

T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE RELATIONSHIP BETWEEN LEARNERS'
COMMUNICATION STYLES AND THEIR ACADEMIC
LANGUAGE ACHIEVEMENT**



MASTER'S OF ART THESIS

BURCU KAZAZ AKYÜREK

**GAZİANTEP
JANUARY 2017**

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ABSTRACT

THE RELATIONSHIP BETWEEN LEARNERS' COMMUNICATION STYLES AND THEIR ACADEMIC LANGUAGE ACHIEVEMENT

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Factors affecting language learning have been discussed for many years to enhance the academic achievement of learners. As a crucial element, learners' individual differences can be taken into account as a factor affecting language achievement. The effect of communication styles of learners as a part of their individual differences on language learning cannot be underestimated since it constitutes a significant part of individual differences. However, there cannot be found much research in this area, so in order to meet this deficit, this study has been conducted to reveal the relationship between learners' academic achievement and their communication styles (assertive behavior, passive behavior, openly aggressive behavior and concealed aggressive behavior) so as to increase success in language learning. The main purpose of this study is to determine whether or not or to what extent students' communication styles affect their academic language achievement. For this aim, this research was carried out in the Higher School of Foreign Languages at the University of Gaziantep in 2015-2016 academic year. A pilot test was applied to 63 students to find out the reliability of the questionnaire and the result was defined as; $r = .71$. Total population was 466 students who were administered a questionnaire of Interpersonal Influence Inventory involving 40 questions which were put forth to improve the performance of individuals, teams and organizations by HRDQ (2004), the developer of soft-skills learning solutions. Data were analyzed via SPSS 15.0 and the reliability of the data was calculated as $.71$. Then, the results were discussed in the light of findings and the result between the communication styles of learners and their academic language achievement was found as; $r = .038$ ($r = .038$, $p > .01$).

Key Words: Communication styles, assertive behavior, passive behavior, openly aggressive behavior, concealed aggressive behavior, academic language achievement.

ÖZET

YABANCI DİL ÖĞRETİMİNDE ÖĞRENENLERİN DAVRANIŞ BİÇİMLERİYLE ÖĞRENME BECERİLERİ ARASINDAKİ İLİŞKİ

Kazaz Akyürek, Burcu
Yüksek Lisans Tezi , İngiliz Dili Eğitimi Anabilim Dalı
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Geçmişten günümüze, öğrenenlerin akademik dil başarılarını artırmak için, dil öğrenimini etkileyen faktörler üzerine birçok çalışma yapılmıştır. Bu bağlamda, öğrenenlerin kişisel farklılıklarının dil başarısını etkileyen unsurlardan biri olduğu bilinmektedir. Öğrencilerin ihtiyaçları ve kişisel farklılıkları göz ardı edildiğinde, dil öğrenimi zorlaşabilir, dolayısıyla, kişisel farklılıkların önemli bir parçası olarak davranış biçimlerinin yabancı dil öğrenimi üzerindeki etkisine gereken önem verilmelidir. Araştırmamızda, öğrencilerin yabancı dil öğrenimindeki başarılarıyla davranış biçimleri arasındaki ilişkiye yönelik bulgular ışığında, çeşitli öneriler sunulmuştur. Söz konusu çalışma, 2015-2016 akademik yılında insan kaynakları gelişimine yönelik HRDQ yayınları tarafından 2004 yılında yayınlanan 40 soruluk kişiler arası etki envanterinin, Gaziantep Üniversitesi Yabancı Diller Yüksekokulunda eğitim gören 466 öğrenciye uygulanmasıyla yürütülmüştür. Çalışmamızın başlangıcında ön hazırlık olarak 63 öğrenciye pilot çalışma uygulanmış güvenilirlik değeri .71 olarak bulunmuştur. Pilot çalışma sonrası yapılan ikinci güvenilirlik testi sonucunda ise .71 değerine ulaşılmıştır. Veriler, SPSS 15 kullanılarak analiz edilmiştir. Daha sonra elde edilen veriler ışığında sonuçlar değerlendirilmiş davranış biçimleri ve öğrenenlerin akademik dil başarıları arası ilişki; $r = .038$ ($r = .038 > p = .01$) olarak saptanmıştır.

Anahtar Kelimeler: Davranış biçimleri, güvenilir davranış, pasif davranış, açık agresif davranış, gizli agresif davranış, akademik dil başarısı.

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CHAPTER ONE

INTRODUCTION

1.1. PRESENTATION

This study was conducted to find out the relationship between the styles of communications and academic language achievement of the students. Each communication style and relationship between the learners' academic language achievement were investigated in a detailed way. With this purpose to start the research, in chapter I, the content of the study is presented briefly.

In the first section, with presentation, the content of the first chapter is described and then background of the study explains the main reasons beyond the study. In the third section, the problem is stated and then significance and purpose of the study, the goals of the researcher and the purpose of the study are given. Next, research questions and hypotheses are presented. Also lastly, the limitations and assumptions of the study are explained.

1.2. BACKGROUND OF THE STUDY

The main aim of this study is to find out the relationship between the styles of communication of learners and their academic achievement in English. Communication styles and behaviors of individuals are linked to each other so strongly that one cannot comprise and reflect itself alone without the other. That is, communication style of each individual also gives clues about the attitude of the learners towards different situations and by the way also about their behavior towards specific situations. Because of this reason to understand the communication styles of learners, importance of communication should be known.

Communication has always been an indispensable part of social communities in that human beings are creatures living together in social contexts. Without it, communities cannot improve neither socially nor economically since development cannot realize in places where no interaction takes place.

Communication is giving and receiving verbal or nonverbal message. So that, communication means exchanging information in means of opinions, messages, thoughts and feelings via interaction. Communication itself may realize in two forms; verbally or nonverbally. Whether it is verbal or nonverbal a message is transmitted. If it's verbal, then the language plays a crucial role in making the communication real.

Undoubtedly, the main issue beyond communication is language. As humans, people live in social contexts and being an inseparable part of life, language and communication have always been crucial and indispensable since the beginning of human life. Language is an on-going process and complicated activity that are formed by various units. It involves cultural, psychological, interpersonal aspects regarding its acquisition and use. As a whole, it is a set of sounds and symbols and the connection between sounds and sequences is arbitrary and unpredictable but systematic (Akmajian,2001). The language used among people is determined with social interactions. In different cultures interaction may vary in different situations. As Lantolf and Thorne (2006) stated "developmental processes take place through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organized sports activities, and work places" (p.197). As it is understood, communication has great importance in language learning. Language and communication are two terms which cannot be separated from each other. They are tied together so strongly that one is meaningless without another.

Functional meaning of the foreign language should be taught in the class in order to maintain an effective communication. Obviously, the language learning strategies help learners in improving their communicative skills. Learning strategies are defined by Oxford (1990) as "actions taken by second and foreign language learners to control and improve their own learning"; they may be interdependent to each other, or as some researchers claim, one may be a subcomponent of the other. However, these are the strategies to make communication better. No matter whether they can be taught to the learners of L2 or not, or how much of it should be taught or not to be taught, these strategies usually provide for the learners to maintain their communication. Still, some of these strategies such as message abandonment and topic avoidance are recognized as the ones which should not be urged for the learners to be used so often during communication.

As it is noticed, the real goals of most of the methods used in the classes are to teach to communicate in the target language since knowing a language structurally is not enough to perform it practically. Communication, in that sense, means transferring language from theoretical to practical, so obviously communication is required for students to perform certain functions within a social context. In short, Hymes (2001) stated the ability to communicate is needed more than linguistic competence; it required communicative competence.

According to Saville-Troike (2012), Communicative Competence is “knowing not only the vocabulary, phonology, grammar, and other aspects of linguistic structure , but also when to speak (or not), what to say to whom, and how to say it appropriately in any given situation” (p.106). That is, language learning cannot be isolated from the context where, when and with whom it takes place. Undoubtedly, as Nunan stated (1988) different kinds of activities and tasks in language teaching makes language teaching more communicative and “the tasks involving learners in comprehending, manipulating, producing or interacting in the target language” help learners improve their communicative competence (cited in Mao, 2012, p.2431), yet not only the activities and tasks but also different types of variables should be taken into consideration. Personalities and communication styles are some of these variables.

In classroom settings where communicative competence is the main domain communication styles of students play important roles. Besides, learners’ verbal and nonverbal behaviors affect their communicative competence. Every student has a unique personality and styles of communication which is caused by individual differences. These differences affect their comprehension in language learning. Also, without taking learning theories into account, it is not possible to define language education one-sidedly.

1.3 STATEMENT OF THE PROBLEM

Although learners’ communication styles and personalities play an important role in language learning, this factor is generally ignored. Behaviors of people may change in different settings and in different cultures. However, the way they act (verbally or nonverbally) gives clues about their personality. As it is seen, learners ability to learn has been affected not only by their personality traits but also place, time and different situations and indirectly their personality traits determine

their communication styles, but the problem is that while teaching any language, this education cannot be supposed apart from social contexts. That is, academic achievement is influenced by many psychological, family, school, and social factors.

Additionally, the social and cultural functions of communication attribute to its multi-functional characteristic. When social function is considered broadly, family where communication styles, language and attitudes are started, regarded as the smallest group of a society. That's why, it is thought to be the most influential of social groups in the development of an individual communication style. The rules and routines of a society shape the differences between the social groups. That is, the information learnt from a culture is considered as the basis for communication patterns since communication patterns of individuals are created first in the family then in the social groups like communities.

Second important context other than family is school where the educational activities take place. Students' cognitive and social developments play important roles in getting the language and using it and many factors affect their academic performance like intrinsic and extrinsic factors. Students' personality traits, their cognitive and social developments and their communication styles can be counted as their intrinsic factors. Moreover, student-student interaction, student-teacher interaction, classroom settings are the examples of extrinsic factors. Extrinsic and intrinsic factors are "different types of behavior evoking drivers." (Lee, Cheung & Chen. 2005).

When these factors league together, they can create a motivational learning environment. However, every classroom setting is not very appropriately set in accordance with such variables. Since communication in EFL/ESL classes is the starting point of language learning, learners' communication styles may affect their achievement. However, little is known about learners' communication styles and importance of it also the effects of communication styles of learners on their academic achievement.

1.4 PURPOSE OF THE STUDY

Education and sociology cannot be thought separately since the learners' way of learning is also linked to who the learners are and how they learn. Also, most of the theories and strategies in learning have a sociological background since psychology of learning is concerned how best to enhance learning. The learner, the

learning task, the learning environment and the frame of reference are four components that should be taken into account to implement learning. As Bloom suggested (1976) “the level of learning of students are determined by the students’ learning histories and the quality of instruction they receive” (p.25). Learners’ learning histories is just one factor that affects their achievement. Individual differences, their personality traits, different communication styles are some of other variables that influence learners’ achievement and in this study, learners and their styles of communication are the real concern, which are supposed to affect their achievement. On the other hand, not enough research has been done to reveal the affect of communication styles of learners on their academic English language achievement. That is, to meet this deficit this study has been conducted.

The goal of this study is to find out the relationship between the academic achievement of the students and styles of communication that learners have and use to interact and communicate with each other. While doing this, all the variables mentioned above should be taken into account since learning can only be achieved when all the components are combined and support each other. These elements, in combination, seemed to provide the fundamentals for learning.

1.5 RESEARCH QUESTIONS AND HYPOTHESES

1.5.1. Research Questions

This study has been conducted to find out the relationship between 4 styles of communication and learners’ academic language achievement. For this reason following research questions have been set to find out this relationship;

Research Question # 1: Is there a significant relationship between the students’ showing assertive behavior and their academic language achievement in English?

Research Question # 2: Is there a significant relationship between the students’ showing passive behavior and their academic language achievement in English?

Research Question # 3: Is there a significant relationship between the students’ showing openly aggressive behavior and their academic language achievement in English?

Research Question # 4: Is there a significant relationship between the students' showing concealed aggressive behavior and their academic language achievement in English?

Research Question # 5: Is there a significant relationship and dependency between students' four styles of communication and their academic language achievement in English?

1.5.2. Hypotheses

Hypothesis for Research Question # 1: There is a significant relationship between students' showing assertive behavior and their academic language achievement in English.

Hypothesis for Research Question # 2: There is a significant relationship between students' showing passive behavior and their academic language achievement in English.

Hypothesis for Research Question # 3: There is a significant relationship between students' showing openly aggressive behavior and their academic language achievement in English.

Hypothesis for Research Question # 4: There is a significant relationship between students' showing concealed aggressive behavior and their academic language achievement in English.

Hypothesis for Research Question # 5: There is a significant relationship and dependency between students' four styles of communication and their academic language achievement in English.

1.6 SIGNIFICANCE OF THE STUDY

The relationship between some certain factors and the academic achievements of learners have been studied so far. The effects of extrinsic and intrinsic factors, motivation of the students and personality traits on their academic achievement have been investigated. However, there hasn't been much investigation about the relationship between communication styles of learners, assertive behavior, passive behavior, openly aggressive behavior and concealed aggressive behavior, and their academic language achievement in English. That's why to shed light to this relationship, this study has been put forth to discuss the effect of communication

styles on academic English language achievement of learners. Also, sociological dimension of the education is discussed in this present study.

1.7. LIMITATIONS AND ASSUMPTIONS OF THE STUDY

The questionnaire of interpersonal influence inventory was applied to 466 students. The population was not very limited as number and level. The sample participating in this study is assumed to reflect the population that is the whole body of the students at the University of Gaziantep. However, it should also be known it may not be possible to make generalizations. This study is limited only for the Higher School of Foreign Languages at the University of Gaziantep. Moreover, students from different levels have participated in this research. All the students participated in this study have been chosen randomly but whole population of each group has been taken into account. However, the levels of the students who took part in this study are assumed to be the same since they took the same placement test at the beginning of the term. Also, participants are assumed to respond to the questionnaire used in this study sincerely and honestly. Finally, the questionnaire used for the purpose of this study is assumed to be valid.

1.8. ABBREVIATIONS

CLT: Communicative Language Teaching

HRDQ: Human Resource Development Quarterly

IELTS: International English Language Testing System.

SLL: Second Language Learning

TOEFL: Test of English as a Foreign Language

CHAPTER TWO

REVIEW OF LITERATURE

2.1. INTRODUCTION

The relationship between students' academic language achievement in learning English and their styles of communication which is the main focus of the study will be explained in this chapter. The discussion will be started with the definition of communication and types of communication. After the types of communication are explained, the four styles of communication according to the interpersonal influence inventory of HRDQ (2004) will be discussed in a detailed way. In addition to the styles of communication that learners perform, learning theories having prominent value in learning should be known to comprehend the relationship between the academic language achievement of the learners and their communication styles. Since it's believed it would be one-sided to investigate learners' language performance without taking some variables into account, so it is crucial to explain the notions above.

2.2. THE CONCEPT OF COMMUNICATION

Communication playing a major role in nearly every aspect of life is essential for people living in a society since an effective communication can solve problems in individuals' professional lives and improve relationships in their personal lives. To consider communication, as a crucial and primary part of life, three elements are needed; a message (intentional or unintentional) to be sent, a sender and a receiver. Furthermore, to start the communication process, a piece of information from some source and conveying it into some form like verbal or nonverbal or some medium (e.g., interpersonal or mass mediated) is needed to transfer meaning (Stacks & Salwen, 2009). Human communication comprises a highly complex combination of skills (e.g. language), mental and cognitive processes and physical movements (such

as gestures, body movements and facial expressions) (Buckley, 2003), so it can be inferred that “communication is considered as a process because it is an exchange, or a set of behaviors, not an unchanging product”(Pearson, Nelson, Titsworth & Harter,2003, p.10).

