T.C.
MUĞLA SITKI KOÇMAN UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
FOREIGN LANGUAGES EDUCATION DEPARTMENT
ENGLISH LANGUAGE TEACHING PROGRAM

DEVELOPMENT OF STRATEGIC COMPETENCE IN EFL CLASSES AT SECONDARY EDUCATION

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MA THESIS

NOVEMBER, 2018

MUĞLA

T.C.
MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

DEVELOPMENT OF STRATEGIC COMPETENCE IN EFL CLASSES AT SECONDARY EDUCATION

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Eğitim Bilimleri Enstitüsünce

"Yüksek Lisans"

Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Sözlü Savunma Tarihi: 30.11.2018

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KASIM, 2018

TUTANAK

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün ..22../.11../..2018. tarih ve ..263./.h sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin (24/6 veya38/7) maddesine göre, Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Emine SAYAR'ın "Development of Strategic Competence in EFL Classes at Secondary Education" (Lise Düzeyinde Yabancı Dil Olarak İngilizce okutulan Sınıflarda Stratejik Yeterliliğin Geliştirilmesi) başlıklı tezini incelemiş ve aday 30/ 11/ 2018 tarihinde saat 15.30' da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra..30.....dakikalık süre içinde gerek tez konusu gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin **kabul** edildiğine...oybirliği.... ile karar verilmiştir.

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ETİK BEYANI

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan "Development of Strategic Competence in EFL Classes at Secondary Education" başlıklı Yüksek Lisans tez çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
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- Bu tezde sunulan çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 30 / 11/ 2018

EMİNE SAYAR

ABSTRACT

DEVELOPMENT OF STRATEGIC COMPETENCE IN EFL CLASSES AT SECONDARY EDUCATION

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Master's Thesis/Department of Foreign Languages Teacher Education/English Language Teaching Education Department

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November 2018, 128 pages

The main purpose of the present study was to examine the effects of teaching communication strategies (CS) to EFL high school students and to determine whether teaching communication strategies is pedagogically effective in high school context or not. Moreover, the study aimed at determining the types of communication strategies that are more widely and frequently used by learners before and after strategy training. In order to obtain exploratory data on the learners' development in strategic competence; Turkish version of OCSI (Oral Communication Strategies Inventory) by Nakatani (2006) was administered to 60 high school students before and after the training. More importantly, oral communication performance tests and in class communicative tasks were administered to students in order to have qualitative data on the results of the treatment. The results indicated that the strategy use of both experimental and control groups were very low in all factoral dimensions before strategy training, which means they had very limited awareness of utilizing communication strategies. Moreover, the results of the survey indicated that strategy "attempt to think in English" showed a significant difference in use after the treatment in experimental group. Likewise, the results of oral communication performance tests and in class communicative tasks indicated that there was a significant difference in utilization of avoidance strategies as well as compensatory strategies in the experimental group with the implication that it seemed effective to teach communication strategies in order to develop strategic competence among high school students.

Keywords: Strategic competence, communication strategies, teachability of CS

ÖZET

LİSE DÜZEYİNDE YABANCI DİL OLARAK İNGİLİZCE OKUTULAN SINIFLARDA İLETİŞİM STRATEJİLERİNİN GELİŞTİRİLMESİ

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Tez Danışmanı: Prof. Dr. Mehmet ÇELİK

Kasım 2018, 128 sayfa

Bu çalışmanın temel amacı, sözel iletişim stratejilerinin öğretiminin İngilizceyi yabancı dil olarak öğrenen lise öğrencileri üzerindeki etkisini incelemek ve sözel iletişim stratejilerinin öğretiminin lise bağlamında pedagojik olarak etkili olup olmadığını tespit etmektir. Ayrıca çalışma, strateji eğitimi öncesi ve sonrasında öğrenciler tarafından etkin ve yoğun olarak kullanılan iletişim stratejilerinin türlerini belirleme hedefiyle bu çalışma kapsamında deney grubuna strateji kullanımının artırılmasına yönelik bir öğretim programı uygulayarak sonuçları değerlendirmektedir. Öğrencilerin stratejik yeterlilik gelişimi konusundaki verileri elde etmek için; Nakatani (2006)' tarafından geliştirilen Sözlü İletişim Stratejileri Envanteri 'nin Türkçe versiyonu, eğitim öncesi ve sonrası 60 lise öğrencisine uygulanmış ve öğrencilerin strateji kullanımlarına ilişkin nitel veriler elde etmek amacıyla da öğrencilere sözlü iletişim performans testleri ve sınıf içi iletişimsel tasklar kullanılmıştır. Sonuçlar, her iki grubun strateji kullanımının strateji eğitimi öncesi tüm sektörel boyutlarda çok düşük olduğunu ve öğrencilerin iletişim stratejilerini kullanma konusunda çok sınırlı bir farkındalığa sahip olduklarını ortaya koymuştur. Ayrıca, envanterin sonuçları "İngilizce düşünmeye teşebbüs" olarak belirlenen strateji faktöründe deney grubunun son-test kullanımında da önemli bir fark ortaya koymuştur. Sözel iletişim performans testleri ve sınıf içi iletişimsel görevlerin sonuçları da deney grubu ve kontrol grubu son-test sonuçlarında öğrencilerin sözel iletişimsel strateji kullanımlarının sıklığında önemli bir fark olduğunu göstermektedir. Çalışma sonucunda sözel iletişimsel stratejilerin lise öğrencileri arasında stratejik yetkinlik geliştirmek için kullanımının ve öğretiminin İngilizceyi yabancı dil olarak öğrenen lise öğrencilerinin strateji kullanım sıklığı ve çeşitliliği üzerinde etkili olduğu görülmektedir.

Anahtar kelimeler: İletişim stratejileri, iletişimsel yeterlilik, stratejik yeterliliğin öğretimi

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

CHAPTER I
INTRODUCTION

CHAPTER II
REVIEW OF LITERATURE

CHAPTER III
METHODOLOGY

CHAPTER IV
FINDINGS

CHAPTER V
DISCUSSION, CONCLUSION AND IMPLICATIONS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

CS: Communication Strategies

EFL: English as a Foreign Language

ESL: English as a Second language

FL: Foreign Language

ML: Mother Language

MT: Mother Tongue

LL: Language Learner

L1: First language

L2: Second Language

OCSI: Oral Communication Strategies Inventory

SLL: Second Language Learning

SL: Second Language

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

English language learners all around the world may experience various communication problems when their language capacities are limited to convey the messages they intend to give. In non-English speaking countries like Turkey the path to learn and practice the language itself is a challenging issue considering the lack of finding the natural environment to employ the acquired knowledge. In order to be competent in a language, students need to acquire a particular set of information including the knowledge of grammar, knowledge of the lexical items, sociolinguistic information on the use of language and in oral production they need to master a particular pronunciation.

Naturally learners will not be able to master a great amount of vocabulary as well as grammatical structıres let alone the pronunciation of the target vocabulary in the face of the demands and limits of the curriculum. Additionaly, even if the educational objectives have been met, their exposure to natural language use will be limited, quite evidently. Thus, the actual oral communicative power of learners will not be on a par with the proficiency levels in grammar and vocabulary. It is here that the learning of communication strategies becomes paramaount: how to best express orally the available knowledge in immediate communication contexts. The use and teaching of various communicative strategies to sustain and carry out discourse with native as well as non-native speakers is, therefore, detrimental?

In the last fifty years or so, many researchers have pointed ot the importance of actual use of language and on being competent in using language in communication, either as first or second language, as opposed to possessing intuitive knowledge and judgement on grammaticality. The first of these scholars was Hymes (1972), a sociologist by training

and expertise, who saw the need for members of the community at large to be well-versed in communicating their needs as part of their living and survival. Thus, Hymes (1972) coined the term 'communicative competence' to refer to a construct in which language users are not only relatively proficienct in micro-lingusitic areas such as vocabulary, grammar, pronunciation, morphology, but also utilize the macro-linguistic abilities to effectively converse and sustain verbal communication. The type of competence Hymes emphasized involves what macro-linguistic areas such as pragmatics, discourse analysis and socialinguistics investigate.

Canale (1983) expanded this idea and came up with the term strategic competence as one of the components of communicative competence. Regarding their theory, communicative competence could be divided into competences as; grammatical, sociolinguistic, discourse and strategic competence.

1. *Grammatical competence*: The competence of phonology, morphology, semantics, vocabulary and syntax of a language. It is also defined as one of sub competences in linguistic competence by some researchers of present time.

2. *Sociolinguistic competence*: The competence in the practical knowledge of speech acts, cultural values and norms of a society and other socio-cultural aspects and rules in a cultural environment. The knowledge of context itself and other norms like sex, age, religion, beliefs, values, and political views need to be acknowledged by the speaker; for different circumstances call for different actions of speech.

3. *Discourse competence*: The understanding of the rules of grammatical cohesion and coherence in communicative performance task. The knowledge of discourse in interpreting messages and expressions is a crucial point especially in situations where the speakers are having hard time expressing themselves and they need to master in the competence of sociolinguistics and discourse to convey their messages better.

4. *Strategic competence*: The ability to compensate for communicative problems which occur during the act of communication. The strategic competence is involved with the practical knowledge of the ways and strategies used for solving problems occurring out of the lack of knowledge in language.

As a component of Communiative Competence, strategic competence is explained as the skill to deal with communicative problems and defined as either verbal or non-verbal strategies which are used in the action of speaking to compensate for the insufficiency in performance of communication by Canale (1983). Strategic competence in all these four competencies is the most relevant to Communication Strategies for its containing one's ability to implement communication strategies.

As Faerch and Kasper (1983) suggested, strategic competence is the way learners use to cope with communicational breakdowns, and it is an ability to manipulate the language to serve for meeting and answering the communicative goals (Brown, 2001). Dörnyei (1995) states that loosing strategic competence might eventually result in situations in which language students with a great knowledge of grammar and a great deal of vocabulary are not able to transfer their communicative intention to others which could even happen to the most successful students of English. He adds that this lack of strategies may even lead them to failure in oral language exams. On the other hand, the learners with strong strategic competence may be successful even if they lack grammatical and sociolinguistic competences.

Bialystok (1990) and Dörnyei (1995) state that learners can improve their strategic competence in communication by developing an exact ability to use specific communication strategies. To this extent, in order to overcome communicative problems, the researchers tried to answer an essential question of how to improve the strategic competence of learners and they conducted some non-empirical and empirical studies on the relationship among communication strategies, pedagogy and teachability of strategic competence. Scholars like Willems (1987), Tarone and Yule (1989) and Dörnyei and Thurrell (1991) support the idea that communication strategy instruction must be embedded to the current curriculums and recommend pedagogical guidelines to be essential in EFL classes. They argue that communicative strategy teaching is a useful and conducive tool to the development of strategic competence.

When it comes to the context in Turkey, teachability of strategic competence has not been the favourable subject of action studies. Yet, it may be seen that researchers mostly tried to investigate on the strategy choices employed by Turkish learners and relationships with learner differences. Gümüş (2007) found that communication strategy use differs between preparatory and non-preparatory background students in terms of modification device use

a native language based strategies that enlightened the way of this study when he examined the use of communication strategies of high school students. The study revealed that linguistic proficiency is a factor which is highly influencing on CSs.

Uztosun & Erten (2014) conducted a study on communication strategies employed by Turkish language learners and like Gümüş (2007) they aimed at revealing the relationship between language proficiency and the use of CS among students. The results seem in line with the findings of Gümüş (2007). However, the most neglected component of communicative competence by researchers, course books and teachers has been strategic competence itself, how to improve it, how to teach it and its implementations in classes, so far. Investigating the studies held in Turkey it can be inferred that in EFL classes there is a lack of instruction on communication strategies and strategic competence and it rises interest to examine through this topic and one gets enthusiastic about doing something about it.

1.1. The Aim of the Study and Research Questions

During communication process, language learners encounter many problems as a result of their lack of language abilities and linguistic resources. In order to make their messages comprehensible they need to employ communication strategies until their communication goal is reached. These strategies may range from using words or sentences to manipulate a conversation to even changing the topic totally into something else. For instance, the learner may overcome a lexical problem by using; native language, paraphrasing, circumlocution, approximation and many other strategies if he/she is competent in communicative strategies (Faerch & Kasper, 1983).

The choice of these strategies may vary according to the learners' level and capacity of language, the learner background of lexis and practice in communicating in the target language, the interest in using the body as a communicative tool and even mood. If the purpose is to develop and increase the use of communication strategies in order to allow students to be more competent and self-esteemed while expressing themselves, the current strategic competence of the students must be identified, the choice of strategies

must be examined carefully and the instruction of communication strategies must be planned and set according to results (Maleki, 2007).

