R. K., Horvath, J. A., Williams, W. M., Snook, S. A., & Grigorenko, E. (2000). *Practical intelligence in everyday life*. Cambridge University Press.
- Tarone, E. (1977). Conscious communication strategies in interlanguage: A progress report. *TESOL '77*, 4(3),194-203.
- Thomas, D. C. (2006). Domain and Development of Cultural Intelligence. *Group & Organization Management*, 31(1), 78–99. <https://doi.org/10.1177/1059601105275266>
- Thomas, D. C., & Inkson, K. C. (2004). *Cultural intelligence : people skills for global business*. Berrett-Koehler.
- Thomas, D. C., Liao, Y., Aycan, Z., Cerdin, J.-L., Pekerti, A. A., Ravlin, E. C., Stahl, G. K., Lazarova, M. B., Fock, H., Arli, D., Moeller, M., Okimoto, T. G., & van de Vijver, F. (2015). Cultural intelligence: A theory-based, short form measure. *Journal of*

<https://doi.org/10.1057/jibs.2014.67>

Thomas, D. C., & Inkson, K. C. (2009). *Cultural intelligence: Living and working globally*. Berrett-Koehler Publishers.

Thorndike, R. L., & Stein, S. (1937). An evaluation of the attempts to measure social intelligence. *Psychological Bulletin*, 34(5), 275-285.

<https://doi.org/10.1037/h0053850>

Triandis, H. C. (2006). Cultural Intelligence in Organizations. *Group & Organization Management*, 31(1), 20–26. <https://doi.org/10.1177/1059601105275253>

Van de Vijver, F. J. R., & Leung, K. (2009). Methodological issues in researching intercultural competence. In D. Deardorff (Ed.), *The Sage handbook of intercultural competence* (pp. 404-418). Sage.

Van Dyne, L., Ang, S. & Livermore, D. 2010. ‘Cultural intelligence: A pathway for leading in a rapidly globalizing world’. In Hannum, K.M., McFeeters, B. and Booyesen, L. (Eds.). *Leadership across differences: Cases and perspectives*. San Francisco: Pfeiffer.

Van Dyne, L., Ang, S. and Koh, C. (2008). Development and validation of the CQS: The cultural intelligence scale. In S. Ang and L. Van Dyne (Eds.), *Handbook of cultural intelligence: Theory, measurement, and applications*. 16-40. New York: M. E. Sharpe.

Van Dyne, L., Ang, S., Ng, K. Y., Rockstuhl, T., Tan, M. L., & Koh, C. (2012). Sub-Dimensions of the Four Factor Model of Cultural Intelligence: Expanding the Conceptualization and Measurement of Cultural Intelligence. *Social and Personality Psychology Compass*, 6(4), 295–313. <https://doi.org/10.1111/j.1751->

[9004.2012.00429.x](#)

- Varadi, T. (1980). Strategies of target language learner communication: Message adjustment. *International Review of Applied Linguistics in Language Teaching*, 18(1), 59–71.
- Yang, D., & Gai, F. (2010). Chinese Learners' Communication Strategies Research: a Case Study at Shandong Jiaotong University. *Cross-cultural Communication*, 6, 56-81. <https://doi.org/10.3968/J.CCC.1923670020100601.009>
- Yeke, S., & Semerciöz, F. (2016). Relationships Between Personality Traits, Cultural Intelligence and Intercultural Communication Competence. *Procedia - Social and Behavioral Sciences*, 235, 313–319. <https://doi.org/10.1016/j.sbspro.2016.11.036>
- Yoshida-Morise, Y. (1998). The Use of Communication Strategies in Language Proficiency Interviews. *Studies in Bilingualism*, 205. <https://doi.org/10.1075/sibil.14.13yos>

Appendices

Appendix A: *CQ and SC Awareness Pilot Interview Schedule*

Interview Questions for both Students and Teachers about CQ

- Are you familiar with the concept of cultural intelligence?
- How would you define cultural intelligence?
- Do you think cultural intelligence and cultural competence are similar concepts?

Interview Questions for Students about SC

- Are you familiar with the concept of strategic competence?
- Do you know what strategic competence consist of in details?
- Do you use any communication strategies when communicating?
- Do you know different communication strategies?

Interview Questions for Teachers about SC

- Have you introduced the concept of strategic competence for your students?
- Have you explained the concept of SC in details?
- Have you devoted couple of sessions to train students CSs?
- Why SC is not inserted independently in the program?

Appendix B: Cultural Intelligence Scale

Dear student:

We would be so grateful if you could answer the following questionnaire; your identity will be kept anonymous. Thank you for your time and collaboration.

What is your level in English?