As it can be deduced, communication is an on-going, dynamic, ever-changing and continuous sharing of experience (Berlo, 1960). Miller (2001) explained that from complex to even simple interactions, all of them are influenced in complicated ways by the past and will have effective implications for the future. Moreover, Mortensen (1972) suggested that communication does not realize at any single time, yet it is an ongoing process in the perception of the physical world (cited in Shultz, 2010). Also, communication isn't thought as a simple information transmission. It involves multiple aspects of the message like verbal, nonverbal and behavioral aspects, the setting and the situation that interaction occurs and the characteristics of the speaker and the audience and the relationship between them. All of these variables affect the entire communication (Pearson, Nelson, Titsworth & Harter, 2003).

Communication is categorized as intrapersonal, interpersonal, group and mass. Intrapersonal communication, the base for all other communication types, refers to the communication process of sharing and understanding meaning within the self (Pearson, Nelson, Titsworth & Harter, 2003). That is, the communication occurs within the mind. Briefly, intrapersonal communication deals with the needs that motivate us. In other words, “how we see ourselves affects how we communicate” (Burton & Dimpleby, 1990, p.17). Thus, self-concept is generally formed in this stage since individuals are both the sources and the receivers of information. In this way, the individual creates data and also inquires into and comment on that information (Dökmen, 1996). On the other hand, interpersonal communication is defined as the process of communication between two or more people. It involves conversations and interaction between individuals. Also, this kind of conversation helps us understand the reason and the way of the communication between the people to construct and negotiate a social reality. Obviously, communication process starts “internally” in intrapersonal communications before manifesting themselves in interpersonal communications.

As the name suggests, group communication refers the process of communication between 3 or more people. According to Civikly (1981) “ groups

influence their members to behave in certain ways which help the group define itself, so in general group interaction tends to stimulate the performance of group members”(p.141). In some sources group communication has two subheadings as small-group communication and public communication. Small-group communication generally occurs in families, work groups, support groups or study groups while public communication, as the name suggests, takes place in public speeches, lecture classes, at convocations.

Whilst group communication in general deals with people in groups, mass communication, communication mediated between a source and a lot of unseen receivers, essentially deals with how individuals attain information through media (e.g. press, television, etc.) and its effect on people (Pearson, Nelson, Titsworth & Harter, 2003) . This type of communication is known as a communication process that occurs directly with anything other than another person. Mass communication is a formation of creating shared experience between the mass media and their users. Media is everywhere appearing in the form of television, internet, newspapers, magazines and radio, so it influences people consciously or unconsciously. Media not only informs people but also entertain, annoy or delight them, which prove the profound effect on individuals. There can be seen many differences between mass communication and interpersonal communication. The most significant difference is that while the original model has a message, the mass communication offers many identical messages which are sometimes conveyed audiences unconsciously. Lastly, mass communication gains great importance because of the global, technological advancements in Today’s world.

Inferred from the information mentioned above, an effective communication can help the development of self-awareness, self-concept, and self efficacy. From intrapersonal to interpersonal relationships to public speeches, knowing how to communicate may increase one’s self-confidence. Besides, having effective communicative skills may also effect an individual’s personal and professional life favorably. This may also enhance people’s attitude to life, so the quality of communication affects the quality of life.

2.3. TYPES OF COMMUNICATION

Language is an indispensable tool used in every phase of life while speaking, listening, writing and even thinking. It is a means of message transmission

and the two types of communication (e.g. verbal and nonverbal communication) are used to express these messages; feelings and thoughts. As Luhmann (1992, p.251) stated that “only communication can communicate and that only within such a network of communication is what we understand as action created” and the action is created mainly by means of two types of communication; verbal and nonverbal communication. Although communication is thought to occur mostly by use of verbal symbols, verbal and nonverbal codes are used together, so as a symbolic system, language includes both of the aspects.

2.3.1. Verbal Communication

Verbal communication primarily including sounds, words, speaking and language can be subgrouped into language and para-language. That is, as stated by Dökmen (1996) “in communication by language “what is said” is important whereas in communication by para-language, “how it is said” is important” (p.28). Via verbal communication feelings, thoughts and ideas are conveyed directly by use of words, sounds and by means of speaking. Generally, all types of face to face interactions like meetings, conversations, chats are regarded as verbal communication, so it can be said that verbal communication constitutes most of a person’s life. As Gökçe (2006) stated whether verbal communication occurs directly or by means of media like radio, television, newspaper or telephone, it’s put into practice by language.

Verbal communication has its own rules that are dependent to each other. Semantic rules, syntactic rules and pragmatic rules are the rules of the language used to form structures in order to convey messages. Semantics focuses on individual words and their meanings, so “semantics is the study of the way humans use language to evoke meaning in others” (Pearson et al, 2003, p.75). In addition to the semantics, syntax is another basis rule that determines the words’ arrangement in a sentence to form phrases and sentences. Whilst semantics focuses on the meanings of words and sentences, syntax deals with the structure of language. Additionally, pragmatics is the study of language as it is used in social context and its effect on the communicators. Richards and Schmidt (1983) consider pragmatics as the theory of linguistic communication since the utterance to be communicated, the way that the speaker choose to communicate and the reason of the selection of certain strategies to bring about the communication play roles to accomplish intended communication. Erdoğan (2002) states that only words doesn’t mean “the communication”; words are

considered as the means of communication, so all rules in a language (e.g. semantic, syntax, pragmatics) contribute to the same purpose, communication.

Verbal communication for some people is the most effective way of communication when combined with other forms of communication like body language and gestures since in different cultures and even different settings non-verbal forms can be misunderstood (Types of communication, n.d.). Besides, It can be defined as the most effective way of explaining intangible concepts, as problem areas can be obviously addressed and explained. However, nonverbal communication may provide much more meaning than people realize.

2.3.2. Nonverbal Communication

Nonverbal codes like facial expressions, gestures or posture that put forth and intensify the real meaning of verbal communication are considered as nonverbal communication. Nonverbal communication is a part of language like verbal communication because as McNeill (1992) stated “language is not just a linear progression of segments, sounds, and words, but it is also instantaneous, nonlinear, holistic and imagistic” (p.1). As a part of language, nonverbal communication is the process of communication through conveying information or messages between people without using words and sounds. It is also assumed as the expression of basic affective or emotive states. In detail, Pearson et al (2003) explain nonverbal communication as “the behaviors of people, other than their use of words, which have socially shared meaning and intentionally sent or interpreted and consciously received messages, have the potential for feedback from the receiver” (p.102). The expression of emotions like interest, excitement, joy, surprise, fear, anger, shame and derivatives can be expressed by nonverbal cues. Without nonverbal communication, communication would be hard because of the lack of opportunity to see the people to be communicated, hear their voices or sense their presence.

Like verbal communication, nonverbal communication has also rules but not more than verbal communication. Since one code in nonverbal communication has variety of meanings and codes may communicate the same meaning. That’s why, nonverbal communication is regarded hard to interpret. However, nonverbal communication has important functions in social interactions. For example, by looking at one’s facial expression, tone of voice or gestures, a great deal of

information can be obtained about his/her character. Another example is that an individual can use nonverbal cues to intensify or support ideas.

In nonverbal communication, communication channels are multiple and simultaneous. Speech contains not only stress, intonation or rhythm but also rate, pitch and volume as an indicator of voice quality (Nonverbal Communication, n.d.). Furthermore, communication is provided through gestures and touch, by body language or posture, facial expression and eye contact or even fashion styles of people. Messages are conveyed by eyes, face, body, movement and other nonverbal cues. Many different codes of nonverbal communication are given below. These are facial expressions, body movements, posture, and physical space, gestures, eye contact and voice.

2.3.2.1 Facial Expressions

In verbal communication, whilst words, letters and the vocal system are the keys to communication, facial expression and body play the most important role in nonverbal communication, Facial expressions are the crucial components of body language to understand one's state of emotions and thoughts. People can reveal emotions without saying a word. Facial expressions can be considered as intentional and unintentional. Nodding to mean "yes" or "no", shaking the head from side to side to object can be thought as intentional expressions, which can differ from culture to culture (Dökmen, 1996).

Unlike intentional expressions, unintentional facial expressions, people's emotions like happiness, sadness, anger, surprise, fear, and disgust are seen on their faces and these facial expressions, called as emotional expressions, are generally regarded as same in all cultures (Segal, Smith, & Jaffe, 2011). Studies by Dökmen (1996) and Cüceloğlu (1968) show that facial expressions have great importance in interpersonal communication since without facial expressions words can lose their affect on people or without facial expressions emotions lying behind words may not be revealed and coincide with each other.

From the teachers' perspective, facial expressions are crucial tools of communication in classroom. Such non verbal cues intensify interaction between student-student and teacher- students. For instance; smiling as a facial expression can soothe students and make them open to learning in a calm classroom atmosphere.

What's more, showing sadness, anger, surprise, appreciation and other feelings with facial expressions are unavoidable part of communication. Different non verbal cues also constitute an important side of learning.

2.3.2.2. Body Movements, Posture and Physical Space

Body contact, body movements, posture and physical space, are other types of nonverbal communication. Whatever people want to say can be perceived by the way they walk, sit stand up or even the position of their limbs. It is also regarded that the way one move, stand and act (posture, bearing, stance, and subtle movements) gives cues to others about their thoughts and feelings. In addition to this, Edward T. Hall (1966) stated that the distance between people has an inherent communication value (cited in Classroom Teaching). He describes four kinds of distances like intimate space (for embracing, touching, whispering), personal space (for interactions among good friends or family members), social distance (for interactions among acquaintances) and public distances (for public speaking). These distances communicate distinct nonverbal messages.

The types of the distances depend on the relationship between people, the settings, the time and the place and different situations. For example: close friends may communicate in a personal space in a sincere environment. On the other hand, acquaintances may use social distance in public or a president of a country may use public distance while giving a public speech.

2.3.2.3. Gestures

The gestures are the movements of hands, arms and head that people use while talking. They are used in different situations to express the things in the mind and ways of making sense of the world (McNeill, 1992). Zillioğlu and Yüksel (1994) assert that in face to face communication, 10% words, 30% tone of voice and 60% gesture play role in making sense of words in literature (cited in Gökçe, 2006). That shows the importance of gestures in communication.

In the early ages, when humans cannot convey their thoughts and emotions, it is thought that they used their hands in order to communicate. Even now disabled people, mutes use only their hands to communicate. At this point, hands can be regarded as an indispensable part of communication.

Also, gestures can encourage, support or discourage one to speak. For example, nodding head up and down shows agreement yet nodding it right and left signals disagreement. However, making sense of a gesture depends on its use in a culture because gestures have different meanings in different cultures. An approvable gesture in a culture may be called as immoral in another or vice versa. Cultural development of gestures depends on their historical background.

2.3.2.4 .Eye Contact and Voice

Face is considered as the most remarkable part in one's body and eyes are regarded as the most remarkable part in face. Since the visual sense is the main focus of interaction, eye contact is a crucial type of nonverbal communication. Not only by using words but with an eye contact, one can show his/her interest, hostility, affection or attraction as a response in a conversation.

Likewise, how something is said has the same importance with what is said. The tone of voice, pace, timing, stress and intonation in a speech shows the real meanings of what is said. Obviously, the tone of voice of a person reveals emotions like fear, anger, surprise, happiness or sadness. As it is indicated above both types of communication are used to support, intensify and express feelings, emotions and thoughts. So in class, students use both verbal and nonverbal communication. They interact with each other and also with their teachers not only orally but also behaviorally, and additionally different communication types include both verbal and nonverbal communication types. In this study, in each style, both verbal and nonverbal types will be correlated shortly according to the interpersonal influence inventory of HRDQ (2004).

2.4. THE STYLES OF COMMUNICATION

According to the interpersonal influence inventory of HRDQ (2004), there are four influence styles. These are openly aggressive behavior, assertive behavior, concealed aggressive behavior and passive behavior. Thoughts, emotions, verbal and nonverbal behavior as influence styles of each communication style are given below as cited in interpersonal influence inventory of HRDQ (2004).

2.4.1 Assertive Behavior

According to Alberti (1977), a person who can act upon his/her own beliefs and express them truly without denying others' rights is considered as assertive (cited in ,HRDQ, 2004). Assertiveness is expressed by him as follows:

- Assertiveness is a characteristic of behavior, not of a person: Individuals are not born assertive. Rather, assertiveness is a collection of skills that can be learned.
- Assertiveness is person- and situation-specific, not universal: No one behaves assertively or non-assertively 100% of the time. There are particular situations in which assertive behavior is more likely to occur.
- Assertiveness must be viewed in a cultural and situational context: Assertive behavior is in the eye of the beholder. What we call assertive in the United States may be viewed as rude in other cultures. Different situations call for different behaviors.
- Assertiveness is predicated on the ability of the individual to choose freely his or her actions: Assertive behavior is only possible if individuals have free choice. Individuals are often so constrained by the situation that assertive behavior is prohibited.
- Assertiveness is a characteristic of socially effective, non-hurtful behavior: Assertive behavior is not aimed at getting one's own way or intended to harm others in order to fulfill one's own desires.

Thoughts: Assertive behavior is accompanied by thoughts of self-confidence and a belief that all individuals have rights. Individuals who behave assertively believe that their desires should not be denied or pursued at the expense of others.

Emotions: Individuals behaving assertively are even-tempered. Any anger or frustration they feel is recognized and directed with control at the behavior or situation that produced it, not at other people.

Nonverbal Behavior: Assertive nonverbal behavior consists of an upright, comfortable posture; direct eye contact; and appropriate tone of voice.

Verbal Behavior: Assertive verbal behavior is clear, direct, and concise. Individuals speak in the first person and express themselves in an assertive manner.

Their speech directly expresses their views while leaving an opening for alternative points of view.

Followings are the related items in the questionnaire : 1, 5, 6, 13, 17, 22, 28, 32, 38, 40.

2.4.2. Passive Behavior

Thoughts: Individuals who behave passively believe that they should not speak their minds, either because they do not have confidence in themselves or they do not want to disturb the relationship. They do not wish to disagree, and they believe that they are inadequate. Passive individuals have concluded that others have rights but they do not.

Emotions: Passive behavior entails hiding one's feelings from others. Feelings of victimization and depression are common. Resentment and anger held inside may eventually build to a breaking point, at which time the passive person may become aggressive.

Nonverbal Behavior: The nonverbal passive style consists of slumped posture, downcast eyes, nervous gestures, and similar behaviors.

Verbal Behavior: The passive style of behavior is expressed with many qualifiers such as, "I am probably wrong, but ..." or "If you wouldn't mind ...". A weak voice or stilted speech may be used. Passive verbal behavior puts down the speaker by belittling his or her opinion.

Followings are the related items in the questionnaire: 3, 9, 10, 15, 19, 24, 26, 30, 35, 37.

2.4.3. Concealed Aggressive Behavior

Thoughts: Concealed aggressive behavior is accompanied by hostile thoughts that are also found in openly aggressive behavior. The difference between the two styles is only in the expression of those thoughts. Concealed aggressive behavior involves thoughts about getting back at the other person in a devious fashion.

Emotions: Concealed aggressive behavior is accompanied by hostility, anger, and tension, similar to openly aggressive behaviors.

Nonverbal Behavior: Rigid posture and glaring eye contact are characteristic of concealed aggressive behavior. The nonverbal behavior is controlled and icy as opposed to the more physical, openly aggressive behavior.