However, teaching communication strategies remains a controversial issue because of the lack in the implementation of CS in schools of Turkey. It might worth investigating the problem again using a Turkish experience by investigating the choices of high school language students in order to cope with their communication difficulties and whether instruction on strategic competence in speaking actually works in the classes of EFL on raising the awareness among students on the issue. One may wonder if teaching CS is something efficacious and reasonable to add into the current syllabi for CS is said to be rarely given explicit and systematic treatment in our course books (Mariani, 1994).

To this end; the purpose of the present study is to examine the effects of teaching communication strategies to high school foreign language students. The major aim of this study is to determine whether teaching communication strategies is pedagogically effective in high school context and to determine which communication strategies are more effectively and intensely used by learners before and after strategy training.

The study intends to answer the following research questions:

RQ1-Does explicit training of communication strategies have any effect on students' perceptions on the use of communication strategies in speaking before and after the treatment?

RQ1.a- What are the students' perceptions on the use of communication strategies before and after the treatment in Control Group?

RQ1.b- What are the students' perceptions on the use of communication strategies on before and after the treatment in the Experimental Group?

RQ1.c- What are the differences of students' perceptions in the Experimental Group and Control Group on the use of communication strategies before the treatment?

RQ1.d- What are the differences of students' perceptions in the Experimental Group and Control Group on the use of communication strategies after the treatment?

RQ2.Does explicit treatment of communication strategies in speaking have an effect on students' strategic competence in oral communication situations?

RQ2.a- Which communication strategies are most/least frequently used by learners before and after strategy training?

RQ2.b- Are there any differences between the control group and experimental group on choice and frequency of strategy use before and after the treatment?

RQ3-Is there any significant difference between experimental group and control group in the employment of communication strategies by learners after strategy training in communicative tasks?

1.2. Significance of the Study

The present study is significant for both theoretical and practical reasons. It provides information on high school students' strategic competences on using English as a foreign language, choices of strategies and the differences in their communication strategies frequencies before and after the communication strategies instruction as a treatment.

This study not only provides very valuable data on students perceptions of themselves by using a highly trusted inventory but also it provides very essential data about the real situations of strategic competence of learners for it uses direct methods (voice-recordings, frequency checklists, oral tasks etc.) to gather information .This study is an experimental one trying to change a problematic situation of lack of competence in speaking and communication among Turkish foreign language learners of English to a better end.

This study uses a scheme of triangulation while checking the results of strategy training in the classroom environment and answers very important questions about the possible problems and benefits of implementations of strategy training in Turkish classes.Thus, the outcomes of this study are assumed to represent valuable perspectives on the employment of communication strategies in terms of types, frequencies, numbers and possible other natural influences that may influence these strategies, such as task-based activities given to students.

Besides, this study will make significant contribution to the Turkish context of literature in terms of teaching strategic competence and its implementations in high schools by teachers of English. Furthermore, this study aims to provide a clear understanding of

Turkish Anatolian High School students needs while interacting with their counterparts in oral communication situations especially in task –based issues and finally, maybe the most important contribution is that Turkish students of English language in high schools will obtain knowledge about the use of strategies for becoming better speakers in the target language, become more self-confident students while uttering sentences in English even if not having sufficient background in the target language and eventually become more eager to communicate in target language.

1.3. Assumptions

In the present study, the participants were all from the 11th graders of the same department in an Anatolian High School. Regarding the background of students in English; such as class hours of English and their annual reports derived from the system of Ministry of Education (e-okul), it is assumed that all participants had similar academic backgrounds and similar English levels. The researcher was the teacher of English classes of the participants and she had the chance to observe the attitudes of students into the activities held in classes of treatment. Thus, it is assumed that they were motivated to join the tasks held in the classes during the treatment and instrumentation was conducted with care. For collecting data through video and audio recordings, there is not any initial assumption regarding the findings. Yet, as our purpose of the study is to search on the use of CS in the activities held in the classroom, we assume that the results will give us signs of real use of strategies before and after the treatment and with the findings driven from the data collected, we may reveal some data enabling us to compare findings with other studies on development of strategic competence.

1.4. Limitations of the Study

This research is an experimental one with its limitations. The participants in the study are 60 boys and girls of 11th graders of an Anatolian High School which is a state school in

Muğla city center. It means the researcher must be so cautious in making generalizations to other students with different ages, cultures and educational backgrounds.

In addition, it must be considered that the researcher had a limited time to conduct planned strategy training which needed maximum effort to manage the time and the students at the same time in a classroom environment and the results may change significantly if the treatment had a broader time spanning. In order to have the best results the study must be held as a longitudinal one in researcher's opinion and must be stated as a suggestion of implementation for the next studies.

CHAPTER II

REVIEW OF LITERATURE

2.1. Communicative Competence

For the last decades, there has been drastic changes in the language teaching methods from traditional ones to communicative language teaching and it has brought up the opinion that language learning is an individual process which is influenced by different variables that are reflected on learning situations (Cohen, 2003; Oxford, 1990).

When Hymes (1972) introduced the term "communicative competence" and made a clear distinction of it from linguistic competence; he stated that communicative competence is the ability to utilize the knowledge of vocabulary into the sociolinguistic situations and the ability to make it in a proper way. He also argued that the context of communication is the most crucial part while teaching communication and the language use can never be explained with behaviourist terms but should consist of competences of individuals in social life and characteristics of situations in life (Hymes, 1972).

The distinction of needs and choices of individuals as learners of language has resulted in the notion of "communicative effectiveness" as something that can be found in performance, suggesting that there's an ability to choose between the possibly effective and ineffective messages has brought the idea that the proficiency in a language demands not only knowledge of grammar, vocabulary, pronunciation or phonology but also a competence of strategies to fulfil a satisfactory communication (Asher, 1976).

As the main goal of learning a foreign language is not merely about grammatical features but rather about intelligibility, transmission of ideas, conveying intended messages and overcoming communicative problems during interactions with counterparts, we all reach

to the term communicative competence and it is vitally important to internalise the concept for educators of foreign language learning.For almost 40 years many scholars and researchers have considered the topic in depth and developed their own frameworks of communicative competence taking the works of exceptional researchers in the field (Hymes, 1972; Canale & Swain, 1980; Schmidt & Richards, 1980; Canale, 1983; Celce-Murcia, Dörnyei, & Thurrell, 1995; Taylor, 1988).

On the other hand, scholars like Widdowson (1983) felt the need to make a clarification of concepts of competence and capacity to make it more comprehensible for the literature of communicative competence using his knowledge on pragmatics and discourse analysis. To this end he defined communicative competence as a knowledge of linguistic and sociolinguistic rules of a lang uage and he defined communicative capacity as an ability to utilize the knowledge of competence to create a meaningful interaction in a language. Defining communicative competence this way he proposed a simply clear distinction of knowledge and performance in a language.

2.1.1. Components of Communicative Competence

Canale and Swain (1980) regarded communicative competence as a system of skills needed to fulfil a communicative aim and proposed a model of communicative competence which includes three main competences as; grammatical competence, sociocultural competence and strategic competence which was later brought up as four components by Canale (1983). The four components were announced as;

1. *Grammatical competence*: This type of competence is defined as the understanding of phonology, morphology, semantic rules, vocabulary and syntax of a language. It is also defined as one of sub competences in linguistic competence by some researchers of present time.

2. *Discourse competence*: The definition of discourse competence is the understanding and competence of the rules of grammatical cohesion and coherence in communicative performance task. The knowledge of discourse in interpreting messages and expressions is a crucial point especially in situations where the speakers are having hard time expressing themselves and they need to

master in the competence of sociolinguistics and discourse to convey their messages better.

3. *Sociolinguistic competence*: This competence stands as a competence in the practical knowledge of speech acts, cultural values and norms of a society and other socio-cultural aspects and rules in a cultural environment. The knowledge of context itself and other norms like sex, age, religion, beliefs, values, political views need to be acknowledged by the speaker; for different circumstances call for different actions of speech. The progress in sociolinguistic competence becomes a vital part of communicative competence to master in terms of speaking and conveying the intended message to the receiver.

4. *Strategic competence*: This competence of communication stands for the ability to compensate for communicative problems which occur during the act of communication. The strategic competence includes the practical knowledge of the ways and strategies used for solving problems occurring out of the lack of knowledge itself and other communicative competences; grammatical competence, discourse competence and sociolinguistics competence.

Celce-Murcia, Dörnyei, & Thurrell, (1995) represented their model of communicative competence (see Figure 1) as a pyramid. The actional competence in their model was explained as the ability to convey an intent by performing and interpreting speech acts. By doing this they claimed to place the discourse component in a position where the surrounding circle represents strategic competence.
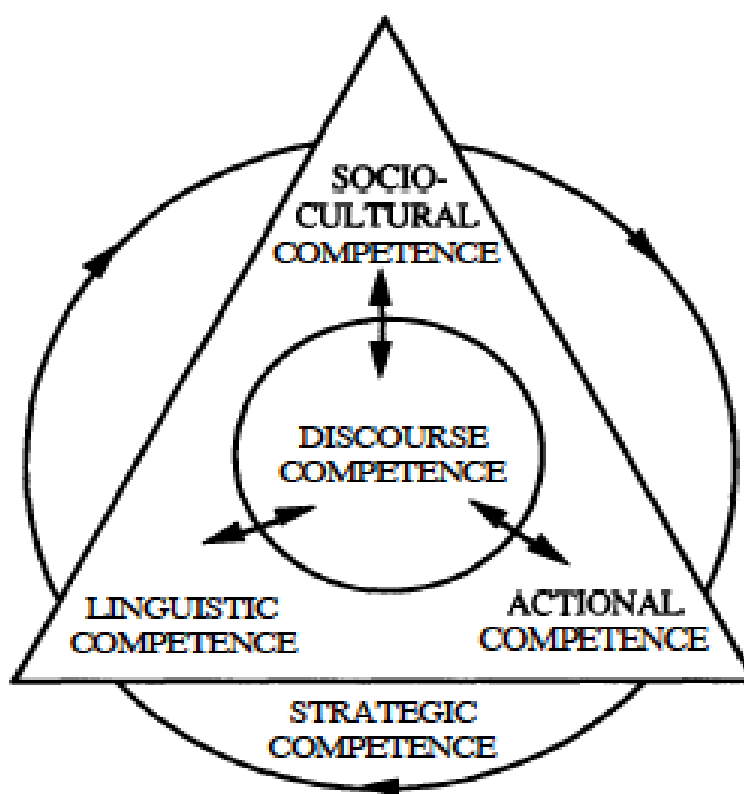
Figure 1. Schematic Representation of Communicative Competence (Celce-Murcia, Dörnyei, & Thurrell 1995:10)

Canale (1983) sees strategic competence as a very effective way of communication and as an ability to maintain a conversation even the breakdowns occur. Therefore, he labelled communication strategies under the strategic competence and suggested the employment of strategies in an attempt to compensate for limitations to reach communicative goals. Tarone (1981) defined communicative competence as the ability to utilize one's linguistic competence into a communicative situation and he suggested that the introduction and instruction of communicative competence is an unavoidable part of language teaching which seems to be in line with the ideas of Canale and Swain (1980). Based on the framework introduced by Canale (1983), Bachman (1990) proposed a more encompassing and explicit model which sees strategic competence as a mental capacity for achieving all components of language such as discourse, grammar and sociolinguistics. In an altered study, Bachman and Palmer (1996) put their efforts to see the traits of language users from different perspectives such as characteristics of individuals, language ability and topical knowledge of users and using the data gathered from studies they made contributions into the area of communicative competence with a

term named "organisational knowledge" which means the composition of skills to control grammatical and textual knowledge such as the knowledge of lexicon, syntax, phonology and morphology.

2.2. Strategic Competence as a Component of Communicative Competence

Strategic competence stands as one of the most important elements of communicative competence for it is seen as one of the bone skills to maintain communication even in the most difficult and limited situations of action (Faerch and Kasper,1983). It always plays a decisive role in communicative competence and researchers like Canale and Swain (1980), as well as Bachman (1990) consider it as a component of their models of communicative competence. In order to define strategic competence, one should definitely be in search of the work done by the researchers seeking answers to the description of strategic competence conceptualizing it within limitations and implementations taking the issue in hand from various perspectives. Within the existing models of communicative competence, the strategic competence should definitely be a part of a pedagocically oriented framework and looked through different perspectives such as psycholinguistic perspective, interactional perspective and communication maintanence perspective in order to be examined within different functions (Celce-Murcia, Dörnyei and Thurrell, 1995).