Weak Average Good Very Good

Using the following 5-1 scale, please indicate, by ticking the most suitable response for you. The degree to which you agree or disagree with the below statements

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5
Statements				
I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds. لدي معرفة ثقافية استخدمها في التعامل مع أناس من خلفيات ثقافية مختلفة				
I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. انا أكيف معرفتي الثقافية عند التعامل مع اشخاص من ثقافة جديدة بالنسبة الي				
I am conscious of the cultural knowledge I apply to cross-cultural interactions. انا مدرك للمعرفة الثقافية التي اطبقها في التعاملات بين الثقافات				
I check the accuracy of my cultural knowledge as I interact with people from different cultures. انا اتحقق من دقة معرفتي الثقافية كلما تعاملت مع اشخاص من ثقافات مختلفة				
I know the legal and economic systems of other cultures. انا اعرف الانظمة القانونية و الاقتصادية للثقافات الاخرى				
I know the rules (e.g., vocabulary, grammar) of other languages. انا اعرف قواعد لغات اخرى على سبيل المثال النحو				
I know the cultural values and religious beliefs of other cultures انا اعرف القيم الثقافية و المعتقدات الدينية للثقافات الاخرى				
I know the marriage systems of other cultures. انا اعرف أعراف الزواج في الثقافات الاخرى				
I know the arts and crafts of other cultures. انا اعرف الفنون و الحرف اليدوية من الثقافات الاخرى				
I know the rules for expressing nonverbal behaviors in other cultures انا اعرف قواعد التعبير عن السلوكيات الغير لفظية في الثقافات الاخرى				
I enjoy interacting with people from different cultures. انا استمتع بالتعامل مع اشخاص من مختلف الثقافات				
I am confident that I can socialize with locals in a culture that is unfamiliar to me انا واثق انه بوسعي الاختلاط مع السكان المحليين في هذه الثقافة الجديدة بالنسبة إلي				
I am sure I can deal with the stresses of adjusting to a culture that is new to me اني على يقين بانني قادر على التعامل مع الضغوطات الناتجة عن التكيف مع الثقافات الجديدة بالنسبة إلي				

I enjoy living in cultures that are unfamiliar to me انا استمتع بالحياة في الثقافات الجديدة بالنسبة إلي					
I am confident that I can get accustomed to the shopping conditions in a different culture انا واثق اني استطيع التعود على التسوق في اماكن ثقافية مختلفة					
I change my verbal behavior (e g.. accent, tone) when a cross-cultural interaction requires it يمكنني تغيير سلوكي اللفظي (اللهجة, النغمة) اذا تطلب التعامل بين الثقافات ذلك					
I use pause and silence differently to suit different cross-cultural situations. يمكن استخدام وقفلت صمت مختلفة لتناسب مواقف بين الثقافات					
I vary the rate of my speaking when a cross cultural situation requires it. يمكنني تنويع درجات حديثي اذا تطلب الموقف بين الثقافات ذلك					
I change my nonverbal behavior when a cross-cultural situation requires it. يمكنني تغيير سلوكي الغير اللفظي اذا تطلب الموقف بين ثقافات ذلك					
I alter my facial expressions when a cross cultural interaction requires it يمكنني تغيير تعابير وجهي اذا تطلب الموقف بين ثقافات ذلك					

Appendix C: Self-report Questionnaire on Strategic Use

Dear student:

We would be so grateful if you could proceed answering the second questionnaire; your answers would be a great help for our master research and your identity will remain anonymous. Thank you for your time and collaboration.

Using the following Never true of me (0) to Always true of me (10) continuous score scale. Please indicate, by ticking the most suitable response for you. The degree to which you evaluate yourself with the below statements.

	Never true of me						Always true of me				
	0	1	2	3	4	5	6	7	8	9	10
If I cannot communicate my idea well, I say it in Arabic.											
When I do not know how to say my idea in English, I give examples to explain it.											
I correct myself immediately if I notice that I have made mistake(s) in pronunciation.											
I ask a person I am speaking with for help when I cannot communicate my idea well.											
I nod my head to show my understanding of the message.											
I repeat some of the speaker's words loudly to confirm what I have just heard is correct.											
I use Arabic word(s) with an English pronunciation when I have difficulty in communicating my ideas.											
While communicating, I smile to show my understanding of the message(s).											
I begin talking about an idea in English, but I stop in the middle because it is difficult to express.											
I pay attention to the word order of my sentences during conversation.											
If I do not know how to say a word in English, I directly ask for help, for example, "How do you say ....in English?", "What do you call....in English?."											
I use general words like "something", "stuff" to refer to the English word I do not know.											
When I do not know how to say the right English word(s), I use word(s) with similar meaning(s), for example, I use "boat" instead of "ship".											