Verbal Behavior: Concealed aggressive behavior includes insults and threats, but they are aimed indirectly at others. Full and direct expression of anger is suppressed, but indirect anger is evident. Gossip and even sabotage are likely.

Followings are the related items in the questionnaire: 4, 7, 8, 16, 20, 21, 25, 29, 33, 36.

2.4.4. Openly Aggressive Behavior

Thoughts: People who behave aggressively believe that they have rights, but others do not. They think that they should always be in control and that they are never wrong. They worry about themselves, but are not afraid of hurting others.

Emotions: The feelings accompanying openly aggressive behavior are those of anger, hostility, and resentment. Individuals who behave aggressively feel that the world is against them. They are under stress and feel frustrated.

Nonverbal Behavior: Aggressive behavior is usually accompanied by a fighting stance. Individuals glare at others, maintain rigid and tense posture, and point and shake their fists.

Verbal Behavior: Individuals behaving aggressively speak in a loud and haughty tone of voice. They use insults and derogatory comments. Verbal abuse is common. Openly aggressive behavior involves direct, forceful, and rude interactions with others.

Followings are the related items in the questionnaire: 2, 11, 12, 14, 18, 23, 27, 31, 34, 39.

2.5. LEARNING THEORIES

As humans, people live in social contexts and being an inseparable part of life, language and communication have always been crucial and indispensable since the beginning of human life. That's why, "how people and animals learn" has always been a matter of discussion among theorists. For some theorists learning is a process, for some others it is a product and in some cases it is called as an understanding or a change in a behavior. Whatever it is called, it is the core of not only education but also personal development. However, in order to understand and investigate "how

people learn”, “how people acquire a language” should also be known. Krashen (1982) stated language acquisition as “a subconscious process” whilst language learning is called as conscious knowledge of second language”, which demonstrates that language acquisition is a “natural and informal” process (cited in Hanak and Newby, 2002). Some concepts like habit formation and imitation regarding language acquisition have some similarities in language learning and the theories and methods to analyze language acquisition also help to understand language learning (Littlewood, 1984).

Learning comes out when information is acquired. That’s why, learning cannot be evaluated one sidedly. It affects and changes not only the beliefs of learners but also their behaviors, attitudes cognitively and socially. Moreover, learning may occur consciously or unconsciously in formal or informal settings with or without a purpose within cognitive, social and environmental influences. Teaching and learning activities (e.g. curriculum) as a whole can be designed and applied to consider principles of learning.

Theories of learning has been put forward since the question “how people learn and which factors influence it” arose. From a general perspective, by theorists language occurs as a result of experience, an on-going process and involves change. That’s why, theories have existed to enlighten the different perspectives of learning and to create a better understanding about language learning. There are four basic categories under which learning theories fall: Behaviorism, cognitivism, constructivism, social constructivism and humanism.

2.5.1. Behaviorism

Early forms of psychology regarded the mental life as appropriate subject matter for psychology until John B. Watson, the founding father of Behaviorism, proposed classical S-R behaviorism (Moore, 2011). However, behaviorism, emerging in the early twentieth century, is a theory studying the science of “behavior” to make sense of learning (Wikipedia, n.d). In contrast to cognitivism, mind and consciousness are thought to be denied in Behaviorism. Behaviorism is called as “the study of observable and quantifiable behavior as the only legitimate form of psychological inquiry” by John B. Watson in 1913 (cited in Danesi, 2009, p.38). Learner is considered to be *tabula rasa* , “filled with transmission-based teaching that improves stimulus–response connections, thereby communicating and

instilling a set of predetermined and agreed facts“ (Reeves, 1992, p.245 cited in Adams, 2007).

It is based on the idea of “conditioned response” or “classical conditioning” shaped by the ideas and thoughts of the Russian psychologist Ivan Pavlov. According to this idea, from speech to thoughts, beliefs, value judgments and emotional responses are the consequences of stimulus and response. In classical conditioning theory, to realize learning association is founded between two stimuli in order to produce a new learned response. Also, learning is claimed to be relatively permanent and leads to a change in memory. All in all, learning is assumed as a result of experience. Both on humans and animals several experiments were done and one of the most crucial experiment, indeed the leading one, to prove the idea of conditioned response was done by Ivan Pavlov in 1904. In the experiment presenting a piece of meat to a dog, it started to salivate instinctively and this is called unconditioned response by Pavlov. Then a bell was rung and simultaneously the meat was presented. It was realized that after a number of repetitions the dog started to salivate in response to the ringing bell even if no meat was given. “The ringing, Pavlov noted, would not have made the dog salivate initially, but associating it with the meat eventually brought about a *conditioned response* in the dog” (Danesi, 2009, p.38).

Little Albert experiment by Watson and Rayner (1920) can also be shown as a great example for classical conditioning which is an experiment resulting in rat phobia in Albert, 9 month old infant (cited in McLeod, 2008). To make it more clear, John B. Watson’s one of the most famous statement can be given (as cited in Hergenhahn & Henley, 2013, p.390):

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select - doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations and the race of his ancestors”. (Watson, 1924, p. 104)

According to the behaviorist view, human beings living in social contexts are exposed to various stimuli in their environment. After the desired response to such stimuli is obtained, with the repeated reinforcement, the stimulus will get the

same response over and over until it becomes a habit. That's why, "learning of any skill is seen as the formation of habits" (Mitchell, Myles & Marsden, 2013, p.4.). Namely, behavioral events are claimed to be natural events, and can be understood and set forth with the methods of natural science, including confining explanations and interpretations of phenomena' to talk about other natural phenomena" (Baum, 2007). That is, behavior is environmentally determined.

When this point of view is taken into account, learning a first language is to form a habit by responding to stimuli in environment. However, since the learner has already got established responses in mother tongue, there may reveal some problems in SLL. Replacing old habits with the new ones may not be very easy if there are many differences between the second language and the first. Fries (foreword to Lado, 1957) stated "the basic problems arise, not out of any essential difficulty in the features of the new language themselves, but primarily out of the special "set" created by the first language habits" (in Gass, 2013, p. 85). From this framework contrastive analysis, which is a way of comparing the languages so as to find out the differences causing difficulties in language learning can be studied.

Many methodologies have been put forward in Behaviorist theory such as drills, widely used according to the age groups of students and also audio-lingual method is very important since children are good at imitation and observing (Mitchell et al, 2013). Moreover, prompting, cueing, behavioral modeling, simulation, role play and positive reinforcement are other effective approaches to learning according to behaviorist theory. In order to get desired response especially positive reinforcement is claimed to be the "key" to learning and "reward" is seemed as keyword since it helps to shape behavior and internalize the reinforcement. To sum up, behaviorists claim that children observe their immediate environment such as their parents or caretakers, and thus obtain input to produce output by imitation. Finally, they reinforce it and, at that point, negative evidence is also important as much as positive evidence. Reinforcement is used by behavioral scientist B. F. Skinner who taught pigeons to bowl using reinforcement and under the influence of Watson and Thorndike that approach became a formal learning theory (Kramlinger & Huberty, 1990).

2.5.2. Cognitivism

As a response to behaviorism, which is thought to neglect mental process and mind, cognitive learning theory, focusing on the way people think, understand and know, emerged as a psychological movement in 1950s (Thompson, 2007). Hunt and Ellis (1999) defined cognition as “a class of mental activities such as thinking, reasoning, problem solving and memory search”(cited in Godwyn, 2006, p.78). Namely, cognitivism, unlike behaviorism, can be regarded as the belief that cognition mediates perception and learning occurs as a result of internal mental activity not from external stimuli. That’s why, it is claimed as the synonym of “mentalism” (Chapman & Routledge, 2009). It is believed that learning the way people comprehend information and assessing it in mind to understand the outside world affects people’s behavior. That is, from a cognitive perspective, learning occurs with the transformation of information into knowledge.

According to Jean Piaget, the father of cognitive development, “children are born with basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge is based” (Mcleod, 2009, p.65). The purpose of the theory is to explain the process in mind and creating an understanding about how knowledge is acquired, so the second language acquisition and learning can be understood. In addition, Gardner (1999) stated that these processes in mind are the consequences of both biological maturation and experience with the physical environment.

Piaget (1952) defined a schema, a mental representation of the world , in order to explain the stages of process in mind and this schemata which is stored and applied when needed is called as basic building blocks of thinking (cited in Woolfolk, 1987). These blocks in mind, schemas, are thought to be used by learners when needed. Learners can organize everything they learn and they are capable of using acquired information and associate it with the previous information, so that they can control their learning process, which means they are actively involved in their learning processes.

From the teaching perspective ages of students should be taken into account so as to create an enriched appropriate learning environment to students since “maturation” is the crucial part of cognitive learning. Also, the curriculum should be

analyzed according to the cognitive requirements of learners and then matched to the learner's level of development (Fosnot, 2005).

2.5.3. Constructivism

From the psychological perspective, constructivism, based on a process of discovery, stems from the later work of Jean Piaget (1980), the socio-historical work of Lev Vygotsky, the work of Jerome Bruner, Howard Garder and Nelson Goodman (Fosnot, 1996). As a learning theory, according to constructivists, learning is an ongoing process in which learners are actively involved in the search for new information, constructing meaning from the new information and linking it with the previous knowledge and experience based on their schemata (Alesandrini & Larson, 2002). Namely, previous experiences and knowledge are thought to be basis for new learning. It is stated by Driscoll (2000) that when previous knowledge is integrated with the new information, learning becomes meaningful.

According to von Glasfeld (1995) , the first cognitivist is Vico explaining his basic sight in 1710 with his words “people’s mind can only know the one that it creates” (p.78). Also, this notion takes part in Kant’s “critique of pure reason” which claims that mind always alters itself in the process of learning and to him, mind is not a blank slate (Duffy & Jonassen, 1992). In addition to Kant, Hegel contributed to this theory. To Hegel, learning is a product of human agency and every element of it belongs to mind itself (Koç & Demirel, 2004).

According to Hein (1991) learning in an active and social process in which learners engage in the world and language is believed to be contextual not isolated from facts. What people learn, live and believe influence learning. Also, learning not only includes constructing meaning but also constructing systems of meaning in mind, which indicates that it takes time to learn, it is not instantaneous. Lastly, motivation is the crucial part of learning. It shows how to use the knowledge.

Constructivism gives opportunities to learners to construct their own learning patterns and also it facilitates learners to engage in activity, discourse and reflection through their own learning experiences. Furthermore, it provides learners to reinforce goals and create autonomy. So as to support students to create their own learning autonomy, their own way of thinking, and cooperative group work, a student centered classroom environment should be created. As it is cited in Bevevino, Dengel & Adams (1999, p.275) “teachers can make learning meaningful when they

employ activities that call on students to use their prior knowledge and experiences to construct their own frames of thought” (Johnson et al, 1996). To do this, teacher should act as a “facilitator” in a student-centered classroom.

2.5.4. Social Constructivism

Social constructivism is a sociological theory of knowledge in which knowledge is constructed collaboratively through interactions within social contexts in which people construct their own meaning from what is being presented (Gaytan, 2013). With this sense, learners individually create their own model to construct their own world. Namely, social constructivism is the collaborative work of people in social contexts.

The importance of social context and culture is emphasized to understand social phenomena in society to construct knowledge. Social interaction, interpretation and understanding are the fundamental factors in social constructivism, which has been related with many theories notably the developmental theories of Vygotsky and Bruner, and Bandura's social cognitive theory, largely depends on “ reality which, to social constructivists, cannot be discovered: it doesn't exist prior to social invention, knowledge called as socially and culturally constructed human product and learning called as a social process by social constructivists” (Kim, 2001, p.3).

From the social constructivist perspective, language develops through interaction with others, which leads to input modification. Here the environment plays an important role. Two factors are crucial is input and interaction in the language learning process. Language is thought to be a tool for meaning-making in collaborative activity. Learning is a social and inter-mental activity, taking place in the Zone of Proximal Development. Zone of Proximal Development is explained by Russian Psychologist Vygotsky as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (1978, p.86). Therefore, the contribution of scaffolding to SLL learners by their teacher may contribute to their language learning. Humans are social-beings and they learn a second language, just like many other complex tasks, through interaction.

2.5.5. Humanism

Humanistic theory is based on the *self* and *uniqueness* of an individual as a whole and focuses on the autonomy and individual needs (Rogers,1983). Unlike behaviorism, which is based on external stimuli as the cause of behavior and cognitivism that emphasizes human mind and intelligence, humanists believe that a person should be treated as a whole, which focuses on human beliefs, feelings, interests and values.

Maslow(1970) and Rogers (1951,1980) developed humanistic psychological theories to learning. Maslow's work on motivation indicates the importance of meeting human needs and he presented a hierarchical order called Maslow's pyramid of needs. He argued for two distinct categories of needs: deficiency (or maintenance) needs, and being (growth) needs. The first four layers represent deficiency needs. These are directly related to a person's psychological or biological balance, and include such physiological requirements as food, water, sleep and the absence of pain; they also include the needs for security, belonging, and self-esteem. Maslow considered that if these needs were not met, or their fulfillment was disrupted in some way, then it would become difficult, or even impossible for a person to fulfill needs further up the hierarchy. For example, children who feel insecure are unlikely to be able to give their full attention to learning in class. Being needs are represented by the top three levels in Maslow's system. These are related to the fulfillment of individual potential, in terms of cognitive and aesthetic development and the attainment of self-actualization (realizing one's full potential). Few people can reach there as most people cannot fulfill all the deficiency needs. Moreover, being needs require a particular kind of nurturing environment in which people can express themselves and explore. There is also an apparent contradiction between the two sets of needs. Whereas deficiency needs require a safe, secure environment which is aimed at producing a state of equilibrium, being needs can drive the individual into potentially dangerous territory, where a degree of tension and stress can be most productive.

Rogers (1994) also defends that people have a natural potential in learning and development. According to him "significant learning will only take place when the subject matter is perceived to be of personal relevance to the learner and when it involves active participation by the learner, i.e. experiential learning"(cited in

Otieno,1999, p.7). Learning is to be lasting and pervasive if it is self-initiated and involves both feelings and cognition (Williams & Burden, 1997). From these frameworks, learning should be self-directed and determined internally not externally. Learning can take place when the learner actively involved in learning process(i.e. experiential learning) so it should be personalized to develop a personal identity. Also, learners should be encouraged and supported to become self-actualizing and to make their choices. A free, nonthreatening environment should be created to make learners feel free to take their own responsibility and create their sense of world to be self-directed.



CHAPTER THREE

METHODOLOGY

3.1. PRESENTATION

This study was conducted to reveal the relationship between the four communication styles of learners and their academic achievement in English. With this aim, so as to investigate the correlation between the concepts, statistical techniques are used on the descriptive study. In this chapter, methodological analysis is given. Firstly, the evaluation starts with the research design and characteristics of research population and sampling are provided. Next, data collection procedures and instrument are given with the explanation of the reliability results and data analysis.

3.2. RESEARCH DESIGN

To investigate the correlation between learners' academic achievement in language learning and their communication styles, quantitative descriptive research analysis was applied. The main aim of descriptive research is to give a detailed picture of the phenomenon by describing the variables (Johnson and Christensen, 2008). According to Shuttleworth (2008, p.108), "descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way". In other words, in order to get a better general understanding of the data, a descriptive research is conducted (Mackey and Gass, 2005). As Monsen and Horn claimed "a descriptive research often illustrates a relevant but non quantified topic involving a well-focused research question" (2008, p.5). After setting the research topic, the research design is defined and a pilot study is applied, so that the reliability of the instruments can be proved. Collecting data and analyzing it are the following actions to take. In reporting the results, different reporting formats like journals, articles, executive summaries and oral reports can be used (Goodwin and Goodwin, 1996).