Strategic competence is the capability of solving communication problems in spite of an inadequate command in communication (Mariani, 1994). It is also considered that any person whose mother-tongue is not English or who is not a very competent bilingual, will necessarily have to rely on an incomplete competence of spaeking which corresponds to the present stage in his/her interlanguage system.
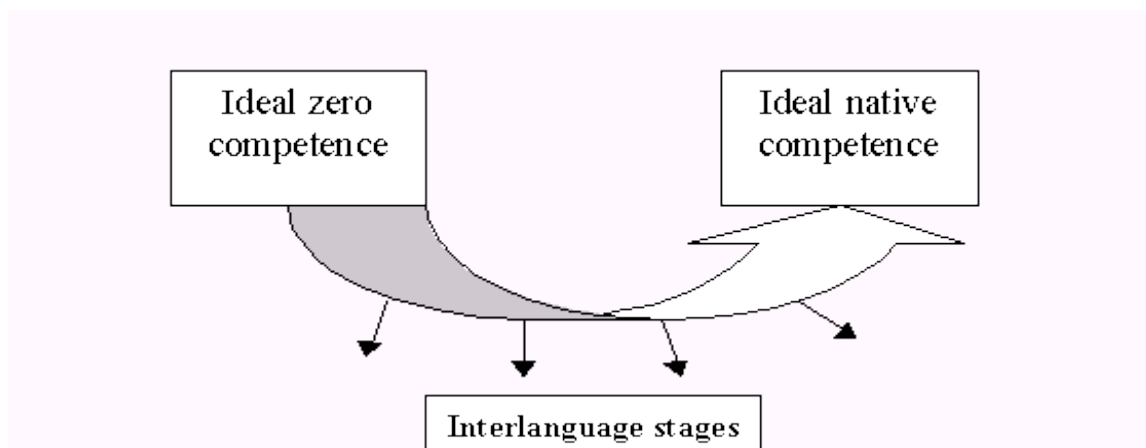
Figure.2 Interlanguage Stages (Mariani,1994)

It is broadly explained that every one of us as learners of English could be replaced somewhere between ideal native speaker and ideal zero competence in the process of foreign language learning and we are gradually moving to reach the ideal native competence. It is also stated that there is no absolute native speaker competence when it is clearly seen that how often, a L1 speaker cannot find the words to say something and has to adjust a message or ask an interlocutor to help him/her or to use synonyms or general words to make themselves understood.

Mariani (1994) expresses that one of the most exceptional paradoxes in language teaching is the fact that we almost never teach or let our students to use strategic devices such as communication strategies which are, indeed, often used by native speakers in particular occasions of communication. He states that "we are still very much concerned with exact communication - something which perhaps does not even exist." (Mariani, 1994:2)

However Dörnyei (1995) expresses that the most neglected component of communicative competence by course books,teachers and programs has been strategic competence and continues that strategic competence is in relation with both L1 and L2 ,for language breakdowns in communication may occur in both languages in the process of speaking.Strategic competence is requisite in both verbal and non-verbal communication in order to gain the ability to compensate for inadequate variables of performance of speech. On the other hand, Paribakht (1985) states that strategic competence in mother-tongue is transferable to L2 learning process. On the need of strategic competence in instruction of language teaching and on the teachability of strategic competence O'Malley

(1987) states that teachers of foreign language must be confident about the existence of multiple CS that can be embedded into the existing curricula. At this point it can be said that strategic competence in communication is highly dependent on the quality knowledge of communication strategies.

2.3. Communication Strategies

Many researchers investigate and explain communication strategies as the steps learners take during the communication in order to connect their linguistic knowledge and linguistic cognition of foreign language into communicative situations with counterparts (Cervantes and Rodriguez, 2012). To this extent, the communication strategies could be all considered as an emergency exit in all oral, audial and written forms of communication. The research into communication and its strategies roots back to code-communication dilemma by Stern (1983). According to the study foreign language teaching concerning the code had to be changed into teaching of practical issues within interaction with formal instruction of code and this practical and precious idea gave rise to a broader sense of attention into communicative strategies (Stern, 1983).

When it comes to the investigation of Cs (communication strategies) there are two main approaches as interactional approach and psycholinguistic approach.The view of interactional approach over communication strategies mainly bases on the process of interaction between language learners and the interactants as a negotiation of meaning (Tarone, 1980) Cs have been defined as means of negotiation in which interactants reach to the same meaning of communicative goal and share the responsibility of intelligibility which means the interlocutor and speaker both share the responsibility to be understood (Tarone, 1980).

On the other hand, psycholinguistic approach through communication strategies tend to see the Cs as a cognitive process utilized by the speaker whose focus is on comprehension and production (Nakatani, 2005). Likewise, Faerch and Kasper (1983) see the strategies as individual's mental responses to a communicative problem rather than a problem of interaction. Namely, psychological view relates strategies with overcoming lexical problems of individuals.

Dörnyei (1995) classifies CS in two groups as reduction and achievement strategies as well as time-gaining strategies. On the other hand, in his study Tarone (1977) offers CS as approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance, mime, and avoidance which are all related to the interaction among spekers in the process of communication. Whereas, Faerch and Kasper (1983) proposes two possible strategies for solving a communication problem as avoidance strategies and achievement strategies. Avoidance strategies has two main sub forms as formal reduction strategies (systems to avoid producing non-fluent or incorrect utterances) and reduction strategies (avoiding a specific topic). Different approaches into investigating communication strategies led researchers to define and classify the strategies from different perspectives and the Cs studies resulted in variable meanings, definitions and taxonomies offered by the scholars in the field.

2.3.1. Definitions of Communication Strategies

Formerly, CS have been called by different terms including; communicational strategies (Varadi, 1983), communicative strategies (Corder, 1983), compensation strategies (Harding, 1983) and compensatory strategies (Poulisse, 1990). CS with different definitions have been proposed by different scholars in the field since the notion of communication strategy was first uttered by Selinker (1972). In his work he explained five processes to language learning including;

- **a.** Transfer of language,
- **b.** Transfer of training,
- **c.** strategies of SLL,
- **d.** strategies of second language communication,
- **e.** over-generalization of target language linguistic material.

It can be inferred that Selinker (1972) did not deal with communication strategies in detail but still, processes above were considered responsible for the errors made by second language learners in their attempts to exchange information in an efficient way through a language different from learners' native language (Corder, 1983). The arguments on the definition of communication strategies developed and advanced by time in accordance

with Selinker's proposal (1972). Savignon (1972), for instance, mentioned the importance of strategies in communication in coping with burdens in language teaching and testing.

One of the most often cited definitions of communication strategies is the one provided by Tarone in 1980. In his study communication strategies are considered to be an interactional phenomenon as the mutual attempt of two interlocutors to agree on a meaning in situations in which requisite means of communication are not shared. Still, Tarone's (1980) definition has been criticised for its not consisting particular situations with no or delayed feedback, as possibly in lectures.

Communication strategies are defined as possible conscious plans for solving a problem which an individual may experience in reaching a particular goal in communication by Faerch and Kasper (1983, 36). In their study they defined communication strategies as a part of their model of speech production. According to the model introduced by Faerch and Kasper (1983a) if a non-native speaker of a target language encounter a burden of speech at the time of communication due to the lack of linguistic knowledge at either the planning or the performance phase of speech production, they come up with a plan to overcome the problem. In their study, Dörnyei and Scott (1997) indicates the reasons behind the raise of communication strategies to stem from the differences between foreign language learners's linguistic knowledge and communicative aims. Dörnyei and Scott (1997) assume that communication strategies are the essential units in the general description of problem-management system in second language communication. Second language learners, due to their being limited in resources, might possibly handle communication strategies more frequently than native speakers.

There have been numerous definitions of communication strategies of second language learners, so far, and the following definitions have been proposed by different researchers.

Khan (2010) states that despite the fact that there are different definitions of communication strategies, the most crucial point is that these differences are not based on the present communication strategies themselves but rather on focusing on the expressions and the difference in classification. The current communication problems learners may encounter are possibly the result of the learner‟s insufficient comprehension in a second language or it could be a problem with the learners' act of speech because of having a difficulty which arises from the interaction among interactants.

Besides, in order to have effective communication it is the responsibility of both the speaker and the listener to try to overcome communication problems during the interaction. Thus, learners are to do their best to lead the communication successfully. But there are cases that learners are unable to understand each other, which results in students' ability to elicit the meaning to employ different strategies such as paraphrasing, transferring, avoidance, and other type of communication strategies (Wei, 2011). In addition, in cases when learners have problems in communicating in the particular subjects which are special to them, they try utilizing different strategies in order to solve these communicative problems with their counterparts. In other words, they try their best to reach their communicative aims by resulting in developing their own strategies in a foreign language.

It is obvious that most of the researchers who tried to define the concept of communication strategies have been mainly focusing on identifying different types of communication strategies that are used to convey an intended message when learners think that the required information is not conveyed. The essential question was, what other strategies can be used to communicate the intended message (Tarone, 1980).

Generally, communication strategies were recognized as means to overcome language problems, that is, linguistic deficits or learners" knowledge in a foreign language that prevents learners from conveying their messages to their counterparts. In acquiring a foreign language there are different strategies used by students such as conscious strategy. The major "problem with using consciousness, though, is that to address communication strategies being consciously employed mixes more than a few connotations of the term" such as: awareness that language problems can come upon, the efforts of solving communicative problems, the tools that can influence this strategy, and different options in employing the previously mentioned strategy (Dörnyei and Scott, 1997, p.184).

2.3.2. Communication Strategies versus Language Learning Strategies

Concerning the difference between learning strategies and communication strategies assorted opinions occured by time among researchers in the field. For instance, O'Malley and Chamot (1990) indicate that CS are generally used to manage communicative goals whereas learning strategies are used for learning the language. In a related study, Cohen

(1998) suggests that the thing distinguishing a communication strategy from a learning strategy is utterly about the intention of the second language learner and proposes that communication strategies compose a single category in the use of strategies.

Besides, Skehan (1998) asserts a different view to the distinction between communication strategies and learning strategies. According to Skehan (1998) the contribution of communication strategies should be taken into account in two ways in relation with the concept of strategic competence within communicative competence models (Canale and Swain, 1980; Canale, 1983; Bachman, 1990). On the other hand, Oxford (1990) opposes the distinction between communication strategies and language learning strategies.

To this end, Cs (communication strategies) can be taken as quick improvisations made in occurance of communicative problems in order to proceed a conversation or else, they can be considered as attempts that will eventually affect learning by contributing to long-term memory. It is clearly inferred that, the nature of communication strategies is controversial in terms of their relation with learning abilities and strategies used in the process of learning a language by the learner. Still, the proceduralization of communicative strategies in relation with its re-usability can clearly contribute to language learner development. (Skehan, 1998).

In the current literature, it is clearly seen that there is a considerable amount of research analyzing the relations between communication strategies and language learning strategies but it It may not be healthy to consider a communication strategy as a learning strategy. The research focuses on the commonly accepted definitions of learning strategies, in an attempt to clarify this issue. In other words, learning strategies are seen as "an attempt to develop linguistic and sociolinguistic competence in the target language" (Tarone, 1977:67).

Researching the purpose of strategies, it is indicated that communication strategies and learning strategies are completely different from one another in terms of definitions that focus on explaining the meanings of the terms. For instance the term *repetition* is identified as repeating an item in the aim of remembering and learning a term in learning strategies while r*epetition* stands for a communication strategy where someone repeats what has been said by an interactant or by the interlocutor in order to gain time with the purpose of keeping a conversation going. It could also be considered as a self- repair mechanism (Savignon, 1972)

2.3.3. Taxonomies of Communication Strategies

As mentioned in previous parts communication strategies were included in the model of communicative competence offered by Canale and Swain (1980) under the term strategic competence. After their precious contribution to the field, it was clearly seen that more importance was put on research in communication strategies with a considerable number of studies that focused on identifying and classifying communication strategies (Bialystok, 1990; Bialystok and Kellerman, 1987; Dörnyei and Scott, 1997; Færch and Kasper, 1983, 1984; Paribakht, 1985; Poulisse,1987, 1990; Tarone, 1981; Tarone and Yule, 1989; Willems 1987; Yule and Tarone, 1991). These studies were followed by the studies of the Nijmegen project on Dutch second language learners of English which later provided a great bulk of of data on CS (communication strategies). As studies continued, a variety of taxonomies were offered by other researchers in an attempt to define and clarify communication strategies. Different perspectives have occured attempting to conceptualize communication strategies which led scholars to offer taxonomies in different perspectives. In this part of the present study, common taxonomies offered by pioneer researchers in the field are explained in detail.

