

T.C.

Mersin Üniversitesi

Eđitim Bilimleri Enstitüsü

İngiliz Dili Eđitimi Ana Bilim Dalı

**ORAL COMMUNICATION STRATEGIES USED BY TURKISH STUDENTS
LEARNING ENGLISH AS A FOREIGN LANGUAGE: THE DEVELOPMENT OF
“ORAL COMMUNICATION STRATEGY INVENTORY”**

Mehtap KAVASOđLU

YÜKSEK LİSANS TEZİ

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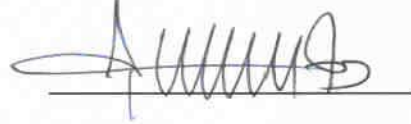
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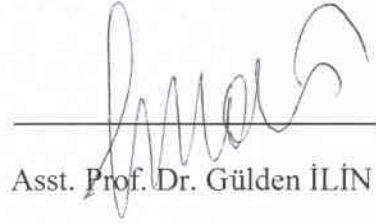
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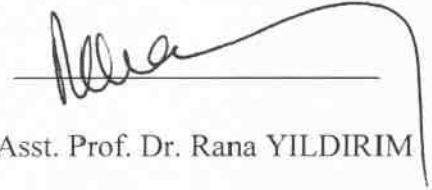
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ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLER TARAFINDAN KULLANILAN SÖZEL İLETİŞİM STRATEJİLERİ: SÖZEL İLETİŞİM STRATEJİ ENVANTERİ'NİN GELİŞTİRİLMESİ

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Bu çalışma güvenilir ve geçerli bir ölçme aracı kullanarak, Türkiye’de İngilizceyi yabancı dil olarak öğrencilerin kullandığı sözel iletişim stratejilerini ortaya çıkarmayı amaçlamaktadır. Bu amaçla, önce Nakatani (2006) tarafından İngilizceyi yabancı dil olarak öğrenen Japon öğrenciler için geliştirilen *Sözel İletişim Stratejileri Envanteri*’nin (SISE) Türk kültürüne uyarlama çalışması yapılmıştır. Uyarlama çalışmasının geçerlik ve güvenirlik analizleri sonucunda Nakatani’nin (2006) geliştirdiği SİSE’nin faktör yapısı belli ölçüde doğrulanmıştır. Ancak, bazı maddeler özgün ölçektekinden farklı maddelere yük vermiştir. Bu nedenle, Türk kültürüne özgü yeni bir *Sözel İletişim Stratejileri Envanteri (SISE)* geliştirilmiştir. *Anlam konusunda uzlaşma, mesajdan vazgeçme, planlama/organize etme, duyuşsal, başarıma/ telafi stratejileri* olmak üzere toplam 5 faktörden oluşan envanterin tamamının cronbach alpha iç tutarlılık güvenirlik katsayısı 0,79 bulunmuştur.

Geliştirilen ölçek, Mersin Üniversitesi'nin İngilizce öğretmenliği bölümünde okuyan 294 öğrenciye uygulanmıştır. Bu çalışma, İngilizce dil yeterlilik seviyesi ve cinsiyet açısından sözel iletişim stratejileri kullanımındaki farklılıkları incelemeyi amaçlamıştır. Sonuç olarak, *anlam konusunda uzlaşma, telafi stratejileri* ve *duyuşsal stratejileri* kullanımlarında dil seviyesine göre anlamlı bir fark olmadığı bulunmuştur. Ancak, orta düzeyde dil seviyesine sahip öğrenciler *mesajı bırakma* ve *organize etme/planlama stratejilerini* ileri düzey öğrencilerden daha fazla kullanmaktadırlar. Ayrıca, cinsiyet açısından sözel stratejileri kullanımları açısından farklılıklar ortaya çıkmıştır. Kız öğrenciler, *mesajdan vazgeçme stratejilerini* erkek öğrencilerden daha fazla kullanırken, erkek öğrenciler *duyuşsal stratejileri* kız öğrencilere göre daha fazla kullanmaktadırlar.

Anahtar Kelimeler: İngilizceyi yabancı dil olarak öğrenme, sözel iletişim stratejileri, sözel iletişim stratejileri envanteri (SISE), SISE'nin güvenilirliği, SISE'nin geçerliği.

ABSTRACT

ORAL COMMUNICATION STRATEGIES USED BY TURKISH STUDENTS
LEARNING ENGLISH AS A FOREIGN LANGUAGE: THE DEVELOPMENT OF
“ORAL COMMUNICATION STRATEGY INVENTORY”

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Master Thesis, Department of English Language Teaching

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The study aims to reveal the oral communication strategies used by the students learning English as a foreign language in Turkey, using a reliable and valid measurement tool. For this purpose, first, Oral Communication Strategy Inventory (OCSI) developed by Nakatani (2006) was adapted into Turkish culture. As a result of the validity and reliability analyses of the adaptation study, the factorial structure of OCSI was confirmed to some extent. However, some items gave loadings to factors different from the original inventory. Thus, a new *Oral Communication Strategy Inventory (OCSI)* was developed specifically for Turkish culture. The cronbach alpha coefficient of the whole inventory including five factors: *negotiation for meaning strategies, message abandonment strategies, planning/organizing strategies, affective strategies, compensatory strategies* was found to be 0,79.

The inventory developed was conducted on 294 EFL students studying at the English Language Teaching Department of Mersin University. The study aimed to

investigate the differences in the use of oral communication strategies in terms of language proficiency level and sex. As a result, it was found that there was no significant difference in the use of *negotiation for meaning*, *compensatory strategies* and *affective strategies* in terms of language proficiency level. However, intermediate proficiency level students use *message abandonment strategies*, *planning / organizing strategies* more frequently than advanced proficiency level students. Moreover, there were significant differences in the use of oral communication strategies in terms of sex. While female students use *message abandonment strategies* more frequently than males, males use *affective strategies* more frequently than females.

Keywords: Learning English as a Foreign Language (EFL), oral communication strategies, Oral Communication Strategy Inventory (OCSI), reliability of OCSI, validity of OCSI.

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LIST OF ABBREVIATIONS (In Alphabetical order)

CEF: Common European Framework

EFL: English as a Foreign Language

ESL: English as a Second Language

IL: Interlanguage

LLS: Language Learning Strategies

L1: First Language

L2: Second Language

M: Mean

N: Number of the Students in the Sample

OCSI: Oral Communication Strategy Inventory

SILL: Strategy Inventory for Language Learning

SISE: Sözel İletişim Strateji Envanteri

T: Standard Deviation

p: Degree of Significance

T: t-value

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INTRODUCTION

Learning a language is learning to communicate, so speaking can be considered as one of the important components of learning a foreign language. However, acquiring speaking ability can be seen much more difficult for some students than other skills. Speaking skill develops in connection with both the development of cognitive domain and the psychomotor domain (Demirel, 2004). There are many other factors affecting the degree of speaking such as age, motivation, the context in which language is learned: in a second language context or foreign language context. Learners in a second language context have various occasions to practice the language, which will undoubtedly influence the skills development. With regard to foreign language context, learners normally face difficulties such as homogeneous classes where all students speak the same first language, lack of opportunities to use the language, lack of motivation in learners, the number of the students in the class (Lazaraton, 2001). In several countries like in Turkey, English is taught as a foreign language, which makes it difficult to practice the language outside the classroom.

As the participants of the current study are in a university context, it would be useful to mention about the foreign language education system in Turkey universities. In Turkey, generally, before starting an undergraduate degree, some of the departments make it compulsory to take English course in preparatory programmes, which aim to enable students to develop the four skills (reading, writing, listening and speaking). Although they have spent several years learning English in their previous education experiences, Turkish students may have still problems in their speaking ability, which may result from lacking of the opportunity to practice the language outside the classroom. Speaking competence involves a variety of processes. First of all, there is a need for sufficient

linguistic knowledge to maintain the conversation in communicational contexts. However, apart from the ability to use language correctly (linguistic competence), the students should have other competences; that is, sociolinguistic, discourse and strategic competences, which are the components of communicative competence (Savignon, 1983). It is believed that learners can develop communicative proficiency by developing an ability to use communication strategies that enable them to compensate for their target language deficiency (Bialystok, 1990). So, it is obvious that students need to have communication strategies to develop speaking skill, and there is need for measurement tools in order to identify the strategies used by the learners.

Problem Statement

There have been many studies carried out in English Language Teaching (ELT) field in order to identify and categorize the strategies, using various strategy measurement instruments developed for students learning English as a second language (ESL). However, the number of the instruments developed for the students learning English as a foreign language (EFL) is quite few in number.

In ELT literature, the most commonly used measurement tools are strategy inventories. However, most of the speaking strategy inventories such as *speaking strategy checklist* (Cohen, Weaver & Li, 1996), *language skills development strategy questionnaire* (Oxford, Cohen & Chi, 2002) lack reliability and validity studies. Another problem with speaking strategy inventories is that they represent strategies that the learner could use throughout the language learning process and they aren't directly relevant to the skill of speaking. Furthermore, in Turkey most of the studies (Kılıç, 2003; Gümüş, 2007) carried out on speaking strategies are based on the inventories used in western countries and

developed for learners learning English as a second language, regardless of the compatibility with Turkish culture. The lack of valid and reliable measurement tools developed for the students learning English as a foreign language arouses uncertainty about the results obtained from the studies. Nakatani (2006), being aware of the deficiency in the field, developed *Oral Communication Strategy Inventory* (OCSI) on Japan learners. It was designed considering the communication problems faced by EFL learners. Moreover, it has a clear factorial structure and when compared with the other strategy measurement tools, it seems less problematic. For this reason, we decided to adapt the *Oral Communication Strategy Inventory* (OCSI) developed by Nakatani (2006) to Turkish culture.

Aim of the Study

There are three aims of the present study. The first aim of this study is to investigate whether oral communication strategies classified in OCSI developed by Nakatani (2006) would also measure Turkish EFL students' strategy use. The second aim of the study is to develop a valid and reliable oral communication strategy measurement tool for the ELT field based on the OCSI developed by Nakatani (2006). The third aim is to investigate oral communication strategies used by EFL students studying at the English Language Teaching department of Mersin University, using a reliable and valid tool developed by the researcher for the current study.

The Significance of the Study

This study is important in that it focuses on speaking skill based strategies rather than general language learning strategies while identifying speaking strategies.

Besides, in the previous studies where OCSI was used as a measurement instrument, it had not been adapted to the culture where it would be used. Thus, the current study is significant being the adaptation study of OCSI into Turkish culture. Moreover, there has been no valid and reliable speaking strategy inventory developed for Turkish EFL students. Therefore, the development of speaking strategy inventory specifically for the Turkish culture will provide a valid and reliable measurement scale into the ELT field in order to identify oral communication strategies.

Research Questions

Based on the purposes of the study stated above, the present study seeks to find answers to the following research questions:

I. Does the factor structure of “Oral Communication Strategy Inventory” change when it is adapted into Turkish culture?

II. What is the factor structure of the “Sözel İletişim Strateji Envanteri (Oral Communication Strategy Inventory)” developed for Turkish culture?

The questions above are related to the first aim of the current study. In order to fulfill the third aim of the study, the study investigates the following research questions:

III. What are the common oral communication strategies used by ELT Department students studying at Mersin University?

III.1. Is there a relationship between English language proficiency level and the use of oral communication strategies?

III.2. What are the differences in the use of oral communication strategies in terms of students’ level of English language proficiency, intermediate or advanced levels?

III.3. What are the differences in the use of oral communication strategies in terms of sex?

The present study consists of three chapters: Chapter I provides a review of the literature. Chapter II deals with the methodology used in the adaption of the “Oral Communication Strategy Inventory” developed by Nakatani (2006) into Turkish culture, the development of a new inventory specifically for Turkish culture and the investigation of oral communication strategies used by students studying at English Language Teaching department of Mersin University via the inventory developed by the researcher for the current study. Chapter III provides the results of the study with discussion.

Definition of Terms

In this section, the definitions of key terms used in the current study are provided below:

Learning Strategy: Techniques or procedures that language learners use consciously or unconsciously in order to help them comprehend, learn or retain the information better.

Communication Strategy: Communication strategies are the tools that speakers employ when they find it difficult to communicate the message as planned and look for alternative ways.

Oral Communication Strategy: Oral Communication Strategies mean speaking strategies for coping with speaking problems in this study. Nakatani (2006) can be seen the first researcher using the term *oral communication strategy* instead of *communication strategy*. In fact, communication strategy is a broad term and can involve oral and written strategies. For this reason, the term *oral communication strategy* was preferred in the present study as in Nakatani's study (2006).

Appeal for Help: The learners ask for help from the interlocutor when they have difficulty in conveying the message.

Code switching: The learners use an L1 word when they cannot remember the appropriate word in the target language.

Message Abandonment: Speakers give up the message when they have difficulty in conveying the message.

CHAPTER I: LITERATURE REVIEW

The chapter begins with the development of the theory of language learning strategies. First, cognitive learning theory will be introduced. In addition, concerning how language-learning strategies are defined and classified in cognitive theory will be discussed. Afterwards, the conceptualization of oral communication strategies in terms of classification of communication strategies will be dealt with. Later on, studies on oral communication strategies will be discussed. After that, a general criticism about methodology used in strategy classification will also be presented. The chapter ends with general criticism about the methodology used in strategy classification and the presentation of the instruments used in measuring oral communication strategies.

I.1. The Development of the Theory of Language Learning Strategies

There has been a great change in the methodology of language learning and teaching, a shift from teachers and teaching methods to learners and learning since the late 1960s. With the advent of cognitive learning theory in 1970's, learning strategies rather than teaching methods have been the focus of much attention in ELT field (Tseng, 2005, p.322). According to this theory, teachers should not only be concerned with finding and using the best method for teaching a language or getting the correct answers, but also with assisting and guiding a student in order to enable him to learn on his own. As Williams and Burden (1997) point out, studies carried out on language learning strategies were influenced by the developments in cognitive psychology (as cited in Kılıç, 2003). Therefore, in the following section, how cognitive psychology influences language learning strategies will be dealt with.

I.1.1. Cognitive Psychology, Language Learning Strategies and Language Use Strategies

Our mind is endowed with certain information processing faculties, to which language is bound; These, in turn, enable us to communicate with one another. Language, therefore, may be considered as “an observable manifestation of hidden and highly abstract cognitive constructions” (Escribano, 2004, p. 89). Cognition refers to how the brain works for information processing and retrieval.