In a descriptive research, in addition to observations, descriptive statistics are also obtained by using quantitative data. The data can be obtained through questionnaires, surveys and interviews (Pickard, 2013). Observation is one way of getting information through descriptive research. That is, the interaction between the researcher and participants is studied for investigation (Sevilla, Ochave, Punsalan, Regala and Uriarte, 1992). Another way of acquiring information through descriptive research is using questionnaires. The questionnaire occasionally asks for participants opinions or knowledge on a certain topic (Thomas, Nelson and Silverman, 2011).

In this study, a questionnaire (Appendix A) was used to measure the relationship between the communication styles of students which was categorized with a 40-item questionnaire by Interpersonal Influence Inventory of HRDQ (2004) and their academic language achievement in learning English that was calculated as their end of year scores at the Preparatory School at the University of Gaziantep in 2015-2016 academic year. At the end of the year, students who can complete B1 level successfully have the right to get final exam. Final exam has been divided into different parts like vocabulary, grammar use, paragraph completion and reading comprehension questions. Also, there are listening and writing exams that form 25 percent of total grade. To investigate the relationship, correlational research design by Pearson-Correlation style was applied. As Mackey and Gass stated (2005) “correlation can be used to test the relationship between variables or among variables” (p.145). Moreover, the information gathered by SPSS 15 was presented by means of tables of frequencies and percentages in data analysis. The results of the research were analyzed to make interpretations.

3.3. RESEARCH POPULATION AND SAMPLING

Research population consists of 466 students at Higher School of Foreign Languages at the University of Gaziantep. The population at the Higher School of Foreign Languages consists of 1900 students in different levels. The students are mainly from the faculty of engineering but there are also students from other departments; English language and literature, Faculty of Economics and Administrative Sciences and Medical Faculty.

At the beginning of the year students are dispersed into levels from A to C with a placement test, after applying the placement test , the levels of the students are

determined and according to the results, students are placed to classes from the most successful (C level) to the least (A1 level). Totally 166 female and 287 male students were attended to the research and the ages of the students vary between 17-26. In the study, Cluster Random Sampling method is used. That is, the questionnaire was applied to the students who are chosen randomly by giving equal chance to the participants. Demographic factors, age and gender of the students are analyzed and showed within the tables above.

Table 3.1.

Demographic Factors; Gender

GENDER	F	%
Female	166	28.7
Male	287	49.6
Total	466	100

Table 3.2.

Demographic Factors; Age

AGE	F	%
17-19	173	29.9
20-22	218	37.7
23-25	23	4.0
26-28	9	1.6
Total	466	100

3.4. DATA COLLECTION INSTRUMENT

In this study, a questionnaire including 40 statements was adapted and given to the subjects so as to determine the styles of communication of the students. The questionnaire is adopted from a study called Interpersonal Influence Inventory of HRDQ (2004). HRDQ, Human Resource Development Quarterly, is a development team that develop soft-skills learning solutions to help individuals, teams and organizations to develop skills such as leadership, communication, coaching and team building. This development team does researches into training and development subject and publishes experiential learning materials to solve organizational learning problems. It is believed that an experimental approach is the best for adult learning. With this aim, the statements in this questionnaire has been put forth to train people

to communicate assertively by HRDQ. To do so, the responses to the statements reveal the styles of communication of the participants. Reliability and validity results of the questionnaire were already analyzed in the inventory (see Appendix B). Also, the inventories of HRDQ are used by some schools, universities and organizations in Turkey.

In the questionnaire, so as to scale the questionnaire a Likert-type model with four dimensions was used and graded as 1:Never, 2: Rarely, 3: Sometimes, 4: Usually and 5: Always among 40 different statements. 40 statements are divided into 4 categories as assertive, passive, openly aggressive and concealed aggressive behavior. 10 of the statements reveal the assertive behavior; S1, S5, S6, S13, S17, S22, S28, S32, S38 and S40. The statements to find out passive behavior are: S3, S9, S10, S15, S19, S24, S26, S30, S35, S37. The statements revealing openly aggressive behavior are: S2, S11, S12, S14, S18, S23, S27, S31, S34 and S39. Finally, S4, S7, S8, S16, S20, S21, S25, S29, S33, S36 are set to define concealed aggressive behavior. Each communication style was correlated to the academic achievements of participants and the data were analyzed. This questionnaire aimed to find out the communication styles of the students to interrelate with their achievement. In addition to the questionnaire students' final results of students were correlated as an indicator of their achievement. SPSS 15 was used to analyze the data.

3.5. DATA COLLECTION PROCEDURE

3.5.1. Piloting Procedure

Piloting procedure is one of the most important aspects of a quantitative research. "It is generally considered to be a small-scale trial of the proposed procedures, materials and methods and sometimes also includes coding sheets and analytic choices" (Mackey & Gass, 2005, p.43) A piloting procedure is needed to be done to develop and test adequacy of research instruments, assess the feasibility of a study, design a protocol, define the effectiveness of frame and technique, identify the probable problems, and most importantly develop a research question and research plan (Van-Teijlingen & Hundley, 2001).

That's why, as a preparation to the research after getting the required permissions, the pilot study was applied to 63 students at the Higher School of Foreign Languages in 2015-2016 academic year. 23 female, 40 male students

attended to the pilot study. The population of the study is 1900 students and the sample population was chosen randomly. All data analyses were carried out using the Statistical Package for Social Sciences (SPSS) 15 and Cronbach's Alpha was used to measure the reliability of the questionnaire. Cronbach's Alpha coefficient was calculated to be .718 which is defined as reliable for Likert-type attitude scales. (Ekmekçi, 1999).

3.5.2. Data Collection

After assessing the pilot study, necessary arrangements were done and the questionnaire by HRDQ (2004) was applied to the participants. Before applying the questionnaire, the required permissions were received. The participants were informed about the purpose of the study and explained the importance of their sincerity whilst answering the questions. It was guaranteed that the study and the shared information would not be used for different reasons. The participants were set free to write their names on the papers. As a precaution numbers were given to the questionnaire and the numbers on the hand questionnaires were matched with the names of the students. While handing out and collecting the papers, the supports of the teachers in charge were kindly received. The questionnaires which were intentionally or unintentionally left blank were selected and eliminated.

3.5.3. Data analysis

Applied questionnaires were collected and classified according to the levels of the students. Students' communication styles were found out and their final scores were correlated with their styles of communication. All data analyses were carried out using the Statistical Package for Social Sciences (SPSS) 15 and Cronbach's Alpha was used to measure the reliability of the questionnaire. The results of Cronbach's Alpha analysis reveal the reliability of the questionnaire as .714. The frequencies and percentages of each item were calculated. Communication styles of each student is defined and correlated with their final scores. Each communication style was also correlated with students' foreign language achievement by using Pearson Correlation.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. PRESENTATION

In Chapter IV, the results of the statistical analyses of the data collected through the questionnaire are presented. In the first part, information on the descriptive analyses is provided. Also, the results of the questionnaire which was applied to 466 students at Gaziantep University were analyzed in a detailed way. Frequencies of the dimensions in each style of communication were calculated and expressed by means of the percentages, and some values as mean, median, standard deviation etc...Then, with Pearson Correlation method , it is studied if there is a significant relationship between the communication styles and participants' academic achievement. Namely, the study was discussed in a detailed way in this chapter.

4.2. FINDINGS OF INTERPERSONAL INFLUENCE INVENTORY

Scoring and calculation of the interpersonal influence inventory and analyzes of the questionnaire was explained in order to shed light to the findings and results of the study. With this aim, 4 different dimensions of the questionnaire and their way of calculation and scoring are analyzed in this part.

4.2.1. Scoring and Calculation of Interpersonal Influence Inventory

A 40-item questionnaire called interpersonal influence inventory is applied in this research. 40 items were developed by the expert panel method (HRDQ, 2004) “which are used often when the issue is highly contentious and decisions are likely to have possible legal ramifications or where the best possible results (based on expertise) are required” (Department of Sustainability and Environment, 2005, p.36).The 40 items in interpersonal influence inventory were grouped into

four scales of 10 items each that measure assertive, passive, concealed aggressive, and openly aggressive styles of communication.

5 Likert-scale (Likert, 1932) ranging from “never” to “always” was used in the questionnaire. Point five was referred to “always” while four points was labeled as “usually”. Three points was defined as “sometimes” and two points as “rarely”. Lastly, one point was qualified as “never”. The choice of the participants increased the probability of having one communication style. That is, if the score of one influence style is high whilst the other scores are low, the participant’s communication style probably has the same or similar characteristic of the style with his or her highest score. According to the interpretations of Interpersonal Influence Inventory of HRDQ (2004) that can be concluded from the participants scores, if one style is preferred yet the other is a back-up style, any of them can be used when the preferred style fails to achieve the desired results. Also, the highest two scores can be in contrast with each other and lead to considerable tension and personal conflict for the respondent. What’s more, the respondent can act differently in a given situation according to his/her perceptions to be the demands of that situation. Respondents may behave inconsistently as a response to different situations or she/he may not have a clear understanding of how he or she behaves. Finally, the scores of respondents reveal differences regarding their choices.

The score of the questionnaire was calculated compared to minimum score of 40 attained by multiplying 1 point with 40 items and maximum score of 200 obtained by multiplying 4 point with 40 items. The score manifests the influence styles on the respondents’ communication styles.

4.2.2. Statistical Analysis of Interpersonal Influence Inventory

As mentioned above, the statements in the Interpersonal Influence Inventory was prepared by Expert Panel Method. Then, factor analysis was done by the HRDQ team to determine the correspondence between items and communication styles. Also reliability and validity studies were done (see Appendix B).

Statistical analysis of the questionnaire was done by using Statistical Package for the Social Sciences (SPSS. 15). In accordance with the study, Frequencies and statistical analysis; mode, median and mean of each item were found out. Communication style of each participant was determined so that the first phase of the study was completed.

As the second step, the correlation between each communication style and students' academic achievement was put forth. As an answer to each research question the correlation between the variables was studied through the study by using Pearson Correlation method. Namely, to present the influence of students' communication styles on their academic achievement in English, the data gathered from the results was analyzed.

4.2.3. Interpersonal Influence Inventory Dimensional Findings

40 statements in the questionnaire utter four styles of communication, 10 statements for each style are shown in the table below:

Table 4.1.

Interpersonal Influence Inventory Dimensions; the Styles of Communication

Scales	Number of Items
Assertive Behavior	1, 5, 6, 13, 17, 22, 28, 32, 38, 40
Passive Behavior	3, 9, 10, 15, 19, 24, 26, 30, 35, 37
Openly Aggressive Behavior	2, 11, 12, 14, 18, 23, 27, 31, 34, 39
Concealed Aggressive Behavior	4, 7, 8, 16, 20, 21, 25, 29, 33, 36

4.2.3.1. The Styles of Communication; Assertive Behavior

The statements which reveal the assertive behavior of students are given here. The common point of the statements is that they utter and reveal the openness in communication and also the self-confidence in learners. Following ten statements in this part are listed below:

- S1. I believe I have the right to say "no" to others without feeling guilty.
- S5. I do not have difficulty maintaining eye contact with others.
- S6. I let people know when I disagree with them.
- S13. When I express my displeasure, I do it because I believe it is the right thing to do.
- S17. I don't mind asking for help when I feel I need it.
- S22. I am able to be up-front about my needs.
- S28. I am able to express my feelings honestly and directly.
- S32. I accord others the same rights I accord myself.
- S38. I make decisions to correct the things that I do wrong when I find a sensible amount of information.
- S40. When I beat others in sensible discussions, I am not concerned about spoiling

relationships between others and me.

Table 4.2.

Descriptive Statistics for Assertive Behavior as a Communication Style

Assertive Behavior	Mean	Median	Minimum	Maximum	Std. Dv.
S1,S5,S6, S13,S17,S22, S28,S32,S38, S40	4.06	4.1	1.8	7	0.46106

As can be seen from the mean results, the result 4.06 shows that students mostly chose “usually” to the statements uttering assertive behavior. It reveals how students tend to show assertive behavior in defined situations. Assertive behavior is defined as “all socially acceptable expressions of personal rights and feelings” by Wolpe and Lazarus (cited in Eisler, Miller & Hersen, 2006, p.1). Self confidence plays a crucial role in expressing personal rights and feelings. As it can be deduced from the statements, it is highly possible that a person having self-confidence mostly show assertive behavior. That is, the choice of the students proves how they assert their rights among others and reveals that they have the feeling of self-worth. Moreover, expressing their needs, rights, and thoughts feels individuals good. This kind of behavior produces the desired results more often (Wright, 2005). This deduction may also mean that students showing mostly assertive behavior have more tendencies to be more successful. To prove this, the relationship between assertive behavior and academic achievement of students should be looked at closely in the following sections.

4.2.3.2. The Styles of Communication; Passive Behavior

In contrast to assertive behavior, statements uttering passive behavior generally reveal the degree of introversion of students. The common point for the ones showing passive behavior is that they feel inadequate and having less self-efficacy. People having less self efficacy believe that they are unable to control events affecting their life. The following statements explain how people behave in such situations.

S3. When I am angry, I keep my feelings to myself.

S9. I’m afraid to accept that I don’t know the way to do something I am expected

- to do.
- S10. When people don't keep their commitments, I am reluctant to tell them I'm upset.
- S15. I feel uncomfortable when someone praises my work.
- S19. I try to behave in ways that will make me popular with others.
- S24. I feel that I have to do the things others want me to do.
- S26. I tend to be uncomfortable in unfamiliar surroundings.
- S30. I feel guilty when I have to ask others to do their share.
- S35. I behave understandingly even if I prefer someone not to do something
- S37. I don't like to say things directly that might hurt people's feelings.

Table 4.3.
Descriptive Statistics for Passive Behavior as a Communication Style

Passive Behavior	Mean	Median	Minimum	Maximum	Std. Dv.
S3, S9, S10, S15, S19, S24, S26, S30, S35, S37	2.9	2.9	1.5	4.2	0.48

The mean 2.9 and median 2.9 scores of the passive behavior are lower than the results of assertive behavior. The students chose "rarely and sometimes" answers mostly. That means the students have less tendency to show passiveness as a behavioral pattern. In contrast to the assertive behavior individuals having passive behavior cannot express their feelings truly and avoid conflict (Wright, 2005). Since they have less confidence and feeling that they are inadequate, they choose not to speak and stay silent. Moreover, they generally think that they don't have the right to say no to people for any of their wishes. As mentioned above this inadequateness may lead to having little or no self efficacy and according to Bandura (1994) "self efficacy is the foundation of human motivation, performance accomplishments, and emotional well-being (p.1). Namely, it can be concluded that students showing passive behavior may have a tendency to be less successful in their academic life.

4.2.3.3. The Styles of Communication; Openly Aggressive Behavior

As can be deduced from the name itself, the people acting openly aggressively insist on their right on their thoughts and rights and defend themselves in every situation no matter who they hurt. Following statements reveal the anger and resentment in individuals. That is, their attitudes towards occasions.

- S2. I make sure others know that I am superior to them.
- S11. I am a demanding person.
- S12. When someone behaves rudely, I behave in the same way.
- S14. If I get something important, I don't go on. I just intercept the conversation.
- S18. I do not hesitate to accuse others when I have mounting evidence.
- S23. I use vitriol to show my sensibility on an issue.
- S27. I make gestures to add emphasis to my assertions.
- S31. I like to keep every situation in my control.
- S34. When someone gets angry with me, I do so.
- S39. I believe you must show others your strength regardless of the situation if you want to command their respect.