2.3.3.1. Dörnyei & Scott 's Taxonomy of Communication Strategies (1997)

Dörnyei and Scott classify communication strategies into three categories as direct, indirect and interactional strategies. Their classification of the strategies is in accordance with their contribution into problem solving in terms of purposefulness in conflicts and achievement of mutual understanding. With an attempt to see the similarities and differences in conceptualising and defining communication strategies offered by various researchers in the field Dörnyei and Scott (1997) examined the taxonomies offered by Bialystok (1990); Corder (1983); Dörnyei and Scott (1995a, 1995b); Faerch and Kasper (1983b); Paribakht (1985); Tarone (1977) and Willems (1987). As a result, their study provided great data about the research done in the taxonomy and conceptualization of communication strategies by different scholars in the field. Table 1 represents the taxonomies examined by Dörnyei and Scott (1977, p.196, 197) and the table covers the mentioned taxonomies of various researchers in the field. For taxonomies detailed in sub categories in tables, see Appendix 4

Table 1.A

Various Taxonomies by Dörnyei and Scott (1977, p.196, 197)

Various Taxonomies of Communication Strategies

Tarone (1977)	Færch & Kasper (1983b)	Bialystok (1983)	Paribakht (1985)	Willems (1987)

AVOIDANCE
Topic avoidance
Message abandonment
 	
PARAPHRASE
Approximation
Word coinage
Circumlocution
 	
CONSCIOUS TRANSFER
Literal translation
Language switch
 	
APPEAL FOR ASSISTANCE
 	
MIME
	FORMAL RE-DUCTION
	Phonological
	Morphological
	Syntactic
	Lexical
	
	FUNCTIONAL REDUCTION
	Actional red.
	Modal red.
	Reduction of propositional content
	-Topic avoidance
	-Message abandonment
	-Meaning replacement
	
	ACHIEVEMENT STRATEGIES
	Compensatory strategies
	-Code switching
	-Interlingual transfer
	-Inter-/intralingual transfer
	- IL based strategies
	  * Generalization
	  * Paraphrase
	  * Word coinage
	  * Restructuring
	-Cooperative strategies
	-Non-linguistic strategies
	Retrieval strategies
		L1-BASED STRATEGIES
		Language switch
		Foreignizing
		Transliteration
		
		L2-BASED STRATEGIES
		Semantic contiguity
		Description
		Word coinage
		
		NON-LINGUISTIC STRATEGIES
			LINGUISTIC AP-PROACH
			Semantic contiguity
			-Superordinate
			-Comparison
			  * Positive comparison
			    Analogy
			    Synonymy
			  * Negative comparison
			    Contrast & opposit.
			    Antonymy
			Circumlocution
			-Physical description
			  * Size
			  * Shape
			  * Color
			  * Material
			- Constituent features
			  * Features
			  * Elaborated features
			-Locational property
			-Historical property
			- Other features
			-Functional description
			Metalinguistic clues
			
			CONTEXTUAL APPROACH
			Linguistic context
			Use of L2 idioms and proverbs
			Transliteration of L1 idioms and proverbs
			Idiomatic transfer
			
			CONCEPTUAL APPROACH
			Demonstration
			Exemplification
			Metonymy
			
			MIME
			Replacing verbal output
			Accompanying verbal output
				REDUCTION STRATEGIES
				Formal reduction
				-Phonological
				-Morphological
				-Syntactic
				-Lexical
				Functional reduction
				-Message abandonment
				-Meaning replacement
				-Topic avoidance
				
				ACHIEVEMENT STRATEGIES
				Paralinguistic strategies
				Interlingual strategies
				-Borrowing/code switching
				-Literal translation
				-Foreignizing
				Intralingual strategies
				-Approximation
				-Word coinage
				- Paraphrase
				  * Description
				  * Circumlocution
				  * Exemplification
				- Smurfing
				- Self-repair
				-Appeals for assistance
				  * Explicit
				  * Implicit
				  * Checking questions
				-Initiating repair

Table 1.B

Various Taxonomies by Dörnyei and Scott (1977, p.196, 197)

Bialystok (1990)	Nijmegen Group	Poulisse (1993)	Dörnyei & Scott (1995a, 1995b)

ANALYSIS-BASED STRATEGIES
 	
CONTROL-BASED STRATEGIES
	CONCEPTUAL STRATEGIES
	  Analytic
	  Holistic
	
	LINGUISTIC/ CODE STRATEGIES
	  Morphological
	    creativity
	  Tran sfer
		SUBSTITUTION STRATEGIES
		
		SUBSTITUTION PLUS STRATEGIES
		
		RECONCEPTU-ALIZATION STRATEGIES
			DIRECT STRATEGIES
			Resource deficit-related strategies
			* Message abandonment
			* Message reduction
			* Message replacement
			* Circumlocution
			* Approximation
			* Use of all-purpose words
			* Word-coinage
			* Restructuring
			* Literal translation
			* Foreignizing
			* Code switching
			* Use of similar sounding words
			* Mumbling
			* Omission
			* Retrieval
			* Mime
			Own-performance problem-related strategies
			* Self-rephrasing
			* Self-repair
			Other-performance problem-related strategies
			* Other-repair
			
			INTERACTIONAL STRATEGIES
			Resource deficit-related strategies
			* Appeals for help
			Own-performance problem-related strategies
			* Comprehension check
			* Own-accuracy check
			Other-performance problem-related strategies
			* Asking for repetition
			* Asking for clarification
			* Asking for confirmation
			* Guessing
			* Expressing nonunderstanding
			* Interpretive summary
			* Responses
			
			INDIRECT STRATEGIES
			Processing time pressure-related strategies
			* Use of fillers
			* Repetitions
			Own-performance problem-related strategies
			* Verbal strategy markers
			Other-performance problem-related strategies
			* Feigning understanding

As seen in Table 1 which also includes their offered taxonomy in their study, Dörnyei and Scott (1997) express that direct strategies provide an alternative, useful and self-contained means of getting meaning across to interlocutor or interactant to compensate for lexical and structural items. To them, indirect strategies foster the conveyance of messages by contributing to the management of mutual understanding and modification

devices (fillers and repetitions) can be considered as a part of indirect strategies. Interactional strategies, on the other hand, require cooperation on the part of the learner to convey meaning.

2.3.3.2. Tarone's Taxonomy of Communication Strategies (1977)

Tarone (1977) considers communication strategies as speaker's attempt to communicate in a meaningful content, regarding some apparent lacks in the interlanguage system. This definition of CS(s) was considered to be developed over time by him, regarding his research in the use of communication strategies.

Paraphrase;

Approximation: the strategy that the learner use as a single vocabulary in target language for an item or structure which, indeed, the learner knows is not correct, but which shares enough semantic features in common with the desired form of the word. (e.g. mobile for mobile phone).

Word Coinage: The strategy of making up a new word in order to communicate in a desired concept. (e.g. wet napkin for wet wipes)

Circumlocution: The strategy which includes describing the properties of the object desired to be said instead of using the appropriate target language to utter the correct form of item or structure. (e.g. Italians like it very much. I don't know its name. That's, uh, Italians cook and eat a lot.)

Borrowing;

Literal Translation: In this strategy the learner translates word for word from the native language" (e.g My mother is doing cake).

Language Switch: The strategy includes the learner using the native language term without bothering to translate" (e.g. telefon for mobile phone, makarna for pasta).

Appeal for Assistance: In this strategy the learner asks for the correct term (e.g. "What is this? What called?").

Mime: The strategy of mime includes the learner 's using non-verbal means of communication in place of a lexical item or action (e.g. clapping one's hands to illustrate applause) or to accompany another communication strategy (e.g "It's about this long").

__Avoidance__

Topic Avoidance: It is a strategy in which learner simply tries not to talk about concepts in target language, for the item or structure is not known.

Message Abandonment: In this strategy, learner begins to talk about a concept but he/she is unable to continue the speech and eventually, stops in mid-utterance.

2.3.3.3. Corder's Taxonomy of Communication Strategies (1983)

Corder (1983) focuses on the risk-taking nature of all the resource-expansion strategies. Foreign language learner chooses to communicate his intended meaning, running the risk of not being comprehended by the interlocutor. Corder (1983) indicates that the communication strategies are related to means and ends which are normally in balance when the native speaker is considered, but that is not the case in a language learner. When language learners encounter a problem during the process of interaction, they need to decide whether to tailor their message to their linguistic resources by using message adjustment strategies which are topic avoidance, message abandonment and semantic avoidance, or else, they can improve their linguistic resources to achieve their communicative goals by resource expansion strategies which are switching, inventing paraphrasing or paralinguistic strategies (Corder, 1983).

2.3.3.4. Tarone, Cohen and Dumas' Taxonomy of Communication Strategies (1983)

Tarone, Cohen and Dumas (1983) decided to develop a classification of communication strategies with the need to stress that communication strategies could not simply be considered as a part of the second language learning production of the learner. In their opinion learners are possible to employ strategies for comprehension as well. To this extent, the term production strategy sounds insufficient to refer to problem-management attempts made by the language learner in communicative situations. They contributed to the research with a the term as "communication strategy". To them, communication strategy is "a systematic attempt by the learner to express and or decode meaning in the

target language, in situations where the appropriate systematic target language rules have not been formed" (Tarone, Cohen and Dumas, 1983, p.5).

Tarone, Cohen and Dumas (1983) tried to draw attention to the need for teachers, educators and professionals of second language (L2) teaching to change their focus from formal instructional methods to the modern ones. In their opinion among the communication strategies, avoidance strategies were of more likelihood to understand the development of interlanguage. Their taxonomy of strategies contributed to the area particularly through the sampling of communication strategy use at concerning levels of communication. Tarone, Cohen and Dumas (1983, p.11) define message abandonment as "communication on a topic is initiated but then cut short because the learner runs nto difficulty with a target language form or a rule".

2.3.3.5. Faerch and Kasper's Taxonomy of Communication Strategies

Taking its basics from the fundamental distinction between risk-avoidance strategies and risk- running strategies by Corder (1983), Faerch and Kasper (1983a) developed a taxonomy which indicates that learners of foreign language engage in two major approaches when they face problems due to their insufficient linguistic means. The choice of the learner on strategies from avoidance in difficulty and attempts to communicative efficiency defines the kind of the strategy. However, it mainly relies on the learner's cognitive behaviour being avoidance-oriented or achievement-oriented which depends on the nature of the encountered problem. (Bialystok, 1990). It is clearly stated that learners can dismiss the problem by overcoming the difficulty which possibly results in avoiding the obstacle, or else they can face the problem by developing an alternative such as resource expansion strategies.

Reduction strategies

According to Bialystok (1990); formal reduction strategies might be employed to avoid errors or to increase fluency and to avoid items "that are not sufficiently automatized or easily retrievable" (Bialystok, 1990: 32) But, functional reduction strategies are used in situations where deficient linguistic resources cause communicative problems. This lets both kinds of strategies to be employed in the planning and execution phases respectively (Bialystok, 1990).

Achievement strategies

Ellis (1985) states that achievement strategies are investigated in two groups, as compensatory strategies and retrieval strategies. Compensatory strategies are, simply, the systematic means to bridge the gap between linguistic deficiencies and the communicative goals. Retrieval strategies, on the other hand, are the means employed by the learner in order to gain time when the language user has difficulty in retrieving a linguistic item.

2.3.3.6. Bialystok's Taxonomy Taxonomy of Communication Strategies

Bialystok (1983) opposes the idea that communication strategies be separated from learning strategies. The researcher sees the nature of the attempt by the L2(second language) learner is defined by its contribution to the interlanguage and he suggests that communication strategies includes all acts to manipulate a deficient linguistic system in order to foster communication.

2.3.3.7. Paribakht's Taxonomy of Communication Strategies

Paribakht (1985, p.143) defines communication strategies as "vehicles through which learners use their different kinds of knowledge to solve their communicative problems". According to the taxonomy offered by Paribakt (1985), language learners approach communication strategies through four main ways (linguistic approach, contextual approach, conceptual approach and mime) and these approaches are determined according to the type of the knowledge learner have in order to make use of the strategy. The linguistic approach involves semantic features of the intended object. The contextual approach stands for the knowledge related to the context of the intended object. The conceptual approach involves second language learner's extralinguistic knowledge and mime stands for the knowledge of non-linguistic devices learner uses in a situation of communication.

2.3.3.8. Oxford's Taxonomy of Communication Strategies)

Oxford (1990), defines these strategies as "compensation strategies" and in line with Bialystok (1983) it is stated that these strategies cannot be separated from language learning strategies. Oxford (1990) argues that compensation strategies enable students to make use of second language, despite their linguistic shortcomings especially in terms of lexis. Emphasizing the necessity of limiting means in both language skills, Oxford (1990) suggests that communication strategies can be used both for the production and comprehension of the target language. Therefore, the taxonomy offered by the researcher includes communication strategies both for receptive skills and productive skills of L2. With this big distinction, communication strategies are divided into their functions in L2 skills. The following table outlines the communication strategies offered by the researcher.