The concept of learning strategies is also based, in part, on cognitive learning theory which views learning as an active, mental, learner constructed, dynamic process in which learners select from incoming information, encode it into long term memory and retrieve it when necessary. (O'Malley & Chamot, 1990, p. 1)

The cognitive point of view accepts the learner as an active participant in the learning process, using various mental strategies in order to sort out the system of the language to be learnt. Gage and Berliner (1992) indicate that “the reason behind the effectiveness of strategies is likely that they require the learner to be more active cognitively than a learner engaging less strategically in the task” (p. 302). Macaro (2001) also states that the classification of cognitive strategies has primarily followed the theory of cognition. Since learners shift from being passive receivers of the knowledge to thinking participants, controlling their learning and taking responsibility towards being autonomous learners, the role of the learner is seen as an integral part of the learning process. Faerch and Kasper (1983) state that based on cognitive theory, linguistic information is stored in two ways: as declarative knowledge which is related to what we know and as procedural knowledge which is what we know about how to do something (as cited in Yalçın, 2006, p. 18). Procedural knowledge plays the role of linking the new knowledge to the previous knowledge in the memory. Therefore, as Yalçın (2006) states, cognitive learning theory highlights the important function of procedural knowledge. The

processes in procedural knowledge involve both *learning* and *using the language*. The *learning processes* of procedural knowledge explain how learners accumulate new second language (L2) rules and automatize existing ones by focusing on input and by simplifying with the use of existing knowledge. The *language use processes*, on the other hand, consist of production/reception strategies and communication strategies. Tarone (1981) defines the production and reception strategies as attempts to utilize existing L2 knowledge efficiently and clearly with a minimum effort. However, a speaker resorts to *communication strategies* when he/she finds it difficult to communicate his/her message in the way he/she planned, so is forced to look for alternative means to express it (as cited in Yalçın, 2006, p. 19).

From a cognitive perspective, the concept of “interlanguage” also attempts to explain the mental processes responsible for L2 acquisition: “the internal system that a learner has constructed at a point in time, and the series of interconnected systems, characteristics of learners’ progress over time” (Ellis, 1994, pp. 350-352). Interlanguage theory is based on the research that investigated learner’s errors and the general pattern of L2 development, and it tries to explain why most learners do not achieve full target language competence. Selinker (1972), who coined the term *interlanguage* (IL), mentions five cognitive processes related to L2 acquisition: language transfer, overgeneralization of target language rules, transfer of training, strategies of L2 learning, and strategies of L2 communication (p. 37).

In conjunction with the ideas on IL, theories of cognitive processes in language learning contributed to important research in language learning strategies, and that is why they can be considered important in language learning strategies research area.

In the following section, how language learning strategies are defined and classified will be dealt with.

I.1.2. Definition and Classification of Language Learning Strategies

There has been considerable debate as to the appropriate definition of Language Learning Strategies (LLS), yet no strong consensus has been reached. The debate concerns how language learning strategies should be defined specifically (Ellis, 1994; Cohen, 1998). Swan (2008) suggests that, for pedagogical purposes, strategies need to meet certain criteria: they should be problem-oriented, subject to choice among alternatives, under conscious control, clearly describable and plausibly effective. Swan (2008) illustrates the term “strategy” as in the following example:

If your purpose is to get to work in the morning, getting up is not what one would normally call a “strategy”; it is just what you have to do if you are going to work at all. But if you have problems getting to work on time, the notion of strategy becomes relevant. There are sorts of strategies for leaving early to miss rush hour, go by rail or go by bike. (p. 7)

Researchers studying in the area of learning strategies have demonstrated a variety of definitions for language learning strategies. Rubin (1975) defined language learning strategies as “the techniques or devices which a learner may use to acquire knowledge” (p. 43). As to Oxford (1989), strategies are defined as “behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable” (p. 235). O’Malley and Chamot (1990) define learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn or retain the information” (p. 170).

In addition to the different definitions related to language learning strategies, there have also been many classifications.

As expressed by Oxford (1994), these classification systems have been divided into the following groups;

1. Systems related to successful language learners (Rubin, 1975)
2. Systems based on psychological functions (O'Malley & Chamot, 1990)
3. Linguistically based systems dealing with guessing, language monitoring, formal and functional practice (Bialystok, 1981) or with communication strategies like paraphrasing or borrowing (Tarone, 1983)
4. Systems related to separate language skills (Cohen, 1990)
5. Systems based on different styles or types of learners (Sutter, 1989).

The existence of different classifications indicates that there is a problem in the research area of L2 learning strategies, which is “lack of a coherent, well accepted system for describing these strategies”, as expressed by Oxford (1994, p. 143).

Ellis (1986), on the other hand, is a researcher who views learning strategy as a more general phenomenon, which has two different subsets as *strategies for using* and *strategies for learning a language*. He includes communication strategies under strategies for using a language and defines them as “devices for compensating for inadequate resources” (as cited in Algan, 2006, p. 28). Ellis (1986) defines communication strategies as “psycholinguistic plans which exist as part of the language user’s communicative competence” (p. 30).

Cohen, Weaver, and Li (1996) also state that “The importance of the strategies for language learning results from the fact that they are the tools for self directed involvement that have of crucial importance to develop learners’ speaking skills and communicative competence”(p. 47). Therefore, before dealing with communication

strategies, there is need to discuss what communicative competence means. In the following section, the components of communicative competence will be presented.

I.2. Communicative Competence and Its Underlying Components

Communicative competence involves a variety of processes. As to Wells (1985) “Speaking requires not only knowledge of vocabulary or grammar, but also negotiating effectively and adapting to different contexts within cultural and social rules of the communication setting” (as cited in Kongsom, 2009, p. 2). In order to speak a foreign language as Alderson and Bachman (2004) state:

Learners must master the sound system of the language, have almost instant access to appropriate vocabulary, be able to put words together intelligibly with minimal hesitation, understand what is being said to them and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. (as cited in Kongsom, 2009, p. 3)

This definition makes it clear that speaking competence involves a variety of processes. With regard to speaking effectiveness, Chomsky (1965) proposed the concept of grammatical and linguistic competence emphasizing cognitive aspects of language. However, Hymes (1972) reacted against Chomsky’s theory assuming that linguistic competence by itself does not explain every aspect of language. Thus, he stated that being able to communicate required more than linguistic competence; knowing when and how to say something as well as what to say when, which he called as *communicative competence*. Based on the view of Hymes’, Canale and Swain (1980) divided communicative competence into four components: grammatical, discourse, sociolinguistic and strategic competences. *Grammatical competence* enables learners to use and understand grammatical structures accurately, including vocabulary, pronunciation, spelling and word formation. *Discourse competence* is the ability to make interaction in a coherent, meaningful way. *Sociolinguistic competence* is the ability to use expressions appropriately

within the social context language is used. *Strategic competence*, on the other hand, is the ability to use strategies in order to overcome limitations in language use (as cited in Shumin, 1997, pp. 3-4).

Yule and Tarone (1990) suggest that strategic competence is one of the essential components of communicative competence in that it not only helps enhance the effectiveness of communication but also compensates for breakdowns in communication (as cited in Chen, 2009). Berns (1990) also claims that, strategic competence seems to be the most important component among other components underlying speaking effectiveness, since it is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (as cited in Shumin, 1997, p. 4).

Canale and Swain (1980) defined strategic competence as “verbal or nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence” (as cited in Chen, 2009, p.14). Based on this definition, Chen (2009) maintains that “strategic competence is demonstrated in interlocutor’s use of communication strategies (p. 14). Apart from Chen, Gao (2000) and Nakatani (2006) claimed the importance of strategic competence while using oral communication strategies.

From the definitions of strategic competence stated above, it can be concluded that in order to understand whether or not learners have developed communicative competence, one should observe the use of communication strategies. Thus, we will deal with the conceptualization of communication strategies in the following section.

I.3. Conceptualization of Communication Strategies

Selinker was the first researcher to make reference to *strategies* in 1972. In the following year, Varadi (1973) used the term *communication strategy*. Communication strategies (CSs) are used to negotiate meaning, to maintain the conversation (Tarone, 1980) or to handle difficulties or communication breakdown (Faerch & Kasper, 1983, as cited in Kongsom, 2009). As Dörnyei and Scott (1997) proposed, the existence of the mismatch between L2 speaker's linguistic knowledge and communicative intentions caused the crucial need of the communication strategies to arise in the field of assisting L2 learners in their efforts in speaking English as a target language.

Researchers have studied CSs from two major perspectives; *the interactional view* and *the psycholinguistic view*. The interactional view of CSs is based on the interaction process between language learners and their interlocutors and negotiation of meaning. The interactional view of CSs has its origins in the work of Tarone (1980). Tarone (1980) defines CSs as “tools used in negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal and a shared enterprise in which both the speaker and the hearer are involved rather than being only the responsibility of the speaker” (p. 140).

Whereas Tarone and other researchers (Canale, 1983; Nakatani, 2005; Nakatani & Goh, 2007) who supported the interactional view considered CSs as a mutual attempt by participants in a communicative situation to maintain communication, in psycholinguistic view, CSs are considered as a cognitive process of the speaker himself/herself with a focus on comprehension and production. Faerch and Kasper (1983) define CSs in terms of the individual's mental response to a problem rather than as a joint response by two people, which means that CSs deal with language production problems

that occur at the planning stage. Therefore, the psycholinguistic view of CSs has been mainly associated with strategies for overcoming limitations in lexical knowledge.

Because of the differences in theoretical viewpoints, the taxonomies of CSs also vary considerably in different studies. Based on the views above, there have been two perspectives in the classification of CSs, which will be dealt with in the following paragraphs.

Tarone (1977-1981) carried out studies with a focus on the communication strategies employed by learners of second language. From the perspective of interactional view, she identified several communication strategies: *approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance, mime, and avoidance* (see Table 1).

Table 1

Tarone's Taxonomy of CSs (1977)

Paraphrase	Borrowing	Appeal for assistance	Mime	Avoidance
Approximation	Literal Translation			Topic avoidance
Word Coinage	Language Switch			Message Abandonment
Circumlocution				

(as cited in Kongsom, 2009, p. 23)

On the other hand, from a psycholinguistic view, Faerch and Kasper (1983) adopt the criteria of process or plan, conscious or unconscious, problem oriented or problem free. They propose two possible strategies in general for solving a communication problem: *avoidance strategies* and *achievement strategies* (see Table 2).

Table 2

Faerch & Kasper's Taxonomy of CSs (1983)

1.Reduction or Avoidance Strategies	2.Achievement Strategies
1.1.Formal Reduction	2.1. Compensatory
1.1.1.Phonological	2.1.1.Codeswitching
1.1.2.Morphological	2.1.2. Transfer
1.1.3. Syntactic	2.1.3.Interlanguage based strategies
1.1.4. Lexical	2.1.4.Cooperative
1.2.Functional Reduction	2.1.5.Nonlinguistic
1.2.1.Actional	2.2. Retrieval Strategies
1.2.2.Modal reduction	
1.2.3. Reduction of proposition	

(as cited in Kongsom, 2009, p. 25)

Avoidance strategies include *formal reduction strategies*: using reduced systems to avoid producing non-fluent or incorrect utterances, and *reduction strategies*: avoiding a specific topic or giving up sending message. *Achievement strategies*, on the other hand, consist of *compensatory strategies* and *retrieval strategies*. The former consist of *code switching*, *transfer*, *inter-language based strategies*, *cooperative strategies*, and *nonlinguistic strategies* in which learners find an alternative solution for reaching the original goal by means of whatever sources are available. The latter are used when learners have difficulties in retrieving specific items.

The *compensatory strategies* of Faerch and Kasper show some similarities with Tarone's taxonomy including *approximation*, *coinage*, *literal translation*, *paraphrase*, *avoidance strategies* and *appeal for help*. Besides, it appears that *avoidance strategies* in Tarone's taxonomy are subtype of *reduction strategies* of Faerch and Kasper (1983). However, it seems obvious that the distinction between *avoidance strategies* and *achievement strategies* are more clearly stated in Faerch and Kasper's classification. Besides, with respect to Tarone's taxonomy (1981), Faerch and Kasper's classification (1983) is relatively compatible with its aim.

As in Faerch and Kasper's (1983) system, Dörnyei (1995) also classifies CSs into *reduction and achievement strategies*. In addition to the strategies mentioned, he offered *stalling or time gaining strategies* which are employed to help speaker gain time to keep the communication channel open if they face a problem. The taxonomy was shown at Table 3.

Table 3

Dörnyei's Taxonomy of CSs (1995)

Avoidance or Reduction Strategies	Achievement/Compensatory Strategies	Stalling or Time Gaining Strategies
Message Abandonment Topic Avoidance	Circumlocution Approximation Use of all purpose words Word coinage Use of nonlinguistic means Literal translation Foreignizing Code switching Appeal for help	

(as cited in Kongsom, 2009, p. 29)

Similar to the classification of Faerch and Kasper (1983) and Dörnyei (1995), Nakatani (2005) categorized oral communication strategies as *achievement strategies* which are considered as good behavior as students solve problems in communication by expanding their communicative resources and *reduction strategies* which are considered as negative behavior as students try to avoid solving communication problems. The classification of Nakatani (2005) is stated in Table 4.

Table 4

Nakatani's Classification of CSs (2005)

1.Reduction Strategies	2.Achievement Strategies
1.1.Message Abandonment	2.1. Help seeking
1.2.First-language based	2.2. Modified interaction
1.3.Interlanguage based reduction	2.3. Modified output
1.4. False Starts	2.4.Time-gaining
	2.5.Maintenance
	2.6.Self-solving strategies

(Nakatani, 2005, pp. 81-83)

Although the classification system of Faerch and Kasper (1983), Dörnyei (1995) and Nakatani (2005) seem to be similar, there are some discrepancies concerning which strategies are grouped in the categories of *achievement strategies* and *reduction/avoidance strategies*. For example, in Faerch and Kasper's classification (1983) and Dörnyei's classification (1995), *code-switching* and *appeal for help* are labeled as *achievement or compensatory strategies*, which enable learners to work on an alternative work plan for reaching their original goal by means of whatever sources are available. Nakatani (2005) grouped *help seeking strategies (appeal for help)* under *achievement strategies* but *first language based strategies (code-switching)* under *reduction strategies*. In another study, Nakatani (2006) makes a distinction between *message abandonment strategies* and *message reduction strategies*. In this classification, he regards *asking other people to help* as *message abandonment strategies*. The different opinions about *code-switching strategies* and *asking for help strategies* make it obvious that the classification of CSs is a problematic issue. The differences may result from the fact that learners use strategies in accordance with the requirements of the task they are going to perform. In addition to the task requirements, there may be other factors that influence the strategy choice. Students with different proficiency levels and types of motivation would choose

strategies appropriate to their motivation. Thus, it is necessary to carry out more studies on different samples with different purposes. The following section provides updated studies on communication strategies.

I.4. Studies on Communication Strategies

Over the last two decades a considerable number of descriptive and empirical studies have been carried out on communication strategies. The empirical studies on communication strategies are mainly concerned with the following topics: the relationship between English proficiency level and communication strategies, the effectiveness of the training of communication strategies and gender and cultural differences influencing the use of communication strategies. In order to elicit a clear picture of the changes in communication strategy research, the important studies are presented in the following sections.