Table 4.4.
Descriptive Statistics for Openly Aggressive Behavior as a Communication Style

Openly Aggressive Behavior	Mean	Median	Minimum	Maximum	Std. Dv.
S2, S11, S12, S14, S18, S23, S27, S31, S34, S39.	3.1	3.2	1.4	9.2	0.67

“A person behaving aggressively states her feelings directly, but she violates the rights of others (Wright, 2005)”. This kind of behavior is generally unwanted among people. As it is seen from the results, students chose “sometimes” option mostly for the defined questions. Obviously, students may show aggressive behavior in some cases. According to Baron and Richardson (2004) aggression is not an attitude or a feeling toward an event but a behavior. Namely, it can be apparent in any occasion and cause violent or unwanted surroundings. Furthermore, it can be seen that an aggressive student may have negative school experiences.

4.2.3.4. The Styles of Communication; Concealed Aggressive Behavior

Compared to openly aggressive behavior, in some cases concealed aggressive behavior can be more dangerous among students since this kind of behavior consists of hidden hostile feelings. Like the other communication styles this type of communication style also has common features. These features can be regarded as more insidious but as angry as openly aggressive. The followings are the statements that reveal concealed aggressive behavior;

- S4. If my rights are violated, I find a subtle but sure way to get even.
- S7. When others annoy me, I say nothing, but I show my displeasure through my body language.
- S8. I like to control others with behind-the-scenes maneuvers.
- S16. When people take advantage of me, I silently even the score.
- S20. I don't disagree directly with others, but I make sure that they know when I'm upset with them.
- S21. If I don't agree with my boss, I find a way not to do the work he wants me to do.
- S25. I express my anger through various characteristic facial expressions.
- S29. If I don't like a person, I find a round-about means of letting him or her know.
- S33. When I am angry with someone, I stay silent to him/her.
- S36. I prefer indirect means of controlling others.

Table 4.5
Descriptive Statistics for Concealed Aggressive Behavior as a Communication Style

Concealed Aggressive Behavior	Mean	Median	Minimum	Maximum	Std. Dv.
S4, S7, S8, S16, S20, S21, S25, S29, S33, S36	3.17	3.2	1.4	5	0.52

Mean 3.17 and median 3.2 indicate that students generally preferred “sometimes” option for the defined question, which show a similarity with openly aggressive behavior. It can be concluded that whether it is concealed or open, students sometimes have a tendency to show aggressive behavior. Regarding academic achievement such types of behaviors can be assumed as harmful and unwanted behaviors. Such behaviors lead students to have bad relationship with their

instructors and other students. That is, they may have bad academic experiences as mentioned before.

4.3. ANALYSES FOR RESEARCH QUESTIONS

In this research, variables to be study were identified, statements were adapted from Interpersonal Inventory of HRDQ, a sample was selected, data were collected and relationship between the variables was calculated in SPSS and finally results of the research questions were reported in tables as below;

Results for Research Question #1: Is there a significant relationship between the students' showing assertive behavior and their academic language achievement in English?

According to the results obtained from the SPSS evaluation of the data through Pearson Moment Correlation , it can be inferred there is no significant relationship between the assertive behavior and students' academic language achievement in English ($r=-0.054$, $p>.01$). That is to say, there is an insignificant negative relationship between the students' showing assertive behavior and their academic achievement and since if" r value" is between 0-.3 there is an insignificant relationship, when r: .4-.6, there is moderate relationship and if " r value" is between .7-1, there is a high relationship between the variables (Turan, 2012). The result indicates that when the probability of showing assertive behavior increases, the language achievement may decrease.

Table 4.6.

Correlations between Assertive Behavior and Academic Language Achievement

		Academic Achievement	Assertive Behavior
Academic Achievement	Pearson Correlation	1	-.054
	Sig. (2-tailed)		.249
	N	466	451
Assertive Behavior	Pearson Correlation	-.054	1
	Sig. (2-tailed)	.249	
	N	451	451

In contrast to the present result, according to Heinström (2000) individuals showing openness in their behaviors have broader interests, are liberal and novelty, which means they have an educational aptitude and creativity. Also, assertiveness makes people aware of their needs and open to change and assertive people avoid

frustrations. They always try to find solutions to the problems that prevent them from becoming successful which increase their achievement level.

Even if results reveal that there is no relationship between the two variables, people showing assertive behaviors are known as more extrovert. Namely, they are more social and have more self-confidence and self-esteem. They are more open to communication with others and communicatively competent. Furthermore, individuals with assertive behavior “may be able to become better at critical thinking, which is central to achievement in education because they are more willing to engage in it and to express themselves” (Moon, 2009, p.12). Since assertive people can evaluate the things around them better, it is also easy to understand the world around them. A person who has a good philosophy of life may learn easier and is more open to learn and assess the things she/he learns.

In contrast to these views, if a person who does not internalize the assertive behavior or change his/her behaviors according to the circumstances may not be academically successful or an assertive person may be open to communication and has good social relationships yet unsuccessful. Also, if an individual is overconfident, this may also lead to failure. Dunlosky and Rawson (2012) suggested that “students who are overconfident in their evaluations of learning may fall short of their learning goals, whereas accurate evaluations of one’s own learning can be used to more effectively guide further study (p.271).

Results for Research Question #2: Is there a significant relationship between the students’ showing passive behavior and their academic language achievement in English?

As it is apparently and surprisingly seen in the table above, the value $r = .132$ ($r = .132, p < .01$) which means there is a significant relationship between the passive behavior and academic language achievement in English. According to the information mentioned above, this relationship is not very high yet it is accurate and positive.

Table 4.7.
Correlations between Passive Behavior and Academic Language Achievement

		Academic Achievement	Passive Behavior
Academic Achievement	Pearson Correlation	1	.132(**)
	N		451
	Sig. (2-tailed)		.005
Passive Behavior	Pearson Correlation	.132(**)	1
	Sig. (2-tailed)	.005	
	N	451	451

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

In contrast to assumptions, it can be concluded from the results that students showing passive behavior has a tendency to be more successful in language learning. For instance, according to the research done by Webb (1982) on the student interaction and learning, there found a negative relationship between passive behavior and achievement. Yet it should be noticed that the achievement here was not related with language learning.

Students with passive behavior are generally supposed to be less successful since they have poor communication skills. However, this study reveals that in contrast to assertive behavior and all other communication styles, there is a correlation with students' showing passive behavior and language learning achievement. That is to say, students with passive behavior have a tendency to be successful.

Results for Research Question #3: Is there a significant relationship between the students' showing openly aggressive behavior and their academic language achievement in English?

Third research question was set to find out the relationship between openly aggressive behavior and academic language achievement in English. The data were analyzed by using SPSS. The result $r = -.011$ ($r = -0.01 > p.01$) indicated that there is no significant correlation between openly aggressive behavior and students' academic achievement. But it revealed a negative relationship.

Table 4.8.
Correlations between Openly Aggressive Behavior and Academic Language Achievement

		Academic Achievement	Openly Aggressive Behavior
Academic Achievement	Pearson Correlation	1	-.011
	Sig. (2-tailed)		.815
	N	466	453
Openly Aggressive Behavior	Pearson Correlation	-.011	1
	Sig. (2-tailed)	.815	
	N	453	453

While the result in this research reveals that there is no correlation with openly aggressive behavior and academic achievement, early studies show that aggressive students have less tendency to be successful. A study conducted by Mccann (2012) on behavior and and academic achievement in kindergarten revealed that students who demonstrated aggressive behavior were substantially less disadvantaged academically than those with attention problems. However, it should be noticed that the sample population was the students in kindergarten.

It is obvious that “aggressive behavior is learned at an early age and become more firmly entrenched as the child develops, so that aggression becomes self-perpetuating in children with certain cognitive characteristics” (Huessman and Eron, 1984, p.243). Since this study was conducted to university students, it gets harder to take aggressive behavior away and form a more positive attitude. Also it becomes harder to deal with such negative circumstances.

Results for Research Question #4: Is there a significant relationship between the students’ showing concealed aggressive behavior and their academic language achievement in English?

The results obtained from the correlation between the concealed aggressive behavior and students’ academic achievement in English was studied. There found an insignificant relationship $r = .038$ ($r = .038$, $p > .01$). However, in contrast to openly aggressive behavior the result is not negative.

Table 4.9.
Correlations between Concealed Aggressive Behavior and Academic Language Achievement

		Academic Achievement	Concealed Aggressive Behavior
Academic Achievement	Pearson Correlation	1	.038
	Sig. (2-tailed)		.420
	N	466	443
Concealed Aggressive Behavior	Pearson Correlation	.038	1
	Sig. (2-tailed)	.420	
	N	443	443

Whether behavior is openly aggressive or concealed aggressive, there is no significant relationship, yet it can be seen that while the relationship between openly aggressive behavior and academic language achievement have negative tendency, the relationship between concealed aggressive behavior and academic language achievement has a positive tendency. That is, it more probable that when openly aggressive behavior emerges, the language success may decrease. On the other hand, students with concealed aggressive behavior are likely to become more successful.

Results for Research Question #5: Is there a significant relationship and dependency between students' four styles of communication and their academic language achievement in English?

The results for research question 5 were analyzed. 4 styles of communication and academic achievement correlated. As the table depicting the results reveal, there is no significant relationship between the four styles of communication and learners' academic language achievement in English.

Table 4.10.
Correlations between 4 Styles of Communication and Students' Academic Language Achievement

		Academic Language Achievement	Four Styles of Communication
Academic Language Achievement	Pearson Correlation	1	.038
	Sig. (2-tailed)		.438
	N	466	414
Four Styles of Communication	Pearson Correlation	.038	1
	Sig. (2-tailed)	.438	
	N	414	414

The result $r = .038$ ($r = .038$, $p > .01$) indicates that there is an insignificant relationship between the four styles of communication and students' academic language achievement in English. This means that the styles of communications of students and their academic language achievement are not very related. Yet, it is obvious that there is relationship even if it is not very significant.

The linear regression analysis of 4 communication styles and academic language achievement of students are given above. The linear regression analysis which is used to define "the true relationship between the variables is a part of a broader data analytic approach to problem solving" (Montgomery, Peck & Vining, 2012, p.5). That is, in this study to understand and explain the dependency in a broader sense linear regression analysis was done. The table above shows the result of analysis.

Table 4.11.

The Regression Analysis of 4 communication Styles and Academic Language Achievement

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.038(a)	.001	-.001	13.20517

As the table 4.11 shows, R value reveals the correlation between the two variables. R value .038 ($p > .01$) indicates that there is a positive but insignificant relationship between the four styles of communication and academic language achievement. Also, the table 4.11 reveals that R Square value, claimed to reveal the most realistic results, puts forth coherence between the dependent (language achievement) and independent variable (styles of communication) $R^2 = .001$ which means 4 styles of communication accounts for the %01 in academic language achievement. Regarding the percentage, it can be assumed that academic achievement cannot be estimated by the presence of communication styles. Apparently, there is not a clear-cut relationship between the variables. What's more, Adjusted R square is the same as R Square value but in a negative way. This value also reveals that there is not a significant dependency between the variables.

CHAPTER FIVE

CONCLUSION

5.1. PRESENTATION

This study has been conducted to find out the relationship between students' styles of communication and their academic language achievement. In the first chapter, back ground of the study, problem statement, purpose and significance of the study, also research questions and hypotheses were explained. In the second chapter, review of literature was presented to shed light to the background of the study. Methodology of the study; research design, population of the study and sampling, data collection instrument and procedure were mentioned in the third chapter. In chapter four, findings of the questionnaire and results of the study were analyzed.

Lastly, in this final chapter, to give a better understanding to the results of the study, the summary of the present study was given . Then, a number of conclusions were presented on the research findings. In the last section, suggestions for further studies were given with respect to the current study.

5.2. SUMMARY OF THE STUDY

This research was carried out in the Higher School of Foreign Languages at the University of Gaziantep in 2015-2016 academic education year. The target population was 466 students including 166 female and 287 male students from A, B and C levels (13 missing information about genders). The ages of the students vary between 17-26. In the study, firstly Cluster Random Sampling method is used. The data were collected through a questionnaire called Interpersonal Influence Inventory (HRDQ, 2004). The questionnaire, divided into four sections uttering four communication styles, consists of 40 statements. These 40 statements are formed to

define the communication styles of each respondent. To scale the questionnaire, a Likert-type model with four dimensions was used and graded as 1: Never, 2: Rarely, 3: Sometimes, 4: Usually and 5: Always. After collecting the questionnaire, the data were analyzed using Statistical Package for Social Sciences 15.0 (SPSS 15.0) programme. Reliability analysis was applied to prove the reliability of the study and the result of Cronbach's Alpha coefficient was found to be .718 which is defined as reliable and then the percentages of each dimension were given as means, median, minimum and maximum values and standard deviation. In addition, to reveal the relationship between the academic language achievement of students and their communication styles, Pearson Moment Correlation was applied. Moreover, Linear Regression Analysis was used to define the dependency of variables.

It can be deduced from the results, assertive behavior is generally applied by most of the students (Median- 4.06, Mean-4.1). However, compared with assertive behavior, passive behavior is not preferred as much as assertive behavior (Median- 2.9, Mean-2.9). On the other hand, openly aggressive behavior is sometimes applied by the students (Mean-3.1, Median-3.2). Lastly, learners choose concealed aggressive behavior (Mean-3.17, Median-3.2) as frequently as concealed aggressive behavior. When looked at the correlation results of each communication styles. It can be interestingly seen that there is an insignificant and negative relationship between assertive behavior ($r=-0.054$, $p>.01$) and academic language achievement whilst there is a significant relationship between passive behavior ($r=.132$, $p<.01$) and academic language achievement. What's more, there is an insignificant and negative relationship between openly aggressive behavior ($r= -0.011$ $> p.01$) and language achievement and the result is negative like aggressive behavior. Lastly, no significant yet a positive insignificant relationship between concealed aggressive behavior ($r=.038$, $p>.01$) and language achievement has been found but the result is positive. Finally, the correlation results between learners' four communication styles and language achievement reveals that there is an insignificant relationship between them ($r=.038$, $p>.01$).

Linear regression analysis between four communication styles and learners' academic language achievement show that academic achievement cannot be estimated by the presence of communication styles since four styles of communication accounts for the

01 in academic language achievement. It can be stated that four styles of communication have no impact on academic language achievement. The results found in this study indicate the degree of dependency and relationship between the variables.

5.3. CONCLUSIONS

Five hypotheses have been formed to find out the relationship between students' communication styles and their academic language achievement. The result of the first hypothesis reveals that there is an insignificant and negative relationship between assertive behavior and academic language achievement in English. This was a surprising result because in contrast to what is known and assumed so far a low yet negative relationship was found out. This indicates that students showing assertive behavior may not have a tendency to be successful in their academic life. However, as O'Donohue and Fisher (2008) suggested that "assertive communication maximizes the potential for achievement of relationship goals in both professional and intimate contexts"(p.30). Since people having assertive communication style known as good at leading successful relationship because of the emphasis placed on communication accuracy.

Assertive people are known as having better capacity to win and getting things easily. That is, since they have more self-confidence and assesses opportunities well. Assertive communication can be developed as a skill improving self-confidence. Learning to be assertive is a continuous process. Namely, it cannot be restricted to an individual because the consequences of it affects a community. Creating an open-minded, highly self-confident individuals increases the possibility to form a more successful and fruitful community.