2.3.3.9. Yule's Taxonomy of Communication Strategies

Yule (1997) characterizes communication strategies as the means utilized to overcome troubles in communication in order to convey a message. In accordance with various research on communication strategies, Yule (1997) offered a taxonomy which is an attempt for reconciliation of the two perspectives of communication strategies researchwhich are; cognitive processing perspective that focuses on psychological processes and the interactional approach that focuses on the variability of referential expressions. According to the study, communication strategies are divided into two as achievement strategies and reduction strategies. The table below indicates the classification offered by Yule (1997).

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2.3.4. Similarities and Differences in Taxonomies of Communication Strategies

In order to have a better sense of understanding through communicaation strategies and their classification, the similarities and differences among the proposals of taxonomies in research must simply be examined. This part will serve in the comparison of terms and concepts in classification Cs offered by researchers.

Namely; Fearch and Kasper (1983b) defines communication strategies under the first category of *reduction strategies* which is divided into two sections including *formal reduction* and *functional reduction*. The same term of *reduction strategies* is also used by Willems (1987) in his taxonomy. On the other hand, Tarone (1977) uttered the term *avoidance*, instead of *reduction* and later Corder (1981) labeled it as *risk avoidance strategies*.

Fearch and Kasper (1983b) and Willems (1987) conceptualized communication strategies under ta second concept which is seen in most taxonomies as *achievement strategies*. This term commonly stands for the second major category in most of the studies offered by researchers. In accordance with Dörnyei and Scott (1997), taxonomies by Fearch and Kasper (1983b); Tarone (1977) and Willems (1987) have a common basic duality in.

When it comes to differences, we clearly see that defining taxonomies in the literature has been a crucial point taking different approaches into consideration. In most taxonomies such as Dörnyei and Scott (1995a, 1995b)'s taxonomy which is one of the pioneers in the literature, it is clearly seen that the perspective is in line with Paribakht (1985) and Nijmegen Group (i.e., Bongaerts, Kellerman, and Poulisse)'s taxonomies which is under the psychological perspective. Some scholars defined communication strategies according to the manner of problem management; that is, how communication strategies contribute to resolving conflicts and achieving mutual understanding (Dörnyei& Scott, 1997; Paribakht,1985).

2.3.5. The Taxonomy Used in the Present Study

The taxonomy used in the research is an adapted form which mainly bases on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997). As Malasit and Sarobol (2013) see their country and Turkey to be sharing similar backgrounds on EFL learning, the taxonomy for analysis of communication strategies proposed by Malasit and Sarobol (2013) was taken to be suitable for the research's aim to investigate, which was decided after also taking opinions and guidance of the academicians in Muğla University ELT Department for gathering the empirical data on how high school students' use of communication strategies both directly or indirectly in order to solve the language problems that occur in situations of speaking,

Table 2

Taxonomy for Analysis of Communication Strategies

(Adapted from Tarone, 1980; Faerch and Kasper, 1983; Dörnyei and Scott, 1997 as cited in Malasit and Sarobol,2013, p.805)

Taxonomy for Analysis of Communication Strategies	
1. Avoidance strategies	**1.1 Topic avoidance** **1.2 Message abandonment**
2.Compensatory strategies	**2.1 Intra-actional strategies** 2.1.1 Word coinage 2.1.2 Code-switching 2.1.3 Foreignizing 2.1.4 Use of non-linguistic means 2.1.5 Self repair 2.1.6 Mumbling 2.1.7 Use of all-purpose words 2.1.8 Approximation 2.1.9 Circumlocution 2.1.10 Literal translation 2.1.11 Use of fillers/hesitation devices 2.1.12 Self- repetition 2.1.13 Other –repetition 2.1.14 Omission
	2.2 Interactional strategies 2.2.1 Asking for repetition 2.2.2 Appeal for help 2.2.3 Clarification request 2.2.4 Asking for confirmation 2.2.5 Comprehension check 2.2.6 Expressing non-understanding

2.3.5.1. Communication Strategies Used in The Present Study with Meanings

1. Avoidance strategies

Topic avoidance (TA): The strategy of avoiding an item or avoiding topic areas or concepts that alter from language difficulties (Brown, 2007, p.138).

Message abandonment (MA): This strategy is based on stopping in mid-utterances and leaving a message unfinished because of language difficulties (Brown, 2007, p.138).

2. Compensatory strategies

The compensatory strategies offered by Malasit and Sarobol (2013) were introduced as sub categories of intra-actional and interactional strategies.

2.a Intra-actional strategies

*Word coinage (WC)***:** Making up a non-existing word to communicate or creating a none existing L2 word based on a supposed rule (e.g., vegetarianist for vegetarian) (Brown, 2007, p.138).

*Code-switching (CS)***:** The strategy of switching the language to L1 without bothering to translate an item or using a L1 word with L1 pronunciation while speaking in L2 (Brown, 2007, p.138).

*Foreignizing (For)***:** Adjusting L1 to L2 phonologically and/or morphologically (e.g. adding to it a L2 suffix to an L1 word) (Brown, 2007, p.138).

*Use of non-linguistic means (Uon)***:** Replacing a word with non-verbal cues such as mime, gesture, facial expression, or sound imitation (Brown, 2007, p.138).

*Self repair (SR)***:** Making a self- correction of one's own speech (Dörnyei & Thurrell (1991, 1994).

*Mumbling (Mum)***:** To mumble with inaudible voice (Dörnyei & Thurrell, 1991, 1994).

*Use of all-purpose words (UA)***:** To extend a general, empty item to the exact word or contexts where specific words are lacking (e.g., the overuse of thing, stuff, what-do-youcall-it, thingie) (Brown, 2007, p.138).

*Approximation (App)***:** Substitution of a term in L1 with an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g. ship for sailboat) (Brown, 2007, p.138).

Circumlocution (Cir): To describe the properties of an object instead of using the name of the item by exemplifying the target object of action (e.g., the thing you open bottles with for corkscrew) (Brown, 2007, p.138).

*Literal translation (LT)***:** Direct translation of a lexical item, idiom, compound word, or structure from L1 to L2 (Brown, 2007).

*Use of fillers/hesitation devices (UF)***:** Using filler words to gain time to think in the cases of hesitation in order to gain time to think (e.g., well, now let's see, uh, as a matter of fact) (Brown, 2007, p.138).

*Self- repetition (SRT)***:** The repetition of the words or phrases of one's own speech in order to gain time or on the purpose of self monitoring the speech (Dörnyei & Thurrell (1991, 1994).

*Other –repetition (OR)***:** The repetition of the words or phrases of the interlocutor in order to gain time (Tarone & Yule, 1989).

Omission (Omi): The strategy of leaving a gap when not knowing a word or continue speaking as if it was understandable (Tarone & Yule, 1989).

2.b Interactional strategies

*Asking for repetition (AR)***:** Asking for a repetition from the interlocutor in the process of speaking when having comprehension difficulty (Dörnyei & Thurrell, 1994).

*Appeal for help (AH)***:** Requesting direct or indirect help from the interlocutor by asking directly (e.g., What do you call this? or rising intonation, pause, eye contact, puzzled expression) (Brown, 2007, p.138).

*Clarification request (CR)***:** Requesting more explanation from the interlocutor in order to solve a comprehension difficulty occured in the time of communication (Dörnyei & Thurrell, 1994).

Asking for confirmation (AC): Requesting confirmation on whether something is understood correctly or not (Brown, 2007).

*Comprehension check (CC)***:** Asking specific questions in order to check interlocutor's understanding (Dörnyei & Scott, 1997).

*Expressing non-understanding (EN)***:** Expressing one's own inability to understand messages (Dörnyei & Scott, 1997).

2.4. Teachability of Communication Strategies

Researchers have often debated the issue of teachability of communication strategies as well as its practical teaching in EFL classes. Still, the practitioners of language teaching and action researchers are higly determined about its being essential to be taught in classes of foreign languages. The teachability issue is simply linked to the roles of strategies in communication and the treatment of communication strategies in EFL classes mainly depends on what one means by "teaching communication strategies" in this particular area (Willems, 1987). To this end in this section the teachability controversy of Cs will be introduced by different views gathered on the issue from different scholars in the field and the existing research on teachability of communication strategies in Turkey and in the world will be introduced briefly.

2.4.1. Teachability Controversy

Regarding the pros and cons of teaching communication strategies to language learners, there are supporters and opposers to the issue. Well known supporters of the pros of teaching Cs (communication strategies), Dörnyei (1995) and Tarone (1984), explained the strategies in broader categories to be taught and taken into consideration in terms of teachability while scholars like Bialystok (1990) and Kellerman (1991), opposers of teaching Cs to students, are mainly concerned about the cognitive process going at the background of the learners and backed for the idea that a teacher must teach the language itself rather than the strategies to compensate for the language.

When it comes to the oppositions towards teaching strategies or the strategies in general, Bialystok (1990) and Kellerman (1991) advocate teaching the language itself rather than the strategies in accordance with the view that the a language educator's first task is to teach learners how to manage communication. It is referred that scholars debated the issue of teachability of communication strategies as well as its practical teaching in language classes but the practitioners of language teaching (teachers, educators and academicians in the field) and action researchers are higly determined about its being essential to be taught in classes of foreign languages (Willems, 1987).

2.4.2. Research on Teachability and Implications of Cs (Communication Strategies)

The main focus of the research in communication strategies has been mainly on the relationship between communication strategies and pedagogical issues considering its implementation as a training within curricular activities (Kasper and Kellerman, 1997). In addition, Faucette (2001) expresses that very few studies have tried to evaluate communication strategies from a pedagogical perspective.

Regarding the research in the field there have been non-empirical and empirical studies in support of teaching and teachability of communication strategies. It is commonly inferred that Dörnyei and Thurrell (1991, 1994), Tarone and Yule (1989), Faerch and Kasper (1983, 1986) and Willems (1987) are great supporters of communication strategy instruction in EFL classes and they recommend some pedagogical guidelines, as well. They argue that teaching communication strategies is essential to the development of strategic competence.

In his study, Mariani (2010) states that by the terms teaching or training of CS we simply mean motivating students' to learn and utilize specific strategies by making them aware of the reasons communication strategies are of great importance in terms of strategic competence and introducing learners the situations in which CS may become useful by letting students practise the strategies in guided activities. With a broader look into the suggestions on the instruction in the classes, Tarone and Yule (1989) are recommenders of strategy training in an explicit way while Dörnyei and Thurrell (1991, 1994) suggest that both traditional communicativee language teaching activities and consciousness-raising tasks to be used. On the other hand, Willems (1987) raises recommendations of instructional activities to practice paraphrase and approximation which are highly recommended strategies to be taught in EFL classes.

In addition, there have been several research involving teaching communication strategies to second language learners. The main concerns of researchers who desired to work on the implementation of communication strategies as a classroom instruction, were the issues in developing strategic competence via communication strategies. To answer the needs of the study in the implementation phase of the instruction they raised some questions (Dörnyei and Thurrell, 1991, 1994; Faerch and Kasper, 1984; Maleki, 2007; Russell and Loschky, 1998; Tarone and Yule, 1989; Willems, 1987). In their studies they

dragged the attention to the question on teachers' development on teaching strategic competence in the classroom, instead of leaving it to take care of curriculum.

Faucette (2001) states that strategic competence is rarely given chance as an explicit and systematic treatment in the current coursebooks of English teaching and the issue embedding the instruction into the syllabus stays a debatable issue due to the lack of experience in the implememntation of instruction.

In terms of empirical study on the instruction of communication strategies, Cohen (2003) offered great suggestions for the instruction and practice in the use of speaking strategies. Moreover, Faerch and Kasper (1986), Dörnyei and Thurrell (1991), Maleki (2007), Tarone and Yule (1989) proposed the commomly used guidelines for teaching communication strategies along with classroom techniques and specific exercises. In their study, Salomone and Marshal (1997) stated that training students on communication strategies significantly improves learners' use of strategies such as "circumlocution". In another study, Russell and Loschky (1998) with Japanese EFL university students found that students tend to revert to mother tongue or non-linguistic strategies and concluded that these students can benefit from CS training.

In their study, Yule and Tarone (1991), clearly state that the definitive study on the value of communication strategies teaching remains to be done. To this extent, this present study aims to help fill this void by examining the effects of communication strategy instruction.