I correct myself immediately if I notice that I have used inappropriate vocabulary.																				
If I do not know the right English word, I invent a non-existing English one to communicate my idea for example, "Airball" for "Balloon".																				
I make a sound imitation of something if I do not know the right word for it in English.																				
I stop my speech to have time to think about what to say next.																				
While communicating, I use hand movements if I have difficulty understanding the message.																				
I use " umm", "ahh", "urm", "urr" to have time to think of what to say next.																				
I correct myself immediately if I notice that I have made grammatical mistakes , for example, "the boy play.....plays football every day."																				
I ask the speaker to give an example if I am not sure what she/he has said.																				
I leave a conversation incomplete because I do not know what to say.																				
I use words and phrases like "Now let me see", "As a matter of fact", "Well", "Not at all, or "You know" to have time to think of what to say next.																				
I use my facial expressions if I have difficulty in understanding, for example, raising eyebrows or mouth opening.																				
I pay attention to the listener's reaction to my speech to make sure she/he understands me.																				
While communicating, I shake my head if I have difficulty in understanding.																				
I use my hands to communicate what I want to say.																				
I use my facial expressions (smile, laugh, eyebrows) to communicate what I want to say.																				
I use short sentences and simple words if I have speaking problems.																				
When I do not know how to say the English word, I explain it by describing "what it looks like", or "what you can use it for".																				
I repeat some of my words to give myself time to think about what to say next.																				
I ask the speaker to use easy words when I have difficulty understanding an idea or a message.																				
I check if the listener understands me and follows my speech by asking questions like: OK?, Right?, Can you follow me? Do you understand?																				
I repeat some of my words and sentences to help the listener understands the message.																				
I give up (stop) talking when I cannot make myself understood.																				
I ask the speaker to repeat her/his word(s) if I cannot understand them, for example, "Can you repeat that please", "Pardon".																				
I replace my message with a simpler one because I feel I am not able to communicate it.																				

I ask the speaker to explain her/his meaning if I do not understand her/him. For example, "What do you mean by that please?"														
I make eye contact with the listener to communicate what I want to say.														
I ask for repetition when I cannot understand what the speaker has said.														
When I cannot say the correct vocabulary, I avoid talking about it.														
If I do not know how to say a word in English, I indirectly ask for help, for example, "I do not know how to say it in English".														
I use words which are familiar to me														

المخلص

التواصل الفعال مهم في عالم اليوم المعولم. وفي هذا الصدد، تهدف هذه الدراسة إلى اقتراح تركيبة تساهم في تعزيز عملية التواصل. لتحقيق ذلك، يقوم البحث الحالي باستكشاف العلاقة بين الذكاء الثقافي والكفاءة الإستراتيجية وتحديد مستوياتهما لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وقد تم إجراء هذه الدراسة على ثلاثين طالبًا في السنة الثالثة من قسم اللغة الإنجليزية في جامعة المسيلة. وعليه فإنه تم اعتماد نهج البحث الكمي إلى جانب الطريقة الارتباطية باستخدام أداتين لجمع البيانات الكمية، الأداة الأولى هي مقياس الذكاء الثقافي الذي يقيم مستوى الذكاء الثقافي العام للمتعلمين، ويذهب إلى أبعد من ذلك لتحديد مستوى كل بُعد ضمن الذكاء الثقافي (ما وراء المعرفي، المعرفي، التحفيزي والسلوكي). الأداة الثانية هي استبيان التقرير الذاتي حول استخدام الاستراتيجيات التي تحدد استعمال إستراتيجيات التواصل لدى المتعلمين، وبالتالي، للكفاءة الإستراتيجية الخاصة بهم. تظهر نتائج الدراسة أن متعلمي اللغة الإنجليزية كلغة أجنبية يمتلكون مستوى متوسط من الذكاء الثقافي إلى جانب مستوى جيد إلى حد ما من الكفاءة الإستراتيجية؛ وفيما يتعلق بالارتباط بين المتغيرين، كشفت النتائج عن وجود علاقة قوية إحصائيًا بين الذكاء الثقافي والكفاءة الإستراتيجية، بما في ذلك ارتباط معتدل لجميع أبعاد الذكاء الثقافي الأربعة. ويملك كل من المتغيرين بعض الجوانب المتشابهة فيما يتعلق بالمرونة، وغالبًا ما يشتركان في الخصائص على المستوى السلوكي. تسلط الدراسة الضوء على أهمية الذكاء الثقافي لسياق اللغة الإنجليزية كلغة أجنبية، بالإضافة إلى إبراز أهمية استراتيجيات التواصل كقادرة مطلوبة لعملية الاتصال؛ يلفت هذا البحث الانتباه في المقام الأول لاكتساب وبناء هذه التركيبة المترابطة، وهي الذكاء الثقافي والكفاءة الإستراتيجية.

الكلمات المفتاحية: الذكاء الثقافي، الكفاءة الاستراتيجية، استراتيجيات التواصل، متعلمي اللغة الإنجليزية كلغة أجنبية.