The second hypothesis was formed to reveal the correlation between passive behavior and students' academic language achievement in English. Another surprising result indicated that there is a positive and significant relationship between the variables. Individuals having passive communication style are assumed as problematic since it is hard to analyze the true needs and preferences of people showing this communication style. In contrast to the assertive communication, it results in failure to communicate thoughts and feelings. Although, passive communication is known as success-limiting behavior, according to the results it does not hinder the success of learners. Despite general beliefs, there can be some

other elements that hinder success or lead to it. Factors affecting L2 learning are categorized below by Cenoz and Perales (2000):

A. Internal/ Individual

1. Age
2. Aptitude
3. Motivation and Attitude
4. Personality
5. Cognitive Style
6. Hemisphere specialization
7. Learning Strategies

B. External

1. Physical Factors
2. Environmental Factors
3. Teaching Methodologies

These are some of the factors that influence L2 learning. That means one's academic language achievement can be affected by most of these factors. These factors determine the level of success in learning.

The third hypothesis has been established to find out the relationship between learners' academic achievement in English and openly aggressive behavior. The data were analyzed and the result was found out as $r = .011$, which means there is no significant yet negative relationship between the variables. As O'Donohue and Fisher (2008) stated "aggressive communication of needs usually involves the goal of getting one's needs met or having one's opinion endorsed no matter the cost to the other individual or individuals in the exchange"(p.30). Namely, aggressive behavior reflected by individuals may prevent students from becoming successful in learning since these kind of students focus on only their needs. Aggression can be expressed verbally and non-verbally. Aggressive behavior is something that is unwanted by people and there are some factors which trigger aggression among people especially children. Physical fear of others, family difficulties, learning, neurological, or conduct/behavior disorders, psychological trauma or corporal punishment may lead to aggressive behavior (Wikipedia, n.d.). That is, to create a better understanding in learning, these unwanted factors should be removed.

The correlation between concealed aggressive behavior and students' academic language achievement in English was questioned in the fourth hypothesis.

The result indicated that there is an insignificant relationship between the variables $r = .038$. This showed that when concealed aggressive communication increases, learners' possibility to be more successful also rises. The people showing concealed aggressive behavior expresses their hostile thoughts and feelings indirectly through characteristic behaviors like passive behavior. The similarity of the results of concealed aggressive communication style and passive communication is noteworthy. In contrast to general belief when the passiveness in behaviors increases, the possibility to be more successful also increases. Concealed aggressive behavior comes out in different situations and generally it does not reveal itself. However, there may be some factors like environmental and social or genetic factors leading to such a behavior. These factors should be dealt and a suitable learning environment should be created.

The last hypothesis has been formed to reveal the correlation between the four communication styles and academic English language achievement of students. The relationship between the variables was found out as $r = .038$ which indicates that there is an insignificant relationship between the four styles of communication and students' academic achievement. Even if the relationship is not very significant, it is obvious that there is a relationship.

According to Luhmann "there are no building blocks of communication that exist independently and only need to be assembled by someone" (2006, p.254). As it is interpreted from the statement, communication cannot exist independently. There many factors that affect and form communication. Communication styles are factors affecting the interpersonal communication and as it is mentioned in this study there are some influence styles that consist of specific behaviors. These influence styles defines people's communication styles. One aim of this study is to identify learners' different communication styles and the main aim is to find out the relationship between learners' academic language achievement and styles of communication. In parallel to this study, according to the some specialists in ELT, teaching and learning are for communication and learning in order to communicate is the common thought. When the main focus of language becomes communication, learners' communication preferences largely depend on their communication styles. The communication styles that learners use are formed with some influence styles that they have in their behaviors. Specific behaviors shown by individuals are originated in these influence styles. These influence styles can be categorized as situational and individual factors.

Individual factors are considered as one's manner, past experience, self consciousness and beliefs. Situational factors include rules and laws, rewards and punishment as a response to communication styles.

As it is mentioned in interpersonal inventory of HRDQ (2004) learning can take three forms: associative learning, reinforcement or modeling. "In a basic associative learning paradigm, learning is said to have occurred when the conditioned stimulus evokes an anticipatory response. This learning is widely believed to depend on the contiguous presentation of conditioned and unconditioned stimulus (Balsam & Drew, 2010, p.1) ". When a person relates a feeling with a behavior, associative learning takes place. This association may end with forming a behavior like aggressive, passive or assertive.

In addition, learning by reinforcement comes about immediately after individuals find out the results of their behaviors. The consequences of behaviors may take the form of punishment or reward. Reinforcement is defined by Skinner as "creating situations that a person likes or removing a situation he doesn't like, and punishment as removing a situation a person likes or setting up one he doesn't like" (Wikipedia , n.d.). If one individual is rewarded after behaving assertively and if this behavior regularly ends up with rewards, it's highly possible for him/her to behave assertively. As students socialize in the classroom environment, they learn which behaviors will most probably cause rewards. In addition to this, rules and laws are other important factors. The rules limit and shape the behaviors that are exhibited. Also, they learn the costs of their influence style, so they begin to define their communication styles regarding these factors.

Finally, modeling occurs when the individual learns the outcomes of a behavior by watching someone else act and get a reward or punishment (Cherry, 2012) . For example, aggression can be learned through models. It is indicated that children become more aggressive when they observed aggressive or violent models. Also, even if an individual doesn't act assertively, when she/he sees a model who acts assertively, she/he may act assertively since she/he has discovered that assertive behavior ends with positive results.

As Zuker (1983) stated people's behavior is greatly influenced by the internal messages that people send themselves (cited in Interpersonal Influence Inventory, 2004). In accordance with this idea, fears and guilty are seen as major inhibitor of assertive behavior. Many people have a tendency not to show assertive

behavior since they are afraid of hurting others or losing friendship if they express confliction with others. Moreover, self-confidence is another important factor if a person is to defend his or her own rights. Feelings of insufficiency can end up with passive or aggressive behavior.

It can be said that it is not always very easy to enhance learning. That is, the importance of students' intelligence types regarding individual differences should not be ignored as an element affecting learners' achievement since intelligence is not considered as something one-sided. Gardner (1999) and his research associates identified Multiple Intelligence as the mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinaesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the existential intelligences. That is, these different intelligences prove that each individual has a different way of acquiring new information and storing it. "The different intelligences are of neutral value; none of them is considered superior to the others. In their basic form, they are present to some extent in everyone, although a person will generally be more talented in some than in others" (Arnold & Fonseca, 2004, p.120). All intelligence types cooperate with each other to handle problems.

Talu (1999) stated that individuals don't have the same way of thinking and everybody should benefit from education (if individual differences are taken into account), so by the way everyone is given to a chance to discover their own potentials. According to this theory which rejects one's possibility of being unsuccessful, when learning activities are formed regarding to learners' intelligence types, every student has a potential to be successful.

The students with different intelligence types may show different communication styles. For instance, a student with interpersonal intelligence is known to have good communication skills and act more assertively or a student with intrapersonal intelligence is considered as more introvert and having less communication skills by participating lessons passively. That is, it can be said that intelligence is a factor affecting learners' communication styles and their achievement.

If learning cannot be realized, behavioral changes should be gained to students. It can be understood that if learners gain new skills, habits and they have perceptual, emotional, attitude changes or there is an improvement in their perceptions and comprehension, it means that learners have new behavioral changes which can be considered as learning (Deniz, 2007). In classroom settings, it is in the

hands of teachers to regulate behaviors of students to enhance their learning. When students' basic needs are fulfilled, it becomes easier to integrate themselves into their own learning experience. Feeling physically and psychologically safe, hope for future, maintaining favorable self-conception, acceptance and approval by others, getting rewards, feeling powerful to control things around them, taking pleasure and need for self efficacy and academic achievement can be counted as the needs of students in classroom settings (Charles, 2000). When these needs are met, behavioral change occurs and obstacles that prevent learners from becoming successful are abolished. In addition, teachers should have good classroom management skills and an effective discipline to cope with undesirable behaviors of students (Özbay & Erkan, 2009). Also, if teachers have good communication skills with their students and their needs are met, teaching and learning go on in accordance with each other appropriately.

To conclude, there are many factors affecting communication styles of learners and their academic achievement. As it is deduced from this research, there is a relationship between the academic achievements of students and their communication styles. Below are the suggestions for further study.

5.4. SUGGESTIONS FOR FURTHER STUDY

In the present study, the relationship between students' academic language achievement and their styles of communication has been analyzed and the results were discussed. Several suggestions and some ideas for further studies are deduced to shed light to the future studies. Here are some suggestions to increase academic language achievement regarding communication styles.

First of all, to get more certain results, the number and variety of the population may be increased and this study can be applied to the students in other departments even in different cities and cultures because "the culture in which individuals are socialized influences the way they communicate, and the way individuals communicate can change the culture" (Giri, 2006, p.2). That is, culture plays a crucial role in the specification of communication styles. Individuals forming the culture share a common worldview, beliefs and value system pursued via communication (Gudykunst & Kim, 1992; Triandis, Bontempo, Villareal, Asai, & Lucca, 1988; Trompenaars, 1993). Moreover, an intercultural research in this field may help in enriching the study in the field of sociology and psychology.

Next, the same study can be applied to younger student groups since they cannot hide their attitudes towards some incidents and it is more possible that younger students may give more sincere answers to the questions. Also, it is easier to observe younger students' communication styles. In addition to the questionnaire, a qualitative research may be added to the study to make the results more reliable. As Mackey and Gass (2005) stated in a qualitative research, the main domain is the human behaviors, socio-cultural patterns and norms underlie behaviors and participant observation, open-ended interviews and access to existing documents are some of the techniques used in qualitative research. In this study, participant observation technique can be used to define the communication styles of students or support the questionnaire. Also, to define the achievement levels of the students, more valid and reliable tests like TOEFL and IELTS can be applied to students since these tests also measure more skills.

Finally, to increase the language achievement of students, communication styles of all the learners may be defined and a further research can be done to find out the true strategy for each communication style. By using the correct strategies, academic achievement of the learners may be enhanced. Learners' communication styles can be improved and they can be used properly in order to ease L2 learning. Learners can get psychological consultation and counseling service to improve their communication styles. For example, a school counselor may both collaborate with a student and the teacher on decreasing verbal aggression of the student. Then, the counselor can provide consultation to the teacher about the behavior of the student and works with the student in the classroom (Dougherty, 2013). Moreover, individual recognition test techniques like skill tests, achievement tests, personality and attitude tests and inventories can be applied to students to reveal their individual differences and interests. Some other techniques other than tests can also be used such as techniques depending on observation, introducing oneself like autobiography and wishlists or techniques based on others' views or interaction based techniques like meetings, dramas and games like this (Güven, 2008).

The place and importance of teachers shouldn't be underestimated because it is the teacher who can observe students well. Teachers should know that students have different perceptual, emotional, intellectual and behavioral capabilities. Also, problems that learners experience may cause fear, anxiety and excitement which can somehow affect their educational activities (Tan, 1992 cited in Aydın, 2007). That is,

it is the duty of the teacher to guide and support students' development. Moreover, learners' individual differences should be taken into account and a more learner-centered education can be given to the learners to enhance their academic language achievement.



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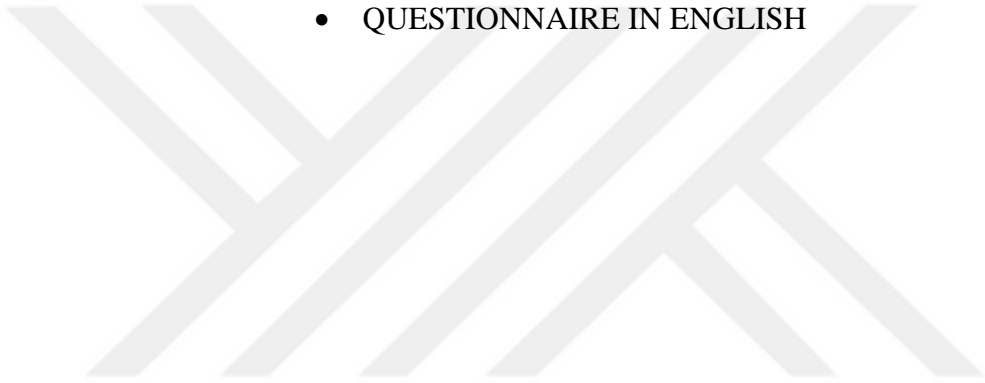
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APPENDICES

APPENDIX A**INTERPERSONAL INFLUENCE INVENTORY**

- QUESTIONNAIRE IN TURKISH
 - QUESTIONNAIRE IN ENGLISH
- 

Appendix A.1 Questionnaire (Turkish Version)

Sevgili Öğrenciler,

Bu anket Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı'nda hazırlanmakta olan 'İngilizce öğretimine karşı davranış belirleme' konulu bilimsel araştırma projesinin bir bölümüdür. Bu ankette 40 önerme bulunmaktadır. Anketteki önermeleri okuyarak 5 seçenekten size en uygun gelen seçeneği seçin. Bu anketten elde edilecek sonuçlar yukarıda söz edilen amaç dışında kullanılmayacaktır. Lütfen adınızı ankete yazmayınız.

Katkılarınız için teşekkür ederim.

Örneğin;

Her zaman () Genellikle () Bazen () Nadiren (X) Hiçbir zaman ()

Burcu KAZAZ AKYÜREK

T.C. Gaziantep Üniversitesi

İngiliz Dili Eğitimi Anabilim Dalı

Yüksek Lisans Öğrencisi

CİNSİYET: BAY BAYAN

YAŞ: a) 17-19 b) 20-22 c) 23-25 d) 26 ve yukarısı

	ÖNERMELER	Her zaman	Genellikle	Bazen	Nadiren	Hiçbir zaman
1	Başkalarına hayır diyebilme hakkına sahip olduğuma inanırım.					
2	Birlikte çalıştığım insanların çoğundan daha üstün olduğumu hissederim.					
3	Kızgın olduğum zaman duygularımı kendime saklarım.					
4	Haklarım çiğnendiğinde, bu durumu düzeltecek kurnazca, fakat emin bir yol bulurum.					
5	Karşımdaki kişilerle göz teması kurmada zorluk çekmem.					
6	Kendileriyle aynı fikirde olmadığım zaman, karşımdaki kişilerin bunu bilmesini sağlarım.					
7	Başkaları canımı sıktığında, bir şey söylemem, fakat bunu hareketlerimle belli ederim.					
8	Gizlice araştırmalar yaparak, başkalarını kontrol etmeyi severim.					
9	Öğrenmeyi umduğum bazı şeylerin nasıl yapılacağını bilmediğim gerçeği, beni ürkütüyor.					
10	Karşımdaki kişiler vaatlerini yerine getirmediklerinde, bu durumun beni üzdüğünü onlara anlatmada güçlük çekerim.					
11	Kendimi ihtiyaç duyulan bir kişi olarak değerlendiririm.					
12	Karşımdaki kişiler kaba ve saygısız davranırsa ben de öyle davranırım.					
13	Başkalarına kızgınlığımı ifade ettiğim zaman, bunu en uygun davranış olduğu için yapmışımdır.					
14	Önemli olduğunu düşündüğüm bir şeyi elde edersem konuşmaya devam etmem, keserim.					
15	Birisi yaptığım işi överse rahatsız olurum.					