2.4.3. Research on Oral Communication Strategies in the Turkish EFL Context

The studies employed in Turkey indicates that the teachability issue of strategic competence has not been the favourable subject of action studies, yet. Still, it may be seen that researchers mostly tried to investigate on the strategy choices employed by Turkish learners and relationships with learner differences. Oral communication strategies studies in the Turkish context portrays a descriptive manner and a very particular perspective in studies is observed. Communication strategies study in Turkish context included the work on the frequency and the choice of CS among language learners as well as the effects of certain variables on the use of communication strategies.

Koçoğlu (1997) in his study investigated the communication strategies employed by Turkish EFL learners while communicating with native English speakers. The results indicated that Turkish EFL learners mostly used reduction strategies, paraphrase, cooperative strategies, generalization, word coinage, repetition and repair.

In a later study, Gümüş (2007) investigated the use of communication strategies of high school students and concluded that linguistic proficiency seemed to be a factor which is highly influencing communication strategy use by developing a new inventory. It was found that communication strategy use differs between preparatory and non-preparatory background students in terms of modification device use as native language based strategies that enlightened the way of this study.

Kömür and Büyükyavuz (2013) analyzed English Language Teaching (ELT) student teachers' use of communication strategies in order to cope with speaking and listening problems by conducting Nakatani's (2006) Oral Communication Strategies Inventory (OCSI). The study indicated that the ELT student teachers who participated in Erasmus Student Exchange Program and interacted with native speakers make more meaningful contribution to the development of oral communication strategies.

Yaman, Irgın and Kavasoğlu (2013) investigated the frequency and the choice of Cs among students and found that most frequently used strategies were negotiation for meaning, compensatory, and getting the gist strategies. Furthermore, the study showed that female students employed CSs more than males and high proficiency students. Uztosun and Erten (2014) in their study investigated communication strategies employed by Turkish EFL learners and they aimed at revealing the relationship between language proficiency and the use of communication strategies of which results seem in line with the findings of Gümüş (2007).

However, the most neglected component of communicative competence by researchers, course books and teachers has been strategic competence itself, how to improve it, how to teach it and its implementations in classes, so far. Investigating the studies held in Turkey it can be inferred that, in EFL classes there is a lack of instruction on communication strategies and strategic competence and it rises interest to examine through this topic and one gets enthusiastic about doing something about it.

2.5. Methods and Suggestions for Teaching Communication Strategies

Despite the fact that there are many models indicating the best methods of strategy training in the literature, the models proposed by researchers are merely base on teaching language learning strategies rather than teaching communicative strategies (Cohen, 2003).

The difference between language learning strategies and communication strategies has been in the scope of researchers and they tried their best to determine the basics of differences. In the current literature, it is clearly seen that there is a considerable amount of research analyzing the relations between communication strategies and language learning strategies but it may not be true to consider a communication strategy as a learning strategy. Researching the purpose of strategies, it is indicated that communication strategies and learning strategies are completely different from one another in terms of definitions that focus on explaining the meanings of the terms (Savignon, 1972).

When it comes to the studies on teaching CSs, the research on the models and methods on teaching communication strategies proposed in the literature suggest to teach Cs through interaction (Dörnyei and Thurrell, 1991; Faerch and Kasper, 1983; Maleki, 2007; Tarone and Yule, 1989; Willems, 1987). In their opinion, language is best learned and taught through interaction and teaching communication strategies in language classes in which strategic competence can be developed is essential.

In his study, Maleki (2007) investigates the possibility of teaching communication strategies by embedding them into school syllabi. The study reveals that teaching communication strategies is pedagogically effective and it is clealy stated that language teaching materials with communication strategies embedded in them are more effective than those without them.

In another study, Faerch and Kasper (1983) propose three types of activities for Cs training. They suggest communication games with visual support or without visual support and monologues in the activities in service of teaching CS. When we consider some perceptions of other researchers on activities used in teaching CS we see that Brooks (1992) rejects interview-type activities in favour of Cs teaching through the use of jigsaw

tasks, specially circumlocution and appeal for assistance. Salomone and Marshall (1997) think that teaching CS can significantly improve learners' use of circumlocution.

Willems (1987), in his study, recommends a number of instructional activities for practicing strategies of paraphrase and approximation and he expresses that teachers of foreign languages should make learners able to achieve communication strategies in practice and they should never seek for perfection while doing that. To him, errors are inevitable parts of learning process and that such errors can logically be made up for by the use of communication strategies.

2.5.1. Methods and Suggestions for Teaching Communication strategies by Dörnyei

In his study, Dörnyei (1995) found that training in communiation strategies can lead the learner to a better development of second language. In his opinion the strategy training process should definitely include these procedures;

1. **Raising learner awareness about the nature and communicative potential of CS**: He intends to do it by letting learners conscious of strategies which are already in the use with their L1. He thinks that it is essential to show students how useful the strategies actually are and how they could work in line with this procedure.

2. **Encouraging students to be willing to take risks and use CS**: By the term risks the procedure mean that a language learner should be able to manipulate available language without being afraid of making errors.

3. **Providing L2 models of the use of certain CS**: He suggests to present the realistic use of communication strategies through demonstrations, listening materials and videos. By this way, it is aimed to enable learners to identify, categorize, and evaluate strategies used by native speakers.

4. **Highlighting cross-cultural differences in CS**: The cross-cultural means of use might involve various degrees of stylistic appropriateness associated with communication strategies. For example, in some languages some strategies may be seen as indications of bad usage of language or differences may be the indicators in the frequency of certain strategies in the speaker's L1 and L2 (Dörnyei, 1995, p.63).

5. **Teaching CSs directly by presenting linguistic devices to verbalize CS which have a finite range of surface structure realizations:** Dörnyei and Thurrell (1992) consider that the automatization of basic structures such as;

> *- it's a kind of/sort of the thing you use for,*
>
> *-it's what/when you,*
>
> *- it's something you do/say when,* are necessary for the strategy "circumlocution".

And the structures like;

> *-Well / as a matter of fact /actually*
>
> *-The thing is,*
>
> *- how shall I put it*
>
> *-What do you call it/someone who,*
>
> *-What's the word for* are necessary as a set of ways to "appeal for help and "time gaining".

6. **Providing opportunities for practice in strategy use**: Dörnyei (1995) believes that in order to fulfil the functions of communication strategies the use of strategies has to reach an automatic stage. He suggests that this automatization will not always occur without specific focused practice.

Dörnyei (1995) and Tarone and Yule (1989) point out that the fact that training of strategic competence and communication strategies has been rather neglected. They claim that there are few, if any, materials available at present which teach learners how to use communication strategies. In order to fill the gap, Dörnyei (1995) suggests practical ideas for teaching strategies of time gaining (fillers), getting off the point (avoidance), paraphrase, circumlocution and appealing for help.

2.5.2. Methods and Suggestions for Teaching Communication strategies by Mariani

Mariani (2010) argues that explicit strategy education by no means is a widespread practice in language teaching. He suggests that it is worth considering the possible advantages of strategy education that can be beneficial to learners. To this extent, he

recommends that teachers provide learners with more input and more opportunities to develop their interlanguage systems.

Secondly, he states that communication strategies may lead to more successful performance so that teaching them may have a positive impact on learning since the content of successful performance gets stored more easily in memory. To him, the learners must remain in conversation which is enabling them to prompt their interlocutor to modify his or her utterances. Namely, strategic competence promotes learners' self-monitoring function.

Since communication strategies train learners in the flexibility with unexpected and the unpredictable situations strategy training must foster students to have courage in risk-taking and individual initiative. Students must play an active role, make choices and become more responsible for what they say and how they say it – and this is certainly a step towards linguistic and cognitive autonomy. To this extent his suggestions lead the procedures of CS treatment into communicative tasks and situations offered and employed in classroom context (Mariani, 2010).

2.5.3. Methods and Suggestions for Teaching Communication strategies by Maleki

Furthermore, in his study Maleki (2010) investigated the possibility of teaching CS and examined the feasibility of embedding them into school syllabi. The study revealed that teaching communication strategies is highly effective from the perspective of pedagocical view. One of the major contributions of the study into the literature has been that it proposed techniques for teaching communication strategies and the study offered ways to embed the instruction into teaching English as a foreign language syllabi. The techniques and implementations into CS training are rare and his study offer precious examples to be investigated by language teachers. In order to offer techniques he investigated Bottom-Up approach into second language learning which based on motivation theory on second language learning. Maleki (2007) and Dörnyei (2001) reckon that Bottom-Up Approach attempts to develop, maintain, and increase the motivation needed in language classrooms because of the fact that it views language as a total entity. Maleki (2005) also states that writing provides self-negotiation channel for learners in which students overcome their fear and anxiety and they achieve some degree

of autonomy. The techniques introduced by Maleki (2010) involve and offer techniques for teaching strategies of paraphrase, transfer, appeal for assistance, and mime.

2.5.3.1. Techniques for teaching paraphrase by Maleki

1. **The procedures to teach approximation strategy**: The techniques for teaching approximation offered by Maleki (2010) intends to help learners find replacement for the vocabulary they don't know or are not able to retrieve by taking their time. The technique is crucial on eliminating their fear and anxiety which are major obstacles to foreign language learning.

2. **The procedures to teach word coinage strategy**: Maleki (2010) states that language learners have problems while communicating new concepts. Therefore strategy word coinage is an important strategy to bypass the barriers they face. The technique offered by him is very effective in forcing the learners to think and invent definitions for the objects or concepts for which they have no knoeledge of name or word in long memory. Being able to give names to objects and concepts is seen as a success in developing their strategic competence.

3. **The procedures to teach circumlocution strategy**: Maleki (2010) states that teaching circumlocution strategy within the Bottom-Up Approach has many benefits for students to learn describing objects and concepts, as well as giving them opportunity to practice writing in English. He adds that by this instruction they learn new words and structures while practising circumlocution.

2.5.3.2. Techniques for teaching transfer by Maleki

1. **Procedures to teach literal translation strategy:** Maleki (2010) states that, transfer strategy is inevitable in the course of second language learning. If ever used incorrectly the transferred items may possibly get fossilized. The fossilized structures seem too difficult to eliminate later. Thus, teaching students to use transfer strategy in communication is highly important.

2. **Procedures to teach language switch strategy:** Scholars Dörnyei (2001) and Maleki (2010) identify language switch as a negative transfer which may barrier language learning rather than fostering it. Therefore, the technique introduced by

Maleki (2010) is designed to help the language switch problem to be solved within classroom instruction.

2.5.3.3. Techniques for teaching appeal for assistance, mime and avoidance by Maleki

- **Teaching Appeal for Assistance:** The procedures offered by Maleki (2010) to teach appeal for assistance strategy are designed to help speakers hold the floor and find correct answers for the questions they face. Maleki (2007) and Faucette (2001) express the fact that appeal for assistance is probably the most common communication strategy used by learners and found in textbooks. They think that appeal for assistance strategy is useful for lower-proficiency learners and the strategy helps them to participate in conversation. The structures such as;

  - How shall I put it?

  -What do you call it/someone who...?

  -What's the word for ...? and etc. are present in the teaching procedures of appeal for assistance.

- **Teaching Mime:** Maleki (2010) states that mime is a universal way communication and on the grounds that learners learn to mime when they face problematic situations of communication they will be able to continue the conversation and they will not get dragged by fear of in competence in linguistic competence.

- **Teaching Avoidance:** Avoidance strategy is not recommended by many scholars as a useful strategy (Faerch and Kasper, 1983a; Dörnyei, 2001; Maleki; 2010). They reckon that avoidance occurs due to poor linguistic competence and if it is facilitated and reinforced it will end up killing innovative thinking of the learner.

2.5.4. Research Including Suggestions on Data Collection and Analysis of Teaching Communication Strategies

Tarone (2014) suggests that communication strategies should be collected by videotape if possible and in a discourse setting where the utterances of both interactants are transcribed verbatim. She adds that, it would be best if the task given the subjects is the

one in which real communication is taking place and where the hearer does not already know the information being transmitted by the speaker.

Tarone (2014) continues that the Galvan and Campbell (1979) data-gathering technique is seems superior to the Tarone (1977) technique in this regard but still the translation task used by their technique is not a natural one where the process of translation itself may encourage the use of some and may eventually discourage others. She adds that there is a need for reserchers in search for research designs which will allow us to identify the L2 learner's intended meaning within a variety of discourse settings.

In addition, Tarone (2014) states that, the Aono and Hillis (1979) approach to observing the data on CS is in a wide variety of discourse situations which provides researcher with two means of gaining access to learner's interlanguage by using both empirical, recorded data and learner introspection. Its advantage is that it seems to require a fairly linguistically sophisticated second-language learner as subject. Of course there are as many pitfalls inherent in the use of informants' introspections as there are in reliance upon observational data.