I.4.1. The Relationship between English Language Proficiency Level and Oral Communication Strategy Use

The studies dealing with the relationship between oral communication strategy use and English language proficiency level show different results, making it difficult to make definitive statements about the relationship. One of the studies concerning with English proficiency level and the use of communication strategies was carried out by Chen (1990) who conducted an experimental research to identify communication strategies used by EFL learners from different levels. The result of the study was that the frequency, the type and the effectiveness of communication strategy use varied in relation to proficiency levels. Chen (2009) also conducted a study using the *Oral Communication*

Strategy Inventory developed by Nakatani (2006). The results revealed that there were significant differences between speaking proficiency and strategy use. On the one hand, positive relationships were found between speaking proficiency and the use of *social affective strategies, fluency-oriented strategies, and negotiation for meaning while speaking strategies*. On the other hand, negative correlations were found between speaking proficiency and the use of *message reduction and alteration strategies* and *message abandonment strategies*. The results displayed that *social affective strategies, fluency oriented strategies and nonverbal strategies while speaking* were commonly employed by the high proficient speakers while low proficient speakers inclined to use *message reduction and alteration strategies, message abandonment strategies and nonverbal strategies* more frequently. Therefore, the results imply that speaking proficiency is related to the use of oral communication strategies.

Gökgöz (2008) also investigated whether there is a correlation between reported use of strategies for coping with speaking problems and speaking grade levels of the students. She found that there is a difference between low and high proficiency groups. High oral proficiency group reported more use of *social affective strategies, fluency oriented strategies* and *negotiation for meaning strategies*. The students from low speaking grade level also turned out to score low in the use of strategies for coping with speaking problems.

In contrast to the results of the studies which show that learners having low linguistic proficiency use less communication strategies, Paribakht (1985) found out that learners with low linguistic proficiency use communication strategies more frequently than learners with high linguistic proficiency because learners having high linguistic proficiency confront less communication problems. Si-Qing (1990) supported the same findings that

communication strategy use decreases when linguistic proficiency increases. Wannaruk (2002) also reported that learners with low linguistic proficiency appeal to communication strategies more often because of communication problems due to their limited command of L2, learners with high linguistic proficiency, on the other hand, resort to less communication strategies, as they are better equipped. Similarly, Gümüş (2007) in her study investigating the communication strategy use of EFL students of a Turkish Anatolian High School and the impact of language proficiency on the use of communication strategies found out that low level learners made use of modification devices more often than high level students. The analysis of the qualitative data of the same study revealed that non-preparatory (low level) learners employ communication strategies more frequently than preparatory (high level) learners do.

Results from the research into oral communication strategy use reveal controversies in terms of the relationship between linguistic proficiency and the use of communication strategies. While some studies claim that lower proficiency learners make use of communication strategies more frequently than higher proficiency learners, others claim the opposite. Thus, there is a need to investigate the relationship between linguistic proficiency and oral communication strategy use in different language settings.

I.4.2. The Effectiveness of Teaching Communication Strategies

Teaching speaking strategies can help students cope with communication problems (Dörnyei, 1995, pp. 55-62). Research on speaking strategy instruction has shown that the exposure to the target language increases the use of speaking strategies (Tarone, 1981). In one study, O'Malley and Chamot (1990) compared the improvement on certain language tasks for three groups of learners, and related the learners' performance to the

strategy training they had received. On the speaking task, the group given explicit training in *metacognitive, cognitive, and social-affective strategies* improved significantly more than the control group who were not exposed to strategy training

The study of Dörnyei (1995) has suggested the feasibility of training learners in the use of communication strategies. The researcher trained high school EFL students in Hungary in using three communication strategies: *topic avoidance and replacement, circumlocution, and fillers and hesitation devices*. The researcher concluded that teaching communication strategies improved students' strategy use because CSs provide the learners with a sense of security in the L2 by allowing them room to manoeuvre in times of difficulty. Learners decide to try to remain in the conversation and achieve their communicative goal, rather than giving up their message.

Cohen et al. (1996) investigated the effectiveness of explicit strategy instruction on EFL speaking ability and they also found a positive impact. Nakatani (2005) also found that metacognitive strategy training improved female EFL learners' spoken performance.

Kılıç (2003) carried out a study in order to see whether participating in a strategies-based instruction enhanced students' level of speaking performance. The learners taking part in the researcher's strategy training were second grade students of upper-intermediate English proficiency level in Kuleli high school. All *cognitive, metacognitive, social and affective strategies* related with speaking skills were selected to train the students. The items of the *Strategy Inventory for language Learning (SILL)* (Oxford, 1990) related with speaking skill were carried out in order to determine what strategies students used while speaking. In addition to SILL, a strategy checklist and a speaking task battery were used. The aim of the checklist was to capture the three-stage

process involved in strategy use: 1) preparation before using the language skill, 2) self-monitoring during the use of the skill, and 3) self-reflection afterwards. The speaking task battery which was carried out consisted of two speaking tasks. As a result, it was concluded that the experimental group outperformed the control group on both of the speaking tasks. Therefore, the explicit strategy training seems to have contributed to students' ability to speak more effectively and correctly. However, there may be other factors that have an effect on the use of communication strategies, which will be dealt with in the following section.

I.4.3. Gender Differences in Strategy Use

Studies on language and gender in ELT field reveal that the perspectives and the philosophies underlying the research have changed over time. Cameron (1995) distinguishes three models of language and gender: *deficit model*, *the cultural difference model* and *the dominance model* (p. 33).

In *the deficit model*, “females are regarded as disadvantaged speakers and communicator, particularly in the professional world, due to their upbringing and socialization as females” (Block, 2002, as cited in Aslan, 2009, p.9). In *the dominance model*, “men gain and maintain power over women in social interaction by means of interrupting and overlapping women’s speech” (Davis & Skilton-Sylvester, 2004, as cited in Aslan, 2009, p.12). In *the cultural difference model*, “men and women belong to separate but equal cultures which predate the development of individuals who are socialized in them” (Block, 2002, as cited in Aslan, 2009, p.12). As to Davis and Skilton-Sylvester (2004) “girls and boys are socialized into different ways of relating to one

another in their predominately same sex interactions and, thus, acquire different communicative styles within the community they live” (as cited in Aslan, 2009, p. 12).

On the other hand, post-structuralist approaches to gender advocate the belief that “gender is a social phenomenon; it is about doing as opposed to having or being; it is the outcome of engagement, in particular, social practices as opposed to preceding and causing engagement” (Block, 2002, as cited in Aslan, 2009, p. 13). Davis and Skilton-Sylvester (2004) also claim that

As gender is a practiced attainment, it should no more be perceived as an individual concept consisting natural sex differences, yet should be perceived as a social construction within specific cultural and situational contexts. (p. 14)

Gender differences have been found in many areas of social and cognitive development. Studies indicate that females show more interest in social activities than males and they are more cooperative than males. A number of researchers continue to assume female superiority in language development (Ehrman & Oxford, 1989; Ellis, 1994; Oxford, 1993). The results of the study by Ehrman and Oxford (1989) indicate that females seem to use cognitive, compensation and metacognitive strategies more frequently than males (as cited in Macaro, 2006, p. 321). In Li’s study (2010), female university students in Taiwan are reported to apply CSs more often than male students. However, some findings reveal that males employ more learning strategies than females (Wharton, 2010). Such findings are important because they show us that there might be some differences in the ways that females and males learn a language.

In contrast, the results of Lai (2010) show that Chinese male and female learners tend to use strategies in the same way. Lai claims that this may be because Chinese learners, both males and females, learn English in the same language context. This idea is supported by Freed (1996) saying:

The language use is decided by the particular communicative situations and the nature of tasks.

If females and males are set in a similar context to fulfill the same communicative task, much similarity will be found in the use of language. (as cited in Lai, 2010, p. 29)

Because of the different viewpoints on sex differences, more research in different language context is needed to determine whether a difference exists between male and female students in using CSs. The following section will deal with the cultural differences in strategy use which is also considered as one of the important factors in communication strategy preferences.

I.4.4. Cultural Differences in Strategy Use

Tarone (1980) argues that although strategic competence exist in all languages and cultures, “the particular types of strategy preferred for use in such situations may be culture specific or language specific” (p. 422). For example, cultural differences in the use of silence, which might indicate message abandonment, are such CS-related speech components that come to mind. According to results of the study of Hsiano and Oxford (2002) language learning may involve different independent learning strategies for different cultural backgrounds, learning environment and language specific tasks. Based on this idea, Genç (2007) carried out a study in order to determine the communication strategies employed by Turkish speakers of English. With this aim in mind, 23 freshman students at Çukurova University ELT Department were assigned referential communication tasks in their speaking classes. As a data collection tool, video recording was used. Qualitative data were analyzed through content analysis, and the usages of *language switch, avoidance, paraphrase, literal translation, ask for help, repetition, mime strategies* were the themes emerged from the analysis of communication strategies. However, as Genç (2007) also explains this research is based on only a qualitative study

with relatively small number of participants, so a strong conclusion cannot be drawn from it. Therefore, there is also a need for a quantitative study using a reliable and valid inventory in order to determine the communication strategies used by Turkish speakers of English, which is the purpose of the current study.

I.5. The Methodology and Instruments Used in Strategy Identification

There have been numerous studies carried out in ELT field in order to elicit, measure and classify the strategies, using various data collection instruments such as classroom observations, interviews, language learning diaries, detailed questionnaires. The most commonly used quantitative method can be considered the use of inventories or questionnaires, but most of them are subject to criticisms by researchers. In terms of strategy measurement, Lo Castro (1994) argued that general learner strategy inventories are not transferrable across sociocultural domains, and that their results and conclusions might therefore be invalid. According to Dörnyei (2005) the most fundamental problem is the literature's inability to explain the difference between 'engaging in an ordinary learning activity and a strategic learning activity (as cited in Macaro, 2006, p. 322). In addition, Dörnyei and Skehan (2003) questioned whether a strategy could contribute to both knowledge and language skills and posited that there was no theoretical explanation for how strategies might be related to skills (as cited in Macaro, 2006, p. 322). Furthermore, Wenden and Rubin (1987) refer to four criteria that must be taken into consideration when developing an inventory of cognitive strategies. They put forward that the inventory must

(1) be understood by the majority of participants. If the jargon is not comprehensible enough, the respondents may misunderstand the statements.

(2) consist of only selective strategies that are useful for a particular language skill. For example, vocabulary learning skills may differ from conversational skills.

(3) have strategies only for language use in a particular language setting. Learning English in Australia may differ from learning English in Turkey.

(4) confine itself to strategies that are most often used. (Wenden and Rubin, 1987, p. 24)

It can be concluded that the common points that the researchers focused on: the strategy inventories should be culture specific and skill specific. However, when the instruments used in measuring speaking strategies in ELT field were reviewed, it was revealed that most of them do not meet the criteria mentioned above. For example, Language Learning Strategy Inventory (Oxford, 1990), *Speaking Strategy Checklists* (Cohen, Weaver and Li, 1996), *Language Strategy Use Survey* (Cohen & Chi, 2001) and *Language Skills Development Strategy Questionnaire* (Oxford, Cohen & Chi, 2002) represent strategies that the learner could use throughout the language learning process and they are not directly relevant to the skill of speaking. Although the instruments mentioned were developed in the countries where language is learned as a second language, they were also carried out in EFL contexts. For instance, Kılıç (2003) investigated the effectiveness of explicit strategy instruction on EFL speaking ability using *Speaking Strategy Checklist* regardless of the compatibility of the instrument with Turkish culture, which indicates that the results obtained from the study might be invalid. Nakatani (2006), being aware of the deficiency in the field, developed *Oral Communication Strategy Inventory* (OCSI) on Japan learners. It was designed considering the communication problems faced by EFL learners. Nakatani (2006) classifies speaking strategies as *social-affective, fluency oriented, negotiation for meaning, accuracy oriented, message reduction and alteration, nonverbal strategies while speaking, message abandonment, and attempt to think in English strategies*. As to Nakatani (2006), the reliability of 32 items was .86 with acceptable internal consistency. The Oral Communication Strategy Inventory was conducted by many researchers. Chen (2009) conducted a study using the *Oral*

Communication Strategy Inventory developed by Nakatani (2006) in order to investigate oral communication strategies by English major students at the college level in Taiwan. It was also carried out by Gökgöz (2008) at Dumlupınar University, Department of Foreign Languages Preparatory Classes in order to investigate the relationship between degrees of learner autonomy, use of strategies for coping with speaking problems and success in English speaking classes.

Our concern in the current study is the methodology used to measure oral communication strategies used by learners learning English as a foreign language in Turkey. Since OCSI has a clear factor structure and was designed considering the communication problems faced by the people learning English as a foreign language, it seems less problematic with respect to other strategy measurement instruments. That is why we decided to adapt *Oral Communication Strategy Inventory* (OCSI) developed by Nakatani (2006) into Turkish culture and develop a new Oral Communication Strategy Inventory based on OCSI. In chapter II, the processes in the adaptation and development of oral communication strategy inventory will be dealt with.

CHAPTER II: METHODOLOGY

This chapter is divided into three major parts. Section II.1 presents the processes throughout the adaptation study of Oral Communication Strategy Inventory (OCSI) by Nakatani (2006) into Turkish culture. Section II.2 presents the processes in the development of Oral Communication Strategy Inventory for Turkish students in EFL context. Section II.3 presents the application of the inventory developed in the field of English Language Teaching.

II.1. The Adaptation Study of Oral Communication Strategy Inventory into Turkish Culture

Our concern in the adaptation study of OCSI is to investigate whether oral communication strategies classified in OCSI developed by Nakatani (2006) would also measure Turkish EFL students' strategy use. For this purpose, first OCSI was translated into Turkish culture. Then, the reliability and validity of the inventory was investigated. In the following sections, the processes in the adaptation study of OCSI will be dealt with.

II.1.1. Participants

The total number of the participants was 808 EFL learners studying at ELT departments of three different universities and Anatolian high schools in Turkey. The participants from Anatolian high schools were the students of English Division studying English as a foreign language.

II.1.2. Data Collection Instrument

The *Oral Communication Strategy Inventory* developed by Nakatani (2006) was used as a data collection instrument. OCSI was developed, using 400 Japanese university students learning English as a Foreign Language. The OCSI, the 5-point Likert scale ranging from 1 (never or almost never true of me) to 5 (always or almost always true of me), consists of two parts; strategies for coping with speaking problems, 32 items (see Appendix A) and strategies for coping with listening problems, 26 items. In the present study, we decided to use only the speaking part as our concern is speaking skill. The reliability of the 32 items addressing strategies for coping with speaking problems was examined using Cronbach's alpha. The alpha for these items was .86 (Nakatani, 2006). As the internal consistency is highly acceptable, we decided to use OCSI in the present study.

II.1.3. The Translation Validity of OCSI

When adapting OCSI into Turkish culture, the items were translated from English to Turkish through back translation by a group of English teachers and then, the opinions of experts in the field of ELT were obtained. Translation was compared with the original inventory, and necessary modifications and corrections were made. For the translation validity of the inventory, the Turkish and English forms of the inventory were implemented at different times, with a gap of three weeks on the same group including the senior and master degree students (N=65) studying at English Language Teaching Department, who were proficient in both Turkish and English languages. Pearson's correlation coefficient (r) which is a *measure of the strength of the association* between the two variables was determined in order to find out whether there was a meaningful

difference between two forms of the inventory. The correlation coefficient between two inventory, Turkish and English version, was found over .70. The items of which correlation coefficient was below .70 were revised in terms of wording and structure.