	ÖNERMELER	Her zaman	Genellikle	Bazen	Nadiren	Hiçbir zaman
16	Başkaları benim zaafarımdan yararlanırsa, sessizce durumu düzeltmeye çalışırım.					
17	Gerektiği zaman yardım istemekte sakınca görmem.					
18	Elimde sağlam kanıtlarım olduğunda başkalarını suçlamakta tereddüt etmem.					
19	Başkalarının gözünde popüler olmamı sağlayacak şekilde davranmaya çalışırım.					
20	Başkaları ile uyuşmadığımı açıkça belli etmem, fakat onlar daima bunu biliyor görünür.					
21	Eğer yöneticimle uyuşamıyorsam istediği şeyleri yapmamanın bir yolunu bulurum.					
22	Kendi gereksinimlerimi öncelikle düşünürüm.					
23	Bir konuda titizliğimi belirtmek için, iğneleyici sözler kullanırım.					
24	Diğer insanların isteklerine uyma zorunluluğunu hissederim.					
25	Kızgınlığımı farklı yüz ifadeleri ile belli ederim.					
26	Bilinmedik bir çevrede rahatsızlık duyarım.					
27	Konuşmalarımnda etkiyi arttırmak için, jestler yaparım.					
28	Duygularımı, dürüstçe ve açık olarak belirtirim.					
29	Bir kimseden hoşlanmamışsam, bunu ona açıkça değil, dolaylı yoldan ima ederim.					
30	Başkalarına, üzerlerine düşen görevi yapıp yapmadıklarını sorduğumda suçluluk duyarım.					
31	Her durumu kontrol altında tutmayı severim.					
32	Başkalarının da benimle aynı haklara sahip olduklarına inanırım.					
33	Birine kızdığım zaman, ona karşı sessiz kalırım.					
34	Birisi bana kızdığında bende ona kızarım.					

	ÖNERMELER	Her zaman	Genellikle	Bazen	Nadiren	Hiçbir zaman
35	Yapılmamasını tercih ettiğim bir şeyde bile başkalarına hoşgörülü davranırım.					
36	Bşkalarını kontrol etmede dolaylı mesajları tercih ederim, doğrudan mesajları kullanmam.					
37	İnsanların hislerini zedeleyecek şeyleri dosdoğru söylemeyi sevmem.					
38	Mantıklı bir bilgi bulduğumda, yanlış yaptığıma inandığım şeyleri düzeltme kararı veririm.					
39	Bşkalarının saygısını kazanmak için, onlara güçlü yönlerinizi göstermeniz gerektiğine inanırım.					
40	Mantıklı olarak düzenlenmiş tartışmaları kazandığımda, bu durumun diğerleri ile olan ilişkilerimi bozacağı endişesi taşımam.					

Appendix A.2 Questionnaire (English Version)

Dear Students,

This questionnaire is a section of a research paper named ‘the relationship between students’ behavioral patterns and their academic language achievement. There are 40 statements in this questionnaire. Reading the statements in the questionnaire, choose the most appropriate one for you. The results deduced from this questionnaire will not be used except this purpose. Please don’t write your name on the paper.

Thank you very much for your participation and valuable contributions to this research.

For example:

Never () Rarely () Sometimes () Usually () Always ()

Burcu KAZAZ AKYÜREK

The University of Gaziantep ,Turkey

Department of English Language Teaching

Graduate Student

GENDER: MALE FEMALE

AGE: a) 17-19 b) 20-22 c) 23-25 d) 26 and upper

statement	never	rarely	sometimes	usually	always
1 I believe I have the right to say "no" to others without feeling guilty.					
2 I make sure others know that I am superior to them.					
3 When I am angry, I keep my feelings to myself.					
4 If my rights are violated, I find a subtle but sure way to get even.					
5 I do not have difficulty maintaining eye contact with others.					
6 I let people know when I disagree with them.					
7 When others annoy me, I say nothing, but I show my displeasure through my body language.					
8 I like to control others with behind-the-scenes maneuvers.					
9 I'm afraid to admit that I don't know how to do something I am expected to do.					
10 When people don't keep their commitments, I am reluctant to tell them I'm upset.					
11 I am a demanding person.					
12 When someone behaves rudely, I behave in the same way.					
13 When I express my displeasure, I do it because I believe it is the right thing to do.					
14 If I get something important, I don't go on. I just intercept the conversation.					

statement		never	rarely	sometimes	usually	always
15	I feel uncomfortable when someone compliments my work.					
16	When people take advantage of me, I silently even the score.					
17	I don't mind asking for help when I feel I need it.					
18	I do not hesitate to accuse others when I have mounting evidence.					
19	I try to behave in ways that will make me popular with others.					
20	I don't disagree directly with others, but I make sure that they know when I'm upset					
21	If I don't agree with my boss, I find a way not to the work he wants me to do.					
22	I am able to be up-front about my needs.					
23	I use vitriol to show my sensibility in a issue.					
24	I feel that I have to do the things others want me to do.					
25	I express my anger through various characteristic facial expressions.					
26	I tend to be uncomfortable in unfamiliar surroundings.					
27	I point my finger or use other gestures to add emphasis to my assertions.					
28	I am able to express my feelings honestly and directly.					
29	If I don't like a person, I find a round-about means of letting him or her know.					
30	I feel guilty when I have to ask others to do their share.					
31	I like to be in control of every situation.					

statement		never	rarely	sometimes	usually	always
32	I accord others the same rights I accord myself.					
33	When I am angry with someone, I get him or her out of my life.					
34	When someone gets angry with me , I do so.					
35	I behave understandingly even if I prefer someone not to do something					
36	I prefer indirect means of controlling others.					
37	I don't like to say things directly that might hurt people's feelings.					
38	I make decisions to correct the things that I do wrong when I find a sensible amount of information.					
39	I believe you must show others your strength regardless of the situation if you want to command their respect.					
40	When I beat others in sensible discussions, I am not concerned about spoiling relationships between others and me.					

APPENDIX B



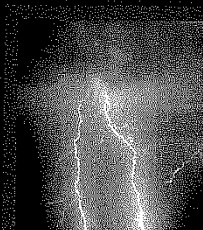
INTERPERSONAL INFLUENCE INVENTORY
INVENTORY

Interpersonal Influence Inventory

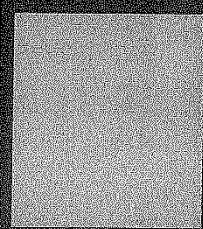
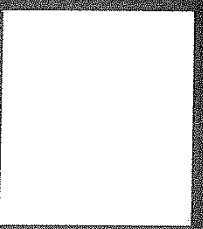
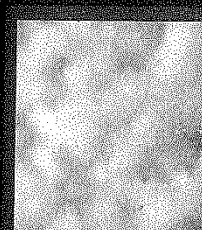
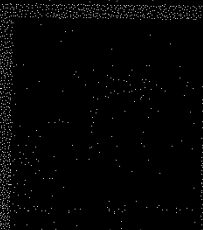
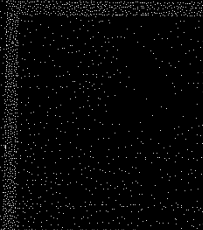
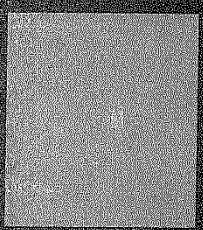
How do you "come across" to others?



ASSERTIVE



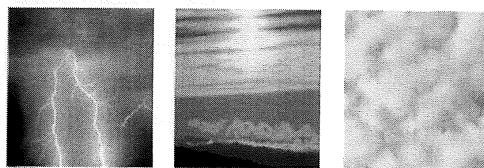
PASSIVE



Theoretical
Background

HRDQ

Interpersonal Influence Inventory



An Excerpt from the
Facilitator Guide
Fourth Edition

HRDQ.

Background Information

The core of the III is derived from leadership and persuasive communication literature. The literature suggests that direct expression of one's views, coupled with consideration for others, can help improve individual and organizational functioning. This type of behavior is often called assertive behavior.

Alberti (1977) defines assertiveness as:

Behavior that enables a person to act in his or her own best interests, to stand up for him- or herself without undue anxiety, to express his or her honest feelings comfortably, or to exercise his or her own rights without denying the rights of others we call assertive behavior.

Alberti (1977) also makes several important points about assertiveness, as follows:

- Assertiveness is a characteristic of behavior, not of a person: Individuals are not born assertive. Rather, assertiveness is a collection of skills that can be learned.
- Assertiveness is person- and situation-specific, not universal: No one behaves assertively or non-assertively 100% of the time. There are particular situations in which assertive behavior is more likely to occur.
- Assertiveness must be viewed in a cultural and situational context: Assertive behavior is in the eye of the beholder. What we call assertive in the United States may be viewed as rude in other cultures. Different situations call for different behaviors.
- Assertiveness is predicated on the ability of the individual to choose freely his or her actions: Assertive behavior is only possible if individuals have free choice. Individuals are often so constrained by the situation that assertive behavior is prohibited.
- Assertiveness is a characteristic of socially effective, non-hurtful behavior: Assertive behavior is not aimed at getting one's own way or intended to harm others in order to fulfill one's own desires.

Interpersonal Influence Model

It is perhaps easiest to understand assertiveness by examining the behaviors that produce influence styles and by contrasting assertiveness with other influence styles. Those behaviors are the basis of the Interpersonal Influence Model, from which the III was developed.

When one attempts to influence another, two dimensions of behavior produce an influence style. The dimensions of behavior are openness in communication and consideration for others.

Openness in Communication

Openness is an individual's willingness to disclose to another his or her thoughts, feelings, past experiences, and reactions. People are willing to disclose information about themselves to varying degrees. At one end of the spectrum are people who disclose very little, playing their cards "close to the vest." At the other end are people who speak their thoughts and feelings directly and fully.

Consideration for Others

Consideration means an individual's willingness to accord to others the same rights he or she expects for him- or herself. At one extreme are people who have very little respect for the opinions, feelings, and reactions of others. At the other extreme are people who defend and attempt to preserve the rights of others as strongly as they do their own.

The amount of openness and consideration that people show in their behavior determines the influence style they use. Depending on the relative use of openness and consideration, one of four influence patterns or styles results. These patterns are shown in figure 4.

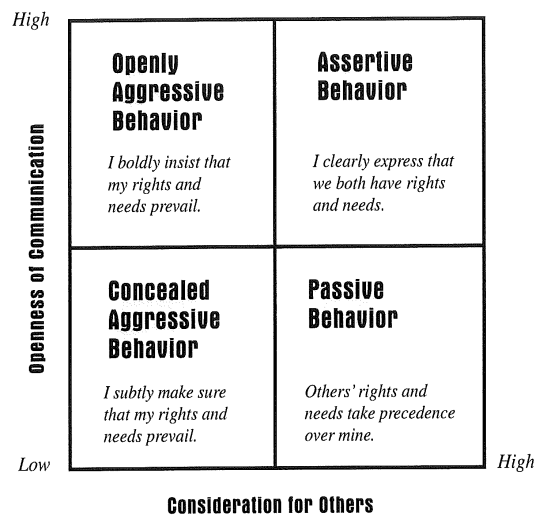


Figure 4. Interpersonal Influence Model

The four influence styles resulting from openness in communication and consideration for others can best be described by four indicators of influence style: (1) thoughts, (2) emotions, (3) nonverbal behavior, and (4) verbal behavior. The four influence styles are described on the following pages in terms of these four factors.

Assertive Behavior

Thoughts	Assertive behavior is accompanied by thoughts of self-confidence and a belief that all individuals have rights. Individuals who behave assertively believe that their desires should not be denied or pursued at the expense of others.
Emotions	Individuals behaving assertively are even-tempered. Any anger or frustration they feel is recognized and directed with control at the behavior or situation that produced it, not at other people.
Nonverbal-Behavior	Assertive nonverbal behavior consists of an upright, comfortable posture; direct eye contact; and appropriate tone of voice.
Verbal-Behavior	Assertive verbal behavior is clear, direct, and concise. Individuals speak in the first person and express themselves in an assertive manner. Their speech directly expresses their views while leaving an opening for alternative points of view.

The following Inventory items assess Assertive Behavior:

1. I believe I have the right to say “no” to others without feeling guilty.
5. I do not have difficulty maintaining eye contact with others.
9. I let people know when I disagree with them.
13. I express anger to others at the time it is most appropriate to do so.
17. I don’t mind asking for help when I feel I need it.
21. I am able to be up-front about my needs without feeling guilty.
25. I am able to express my feelings honestly and directly.
29. I accord others the same rights I accord myself.
33. I make decisions when I have a reasonable amount of information, even though I may be wrong.
37. I am not as concerned about winning as I am about negotiating reasonable arrangements and relationships with others.

Passive Behavior

Thoughts Individuals who behave passively believe that they should not speak their minds, either because they do not have confidence in themselves or they do not want to disturb the relationship. They do not wish to disagree, and they believe that they are inadequate. Passive individuals have concluded that others have rights but they do not.

Emotions Passive behavior entails hiding one's feelings from others. Feelings of victimization and depression are common. Resentment and anger held inside may eventually build to a breaking point, at which time the passive person may become aggressive.

Nonverbal-Behavior The nonverbal passive style consists of slumped posture, downcast eyes, nervous gestures, and similar behaviors.

Verbal-Behavior The passive style of behavior is expressed with many qualifiers such as, "I am probably wrong, but ..." or "If you wouldn't mind ..." A weak voice or stilted speech may be used. Passive verbal behavior puts down the speaker by belittling his or her opinion.

The following Inventory items assess Passive Behavior:

2. When I am angry, I keep my feelings to myself.
6. I'm afraid to admit that I don't know how to do something I am expected to do.
10. When people don't keep their commitments, I am reluctant to tell them I'm upset.
14. I feel uncomfortable when someone compliments my work.
18. I try to behave in ways that will make me popular with others.
22. I have trouble turning down people's requests.
26. I tend to be uncomfortable in unfamiliar surroundings.
30. I feel guilty when I have to ask others to do their share.
34. I have difficulty maintaining eye contact.
38. I don't like to say things directly that might hurt people's feelings.

Factors Leading to Styles of Influence

Influence styles consist of specific behaviors that individuals choose to use. Therefore, it is helpful to know what factors cause individuals to develop particular influence styles. The model in figure 5 shows several of these factors.

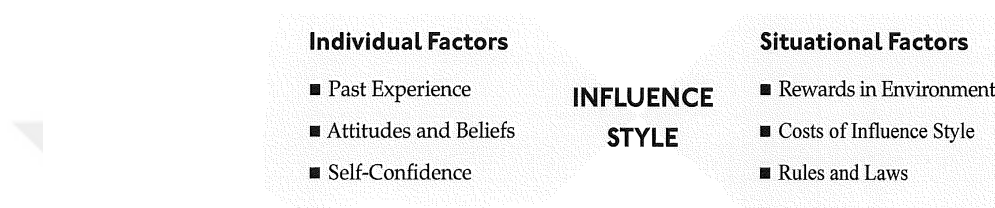


Figure 5. Factors Affecting Influence Style

Individual Factors

Past Experience. Throughout an individual's life, he or she learns which behaviors lead to positive rewards. This learning can take one of three forms: associative learning, reinforcement, or modeling.

Associative learning occurs when an individual associates a feeling with a behavior without really thinking about it. For instance, aggressive behavior may produce a feeling of tension in the individual. If this continues to happen, the individual will automatically feel tense at the hint of aggressive behavior. The individual may then avoid aggressive behavior without really thinking about it.

Learning by reinforcement occurs when individuals learn the consequences of their behavior. When an individual acts, there is a consequence of that action. The consequence may take the form of reward or punishment. For example, if an individual behaves assertively and receives what he or she desires, the individual is rewarded. If assertive behavior regularly leads to rewards, the individual is likely to behave assertively.