CHAPTER III

METHODOLOGY

3.1. Introduction

The methodology section of the study consists of objectives, rationale of the study, research design, participants, data collection, and data analysis of the research conducted by the researcher teacher. In this part of the study, the objectives and the treatment serving to the objectives of the study is explained, the methodology implemented in the research is clearly depicted, the design is analysed and the whole methodological process of data collection and data analysis is introduced.

The main purpose of the study is to determine whether the treatment of communication strategies works on high school students -as learners of English as a foreign language- or not. It is hoped that eliciting the learners' beliefs and perceptions about their own strategical tendencies before and after the treatment may enlighten many questions on the current situations of their self-perceptions of speaking competence using communication strategies. Student beliefs would never be sufficient enough to put forward claims on the real choices and frequency of the strategies employed by learners in communicative situations.

In order to obtain empirical data on the learners' development in strategic competence of communication strategies; a triangulation method must be employed including the qualitative methods accompanying quantitative ones in the processes of data collection and data elicitation. Data triangulation is considered to help in validation of the claims that may naturally arise from the perspective of one way data collection and its validity in making claims on results of a research study (Olsen, 2004).

For these reasons, in this research study three different data collection tools were employed;

1. The Turkish version of OCSI (Oral Communication Strategies Inventory) by Nakatani (2006) which was derived from "The Adaptation Study of Oral Communication Strategy Inventory into Turkish" by Yaman and Kavasoğlu (2013).
2. Oral Communication Performance Tests
3. Communicative Tasks

3.2. Design of the study

In this research study, experimental design was employed. The intact EFL (English as a foreign language) learner groups; as one Experimental group and one Control group were included. In order to obtain empirical data a strategy training course was conducted on the treatment group, while the control group followed their normal EFL curriculum of their high school. In order to assess the effects of the treatment pre-tests and post-tests were conducted on both groups comparing the results of the treatment.

3.2.1. Participants and Setting

The study was conducted at a state Anatolian High School in Muğla city center in 2016-2017 Academic Year. The participants were 60 students of 11th grade with an average age of 16. Of the already existing two classes of 11th grades; one group was randomly assigned to be Experimental and the other as Control group. Table 3 represents the demographic information of the partcipants in the study.

Table 3

Participants in the Study

Group Name	Male	Female	Total	Ages
Control	16	13	29	15-17
Experimental	12	19	31	15-17

As Table 3 presents, there were 31 students in Experimental group and 29 students in the Control Group. Of the 60 subjects, 27 were male and 33 were female students. All of the participants were native speakers of Turkish and they learn English as a foreign language. None of the students took preparatory class and all of the students had 9 hours of English per week for 34 weeks in 9th grade, 4 hours of English per week for 33 weeks in 10th grade with a total of 436 hours of English with the same curriculum. They share the same educational background in EFL learning, and they were from the same academic department (Mathematics and Science combined) of the high school.

Additionally, all the participants were assigned to take similar examination system of the school in Foreign Languages subject and their level of English were between A2 and B1 according to their annual reports in the system of Ministry of Education in Turkey. According to the findings before the treatment on the use of Cs in the study, they all had limited knowledge on communication strategies and shared similar preferences on the use of Cs.

The communication strategies instruction was conducted by the researcher in the Experimental group with additional activities of communication strategies to the curriculum. The control group was taught by the same researcher but followed their regular English course design. Both groups were taught by the same teacher in order to abstain from different instructor effect on the performance of the learners. All instructions took place in the classrooms of the school and the attendance of students was checked carefully by the researcher herself.

3.2.2. Instrumentation

In this research study, there are three types of instruments to collect data:

1-Oral Communication Strategies Inventory (Nakatani, 2006): This inventory was designed by the researcher in order to identify the strategies that facilitate language learners' oral communication skills and in order to examine and elicit communication strategy uses of the students' as a self-report (Nakatani, 2006). This inventory was administered before and after the treatment of communication strategies to both of the Experimental group and Control group. In this study, the Turkish version of OCSI (Oral

Communication Strategies Inventory) by Nakatani (2006) was conducted which was taken from "The Adaptation Study of Oral Communication Strategy Inventory into Turkish" (Yaman and Kavasoğlu, 2013).

2-Oral Communication Performance Tests: These tests were administered before and after the treatment of communication strategies to the experimental group and control group. The performance of students was recorded by the researcher and transcribed verbatim in order to be reported in the frequency checklists prepared based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997).

3-Communicative Tasks: There were five different communicative tasks employed in the classes of research study and observations of the student performance in these tasks was reported by the researcher. The tasks were employed after the strategy training in order to see the differences of choice and intensity of strategies employed by Control group and Experimental group. The performance of students was recorded by the researcher and transcribed verbatim in order to be reported in the frequency checklists prepared based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997).

3.2.2.1. Oral communication strategies inventory

The Oral Communication Strategy Inventory (OCSI) by Nakatani (2006) was designed by the researcher in order to identify the strategies that facilitate language learners' oral communication skills and in order to examine and elicit communication strategy uses of the students' as a self-report of themselves. The inventory was developed by the researcher consisting of both listening and speaking strategies items but they were not designed integrated and can be used separately. The inventory has 5-point likert scale which ranges from 1(never or almost never true of me) to 5 (always or almost) and consists 32 items including eight factors (social effective, fluency oriented, negotiation for meanimg while speaking, accuracy oriented, message reduction and alteration, nonverbal strategies while speaking, message abandonment, and attempt to think in English.)

Table 4 indicates the factorial structure of OCSI with item numbers in the inventory.

Table 4

Factorial Structure of OCSI by Nakatani (2006)

Factorial Structure of OCSI	Item	Item	Item	Item	Item	Item
1-Social Affective Strategies	28	27	25	29	26	23
2-Fluency Oriented Strategies	13	11	14	9	10	12
3-Negotiatiation for Meaning while speaking	22	21	19	20		
4-Accuracy Oriented Strategies	7	18	17	8	30	
5-Message reduction and alteration strategies	3	4	5			
6-Non-verbal strategies while speaking	15	16				
7-Message abandonement strategies	6	24	31	32		
8-Attempt to think in English	1	2				

Oral Communication Strategy Inventory (OCSI) developed by Nakatani (2006) had a clear factor structure and it seemed less problematic. It is also possible to measure Turkish EFL students' speaking strategy use by this tool by the valuable adaptation study of Yaman and Kavasoğlu (2013) who translated the inventory into Turkish and evaluated with the method of back translation. The equivalence between English form and Turkish form, construct validity and internal consistency were examined and found highly reliable and valid.

3.2.2.1.1 The Cronbach's Alpha scores of OCSI in the study

Table 5 shows the reliability scores of the Oral Communication Strategy Inventory used in the present research

Table 5

Reliability Chart of The Factorial Structure of OCSI Used in This Study with Item Numbers

Factors	Item numbers	Cronbach's Alpha scores
Social Affective Strategies	28,27,25,29,26, 23	.895
Fluency Oriented Strategies	13,11,14,9,10,1 2	.901
Negotiation for Meaning while Speaking	22,21,19,20	.924
Accuracy Oriented Strategies	7,18,17,8,30	.894
Message Reduction and Alteration Strategies	3,4,5	.933
Non Verbal Strategies while Speaking	15,16	.967
Message Abandonment Strategies	6,24,31,32	.911
Attempt to Think in English	1,2	.926

Table 5 presents the reliability scores of the Oral Communication Strategy Inventory used in the present research and the validity of the scale refers to what extent a scale measures the variables it intends to measure. There is no specific coefficient number in validity testing as there is in reliability testing. Therefore, validity test was done by theoretical analysis. When the table is examined, it is understood that the factors of the inventory used in the research are at high reliability level (> .80).

3.2.2.1.2. The translation validity of Turkish version of OCSI

In this present research, the Turkish version of OCSI (Oral Communication Strategies Inventory) which was taken from "The Adaptation Study of Oral Communication Strategy Inventory into Turkish" Yaman and Kavasoğlu (2013) was conducted. OCSI was adapted into Turkish by translating items from English into Turkish in the original scale through back translation by teachers of English, taking expert opinions in the field (Yaman & Kavasoğlu, 2013). The correlation coefficient between the Turkish and English version of the inventory was found over .78 which indicated acceptable internal consistency according to Pearson's correlation coefficient (r) which is a measure of the strength of the association.

3.2.2.2. Oral communication performance tests

The oral communication speaking test included two phases as concept identification and role play task. The participants of the study were required to perform one-way and two-way communication processes with their peers in the tasks and their performances were recorded by the researcher.

In the one-way communication task the participants were paired into two and were to choose from a box full of words including one concrete and one abstract word (with meanings in Turkish in order to avoid ambiguity). They tried to identify and describe it to their pair in a classroom atmosphere. In the two-way communication, the participants were paired with one another into groups of 2 and 3 and they were asked to choose from a box in which there are role-playing cards with different topics and several situations to perform a role playing in order to solve a lifelike situation given to them.

These tests were administered before and after the treatment of communication strategies to the experimental group and control group. The performance of students was recorded by the researcher and transcribed verbatim in order to be reported in the frequency checklists prepared based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997).

3.2.2.3. Communicative tasks

Communicative tasks in language learning and teaching has evolved and has taken its place as a vital component of curriculum planning, implementation and assessment especially in classes of communicative language teaching and task-based instruction. According to Nunan (1991) communicative tasks which are embedded in language teaching curriculum will enable the teacher to provide empirical data on approaches employed in language teaching and they help the program planner to provide strong empirical evidence on the curriculum outcomes and needs.

Long (1981) stated that both one-way and two-way tasks including conversational processes would better help facilitating language learning and the tasks in which students

involve in groups to discuss or solve a problem using interaction. According to him the tasks are easy to conceptualize in terms of curricular aims and highly reasonable and effective to include in the assessment process of communicative performances.

Oral Communicative Tasks in the study has a great role in identifying the real use of communication strategies within classroom atmosphere for it gives empirical data on the choices and frequency of their usage and they are used to support the data gathered from Oral Performance Speaking Tests.

There are five different communicative tasks employed in the classes of research study and observations of the student performance in these tasks was reported by the researcher in order to elicit and analyse the data. The tasks were employed after the strategy training in order to see the differences of choice and intensity of strategies employed by Control group and Experimental group. The performance of students was recorded by the researcher and transcribed verbatim in order to be reported in the frequency checklists prepared based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997).

3.2.2.3.1. Task 1

The first task included an object description. In this task, the researcher plays a role as an interlocutor and asks for descriptions and uses of different objects (i.e zip, key holder chop sticks etc.) she brings in the classroom. Students choose the objects from a box which they cannot see in advance. The challenge in this task is that they need to describe it without showing it to class and they have to go on describing until one of the students guesses it right. This fun task is used specifically to identify compensatory strategies of communication strategies because of its nature as a one-way communication task.

3.2.2.3.2. Task 2

The second task in the study includes photographic description which has also been used by several researchers in the field in their studies of the effectiveness of communicative tasks in EFL classes (Dobao, 2002). This task demands students to describe the picture given to them as detailed as possible mentioning on the environment the picture takes place, objects in the picture and the atmosphere. In this task, the students work as pairs

and groups of three so that they are able to co-operate with their peers while they are trying to find at least ten items in the picture together to describe. This task has been used widely by researchers in the study of communication strategies in order to elicit empirical data on the use of communication strategies by learners of English as a second or foreign language (Poulisse, 1990; Tarone, 1977).

3.2.2.3.3. Task 3

The third task to gather empirical data on the choice and frequency of the strategy use of learners is a game of guessing in which the students are divided into two groups in the class and come to the front one by one to choose and describe a famous person, a place or a movie and try their best to make it comprehensible to their group to be guessed in two minutes. The task is more similar to a game than a hard task to accomplish with an aim of enjoying the real time of activity while being assessed. Furthermore, the task enables students to ask questions to each other, to the speaker and to the researcher in English in the whole process. The task ends with small awards for the best descriptions to understand.

3.2.2.3.4. Task 4

Task four, different from the previous tasks, is a task requiring some pre-work in the classroom before speaking including some research in the area and is about creating and presenting a small project as a group of three or four people. The task aims to see if the students' choice of communication strategies show any differentiation in the tasks which supply time before speaking. In the task students need to think of an extreme restaurant which does not exist. They need to prepare visuals about the place and talk about its difference by focusing on reasons of its being extreme. They need to give information about the food served in it, the staff, the environment and the targeted customers. Each student is asked questions by the students from other groups and by the researcher for the points that are not clear in their presentation.