Finally, the correlation between the Turkish and English versions of the inventory was found to be $r = .78$, indicating acceptable internal consistency. In this manner, the Turkish equivalent of OCSI was obtained (see Appendix B). Since our concern is to find out whether the factor structure of Oral Communication Strategy Inventory developed by Nakatani (2006) will change when it is adapted into Turkish culture, the reliability and validity of the translated version of OCSI will be dealt with in the following section.

II.1.4. The Reliability and Validity of the Adapted Version of OCSI

In order to find out whether Oral Communication Strategy factors (see Appendix C) classified in the OCSI developed by Nakatani (2006) would also measure Turkish EFL students' strategy use, the Turkish version of the OCSI was implemented on large population ($N=808$) intending to increase the variance. All students were asked to complete the OCSI considering the processes while speaking in English. All participants were instructed on how to complete the inventory. They were not required to identify themselves in the inventory. The completion of the inventory lasted about 20 minutes. In order to determine the number of the factors in strategies for coping with speaking strategies, as a data analysis method factor analysis was used. When the factor analysis was carried out, using a varimax rotation method (see Table 5), 8 factors were determined as in Nakatani's study (2006).

Table 5

Factor Analysis for the Turkish Version of OCSI

	Components							
	1	2	3	4	5	6	7	8
SMEAN(N12)	,715							
SMEAN(N13)	,707							
SMEAN(N11)	,677							
SMEAN(N10)	,622							-,303
SMEAN(N14)	,509		,376					
SMEAN(N29)		,744						
SMEAN(N28)		,686						
SMEAN(N26)		,656						
SMEAN(N27)		,598	,363					
SMEAN(N30)	,301	,486						
SMEAN(N15)			,702					
SMEAN(N16)			,650					
SMEAN(N17)			,551	,385				
SMEAN(N25)			,531					
SMEAN(N21)				,675				
SMEAN(N20)				,627				
SMEAN(N22)				,609				
SMEAN(N19)			,415	,565				
SMEAN(N18)			,328	,418				
SMEAN(N32)					,753			
SMEAN(N24)					,715			
SMEAN(N31)					,683			
SMEAN(N2)		,305			,403		,354	
SMEAN(N4)						,765		

SMEAN(N3)				,731
SMEAN(N5)				,495
SMEAN(N6)		,396		,464
SMEAN(N7)				,710
SMEAN(N8)				,652
SMEAN(N1)		,319	,334	,493
SMEAN(N9)	,332			,382
SMEAN(N23)				,759

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

However, as one of the items was alone in the 8th factor with a high loading ,759, it was excluded from the analysis. Later on, another factor analysis, using promax rotation method, was conducted with 31 items remained (see Table 6).

Table 6

Factor Analysis for the Items Remained in the Turkish Version of OCSI

Items	Components						
	1	2	3	4	5	6	7
(N19)	,796						
(N17)	,731						
(N16)	,636						
(N21)	,618						
(N22)	,613						
(N18)	,612						
(N15)	,595						
(N20)	,582						
(N25)	,473						
(N13)		,802					

(N12)	,800			
(N11)	,770			
(N10)	,623			
(N14)	,531			
(N29)		,786		
(N26)		,727		
(N28)		,695		
(N27)		,577		
(N30)	,329	,549		
(N32)			,782	
(N24)			,754	
(N31)			,708	
(N4)				,789
(N3)				,703
(N5)				,528
(N6)		,389	,502	
(N7)				,781
(N8)				,696
(N9)				,399
(N1)				,831
(N2)		,312		,675

Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.

As a result of the analysis, seven factors remained (see Appendix D) in the adapted version of OCSI. The items that came together for each factor were determined, and they were examined to see whether they are associated with each other meaningfully. In the following paragraphs, the similarities and differences between the factor structure of Nakatani's study and the present study will be explained.

Factor-1 included the items 15, 16, 17, 18, 19, 20, 21, 22, 25. As a result of the reliability analysis, Cronbach's alpha value was found to be .81 with 8 items on this factor, and they were also all related with each other meaningfully. However, in Nakatani's classification (2006), only the items "19, 20, 21, 22" came together under the factor *negotiation for meaning strategies*. In Nakatani's classification, the item 17 "*I correct myself when I notice that I have made a mistake.*" and the item 18 "*I notice myself using an expression which fits a rule that I have learned.*" were under the factor *accuracy oriented strategies*. In addition, the item 15 "*I try to make eye contact when I am talking.*" and the item 16 "*I use gestures and facial expressions if I can't communicate how to express myself.*" were under the factor *non-verbal strategies*. It is meaningful that these items come together in the current study. The reason why Turkish students use gestures, eye contact or the grammar structures they are familiar with may be due to the fact that they want to be understood easily in order to maintain the conversation. It therefore seems reasonable to label factor 1 as *negotiation for meaning strategies*.

Factor-2 included the items 10, 11, 12, 13, 14. As a result of the reliability analysis, Cronbach's alpha value was found to be .79 with 5 items on this factor. All of the items are concerned with *fluency oriented strategies* as Nakatani (2006) classified. However, in Nakatani's study the item 9 "*I change my way of saying things according to the context*" was also in fluency oriented strategy factor, but it gave loading to *accuracy oriented strategies* in the adaptation form.

Factor-3 consisted of the items 26, 27, 28, 29, 30. As a result of the reliability analysis, Cronbach's alpha value was found to be .741 with 5 items on this factor. Although in Nakatani's classification the item 30 "*I try to speak like a native speaker.*" represented *accuracy oriented strategies*, all variables in the third factor appeared to be

concerned with learners' affective factors in social contexts. That's why it was labeled as *social-affective* strategies. In addition to the items stated in factor 3, in the original inventory of Nakatani, the item 23 "I try to use fillers when I cannot think of what to say" and the item 25 "I try to give a good impression to the listener" loaded on *social affective strategies* factor, which implies that the classification of *oral communication strategies* differs in Turkish culture.

Factor-4 included the items 24, 31, 32. As a result of the reliability analysis, Cronbach's alpha value was found to be .65 with 3 items on this factor. All the items on this factor were associated with *message abandonment strategies* as in Nakatani's inventory. However, in Nakatani's study, there was one more item on this factor: the sixth item "I abandon the execution of a verbal plan and just say some words when I don't know what to say". In the current study, the translated form of this item was "söylemek istediğim şeyi ifade edemediğimde, söylemek istediklerimi birkaç kelimeyle geçiştiririm." In contrast to Nakatani's study, the sixth item gave loadings on *message reduction and alteration strategies* in the current study.

Factor-5 represented the items 3, 4, 5, 6. As a result of the reliability analysis, Cronbach's alpha value was found to be as low as .55 with 4 items on this factor. In Nakatani's inventory, the items 3, 4, 5 were concerned with *message reduction and alteration* and the item 6 "Söylemek istediğim şeyi ifade edemediğimde, söylemek istediklerimi bir kaç kelimeyle geçiştiririm" was labeled as *message abandonment strategies*. However, in the adapted version it appeared as one of the items of *message-reduction and alteration strategies*.

Factor-6 consisted of the items 7, 8, 9. As a result of the reliability analysis, Cronbach's alpha value was found to be as low as .62 with 3 items on this factor. In

Nakatani's classification *accuracy oriented strategies* involve the items "7, 8, 17, 18, 30". However, in the adapted version, 17 and 18 were labeled as *negotiation for meaning* and the item 30 was labeled as *social affective strategies*. In addition, although the item 9 "I change my way of saying things according to the context" is related to *fluency strategies* according to Nakatani's classification, it was grouped under *accuracy-oriented strategies* in the adapted version of the inventory.

Factor-7 included the items 1, 2. Both items were consistent with Nakatani's classification as *attempt to think in English*. However, as a result of the reliability analysis, Cronbach's alpha value was found to be as low as .578 with 2 items on this factor.

The internal consistency reliability coefficient for the whole inventory was found as .83. The reliability coefficients were found to be in the 0,55-0,83 range (see Table 7), which shows high reliability coefficients.

Table 7

Internal Consistency Reliability Coefficients for the whole and Sub-dimensions of the Turkish Version of OCSI

	Alpha
Oral Communication Strategies (whole inventory)	.83
Negotiation for meaning strategies	.81
Fluency Oriented Strategies	.79
Social-affective Strategies	.74
Message Abandonment Strategies	.65
Message Reduction and Alteration Strategies	.55
Accuracy oriented Strategies	.62
Attempt to think in English	.58

To sum up, the data obtained from the adaptation study of OCSI into Turkish showed that the adapted version of the inventory differed from the original inventory in that seven factors appeared in the adapted version, as opposed to the original inventory which had 8 factors. *Non verbal strategies* which existed in Nakatani's original inventory did not appear in the adapted version. Instead, the items that consist of *nonverbal strategies* gave loadings to *negotiation for meaning strategies*. Furthermore, there were some changes in the items representing each factor, which implies that strategies are specific to culture.

Based on the findings concerning the reliability and validity studies of the Turkish version of the OCSI, it may be said that although the OCSI was developed considering the communication problems faced by the people learning English as a foreign language, taking only Nakatani's classification into consideration does not explain all the speaking strategies used by language learners learning English as a foreign language in Turkey. This finding also reveals the fact that although strategic competence must exist in all languages and cultures, "the particular types of strategy preferred for use in such situations may be culture specific or language specific" (Tarone, 1980, p. 422).

As a result, we imply that strategies should be investigated in accordance with the culture they are used in. That is why, the researcher of this study decided to develop a new oral communication strategy inventory specifically for Turkish culture. The steps followed throughout the development of Oral Communication Strategy Inventory will be dealt with in following sections.

II.2. The Development of “Sözel İletişim Strateji Envanteri” (SISE) for Turkish Culture

In this section, we aim to develop a new *oral communication strategy inventory* for Turkish culture and to find out the factorial structure of Oral Communication Strategy Inventory (Sözel İletişim Strateji Envanteri) developed. First, the items for the development of the inventory were selected from the reviewed literature. After selecting the items, the scale was constructed. Then, through reliability analysis, the items were assessed in terms of how well the items measured what it was intended to measure. In this manner, we decided on the validity of the inventory.

II.2.1. Participants

The study group consists of 557 students studying English as a foreign language at ELT department of Mersin University and Anatolian high schools in Turkey determined by random sampling. The participants from Anatolian High Schools were the students of English Division classes studying English as a foreign language.

II.2.2. Preparing Scale Items

The aim of the study is not related to how we learn or develop speaking skill, but it is concerned with what a speaker does in order to overcome difficulties in the course of speaking. The items of the inventory were mostly based on the factors in the Turkish version of OCSI developed by Nakatani (2006). Therefore, we focused on including the items of adapted version of OCSI which are related to *social-affective, fluency oriented, negotiation for meaning, accuracy oriented, message reduction and alteration, message abandonment, and attempt to think in English strategies*. Moreover, the taxonomies of

communication strategies in the literature (Tarone, 1977; Faerch & Kasper, 1983; Dörnyei, 1995) were also added while preparing the items. Some of the items were converted into negative statements in order to obviate bias in responding the items. The grammatical structure and the clarity of the items were also taken into consideration. Furthermore, we got the opinions of experts in ELT field related to content validity. As a result, the inventory consisted of 47 items, and they were all written in Turkish. Negative statements in the inventory were reverse scored. The items were put into a 5-point Likert-type scale (see Appendix E) and they were scored ranging from 1 (never or almost never true of me) to 5 (always or almost always true of me).

II.2.3. Procedure

The study was conducted with 557 students in order to determine the number of strategy categories. The students answered the questions anonymously because it was felt that their responses might be affected if they were asked to write their names. After the data were gathered, it was written on SPSS 11.5 for Windows.

II.2.4. Data Analysis Methods

In the analysis of data, the researcher performed an exploratory factor analysis for all participants in order to determine the number of strategy categories in the inventory developed. Various methods of factor analysis and rotation techniques such as *varimax* or *direct oblimin* were employed to obtain the most meaningful interpretation. In addition, for the internal consistency of the inventory, reliability analysis was used.

II.2.5. Reliability and Validity of the Inventory Developed (SISE)

In order to determine the construct validity of the inventory, an exploratory factor analysis was performed on 47 items (N=557). Before the factor analysis, Kaiser-Meyer-Olkin (KMO) and Barlett statistics were used in order to assess whether the amount of the data was appropriate for factor analysis to be conducted (Staquet, Hays & Fayers, 1998). The KMO ranges from 0-1, with higher values indicating a satisfactory set of data for factor analysis. Ideally this value needs to be greater than 0.7. In the current study KMO value is 0.904. Barlett's test is also significant (Chi-square=8267, 448, df=1081, $p \leq 0,001$) which shows that correlations in the data set provide suitability for factor analysis (see Table 8).

Table 8

KMO and Barlett's Test for the 47 Items Constructed

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0,904
Bartlett's Test of Sphericity	Approx. Chi-Square	8267,448
	Df	1081
	Sig.	,000

In the *total variance explained* (see Table 9) with the minimum eigen value criterion 1.0, eleven factors having eigenvalues greater than 1.0 were extracted. As a result, it was revealed that eleven factors explained the 55,526% of the total variance while the first factor explains the 20,616% of the total variance. The results showed that the inventory seemed one factor with many components which shows that while using one strategy students may also use another strategy at the same time.

Table 9

Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,689	20,616	20,616	9,689	20,616	20,616
2	3,946	8,395	29,010	3,946	8,395	29,010
3	2,316	4,927	33,938	2,316	4,927	33,938
4	2,041	4,343	38,281	2,041	4,343	38,281
5	1,359	2,890	41,172	1,359	2,890	41,172
6	1,298	2,762	43,934	1,298	2,762	43,934
7	1,194	2,540	46,474	1,194	2,540	46,474
8	1,124	2,391	48,865	1,124	2,391	48,865
9	1,064	2,265	51,130	1,064	2,265	51,130
10	1,055	2,244	53,374	1,055	2,244	53,374
11	1,011	2,152	55,526	1,011	2,152	55,526

In the exploratory factor analysis, the data was rotated several times in order to obtain interpretable factors. In the first rotation, as it was seen in Table 10, most of the items loaded on more than one factor. This may result from the fact that strategies may be all interrelated or the strategy used by the students may differ according to the context they are in, that is, they may use all the strategies in different situations.