Learning through modeling does not require that the individual perform an action and receive a reward or punishment. Instead, the individual learns the consequences of behavior by watching someone else perform an action and receive a reward or punishment. For example, an individual may watch a co-worker assert herself by asking for a raise she deserves. If she obtains the raise (a reward), the individual will learn that assertive behavior produces rewards. Thus, even though the individual has never tried to act assertively, he or she may do so in the future because he or she has learned that assertive behavior produces positive results.

Attitudes and Beliefs. As Zuker (1983) points out, the internal messages we send ourselves greatly influence our behavior. It is difficult for us to act assertively if we believe that we have no right to do so. Many beliefs that are learned from our culture work against our ability to act assertively and cause us to act more passively. Fears are a major inhibitor of assertive behavior; many people fear rejection if they express their opinions. For example, they fear losing friendships if they express disagreement with or disappointment in others and believe that others will be hurt by their assertiveness.

Another major inhibitor to assertiveness is feeling guilty when one has to say “no.” According to Kelley (1979), guilt is the number one inhibitor to assertive behavior. People feel an intense obligation to do what is asked, especially in a work environment. It is an effort to overcome guilt. Attitudes and beliefs work toward assertive behavior if the individual believes that he or she has the right to voice requests, disagreements, and pride.

Self-Confidence. Self-confidence is necessary if a person is to stand up for his or her own rights. Self-confidence refers to an individual’s feeling of self-worth and importance. Feelings of inadequacy may lead to passive or aggressive styles of behavior. Some people feel that they are worthless and therefore may not assert their rights at all. Others may try to regain feelings of self-worth by stepping on others. If one has self-confidence, however, assertive behavior is possible. Self-confidence and assertion feed on each other. Self-confidence enables assertion, which, in turn, boosts self-confidence (Kelley, 1979).

Situational Factors

Rewards in the Environment. The work environment in which individuals act contains certain rewards and punishments for different influence styles. Rewards in the workplace may take the form of verbal praise, acceptance, pay, or office space, for example. As an individual becomes socialized in a new work environment, he or she learns which behaviors will most likely lead to rewards. Unfortunately, assertive behavior is not always rewarded. Individuals may learn that those who obey orders and do not rock the boat end up succeeding. There are times when aggressive behavior may bring rewards in the form of attention and praise. Assertive behavior, however, is more likely to bring rewards over the long run if it is used effectively.

Costs of Influence Style. There are costs associated with each influence style, especially assertiveness. It takes time and energy to figure out what solutions will produce positive rewards. Phrasing one’s words carefully also takes more thought than just blurting out in anger. It is usually easier to sit back and say nothing than to speak up when something seems amiss. An individual must be willing and able to spend the time and energy it takes to behave assertively. At times the situation may not allow for this. However, the long-term costs of behaving aggressively or passively are greater than the immediate costs of assertive behavior.

Rules and Laws. Within a company or society there are rules and laws by which individuals abide. These rules limit the behaviors that are exhibited. Rules against assault prevent aggressive acts that might otherwise occur. In addition, rules against sexual harassment and unfair bias can create an environment in which consideration of others’ rights is not neglected.

Consequences of Influence Style

The influence style that a person uses will affect the individual's feelings and thoughts; others' feelings, thoughts, and behaviors; and the functioning of the organization. The assertive individual is more likely to achieve goals because being assertive means being more expressive and able to make choices. The assertive individual will not always attain his or her goals but will at least have expressed his or her views honestly and directly. Self-concept is also likely to be enhanced because the individual is true to his or her feelings. If a person never expresses his or her views, as in passive behavior, he or she is less likely to achieve the desired goals. Similarly, hostile and aggressive behavior will alienate others, and this alienation will inhibit the individual's achievement of his or her goals.

Assertive behavior usually leads to better feelings for both the assertive individual and others. The assertive person gains more control over the situation through the power to choose and be independent. Others receive accurate information and are more able to act in accordance with that information. Feelings of tension are reduced because everyone can trust the opinions being expressed.

When one behaves assertively, the open communication and expression of desires enhances organizational feedback and informational flow. Because assertive behavior is aimed at maximizing the rights of all parties, it usually leads to a win-win situation in which everyone involved obtains a favorable outcome. Assertive behavior leads to stability in the balance of power. Both passive and aggressive styles of influence lead to an imbalance of power because one side is apt to lose, while the other wins. As a result, an unstable situation arises in which the loser feels resentment and may try to regain power through aggression. Thus, both passive and aggressive styles of behavior lead to a loss for everyone. Although these styles may yield rewards in the short run, in the long run they cause more harm than good.

Interpreting the III

There are a number of aspects of the III that make interpreting respondents' results a sensitive task. First, the respondents may associate special meanings with the labels aggressive, passive, and assertive. These meanings may be contrary to what is intended in the instrument. For example, many people have come to associate assertiveness with aggressiveness. Being labeled aggressive or passive may arouse feelings of inadequacy or guilt, especially if revealed in a group. It is therefore important to stress that aggressive, passive, and assertive behaviors are behavioral styles, not personality traits. The respondents should not think of themselves as aggressive, passive, or assertive people.

Respondents tend to score higher on the assertiveness scale than on the aggressive or passive scales. Some individuals, however, will have high scores on the aggressive and passive scales. It should be made clear that at times it may be appropriate to behave nonassertively. Situations sometimes permit or even reward different types of behavior.

The Interpersonal Influence Profile provides the respondent with another way of visualizing his or her scores. Respondents may graph their raw scores on the chart on page 8 of their Participant Guides. This Profile contains ranges for each behavioral style based on the mean and standard deviation of each style obtained from a sample of 218 respondents. An example of a completed profile is presented in figure 2 on page 5 of this Guide. The boxed scores represent the exact mean scores for the sample.

Using the very low, low, average, high, and very high ranges on the vertical axis, the respondent can easily see how he or she scored in relation to this particular sample. Of course, the characteristics of this sample may differ from the respondent's sample. The Profile is meant to provide an approximate picture of how the respondent scores in relation to others who have taken the Inventory.

In general, if the score of one influence style is high and the other three scores are low, the respondent's behavior is probably characteristic of the style with his or her highest score. If the respondent scores high on more than one scale, several interpretations are possible:

- One style is preferred and the other is a back-up style, used when the preferred style fails to achieve the desired results.
- The two highest styles could be in opposition to each other and create considerable tension and personal conflict for the respondent. For example, high aggressive and high passive scores would probably be a source of inner tension for the respondent.
- The respondent may behave differently in a given situation depending on what he or she perceives to be the demands of that situation.
- The respondent may be generally inconsistent in his or her behavior, responding in a random way to different situations.

Technical Development

The idea for a training instrument that could shed light on personal influence style grew out of the author's experience in training managers to improve their negotiating skills. It was evident that many individuals subscribed to models of behavior closely related to bargaining. Bargaining is defined as: getting one's needs satisfied as quickly and as cheaply as possible, without regard for the other party's needs. Negotiating is defined as: mutual need exploration, followed by joint problem solving aimed at providing a measure of satisfaction for both parties. In developing a more collaborative, problem-solving-oriented style, it was necessary to examine personal beliefs and approaches to influencing another party in the decision process. A search of the available instruments did not appear to satisfy this need.

The need for a new inventory prompted a thorough review of the literature regarding styles of influence. The Interpersonal Influence Model, discussed in detail earlier in this Guide, appeared to offer a foundation for helping people understand how to move from bargaining to negotiating, and in general, how to express their needs while considering another's needs. In a further review of the literature, it became evident that influence style was important not only for negotiators but for managers at all levels, and indeed for workers at all levels, as they attempt to express their thoughts and desires.

Data Analysis

HRDQ uses the following statistical concepts in its technical development: Reliability, Validity, Norms, Ranges, Means, and Standard Deviations. The results, which follow, are based on a sample of 218 individuals who have responded to the *Interpersonal Influence Inventory*.

Sample Size

To determine sample size, HRDQ uses a simple random sampling method. This method allows us to determine the appropriate size of sample needed to accurately report our results. For the *Interpersonal Influence Inventory*, we determined that a sample size of 143 was suitable. Based on the simple random sampling method, this gives us a 95% confidence level with only a 5% margin of error that the data presented are representative of the population who will use this instrument.

Reliability

A measure of reliability expresses the degree to which an instrument is consistent in its measurement. The numerical value for reliability (a reliability coefficient) provides the measure for which the correlation of reliability is determined. The range of reliability coefficients is -1 to +1. As the coefficient approaches zero the strength of the relationship (i.e., the correlation) decreases until there is no correlation between the variables. However, as the reliability coefficient approaches either -1 or +1, the correlation increases and thus the higher the reliability. While there are no commonly accepted standards for reliability in training and development instruments, reliability coefficients near .60 are considered acceptable.

HRDQ uses Cronbach's Alpha as a measure of reliability. As seen from the table below, the instrument's four categories (i.e., assertive, passive, concealed aggressive, and openly aggressive) all lie within the acceptable range and can be relied upon to provide consistent results for participants in a training context.

Category	Reliability-Alpha
Assertive	.642
Passive	.626
Concealed Aggressive	.754
Openly Aggressive	.639

Validity

The validity of an instrument is the degree to which it effectively measures what it claims to measure. Keep in mind that an instrument's validity is dependent upon how the instrument is used. For example, if this instrument is to be used in the context of a training experience, then the instrument can be considered valid. If it were to be used as a predictive tool for selection purposes, then it would not be valid.

Face Validity

Face validity answers the question, "Does the instrument seem to make sense to the average person and will it help him or her learn more effective behavior?" To determine the face validity of the III, we distributed the assessment to a group of department store managers and retail store buyers, who responded that the instrument does, in fact, possess face validity.

Content Validity

Content validity answers the question, "Is the content of the instrument representative of the theory on which it is based?" HRDQ's mission is to provide theory-based, results-driven training. Recognizing this mission in all our products, a thorough and comprehensive review of the literature regarding styles of influence was completed.

Construct Validity

Construct validity answers the question, “Do the items measure what they claim to measure?” HRDQ takes pride in the amount of attention and time we devote to the development of an instrument’s dimensions and its items. Not only do we select each of an instrument’s dimensions and items on the basis of theoretical constructs; we also execute rigorous factor analysis procedures.

To create the assessment, 40 items were developed by the expert panel method and refined through responsive feedback. The 40 items were grouped into four scales of 10 items each that measure assertive, passive, concealed aggressive, and openly aggressive styles of influence.

The first analysis conducted was a factor analysis on the responses to the 40 items. A factor analysis is a technique used to summarize relationships among variables. In this case, the variables of interest were the responses to the items on the III. Instead of looking at the relationship between each variable and every other variable, our factor analysis attempted to find factors that were common to different variables. By finding common factors, meaning could be extracted from all the item relationships. In the case of the III, we were hoping to find that the factors corresponded to the four influence styles: assertive, passive, concealed aggressive, and aggressive.

The factor analysis indicated four factors or underlying dimensions. After a rotation of the factors, it was evident that the four factors could be labeled assertive, passive, concealed aggressive, and openly aggressive. Rotation makes the factors easier to understand while maintaining the amount of variance explained by the factors.

The second step in our factor analysis was to determine which items corresponded to each factor to see if the items we labeled as a particular influence style related strongly to the factor representing that influence style. An item’s relationship to a factor is represented by the loading on that factor. The loading is the degree of relationship and can vary from -1 to +1. A loading of -1 means that the item has a strong positive relationship with the factor. A loading of +1 means that the item has no relationship at all to the factor. For our purposes, any item that had a loading stronger than +/- 0.30 was said to be related to a factor. In general, the factors hypothesized produced coherent relationships with the items.

Ranges, Means, and Standard Deviations

Ranges show the highest and lowest scores attained by the sample. Mean scores are the statistical average of all the scores. Standard deviation scores indicate how closely the score data cluster around the mean. For example, if the standard deviation is large, the scores will be more spread out.

As can be seen from the table below, all scores are in the acceptable range for this instrument in its present stage of development.

Category	Range	Mean	Standard Deviation
Assertive	23–49	38.00	4.59
Passive	14–41	26.20	4.77
Concealed Aggressive	11–41	23.50	5.31
Openly Aggressive	15–40	25.28	4.84

Norms

HRDQ assumes a normal, bell-curve distribution of scores when determining norms. These norms (which are divided into three categories — Below Average, Average, and Above Average) are deliberately broad and intended to offer the respondent only the most general information about where he or she stands relative to others who have taken the instrument. The normative data for the four influence styles are as follows:

Category	Below Average	Average	Above Average
Assertive	10–32	33–43	44–50
Passive	10–20	21–31	32–50
Concealed Aggressive	10–18	19–29	30–50
Openly Aggressive	10–19	20–30	31–50

Facilitators should caution respondents to interpret their results as approximations. With training and development instruments, individual scores are simply benchmarks to help the respondent consider what needs to be changed or improved in his or her work behavior. It should be noted that the normal curve is a convenience and does not suggest any normal behavior in nature or in the behavior being measured.

ABOUT HRDQ

HRDQ is a trusted developer of soft-skills learning solutions that help to improve the performance of individuals, teams, and organizations. We offer a wide range of resources and services, from ready-to-train assessments and hands-on games, to facilitator certification, custom development, and more. Our primary audience includes corporate trainers, human resource professionals, educational institutions, and independent consultants who look to us for research-based solutions to develop key skills such as leadership, communication, coaching, and team building.

At HRDQ, we believe an experiential approach is the best catalyst for adult learning. Our unique Experiential Learning Model has been the core of what we do for more than 30 years. Combining the best of organizational learning theory and proven facilitation methods with an appreciation for adult learning styles, our philosophy initiates and inspires lasting change.

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APPENDIX C



PERMISSION TO CONDUCT QUESTIONNAIRES



T.C.
GAZİANTEP ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ

İngiliz Dili

Sayı : B.30.2.GZP.0.41.00.00/324- 125
Konu : Araştırma izin talebi

03.04.2012

REKTÖRLÜK MAKAMINA

Enstitümüz İngiliz Dili ve Eğitimi Ana Bilim Dalı yüksek lisans programı öğrencilerinden Nimet KURTOĞLU ve Burcu KAZAZ tez çalışmaları ile ilgili olarak veri oluşturmak amacıyla Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda ekteki anket çalışmalarını yapmak istemektedirler.

Adı geçen öğrencilerimizin yukarıda sözü edilen çalışmayı yapabilmesi için gerekli iznin verilebilmesi hususunda gereğini arz ederim.

Ahmet AĞIR

Yrd.Doç.Dr.Ahmet AĞIR
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Prof. Dr. F. H. H.
Fizik Bilimleri Enstitüsü

Y. Y.
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CURRICULUM VITAE

Burcu Kazaz Akyürek was born in Gaziantep in 1986. She graduated from English Language Teaching Department at Çukurova University in 2008. She knows English in advanced degree and she has survival German and French skills. She has been working as an instructor of English at the University of Gaziantep since 2009. Two articles of the writer have been published in the International Journal of Education and Social Sciences in Turkish Cultural Areas and International Journal of Humanities and Social Science.

ÖZGEÇMİŞ

Burcu Kazaz Akyürek 1986 yılında Gaziantep'te doğdu. 2008 yılında Çukurova Üniversitesi İngilizce Öğretmenliği Bölümünden mezun oldu. İleri derecede İngilizce, temel seviyede Almanca ve Fransızca bilmektedir. 2009 yılından beri Gaziantep Üniversitesinde okutman olarak görev yapmaktadır. Yazarın, International Journal of Humanities and Social Science ve Uluslararası Türk Kültür Coğrafyasında Sosyal Bilimler dergisi dergisi Ekim 2016 sayısında iki adet makalesi yayınlanmıştır.