Table 10

Factor Analysis for All the Items in the Inventory Developed (SISE)

	COMPONENT										
	1	2	3	4	5	6	7	8	9	10	11
SMEAN(N22)	,727										
SMEAN(N23)	,692										
SMEAN(N30)	,649										
SMEAN(N24)	,644										
SMEAN(N35)	,628										
SMEAN(N20)	,558										
SMEAN(N34)	,522					,352					
SMEAN(N31)	,507										
SMEAN(N33)	,504										
SMEAN(N39)	,495					,495					
SMEAN(N13)	,432							,325			
SMEAN(N29)	,391								,347	-,339	
SMEAN(N41)	,369										
SMEAN(N46)	,356				,323	,344					
SMEAN(N8)		,761									
SMEAN(N7)		,690									
SMEAN(N6)		,548									
SMEAN(N9)		,488		,346					-,465		
SMEAN(N18)		-,437					,410				
SMEAN(N32)		,423								,359	
SMEAN(N12)			,675								
SMEAN(N28)			,637								
SMEAN(N1)		,402	,549								
SMEAN(N27)			,515								,314
SMEAN(N4)			,510	,435							
SMEAN(N26)	,341		,440								
SMEAN(N3)				,759							
SMEAN(N19)				,607							
SMEAN(N16)				,447		,369					
SMEAN(N25)					,720						
SMEAN(N21)					,545						
SMEAN(N43)					,487					,401	
SMEAN(N38)						,572					
SMEAN(N45)					,389	,509					
SMEAN(N40)						,369					
SMEAN(N14)							,699				
SMEAN(N47)							,655				
SMEAN(N5)	,321	-,303					,473				-,335
SMEAN(N15)		-,360					,464				
SMEAN(N11)				,323				,659			
SMEAN(N10)								,653			
SMEAN(N37)								,478			
SMEAN(N17)				,315	,301			,348			

SMEAN(N44)			,720	
SMEAN(N42)	,374			,633
SMEAN(N36)				,618
SMEAN(N2)		,376		-,454

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Kline (1994) claims that factor loadings are considered to be high when they are greater than 0,6 and moderately high if they are above 0,3. Thus, in the next rotations, items that had a low loading on all factors (less than .30) were removed from the inventory to facilitate the interpretation of each factor at the beginning of the analysis. Besides, on the basis of reliability analysis, items giving loadings to more than one factor were removed from further factor analyses. Moreover, when there were two items on one factor, the internal consistency of that factor was so low. For example, the items 21 and 25 were always grouped under one factor. In some of the rotations, 36 gave loadings to this group. The mentioned items were all related to *time gaining strategies*. However, these strategies were omitted because the internal consistency of that factor was so low. Moreover, if some items came together although they were not interrelated meaningfully or one variable remained alone in one factor, they were removed from the inventory. After examining the factor loadings and the wording of the items, 24 items (2-3-4-5-6-9-10-13-14-15-18-21-25-26-31-36-39-40-41-43-44-45-46-47) were removed. As a result, it was revealed that five factors with 23 items accounted for 52,349 % of the total variance with a Cronbach's Alpha value of .79. All the factors were named compatible with the content of these items that constitutes each factor. Table 11 below illustrates the final factor analysis that was carried out.

Table 11

Factor Analysis for the Items Remained in the Inventory Developed (SISE)

	COMPONENTS				
	1	2	3	4	5
SMEAN(N23)	,806				
SMEAN(N24)	,774				
SMEAN(N22)	,659				
SMEAN(N20)	,585				
SMEAN(N34)	,563				
SMEAN(N35)	,528				
SMEAN(N30)	,515			,351	
SMEAN(N8)		,766			
SMEAN(N7)		,765			
SMEAN(N42)		,616			
SMEAN(N32)		,561		-,382	
SMEAN(N19)			,759		
SMEAN(N17)			,646		
SMEAN(N16)			,562		
SMEAN(N11)			,522		
SMEAN(N29)				,638	
SMEAN(N37)				,509	
SMEAN(N33)				,452	
SMEAN(N27)					-,693
SMEAN(N28)					-,678
SMEAN(N12)					-,644
SMEAN(N1)					-,583
SMEAN(N38)					-,516

Extraction Method: Principal Component Analysis. Rotation Method: Obliminwith Kaiser Normalization.

As it was seen in Table 11, items 23, 24, 22, 35, 20, 30, 34 gave loadings on factor 1, which is related to the participants' attempts to maintain their interaction and avoid a communication breakdown. These speakers need to check listeners' understanding of what they want to say (Item 35). They sometimes give examples until the listener is able to understand their intended meaning (Item 30). Although the items 20 (*Konuşurken vurgu ve tonlamama dikkat ederim*), 22 (*Konuşurken ses tonumu anlaşılabilirliğim şekilde kullanmaya çalışırım*), 24 (*Karşılıklı konuşmada konuşmanın akışına dikkat ederim*) were supposed to be related to *fluency oriented strategies*; the reason why speakers pay attention to rhythm and intonation in item 20 and they pay attention to the conversational flow in item 24 may result from the fact that they attempt to be fluent in order to maintain their interaction with their interlocutors. Furthermore, the item 34 (*konuşurken öğrenmiş olduğum kurallara uygun ifadeler kullanırım*) seems to be related to accuracy oriented strategies as Nakatani (2006) suggests. However, it was grouped under factor 1. The reason why they use the grammar structures they are familiar with may be due to the fact that they want to be understood easily in order to maintain the conversation. As Rost and Ross (1991) stated, such strategies enable EFL learners to keep interactions going in order to achieve mutual communication goals. It therefore seems reasonable to label factor 1 as *negotiation for meaning strategies*. The results of the reliability analysis also show that all the items are internally consistent with each other because cronbach's alpha value was found to be .81.

In factor 2, the items 7, 8, 32, 42 come together. Item 7 "*Konuşurken, yabancı dilde kendimi yeterince ifade edememekten kaynaklı bir durum oluştuğunda, konuşmamı tamamlamadan yarım bırakırım*" and the item 32 "*Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçeri*" are both associated with *message abandonment*

strategies in that when speakers face difficulties expressing their ideas, they tend to give up their attempt to communicate or leave the message unfinished. However, in previous CSs classifications, there are different views for the items *saying the Turkish equivalent of the word* (item 8) and *asking for help* (item 42). While some classifications (Faerch & Kasper, 1983; Dörnyei, 1995; Genç, 2007) regard *codeswitching* and *asking for help* as *achievement strategies*, Nakatani (2005) grouped *saying first language equivalent directly* (codeswitching) as *reduction strategies*, but *help seeking strategies* as *achievement strategies*. However, in another study Nakatani (2006) regards asking other people to help as *message abandonment strategies*. Since the items 8 “İngilizcesini ifade edemediğim bir sözcüğü doğrudan Türkçe söylerim” and 42 “Konuşurken iyi bir iletişim kuramadığımı hissettiğim an başkalarının yardımını isterim” came together with the items 7-32, which are definitely related to message abandonment strategies, we decided to label this factor as *message abandonment strategies* as Nakatani (2006) suggests. As a result of the reliability analysis in the present study, cronbach’s alpha value was found to be .69, which shows that all the items are internally consistent with each other statistically.

The items 27, 28, 12, 1, 38 in factor 3 seem to serve as a means to plan and organize one’s thoughts before the actual speech. The speaker thinks of what he/she wants to say in his/her native language and then construct the English sentence (item 1). In addition, the speakers plan how words will come together in advance (Item 12) or try to remember the words related to the topic before they start to speak (Item 27). Hence, they can be labeled as *organizing and planning strategies*. The reliability analysis supported this finding in that cronbach’s alpha value was found to be .67, which shows acceptable internal consistency.

All the items 29, 37, 33 in factor 4 are concerned with learners' affective factors. Oxford (1990) refers the term *affective* to emotions, attitudes, motivation and values. Oxford (1990) listed three sets of affective strategies. They are *lowering your anxiety, encouraging yourself, and taking your emotional temperature*. Affective factors were also dealt with in O'Malley and Chamot's (1990) taxonomy and Nakatani's (2006) taxonomy, in which they were labeled as *social/affective strategies*. In the current study, learners are willing to take a risk of making mistakes, encourage themselves to use English and to control their own anxiety (Items 29, 37, 33). Therefore, this factor can be labeled as *affective strategies*. In the reliability analysis, cronbach's alpha value was found to be .63, which shows acceptable internal consistency among the items. Although this categorization does not take place in most of the taxonomies, considering that EFL learners tend to have little experience in speaking, overcoming the negative feelings during oral communication becomes an important issue.

The items 19, 16, 17, 11 in factor 5 include the strategies, "*kendimi ifade edemeyeceğimi hissedersen, söylemek istediklerimi basit ifadelerle kısaca anlatırım*" (item 19), "*söylemek istediğimi ifade edecek kelime aklıma gelmediğinde, aynı anlma gelen başka bir sözcük kullanırım*" (item 16), "*konusurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım*" (item 17), "*anlatmak istediğimi tam olarak anlatamadığımı hissettiğim zaman, kendimi başka bir şekilde ifade etmeye çalışırım*" (item 11). All of these items represent strategies learners use to avoid a communication breakdown by reducing an original message, simplifying it through gestures or mime in order to adjust their ends to their means as Corder (1983) put forwards. Thus, this factor can be labeled as *achievement or compensatory strategies*. Since cronbach's alpha value was found to be .63, which indicates acceptable internal

consistency, the items in *factor 5* give us the impression that they are all related meaningfully and statistically (see Table 12 for all the items in each factor).

Table 12

Factors of SISE and the Related Items

Factors	Items
Factor 1 Negotiation for Meaning Strategies	20. Konuşurken vurgu ve tonlamama dikkat ederim.
	22. Konuşurken ses tonumu anlaşılabilirliğim şekilde kullanmaya çalışırım.
	23. Dinleyici ne söylemek istediğimi anlayıncaya kadar söylemek istediklerimi anlatmaya devam ederim.
	24. Karşılıklı konuşmada, konuşmanın akışına dikkat ederim.
	35. Konuşurken, söylediklerimin anlaşılıp anlaşılmadığını anlamak için dinleyicinin gösterdiği tepkilere bakarım.
	34. Konuşurken öğrenmiş olduğum kurallara uygun ifadeler kullanırım.
	30. Söylediklerim anlaşılmadığı zaman örnekleme başvururum.

Factor 2	Message Abandonment Strategies	<p>7.Konuşurken, yabancı dilde kendimi yeterince ifade edememekten kaynaklı bir durum oluştuğunda, konuşmamı tamamlamadan yarım bırakırım</p> <p>8. İngilizcesini ifade edemediğim bir sözcüğü doğrudan Türkçe olarak söylerim.</p> <p>32. Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim.</p> <p>42.konuşurken iyi bir iletişim kuramadığımı hissettiğim an başkalarının yardımını isterim</p>
Factor 3	Planning/ Organizing Strategies	<p>1. Konuşurken, ifade etmek istediğim şeyi önce ana dilimde düşünür sonra İngilizcesini kurarım.</p> <p>12. Konuşma sırasındaki duraksamalarda, cümlenin söz dizimini önceden zihnimde canlandırırım.</p> <p>27. Konuşurken, önce bildiğim bir İngilizce cümleyi aklıma getiririm sonra onu söylemek istediğim şeye uyacak şekilde değiştiririm.</p> <p>28. Konuşma konusuna ve duruma uygun bildiğim kelimeleri önceden aklıma getirmeye çalışırım.</p> <p>38. Türkçe bir sözcük ya da yapıyı İngilizcenin yapısına uyacak şekilde değiştiririm.</p>
Factor 4	Affective Strategies	<p>29. Konuşurken, hata yapabilme ihtimalim olsa da risk alıp, konuşmamı sürdürürüm.</p> <p>33. Söylemek istediğimi ifade edebileceğim konusunda kendimi cesaretlendiririm</p> <p>37. Konuşurken endişelendiğim zamanlarda rahatlamaya çalışırım.</p>

Factor 5	Compensatory Strategies	<p>16. Söylemek istediğim şeyi ifade edecek kelime aklıma gelmediğinde, aynı anlama gelen başka bir sözcük kullanırım.</p> <p>17. Konuşurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım.</p> <p>19. Kendimi ifade edemeyeceğimi hissedersen, söylemek istediklerimi basit ifadelerle kısaca anlatırım.</p> <p>11. Anlatmak istediğimi tam olarak anlatamadığımı hissettiğim zaman kendimi başka bir şekilde ifade etmeye çalışırım.</p>
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As a result of the study, a valid and reliable 23-itemed self-report strategy inventory, named as *Sözel İletişim Strateji Envanteri (SISE)* was developed. The inventory developed consists five factors; *negotiation for meaning strategies, message abandonment strategies, planning/organizing strategies, affective strategies, compensatory strategies* with Cronbach's Alpha coefficient of .79. The results reveal that the developed inventory has psychometric characteristics that can measure oral communication strategies used by EFL learners. However, in order for a scale to be high quality and beneficial, it should be used in various research attempts and for different samples on different occasions and validity and reliability investigations should be conducted, which will contribute not only to the scale but also to the field considerably. Thus, the inventory developed was utilized in order to find out the oral communication strategies of the students studying at the English Language Teaching Department of Mersin University, which will be dealt with in the following section.

II.3. The Application of Sözel İletişim Strateji Envanteri (SISE)

II.3.1. Participants

Following the design of the final version of the inventory, the actual study was conducted on 294 (217 Female / 77 Male) participants. The participants were at English Language Teaching Department of Mersin University. The level of the participants were determined as intermediate (independent users) and advanced (proficiency users) based on the proficiency levels in Common European Framework (C.E.F.). The present study accepted the completion of preparatory class as the indicator of linguistic proficiency. As a result, preparatory class students were assumed as intermediate level while freshman, sophomore, junior, and senior students were assumed as advanced level.

II.3.2. Data Collection Tools

The data was gathered through *Sözel İletişim Strateji Envanteri (SISE)* (see Appendix F) developed by the researcher for Turkish culture, which has been tested for reliability and validity in multiple ways. The 23 items in the OCSI were put into a 5-point Likert-type scale and they were scored ranging from 1 (never or almost never true of me) to 5 (always or almost always true of me). The items are divided into 5 strategy categories: *Negotiation for meaning, message abandonment, planning/organizing, affective and compensatory strategies.*

II.3.3. Data Analysis Methods

In the current study, various data analysis methods were conducted by means of SPSS 11,5 for Windows. In order to find out the most frequent and the least frequent oral communication strategies employed by the participants, *Descriptive Statistics* which is

conducted to describe patterns and general trends in a data set was used. Moreover, to find out whether there is a relationship between proficiency level and oral communication strategy use, *Correlation Analysis* which is used for investigating the relationship between two quantitative, continuous variables was conducted.

In order to compare communication strategy use between intermediate and advanced level students; between male and female students, *an independent samples t-test*, which is used to compare the values of the means from two samples and test whether it is likely that the samples are from populations having different mean values. When the variances were not equal, *Mann-Whitney U test* which is used as a non-parametric equivalent to the independent samples t-test was conducted.

In the current study, one-way ANOVA with *Post-Hoc Scheffe and LSD Tests* were also conducted to determine the differences of communication strategy use between the grade of classes (preparatory, freshman, sophomore, junior, senior). *ANOVA* is a set of statistical methods used mainly to compare the means of two or more samples. One way ANOVA assumes that each group comes from an approximately normal distribution and that the variability within the groups is roughly constant.

II.3.4. Procedure

First, participants were guided to respond to each of the strategy description based on the 5-point Likert scale that asked students to report the frequency with which they used certain strategies in speaking in a foreign language. Participants were expected to respond on the 5-point Likert scale ranging from 1 (never or almost never true of me) to 5 (always or almost always true of me). The participants answered the questions anonymously, using nicknames because it was felt that their responses might be affected if

they were asked to write their names. The criteria used for evaluating the degree of strategy use frequency are: low frequency use (1.0-2.49), medium frequency use (2.5-3.49), and high frequency use (3.5-5.0) (see Oxford and Burry-Socky, 1995, p. 2).

CHAPTER III: RESULTS AND DISCUSSIONS

The results will be presented in order of research questions concerning the application of the inventory developed (SISE) and discussed in relation to current literature.

III.1. What are the Common Oral Communication Strategies used by ELT Department Students Studying at Mersin University?

In order to find out oral communication strategies employed by the participants, descriptive statistics were conducted. As a result of mean statistics obtained by means of descriptive statistics, the most frequent and the least frequent oral communication strategies used by the participants were determined.

As it is summarized in Table 13, *negotiation for meaning and compensatory strategies* had the highest mean (M=4.1), whereas *message abandonment* strategies had the lowest mean (M=2.5). The results of the descriptive statistics show that participants have medium to high frequency use of each of the five categories of strategy with mean statistics ranging between M=2.5 and M=4.1; (see Appendix G for the items in each strategy category in SISE).

Table 13

Descriptive Statistics for Oral Communication Strategy Use

Strategy Categories	N	Minimum	Maximum	Mean	S
C1.Negotiation for meaning	294	2,57	5,00	4,1	,52591
C2.Message Abandonment	294	1,00	4,50	2,5	,78785
C3.Planning/Organizing	294	1,20	5,00	3,5	,69824
C4.Affective	294	1,33	5,00	3,8	,77000

C5.Compensatory 294 1,50 5,00 4,1 ,54448
 *1,0-2,4 = low strategy use; 2,5-3,4= medium strategy use; 3,5-5,0= high strategy use (see Oxford and Berry-Sock, 1995, p. 2).

The results of this study is consistent with the study carried out by Chen (2009) in that he also found that *message abandonment* strategies are the least frequently used strategies.

III.2. Is There a Relationship between English Language Proficiency Level and the Use of Oral Communication Strategies

In order to examine the relationship in oral communication strategy use between intermediate and advanced level students, *Correlation Analysis* was performed and Pearson's correlation coefficient (r) which is a *measure of the strength of the association* between the two variables was found out. As a result, the strongest correlation existed between language proficiency and *planning/ organizing strategy* group (r= -,246, p=0,000) (see Table 14).

Table 14

Correlation Analysis of Proficiency Level and Oral Communication Strategy Use

Correlation of Proficiency and Oral Communication Strategy Use	Pearson Correlation	Significance (2-tailed)
1.Negotiation for meaning	,055	,347
2. Message Abandonment	-,226	,000**
3. Planning and Organizing	-,246	,000*
4. Affective	,120	,039*
5. Compensatory	-,031	,597

*Correlation is significant at the 0.05 level; ** Correlation is significant at the 0,01 level

According to Table 14, there were three statistically significant differences between proficiency level and oral communication strategy use. On the one hand, positive correlations were found between proficiency level and the use of *affective* strategies while speaking ($r = ,120$ at $p < 0,05$ level). That is, the higher students' proficiency level is, the more they use affective strategies. On the other hand, negative correlations were found between proficiency level, the use of *message abandonment and planning/organizing strategies*. The negative coefficients identified indicate that the lower students' proficiency level is, the more they use *message abandonment and planning/organizing strategies*, or vice versa.

However, there was no statistically significant difference in the correlation between language proficiency and the use of *negotiation for meaning and compensatory strategies*. However, we cannot conclude that the use of *negotiation for meaning and compensatory strategies* does not depend on the language proficiency because the participants of the study have English background and they can all, more or less, apply these strategies when necessary.

III.3. What are the Differences in the Use of Oral Communication Strategies in terms of EFL Students' Level of English Language Proficiency?

The results of the correlation analysis mentioned in the previous section 3.2 implied that linguistic proficiency was related to the use of oral communication strategies at a certain level. However, the findings did not indicate a detailed comparison of differences in oral communication strategy use between intermediate and advanced level students. Therefore, *Levene's Test for Equality of Variances* is needed to be executed to

reveal whether the variances are significant enough to cause concern. As Field (2005) states,

Levene's Test for Equality of Variances is similar to t-test in that it tests the hypotheses that the variances into two groups are equal. Therefore, if Levene's Test is significant at $p < .05$ then it can be concluded that the variances are significantly different –therefore, the assumption of homogeneity of variances has been violated. If, however, Levene's test is non-significant ($p > .05$) then we must accept that the variances are roughly equal and the assumption is tenable (p.301).

According to the results of *Levene's Test for Equality of Variances*, the significant (sig.) value is lower than .05. for four of the strategies: *negotiation for meaning*, *message abandonment*, *affective* and *compensatory strategies* (see Table 15).

Table 15

Homogeneity of Variance

Oral Communication Strategies		Levene's Test for Equality of Variances	
		F	Sig
Negotiation for Meaning	Equal variances assumed	4,771	,030*
	Equal variances not assumed		
Message Abandonment	Equal variances assumed	7,062	,008*
	Equal variances not assumed		
Planning/Organizing	Equal variances assumed	1,450	,229
	Equal variances not assumed		
Affective	Equal variances assumed	10,019	,002*
	Equal variances not assumed		
Compensatory	Equal variances assumed	5,970	,015*
	Equal variances not assumed		

As a result of Levene's Test, it was assumed that the variances were not equal and then, the comparison of the both group is analyzed through Mann-Whitney U test which is a nonparametric test carried out when variances are not equal. The results of Mann-Whitney U-test (see Table 16) indicate that there is a significant difference between intermediate and advanced students on the use of *message abandonment* and *planning/organizing* strategy categories: Intermediate level students use *message*

abandonment and *planning/organizing* strategies more frequently than advanced level students (sig: ,000). However, the results also revealed that irrespective of the participants' proficiency, participants tended to use *compensatory*, *negotiation for meaning* and *affective* strategy category; that is, there is no significant difference between intermediate and advanced level students in the use of these strategies.

Table 16

Mann-Whitney U- test: Proficiency

Strategy Categories	Proficiency Group	N	M	S	Z	P
C1.Negotiation for meaning	Intermediate	93	4,0358	,58810	-,625	,532
	Advanced	201	4,0980	,49484		
C2.Message Abandonment	Intermediate	93	2,7158	,88774	-3,931	,000*
	Advanced	201	2,3338	,70740		
C3.Planning/Organizing	Intermediate	93	3,7379	,72061	-4,328	,000*
	Advanced	201	3,3694	,65743		
C4.Affective	Intermediate	93	3,6667	,91551	-1,679	,093
	Advanced	201	3,8656	,68591		
C5.Compensatory	Intermediate	93	4,0920	,62416	-,891	,373
	Advanced	201	4,0558	,50467		

*Correlation is significant at $p < 0.05$ level

The participants of the study constitute ELT department students who are expected to be teachers of English. Even in preparatory classes, they have intrinsic motivation to speak English when compared to other departments. Therefore, their use of affective strategy use is always high. Furthermore, all of the participants have previous experiences in English, so in order to maintain the conversation both intermediate and advanced level students know how to compensate for their lexical deficiencies by means of whatever resources are available. That's why there is no difference between two levels in the use of *compensatory strategies* or *affective strategies*. In contrast to the present study, Nakatani (2006) and Gökğöz (2008) found out that high oral proficiency group reported more use of *social-affective*, *fluency oriented* and *negotiation for meaning* strategies,

which may result from the motivation of the participants in Nakatani's (2006) and Gökğöz's (2008) study consisting of Engineering, Law, Literature, Business Administration, Economics, Electrics and Electronics, Chemistry and Physics students.

The majority of the studies (Nakatani, 2006; Chen, 2009; Mei & Nathalang 2010) share common results indicating that low proficiency participants tend to use *message abandonment* strategies more often than the high proficient subjects. Mei and Nathalang (2010) found that low proficiency participants resorted to *language switch*, which is one of the items of *message abandonment* strategy category in the current study.

In Mann Whitney U-test, there appeared differences in the use of *message abandonment, planning/organizing strategies*. However, Mann Whitney U- test does not show the location of these differences. Thus, in order to find the differences between the grades of class (freshman, sophomore, junior, and senior) One-way ANOVA tests were also carried out (see Table 17).

Table 17

Anova Results of Oral Communication Strategy Use and Grade of Class

Strategy Categories	Classes	N	Mean	S	P
C1.Negotiation for meaning	Preperatory	93	4,0358	,58810	,288
	Freshman	54	4,1799	,52813	
	Sophomore	53	4,0162	,43463	
	Junior	41	4,0209	,52834	
	Senior	53	4,1559	,48166	

C2.Message Abandonment	Preparatory	93	2,7158	,88774	
	Freshman	54	2,3056	,78257	,000*
	Sophomore	53	2,5092	,68736	
	Junior	41	2,4353	,63408	
	Senior	53	2,1085	,65323	
C3.Planning /Organizing	Preparatory	93	3,7379	,72061	,000*
	Freshman	54	3,5444	,70085	
	Sophomore	53	3,4611	,55734	
	Junior	41	3,3463	,69860	
	Senior	53	3,1172	60832	
C4.Affective	Preparatory	93	3,6667	,91551	
	Freshman	54	3,9136	,71282	,047*
	Sophomore	53	3,7296	,71926	
	Junior	41	3,7555	,76829	
	Senior	53	4,0377	,50915	
C5.Compensatory	Preparatory	93	4,0920	,62416	
	Freshman	54	4,0555	,54229	,841
	Sophomore	53	3,9998	,43023	
	Junior	41	4,0545	,58770	
	Senior	53	4,1132	,47171	

*Correlation is significant at $p < 0.05$ level

As it was seen in Table 17, One-way ANOVA tests revealed no significant differences among classes in terms of *negotiation for meaning* and *compensatory* strategy use ($p > 0,05$). However, there is a significant difference in the use of *message abandonment*, *planning/organizing* and *affective* strategy use ($p < 0,05$). Then, Post hoc tests (LSD) were carried out for those strategies (*message abandonment*, *planning/organizing* and *affective* strategies) showing significant differences. The results of Post Hoc Tests were presented in Table 18.

Table 18

Post Hoc Tests (LSD) Results

Strategy Categories	(I) CLASS	(J) CLASS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Lower Bound	Upper Bound
Message Abandonment Strategies	prep class	Freshman	,4103*	,13037	,002	,1537	,6669	
		Sophomore	,2066	,13114	,116	-,0515	,4647	
		Junior	,2805	,14285	,050	-,0006	,5617	
		Senior	,6073*	,13114	,000	,3492	,8654	
Planning/Organizing Strategies	prep class	Freshman	,1935	,11418	,091	-,0312	,4182	
		Sophomore	,2769*	,11486	,017	,0508	,5029	
		Junior	,3916*	,12511	,002	,1453	,6378	
		Senior	,6207*	,11486	,000	,3946	,8468	
Affective Strategies	prep class	Freshman	-,2469	,13046	,059	-,5037	,0099	
		Sophomore	-,0629	,13123	,632	-,3212	,1954	
		Junior	-,0889	,14294	,535	-,3702	,1925	
		Senior	-,3711*	,13123	,005	-,6294	-,1128	

*The mean difference is significant at .05 level.

As it was seen in Table 18, in terms of *message abandonment* strategy use, when compared to senior students, preparatory class students use these strategies more frequently than freshman and senior students. There is a significant difference at ,002 and ,000 level. With regard to *planning/organizing* strategy use, LSD results revealed that there is not a significant difference between preparatory class and freshman students. However; it was revealed that preparatory classes use *planning/ organizing* strategies more frequently when compared to sophomore, junior, and senior students (sig:,.017; sig:,.002 and sig:,.000). Regarding *affective strategy* use, when the preparatory class is compared to all classes, there is a significant difference only in senior students (sig:,.005). The senior students use *affective* strategies more frequently than the preparatory class.

The results stated above imply that after completing freshman year, students reach the advanced level and they do not need to plan their speech in advance or abandon

their message. This may result from the fact that after completing freshman year, students have expanded their communicative resources. Moreover, the finding that the senior students use *affective strategies* more frequently than preparatory class may result from the fact that until the participants come to the 4th year, they have a lot of experiences related to language production and all the lessons they studied throughout this process may have affected their thoughts and attitudes towards speaking in English positively. In addition, it may be concluded that while preparatory classes may bring negative attitudes related to their previous experiences, they overcome these negative feelings and gain self-confidence throughout this process.

III.4. What are the Differences in the Use of Oral Communication Strategies in terms of Sex?

In order to elicit the differences in oral communication strategy use between female and male students, the researcher used an independent samples t-test. Independent samples t-test in Table 19 shows there is a significant difference between male and female students on the use of *message abandonment strategies* and *affective strategies*. Females use *message abandonment* strategies more frequently than males (sig: ,023). Males, on the other hand, use *affective strategies* more frequently than females (sig: ,029).

Table 19

Independent Samples T-test in terms of Sex

Strategy Categories	Gender	N	M	S	t	P																			
C1.Negotiation for meaning	Female	217	4,0927	,51391	,716	,475																			
	Male	77	4,0427	,56173			C2.Message Abandonment	Female	216	2,5192	,76026	2,280	,023*	Male	77	2,2825	,84229	C3.Planning/Organizing	Female	216	3,5307	66641	1,745	,082	Male
C2.Message Abandonment	Female	216	2,5192	,76026	2,280	,023*																			
	Male	77	2,2825	,84229			C3.Planning/Organizing	Female	216	3,5307	66641	1,745	,082	Male	77	3,3695	,77307								
C3.Planning/Organizing	Female	216	3,5307	66641	1,745	,082																			
	Male	77	3,3695	,77307																					

C4.Affective	Female	216	3,7468	,80564	-2,206	,029*
	Male	77	3,9481	,63996		
C5.Compensatory	Female	216	4,0673	,54090	,032	,974
	Male	77	4,0649	,56108,		

The findings of the independent samples t-test contradict with most of the studies carried out to find the difference between male and females students in the use of language learning strategies. For example, Tercanlıoğlu (2004) found a male superiority in all strategies except for the affective domain in which there is a female superiority. Aslan (2009) also found that males responded to the *affective strategies* less than females, but it was not a significant difference. Furthermore, while Aydın (2003) and Li (2010) found no significant difference between males and females in terms of strategy use, some of the studies showed a significant female superiority in the use of all language learning strategies (Ehrman & Oxford, 1989; Ellis, 1994).

The results reveal the fact that even in the same cultures there may be gender differences, which may result from the fact that one's social context and culture he/she lives in shapes his/her gender identity accompanied with unique individual experiences as Davis and Skilton-Sylvester (2004) claim.

CONCLUSION

The purposes of the current study were to see whether oral communication strategies classified in the OCSI developed by Nakatani (2006) would also measure Turkish EFL students' strategy use, to develop a valid and reliable oral communication strategy measurement tool for Turkish EFL students and to identify oral communication strategies of intermediate and advanced level EFL students of ELT department. The results of the study were discussed below regarding the research questions.

With respect to research question I “*Does the factor structure of the Oral Communication Strategy Inventory (OCSI) change when it is adapted to Turkish culture?*” the findings indicated that seven factors appeared in the adapted version of OCSI, in contrast with the original OCSI which had eight factors. Nonverbal strategies which existed in the original inventory did not appear in the adapted version. Instead, the items that consist of *nonverbal strategies* gave loadings to *negotiation for meaning strategies*. Furthermore, there were some changes in the items that represent each factor (see section II.1.4). Based on the findings concerning the reliability and validity studies of the adapted version of OCSI, it may be implied that strategies are specific to culture and EFL students' perceptions of oral communication strategies differ in Turkish culture. Thus, it can be concluded that oral communication strategies classified in OCSI developed by Nakatani do not measure all the speaking strategies used by Turkish EFL students.

To answer research question II “*What is the factor structure of Sözel İletişim Strateji Envanteri (SISE) developed for Turkish culture?*”, the results have shown that the inventory developed (SISE) consists of five factors (*negotiation of meaning strategies, message abandonment strategies, organizing and planning strategies, affective strategies, achievement or compensatory strategies*) with Cronbach's Alpha coefficient of .79, which

reveals that SISE has psychometric characteristics that can measure oral communication strategies used by Turkish EFL learners. As a result, it may be said that *SISE* can be used in a valid and reliable way so as to determine foreign language learners' speaking strategies. However, in order for the inventory developed to be beneficial, it should be used in various research attempts such as in research into English Language Teaching, which will contribute to the reliability of the inventory. Therefore, it was carried out on English Language Teaching Department of Mersin University, in Turkey.

Regarding research question III “*What are the common oral communication strategies used by ELT Department students studying at Mersin University?*”, the results have shown that while *negotiation for meaning strategies* and *compensatory strategies* are the most frequently used strategies, *message abandonment strategies* are the least frequently used strategies by ELT department students (see section III.1). As for research question III.1 “*Is there a relationship between English language proficiency level and the use of oral communication strategies?*”, the results have indicated that the higher students' proficiency level is, the more they use *affective strategies*, but the lower their proficiency level is, the more they use *message abandonment* and *planning/organizing strategies* (see section III.2). The results may imply that *negotiation for meaning strategies*, *compensatory strategies* and *affective strategies* can be regarded as effective oral communication strategies which help overcome the communication problems whereas *message abandonment strategies* and *planning/organizing strategies* can be considered as negative behavior in avoiding solving communication difficulties. Thus, in order for students to cope with the communication difficulties and achieve their communicative goals they could be trained with the use of *negotiation for meaning strategies*, *compensatory strategies* and *affective strategies*.

With respect to research question III.2 “*What are the differences in the use of oral communication strategies in terms of students’ level of English language proficiency, intermediate or advanced levels?*” the results have shown that while intermediate level students use *message abandonment strategies* and *planning/organizing strategies* more frequently than advanced level students, there is no significant difference between intermediate and advanced level students in the use of *compensatory strategies*, *negotiation for meaning strategies* and *affective strategies* (see section III.3). Differences between intermediate and advanced level EFL students in the use of oral communication strategies indicate that proficiency level is important in the use of *message abandonment strategies* and *planning/organizing strategies*, but it is not so significant in the use of *compensatory strategies*, *negotiation for meaning strategies* and *affective strategies*. However, the results cannot be generalized to all EFL students because in the literature there are some contradicting results regarding the use of *compensatory strategies*, *negotiation for meaning strategies* and *affective strategies* (see pages 59-60). The participants of the current study include ELT department students who are expected to have background knowledge and intrinsic motivation to speak. Thus, it can be concluded that motivation of the participants towards speaking may integrate with proficiency level.

As for research question III.3 “*What are the differences in the use of oral communication strategies between male and female students?*” the results of the study revealed that there is a significant difference between male and female students on *message abandonment strategy* use in favor of females and *affective strategy* use in favor of males (see section III.4). The differences in the use of oral communication strategies by female and male students may indicate that sex variable can be regarded as a determining factor in the preference of oral communication strategies. However, as it is discussed in

section III.3, it should not be perceived on its own since there are controversies in the preferences of oral communication strategies by females and males even in the same cultures, which may result from individual differences or the social context they live in.

To sum up, the results of the study suggest that apart from proficiency level and gender differences, other variables such as culture, individual differences, background knowledge and motivation should be taken into account in the identification of oral communication strategies.

Implications

Teachers should motivate learners to apply communication strategies in order to help students develop the abilities to communicate in the target language. A large majority of EFL students may have no idea about how to cope with when they confront with some words they do not know. This will undoubtedly result in the termination of a conversation.

A learner's attitude towards communication strategies, without a doubt, affects his/her use of communication strategies, and eventually influences his/her communication and language learning. Therefore, it is necessary for students to develop awareness of communication strategies. Dörnyei (1995) points out that teachers should make learners conscious of strategies existing in their repertoire and help them focus their energies on other strategies that could actually work. Faerch and Kasper (1986) also emphasize the need to increase learners' *communicative awareness* with respect to strategy use. In fact, most definitions of communication strategies include consciousness as a major feature, which implies that these strategies can be influenced by teaching (Faerch & Kasper, 1984,

p. 47). This can be achieved by explaining the nature and types of communication strategies to the learners and illustrating them with examples.

Finally, the use of a communication strategy is not an indication of communication failure; on the contrary, it can be very successful in compensating for the lack of linguistic knowledge. The use of communication strategies help the students solve their communication problems and achieve their communicative goals. Green and Oxford (1995) found that some strategies used by effective language learners of the lower levels are used less often by the same learners when they reach higher levels, as they need to develop new strategies to meet the requirements of more challenging language tasks. The need for strategies also differs with the language tasks. If a task is easy, students can perform it as they would do in their native language, without conscious attention to strategies. On the other hand, if the task is too difficult, even effective learning strategies cannot compensate for the learner's lack of knowledge. As a result, students should know their needs and learn to employ the communication strategies required.

Suggestions for Further Research

This study is subject to several limitations. The study was only conducted at English Language Teaching Department of Mersin University. Potentially, a study could be done with students who learn English in other settings for different purposes so that a comparison can be done related to their motivation. We imply that ELT students are expected to be more motivated to speak as they are expected to be English teachers. The factors investigated in this study should be reinvestigated with participants from different settings, bearing in mind other possible factors, with different research methods, so as to be

able to better understand the effect of gender and proficiency on the use of communication strategies.

Besides, the findings of the current study are restricted to the perceptions of students. Thus, the study does not go beyond students' perceptions. In fact, strategy use can also change according to the speaking tasks in which students are engaged. For this reason, for further research, tasks could be assigned and students' speech could be recorded in order to identify oral communication strategies.

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Appendix A

Oral Communication Strategy Inventory (OCSI) (Nakatani, 2006)

Oral Communication Strategy Inventory (OCSI) <i>Strategies for Coping With Speaking Problems</i>	Never or almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always or almost always true of me
1.I think first of what I want to say in my native language and then construct the English sentence.					
2.I think first of a sentence I already know in English and then try to change it to fit the situation.					
3.I use words which are familiar to me.					
4.I reduce the message and use simple expressions.					
5.I replace the original message with another message because of feeling incapable of executing my original intent.					
6.I abandon the execution of a verbal plan and just say some words when I don't know what to say.					
7.I pay attention to grammar and word order during conversation.					
8.I try to emphasize the subject and verb of the sentence.					
9.I change my way of saying things according to the context.					
10.I take my time to express what I want to say.					
11.I pay attention to my pronunciation.					
12.I try to speak clearly and loudly to make myself heard.					
13.I pay attention to my rhythm and intonation.					

14. I pay attention to the conversation flow.					
15. I try to make eye-contact when I am talking.					
16. I use gestures and facial expressions if I can't communicate how to express myself.					
17. I correct myself when I notice that I have made a mistake.					
18. I notice myself using an expression which fits a rule that I have learned.					
19. While speaking, I pay attention to the listener's reaction to my speech.					
20. I give examples if the listener doesn't understand what I am saying.					
21. I repeat what I want to say until the listener understands.					
22. I make comprehension checks to ensure the listener understands what I want to say.					
23. I try to use fillers when I cannot think of what to say.					
24. I leave a message unfinished because of some language difficulty.					
25. I try to give a good impression to the listener.					
26. I don't mind taking risks even though I might make mistakes.					
27. I try to enjoy the conversation.					
28. I try to relax when I feel anxious.					
29. I try to encourage myself to express what I want to say.					
30. I try to talk like a native speaker.					
31. I ask other people to help when I can't communicate well.					
32. I give up when I can't make myself understood.					

Appendix B

Turkish Equivalent (Version) of OCSI

Oral Communication Strategy Inventory (OCSI) <i>Strategies for Coping With Speaking Problems</i>	Never or almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always or almost always true of me
1. Konuşurken, ifade etmek istediğim şeyi önce ana dilimde düşünür sonra İngilizcesini kurarım.					
2. Konuşurken, önce İngilizcesini bildiğim bir cümleyi aklıma getiririm sonra onu o andaki duruma uyacak şekilde değiştiririm.					
3. Konuşurken, bildiğim sözcükleri kullanırım.					
4. Söylemek istediklerimi basit ifadelerle kısaca anlatırım.					
5. Anlatmak istediğimi tam olarak ifade edemediğimde anlatmak istediğimden uzaklaşır başka bir ifadeye başvururum.					
6. Söylemek istediğim şeyi ifade edemediğimde birkaç kelimeyle geçiştiririm.					
7. Konuşurken, dilbilgisi ve söz dizimine dikkat ederim.					
9. Konuşurken bulunduğum ortam ve koşullara göre ifade şeklimi değiştiririm.					
10. Söylemek istediklerimi ifade etmek epey zamanımı alır.					
11. Konuşurken telaffuzuma dikkat ederim.					
12. Konuşurken ses tonumu anlaşılabilirliğim şekilde kullanmaya çalışırım.					
13. Konuşurken vurgu ve tonlamama dikkat ederim.					
14. Karşılıklı konuşmada, konuşmanın akışına dikkat ederim.					

15. Konuşurken karşımdakiyle göz teması kurmaya özen gösteririm.					
16. Konuşurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım.					
17. Konuşurken hata yaptığımı fark edince kendimi düzeltirim.					
18. Konuşurken, öğrenmiş olduğum kurallara uygun ifadeler kullandığımı fark ederim.					
19. Konuşurken, dinleyicinin konuşmama nasıl tepki verdiği dikkat ederim.					
20. Söylediklerim anlaşılmadığı zaman örnekleme başvururum.					
22. Konuşurken, ne söylemek istediğimin dinleyici tarafından anlaşılıp anlamadığımı kontrol ederim.					
23. Konuşurken söyleyeceğim şey aklıma gelmeyince, Türkçe’de “ee”, “yani” gibi kelimelerin karşılığı olabilecek İngilizce ifadeler kullanırım.(örn.well, I know, vb)					
24. Konuşurken dille ilgili problem yaşarsam konuşmamı tamamlamam.					
25. Dinleyicide iyi bir izlenim bırakmaya çalışırım.					
26. Konuşurken hata yapsam da risk almaktan çekinmem.					
27. Karşılıklı konuşmaları yaparken konuşmadan keyif almaya çalışırım.					
28. Konuşurken endişelendiğim zamanlarda rahatlamaya çalışırım.					
29. Söylemek istediğimi ifade edebilmek için kendimi cesaretlendirmeye çalışırım.					
30. İngilizce konuşurken, ana dili İngilizce olan kişiler gibi konuşmaya çalışırım.					
31. Konuşurken, iletişim kuramadığımı hissettiğim an yardım isterim.					
32. Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim.					

Appendix C

Factorial Structure of Oral Communication Strategy Inventory (OCSI) by Nakatani (2006)

Factor 1: Social Affective Strategies

- 28. I try to relax when I feel anxious.
- 27. I try to enjoy the conversation.
- 25. I try to give a good impression to the listener.
- 29. I actively encourage myself to express what I want to say.
- 26. I don't mind taking risks even though I might make mistakes.
- 23. I try to use fillers when I cannot think of what to say.

Factor 2: Fluency Oriented Strategies

- 13. I pay attention to my rhythm and intonation.
- 11. I pay attention to my pronunciation.
- 14. I pay attention to the conversational flow.
- 9. I change my way of saying things according to the context.
- 10. I take my time to express what I want to say.
- 12. I try to speak clearly and loudly to make myself heard.

Factor 3: Negotiation for Meaning while Speaking

- 22. I make comprehension checks to ensure the listener understands what I want to say.
- 21. I repeat what I want to say until the listener understands.
- 19. While speaking, I pay attention to the listener's reaction to my speech.
- 20. I give examples if the listener doesn't understand what I am saying.

Factor 4: Accuracy Oriented Strategies

- 7. I pay attention to grammar and word order during conversation
- 18. I notice myself using an expression which fits a rule that I have learned.
- 17. I correct myself when I notice that I have made a mistake.
- 8. I try to emphasize the subject and verb of the sentence.
- 30. I try to talk like a native speaker.

Factor 5: Message Reduction and Alteration Strategies

- 4. I reduce the message and use simple expressions.
- 3. I use words which are familiar to me.
- 5. I replace the original message with another message because of feeling incapable of executing my original intent

Factor 6: Non Verbal Strategies while Speaking

- 15. I try to make eye contact when I am talking.
- 16. I use gestures and facial expressions if I can't communicate how to express myself.

Factor 7: Message Abandonment Strategies

24. I leave a message unfinished because of some language difficulty.

31. I ask other people to help when I can't communicate well.

32. I give up when I can't make myself understood.

6. I abandon the execution of a verbal plan and just say some words

Factor 8: Attempt to Think in English

2. I think first of a sentence I already know in English and then try to change it to fit the situation.

1. I think of what I want to say in my native language and then construct the English sentence

Appendix D

Factorial Structure of Turkish Version of OCSI in Adaptation Study

Factor I: Negotiation for Meaning Strategies

15. Konuşurken karşımdakiyle göz teması kurmaya çalışırım.
16. Konuşurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım.
17. Konuşurken hata yaptığımı fark edince kendimi düzeltirim.
18. Konuşurken öğrenmiş olduğum kurallara uygun ifadeler kullandığımı fark ederim.
19. Konuşurken, dinleyicinin konuşmama nasıl tepki verdiğine dikkat ederim.
20. Söylediklerim anlaşılmadığı zaman örnekleme yaparım.
21. Dinleyici anlayıncaya kadar söylemek istediklerimi ifade etmeye devam ederim.
22. Konuşurken, ne söylemek istediğimin dinleyici tarafından anlaşılıp anlaşılmadığını kontrol ederim.
25. Dinleyicide iyi bir izlenim bırakmaya çalışırım.

Factor 2: Message Abandonment Strategies

24. Konuşurken dille ilgili problem yaşarsam konuşmamı tamamlamam.
31. Konuşurken iletişim kuramadığımı hissettiğim an yardım isterim.
32. Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim.

Factor 3: Social Affective Strategies

26. Konuşurken hata yapsam da risk almaktan çekinmem.
27. Karşılıklı konuşmaları yaparken konuşmadan keyif almaya çalışırım.
28. Konuşurken endişelendiğim zamanlarda rahatlamaya çalışırım.
29. Söylemek istediğimi ifade edebilmek için kendimi cesaretlendirmeye çalışırım.
30. İngilizce konuşurken anadili İngilizce olan kişiler gibi konuşmaya çalışırım.

Factor 4: Message Reduction and Alteration Strategies

3. Konuşurken bildiğim sözcükleri kullanırım.
4. Söylemek istediklerimi basit ifadelerle kısaca anlatırım.
5. Anlatmak istediğimi tam olarak ifade edemediğimde anlatmak istediğimden uzaklaşır başka bir ifadeye başvururum.
6. Söylemek istediğim şeyi ifade edemediğimde birkaç kelimeyle geçiştiririm.

Factor 5: Attempt to Think in English

1. Konuşurken ifade etmek istediğim şeyi önce anadilimde düşünürüm.
2. Konuşurken, önce İngilizcesini bildiğim bir cümleyi aklıma getiririm sonra onu o andaki duruma uyacak şekilde değiştiririm.

Factor 6: Accuracy Oriented Strategies

7. Konuşurken, dilbilgisi ve söz dizimine dikkat ederim.
8. Konuşurken cümlenin özne ve yüklemine vurgulamaya çalışırım
9. Konuşurken bulunduğum ortam ve koşullara göre ifade şeklimi değiştiririm

Factor 7: Fluency Oriented Strategies

- 10.** Söylemek istediklerimi ifade etmek epey zamanımı alır.
- 11.** Konuşurken telaffuzuma dikkat ederim.
- 12.** Konuşurken ses tonumu anlaşılabilirliğim şekilde kullanmaya çalışırım.
- 13.** Konuşurken vurgu ve tonlamama dikkat ederim.
- 14.** Karşılıklı konuşmada, konuşmanın akışına dikkat ederim.

Appendix E

Items of Oral Communication Strategies in SISE

Sayın Katılımcı,

Bu çalışma, sözlü iletişimde kullanılan stratejiler konusunda kullanılmakta olan bir ölçeği kültürümüze uyarlama amacıyla yapılmaktadır. Bu bakımdan isim belirtmenize gerek yoktur. Lütfen aşağıdaki 47 ifadeyi dikkatli bir şekilde okuyup her ifadedeki davranışa **yabancı dilde konuşurken** ne kadar sıklıkta başvurduğunuzu dikkate alarak size uygun olanı işaretleyiniz.

İFADELER	Asla bana uymaz	Genellikle bana uymaz	Bana biraz uyar	Genellikle bana uyar	Kesinlikle bana uyar
1.Konuşurken, ifade etmek istediğim şeyi önce ana dilimde düşünür sonra İngilizcesini kurarım.					
2. İngilizce konuşurken, anadili İngilizce olan kişiler gibi konuşmaya özen göstermem.					
3. Konuşurken, aşına olduğum (kullanmaya alışkın olduğum) sözcükleri kullanırım.					
4. İfade etmek istediğim şey için birbirine yakın eşdeğer sözcükler varsa onları aklıma getiririm ve bunlardan hangisini seçeceğimi planlarım.					
5. Konuşurken telaffuzuma dikkat etmem.					
6. Söylemek istediğim şeyi ifade edemediğimde, söylemek istediklerimi birkaç kelimeyle geçiştiririm.					
7.Konuşurken, yabancı dilde kendimi yeterince ifade edememekten kaynaklı bir durum oluştuğunda, konuşmamı tamamlamadan yarım bırakırım.					
8. İngilizcesini ifade edemediğim bir sözcüğü doğrudan Türkçe olarak söylerim.					

9.Söyleyecek bir şeyim yoksa o konu hakkında konuşmaktan kaçınırım.					
13. Söyleyeceğim şeyi acele etmeden ifade ederim.					
11.Anlatmak istediğimi tam olarak ifade edemediğimi hissettiğim zaman, kendimi başka bir şekilde ifade etmeye çalışırım.					
12.Konuşma sırasındaki duraksamalarda, cümlenin söz dizimini önceden zihnimde canlandırırım.					
14.Karşılıklı konuşmaları yaparken konuşmadan keyif almaya çalışırım.					
14.Konuşmaya başlamadan önce herhangi bir hazırlık yapmam.					
15. Konuşurken, dinleyicinin ne söylemek istediğimi anlayıp anlamadığına dikkat etmem.					
16.Söylemek istediğim şeyi ifade edecek kelime aklıma gelmediğinde, aynı anlama gelen başka bir sözcük kullanırım.					
17. Konuşurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım.					
18.Konuşurken, ne söylediğim anlaşıldığı sürece gramer kurallarına dikkat etmem.					
19. Kendimi ifade edemeyeceğimi hissedersen, söylemek istediklerimi basit ifadelerle kısaca anlatırım.					
20.Konuşurken vurgu ve tonlamama dikkat ederim.					
21. Konuşurken söyleyeceğim şey aklıma gelmediğinde zaman kazanmak için karşımdakine “Pardon?” ya da “tekrar eder misiniz, lütfen?” derim ve o arada ne söyleyeceğimi planlarım.					
22. Konuşurken ses tonumu anlaşılabilen şekilde kullanmaya çalışırım.					
23. Dinleyici ne söylemek istediğimi anlayıncaya kadar söylemek istediklerimi anlatmaya devam ederim.					
24. Karşılıklı konuşmada, konuşmanın akışına dikkat ederim.					

25. Konuşurken söyleyeceğim şey aklıma gelmeyince, Türkçe’de “ee”, “yani”, “şey” gibi kelimelerin karşılığı olabilecek İngilizce ifadeler kullanırım.(örn.well, I know, vb)					
26. Konuşurken, konuşmanın akışını (konuşmayı nereden başlatıp nereye götüreceğimi) planlarım.					
27. Konuşurken, önce bildiğim bir İngilizce cümleyi aklıma getiririm sonra onu söylemek istediğim şeye uyacak şekilde değiştiririm.					
28. Konuşma konusuna ve duruma uygun bildiğim kelimeleri önceden aklıma getirmeye çalışırım.					
29. Konuşurken, hata yapabilme ihtimalim olsa da risk alıp, konuşmamı sürdürürüm.					
30. Söylediklerim anlaşılmadığı zaman örneklemeye başvururum.					
31. Konuşurken karşımdakiyle göz teması kurmaya özen gösteririm.					
32. Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim.					
34. Konuşurken öğrenmiş olduğum kurallara uygun ifadeler kullanırım.					
35. Konuşurken, söylediklerimin anlaşılıp anlaşılmadığını anlamak için dinleyicinin gösterdiği tepkilere bakarım.					
36. Bir sonraki söyleyeceğim şeyi planlarken zaman kazanmak için son söylediğim sözcük ya da öbekleri tekrar ederim.					
37. Konuşurken endişelendiğim zamanlarda rahatlamaya çalışırım.					
38. Türkçe bir sözcük ya da yapıyı İngilizcenin yapısına uyacak şekilde değiştiririm.					
39. Konuşurken hata yaptığımı fark edince kendimi düzeltirim.					
41. Konuşurken cümlenin özne ve yüklemine vurgulamaya çalışırım.					
42. Konuşurken, iyi bir iletişim kuramadığımı hissettiğim an başkalarının yardımını isterim.					

43. Konuşurken bana yardımcı olması için kafamda konuşmayla ilgili resim ya da durumlar canlandırırım.					
44. Bildiğim bir konu olmasa da, zor da olsa o konu hakkında bir şeyler söylemeye çalışırım.					
45. Konuşurken, söyleyeceklerimi ifade etme şeklimi bağlama göre (duruma göre) değiştiririm.					
46. İfade etmek istediğim bir şey için doğru sözcük bulamazsam, ya o şeyi tanıtan özelliklerden ya da ne için kullanıldığından bahsederim.					
47. Konuşurken, kelimesi kelimesine Türkçeden İngilizceye çeviri yapmam.					

Katılımınız için teşekkür ederim.

Okt.Mehtap KAVASOĞLU

Appendix F

Sözel İletişim Strateji Envanteri

Rumuz :

Sınıf:

Cinsiyet :

Sevgili Öğrenci Arkadaşlarımız,

Bu çalışma İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerinin konuşma stratejilerini ölçmek amacı ile yapılmaktadır. Aşağıda bulunan ifadeleri dikkatlice okuyup kişisel deneyimlerinize bağlı olarak “Asla bana uymaz” dan “Kesinlikle bana uyar” arasında size en uygun seçeneği işaretleyiniz. Lütfen, her bir ifade için tek bir işaret koyup hiçbir ifadeyi atlamadan yapınız. Katılımınız için teşekkür ederim.

Okt. Mehtap KAVASOĞLU

İfadeler	Asla bana uymaz	Genellikle bana uymaz	Bana biraz uyar	Genellikle bana	Kesinlikle bana uyar
1. Konuşurken ifade etmek istediğim şeyi önce ana dilimde düşünür sonra İngilizcesini kurarım.					
2. Konuşurken, yabancı dilde kendimi yeterince ifade edememekten kaynaklı bir durum oluştuğunda, konuşmamı tamamlamadan yarım bırakırım.					
3. İngilizcesini ifade edemediğim bir sözcüğü doğrudan Türkçe olarak söylerim.					
4. Konuşma sırasındaki duraksamalarda, cümlenin sözdizimini önceden zihnimde canlandırırım.					
5. Söylemek istediğim şeyi ifade edecek kelime aklıma gelmediğinde, aynı anlama gelen başka bir sözcük kullanırım.					
6. Konuşma konusuna ve duruma uygun bildiğim kelimeleri önceden aklıma					

getirmeye çalışırım.					
7. Konuşurken vurgu ve tonlamama dikkat ederim.					
8. Konuşurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım.					
9. Türkçe bir sözcük ya da yapıyı İngilizcenin yapısına uyacak şekilde değiştiririm.					
10. Dinleyici ne söylemek istediğimi anlayıncaya kadar söylemek istediklerimi anlatmaya devam ederim.					
11. Konuşurken endişelendiğim zamanlarda rahatlamaya çalışırım.					
12. Konuşurken ses tonumu anlaşılabilirliğim şekilde kullanmaya çalışırım.					
13. Söylediklerim anlaşılmadığı zaman örneklemeye başvururum.					
14. Konuşurken hata yapabilme ihtimalim olsa da risk alıp konuşmamı sürdürürüm.					
15. Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim.					
16. Karşılıklı konuşmada konuşmanın akışına dikkat ederim.					
17. Söylemek istediğimi ifade edebileceğim konusunda kendimi cesaretlendiririm.					
18. Konuşurken öğrenmiş olduğum kurallara uygun ifadeler kullanırım.					
19. Konuşurken önce bildiğim bir İngilizce cümleyi aklıma getiririm sonra onu söylemek istediğim şeye uyacak şekilde değiştiririm					
20. Anlatmak istediğimi tam olarak ifade edemediğimi hissettiğim zaman, kendimi başka bir şekilde ifade etmeye çalışırım.					
21. Konuşurken iyi bir iletişim kuramadığımı hissettiğim an başkalarının yardımını isterim.					

22. Kendimi ifade edemeyeceğimi hissedersen, söylemek istediklerimi basit ifadelerle kısaca anlatırım.					
23. Konuşurken söylediklerimin anlaşılıp anlaşılmadığını anlamak için dinleyicinin gösterdiği tepkilere bakarım.					

Appendix G:

The Items of Strategy Categories in the Inventory Developed (SISE)

C1: Anlam Konusunda Uzlaşma Stratejileri

7. Konuşurken vurgu ve tonlamama dikkat ederim.
10. Dinleyici ne söylemek istediğimi anlayıncaya kadar söylemek istediklerimi anlatmaya devam ederim
12. Konuşurken ses tonumu anlaşılabilir şekilde kullanmaya çalışırım.
13. Söylediklerim anlaşılmadığı zaman örneklere başvururum
16. Karşılıklı konuşmada, konuşmanın akışına dikkat ederim.
18. Konuşurken öğrenmiş olduğum kurallara uygun ifadeler kullanırım.
23. Konuşurken, söylediklerimin anlaşılıp anlaşılmadığını anlamak için dinleyicinin gösterdiği tepkilere bakarım.

C 2: Mesajı Bırakma Stratejileri

2. Konuşurken, yabancı dilde kendimi yeterince ifade edememekten kaynaklı bir durum olduğunda, konuşmamı tamamlamadan yarım bırakırım.
3. İngilizcesini ifade edemediğim bir sözcüğü doğrudan Türkçe olarak söylerim.
15. Konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim.
21. konuşurken iyi bir iletişim kuramadığımı hissettiğim an başkalarının yardımını isterim.

C 3: Planlama/Organize Etme Stratejileri

1. Konuşurken, ifade etmek istediğim şeyi önce ana dilimde düşünür sonra İngilizcesini kurarım.
4. Konuşma sırasındaki duraksamalarda, cümlenin söz dizimini önceden zihnimde canlandırırım.
6. Konuşma konusuna ve duruma uygun bildiğim kelimeleri önceden aklıma getirmeye çalışırım.
9. Türkçe bir sözcük ya da yapıyı İngilizcenin yapısına uyacak şekilde değiştiririm.
19. Konuşurken, önce bildiğim bir İngilizce cümleyi aklıma getiririm sonra onu söylemek istediğim şeye uyacak şekilde değiştiririm.

C 4: Duyuşsal Stratejiler

11. Konuşurken endişelendiğim zamanlarda rahatlamaya çalışırım.
14. Konuşurken, hata yapabilme ihtimalim olsa da risk alıp, konuşmamı sürdürürüm.
17. Söylemek istediğimi ifade edebileceğim konusunda kendimi cesaretlendiririm.

C 5: Telafi Stratejileri

5. Söylemek istediğim şeyi ifade edecek kelime aklıma gelmediğinde, aynı anlama gelen başka bir sözcük kullanırım.
8. Konuşurken kendimi yeterince ifade edemediğimi hissedersen jest ve mimiklerimi devreye sokarım.
20. Anlatmak istediğimi tam olarak anlatamadığımı hissettiğim zaman kendimi başka bir şekilde ifade etmeye çalışırım.

22. Kendimi ifade edemeyeceđimi hissedersen, söylemek istediklerimi basit ifadelerle kısaca anlatırım.