3.2.2.3.5. Task 5

The fifth task to gather empirical data on the learners' choice and intensity of communicative strategies is a job interview simulation. The task is a simple role-playing activity but requires to ask lifelike questions and give reasonable responses to the questions by the students. This task requires pairs to work with and each person in the pair needs to choose two cards; one for the role a job applicant and one for the role of an interviewer from a basket. They are given a few minutes to warm up to their roles and have limited time to think of their possible answers and questions. If they want they are allowed to ask questions to the peer, regardless of their role. The aim in this activity is to see students' performance of using communication strategies in lifelike situations and the intensity of the use of strategies under pressure.

3.3. The Procedure of the Treatment Employed in the Study

In order to improve learner awareness on the competence of communication strategies a communication strategies embedded frame had to be taken into action for the targeted group of students in this study. The communication strategy training programme developed by the researcher was infused to the original programme of the experimental group while the control group followed the standart programme. The programme of strategy training was not considered and planned as an isolated course from the present curriculum and it was designed as a part of existing syllabus in which the activities and topics were selected carefully to serve for the needs of the current curriculum as well.

Studies on training for communication strategies mainly encourage teachers of foreign language to implement explicit methods rather than implicit ones in order to raise awareness in strategies and get better results in the outputs of the treatment (Cohen, 2003; Mariani, 1994; Nakatani, 2010). Besides, there is a variety of models for strategy training in foreign language classes. The models were examined and worked by the researcher before the treatment process in the study and the programme designed by the researcher allowed to use various models, methods and techniques to put into action (Maleki, 2010). The possible models were considered based on the resources of the setting, needs of

students and the time available in the institution and a 12 week treatment plan was embedded to the current programme students have for the English classes in the school. The researcher also asked for the opinions of the academicians in the department of English Language Teaching in Muğla University on the possible frame and lesson plans on the treatment, and she developed the procedure by the contributions of the academicians in the department.

In this study a 5-step treatment programme was conducted for the experimental group. The steps were determined by the help of the research in the field and the techniques and the concepts of the training mainly based on the suggestions of previous research (Cohen, 1998; Dörnyei and Thurrel, 1991; Maleki, 2010 Oxford, 1990) The steps of treatment process in this study are;

1-Needs analysis and preparation process (2 weeks): In this step, the needs and backgrounds of the learners were identified by pre-tests of oral communication strategies (Nakatani, 2010) and their employment of strategies were noted and reported in statistical tables using checklists prepared by the researcher based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997). The pre-tests were conducted to the experimental group and control group within the same week and the results were analysed using statistical packages.

This phase of the treatment also included the arrangement and adjustment of a learner centered classroom which is intended to be available for the communicative tasks and activities (Chamot et al., 1999). In addition, in this step the researcher selected the strategies to be taught in conformity with needs of the learners and the resources available. The employment of the strategies by students' were limited and mainly consisted Mumbling (Mum) to mumble with inaudible voice and Use of non-linguistic means (Uon) in order to replace a word with non-verbal cues. Because of the fact that the utilization of strategies have been limited to a few, the researcher decided to take all of the communication strategies into the training programme and planned activities considering the presentation and practice in all of them except for Mumbling (Mum). In this process the current resources of technology and materials in the institution was also considered and the planning of activities was developed taking these facilities into consideration.

2-Presenting communication strategies (3 weeks): In this step, the communication strategies in speaking were explicitly named, explained and demonstrated to the learners on weekly basis. Each week at least three or four communication strategies were taken in the study packs (booklets including worksheets, quizzes, exercises of practice at home) into the teaching process and the strategies were taught and explained via presentations in which there are explicit samples of how to use communication strategies from the simplest ones to the most complex ones in the classes of English subject.

The treatment was always followed by discussions including student opinions and brainstorming on how and where to use such strategies and they were allowed take notes and ask as many questions as they can to the instructor and their peers. The training was supported via examples from the daily use of native speakers derived from movie parts and specific videos prepared by the researcher herself on the subject in order help students to imagine and interpret the real utilization of the strategies. Each presentation was definitely followed by a communicative task in the aim of practicing the newly learnt items and the performances ware video recorded by the researcher.

3-Practicing (5 weeks): At this stage the students were given tasks to achieve within class hours with their peers in which there are communicative tasks to perform the communication strategies they learnt. The tasks were prepared and conducted individually, in pairs or in groups according to the needs of the strategy that is being practiced. Long (1981) states that both one-way and two-way tasks including conversational processes would better help facilitating language learning and the tasks in which students involve in groups to discuss or solve a problem using interaction. According to him the tasks are easy to conceptualize in terms of curricular aims and highly reasonable and effective to include in the assessment process of communicative performances.

Oral Communicative Tasks in the study has a great role in identifying the real use of communication strategies within classroom atmosphere for it gives empirical data on the choices and frequency of their usage and they are used to support the data gathered from Oral Performance Speaking Tests. There were five different communicative tasks employed in the classes of research study and observations of the student performance in these tasks is reported by the researcher in order to elicit and analyse the data. The tasks were employed after the strategy training in order to see the differences of choice and

intensity of strategies employed by Control group and Experimental group. The performance of students was recorded by the researcher and transcribed verbatim in order to be reported in the frequency checklists prepared based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997).

4-Evaluation (2 weeks): At this stage, there were two phases of evaluation process;

a- ***The post-tests phase*:** At this phase, students took the post-tests of Oral Communication Strategies Inventory by Nakatani (2006) and Oral Communication Performance Post-speaking tests as evaluation tools of the activities in the processes of presentation and practice of the treatment. The learners' performances were recorded and transcribed verbatim in order to be reported in frequency charts of strategy use in speaking.

b- ***The student thoughts and opinions on the treatment*:** Within the class hours students were gathered into groups in order to brainstorm and discuss on the adventages or disadvantages of the treatment on communication strategies. They were given time to write down their opinions on a piece of paper in order to share with their peers from other groups by small presentations. All these procedures were recorded by the teacher researcher.

5-Expansion activities: In the expansion phase, the activities were designed for and conducted to the experimental group in the light of related research (Cohen, 2003; Maleki, 2010; Oxford, 1996) in the aim of practicing the strategies which are learnt through treatment process.

The activities included assignments called project works in high school system in Turkey and were given to the students who volunteered in taking part in the activities. The expansion period did not only include class hours in the school but also some extra hours to work on tasks at home or outside the school. The activities chosen by students were;

a-Creative Drama (2-3 weeks): This task was given to almost half of the students and they performed a drama activity in which they had to use communication strategies in a very exaggerated way and form in order it to be funny and it turned out to be a 15 minute of comedy when the performance day came. After the performance, the strategies used in the drama activity was named and discussed thoroughly by the students.

b- Creative Storytelling (2-3 weeks): This task was volunteered by a few students and their story was about an imaginary character who can not speak English well but is a very friendly and enthusiastic one to be friends with everyone. Their performance included a puppet and role-playing activities. The communication strategies employed in their performance were named and discussed by the rest of the class after the performance.

c- Strategy Diary: This task was taken by a few students, and it included student experiences with foreign people speaking in English. They noted down the communication strategies they were able to use in a communication situation with a person who can not speak Turkish and their notes were checked and controlled by the researcher on monthly basis.

3.4. Data Analysis

In this section the data analysis systems of the gathered data via three different instruments is introduced and explained in detail.

3.4.1. Data Analysis of OCSI (Oral Communication Strategies Inventory)

This inventory was designed by the researcher in order to identify the strategies that facilitate language learners' oral communication skills and in order to examine and elicit communication strategy uses of the students' as a self-report (Nakatani,2010). The speaking part of the inventory was administered before and after the treatment of communication strategies to both of the Experimental group and Control group.

In this study, the Turkish version of OCSI (Oral Communication Strategies Inventory) by Nakatani (2006) was conducted which was taken from "The Adaptation Study of Oral Communication Strategy Inventory into Turkish" Yaman and Kavasoğlu (2013).

The aim of the inventory is to determine the students' perceptions and reflections on their use of communication strategies before and after the treatment. In order to get empirical data, the data obtained from the inventory was analysed by means of SPSS (Statistical Package for Social Sciences) 20.00 for Windows and the results were categorised according to the eight factors design of the inventory.

3.4.2. Data Analysis of Oral Communication Performance Tests as Pre- and Post-Speaking Tests and Communicative Tasks

The Oral Communication Performance Tests as Pre- and Post-speaking tests were administered before and after the treatment of communication strategies to the experimental group and control group. The performance of students was recorded by the researcher and transcribed verbatim in order to be reported in the frequency checklists prepared based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997) and as cited in Malasit and Sarobol (2013). The data gathered via Oral Performance tests was input in the Statistical Package of Social Studies 20.0 and the frequency tables were made according to the findings of the study.

In the evaluation of the Communicative Tasks the same data analysis tool was conducted. There are five different communicative tasks employed in the classes of this research study and observations of the student performance in these tasks is reported by the researcher. The tasks were employed after the strategy training in order to see the differences of choice and intensity of strategies employed by Control group and Experimental group. The performance of students was recorded by the researcher and transcribed verbatim in order to be reported in the frequency checklists prepared based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997) (See Appendix 3).

3.4.3. Transcription System

In the present study, all the transcriptions derived from audio and video recordings were done by the researcher. The researcher showed great effort to focus on student expressions, gestures, pauses, hesitations, laughters, timing, repetitions, false starts, relationships with the interactants and willingness to communicate, all of which serve the employment of the communication strategies in a sense. The aim of the research is to examine the real use of strategies and the transcription system used in related research done by Dobao (2002) was used as the convention style in which the signs stand fort he sysstem introduced in Table 6 as;

Table 6

Transcription System derived from Dobao (2002)

(.)	pause of less than a second
(1)	pauses measured in seconds
The:::	lengthened sound or syllable
The-	cut-off of the prior word or sound
(laugh)	laughter and other nonverbal noises

CHAPTER IV

FINDINGS

This chapter aims at presenting the findings from the statistical analysis of the data gathered by data collection tools throughout the research process, and the results of the findings is presented in order of the research questions. As the main purpose of the study is to determine whether the treatment of communication strategies works on high school students -as learners of English as a foreign language- or not, in this study, different data collection tools were employed as mentioned before.

4.1. Findings of Oral Communication Strategies Inventory

RQ1. Does explicit training of communication strategies have any effect on students' perceptions on the use of communication strategies in speaking before and after the treatment?

Via the means of Oral Communication Strategies Inventory (OCSI) developed by Nakatani (2006) the students' awareness and perceptions on themselves in the use of communication strategies were determined before and after the treatment for both Experimental Group and Control Group in the study and the differences of the groups were identified by factor analysis and presented in the tables. The data gathered from the responses of students were analysed under 8 factors as; social effective, fluency oriented, negotiation for meaning while speaking, accuracy oriented, message reduction and alteration, nonverbal strategies while speaking, message abandonment, and attempt to think in English (Nakatani,2006).

4.1.1 Pre- and Post OCSI Results of the Control Group

RQ1.a- What are the students' perceptions on the use of communication strategies before and after the treatment in Control Group?

Table 7

Control Group Oral Communication Strategy Inventory Pre-test- Post-test Paired-Samples t-test Results

Factors	Control Group*	Sum	Sd	p
Social Affective Strategies	Pre test	20.3793	4.94552	0.609
	Post test	19.7241	4.76518	
Fluency Oriented Strategies	Pre test	20.3793	4.47544	0.862
	Post test	20.5862	4.57881	
Negotiation for Meaning while Speaking	Pre test	14.5172	3.35539	0.495
	Post test	13.9310	3.13882	
Accuracy Oriented Strategies	Pre test	13.2759	3.53449	0.843
	Post test	13.3448	3.73474	
Message Reduction and Alteration Strategies	Pre test	8.4138	1.76306	1.000
	Post test	8.4138	1.82282	
Non Verbal Strategies while Speaking	Pre test	8.1034	1.51998	0.933
	Post test	8.1379	1.57490	
Message Abandonment Strategies	Pre test	14.0000	2.05287	0.903
	Post test	13.9310	2.28240	
Attempt to Think in English	Pre test	6.8276	1.71275	0.363
	Post test	7.2759	1.99815	

*N:29

When Table 7 was examined, it was observed that there was no statistically significant difference (P> 0.05) between pre-test and post-test scores of the Oral Communication Strategy Inventory (OCSI) dimensions of Control Group. In other words, in terms of Control Group, there was no statistically significant difference between the means of pre and post-test scores in any dimension.

4.1.2. Pre- and Post OCSI Results of the Experimental Group

RQ1.b- What are the students' perceptions in the Experimental Group on the use of communication strategies on before and after the treatment?

Table 8

Experimental Group Oral Communication Strategy Inventory Pre-test- Post-test Paired-Samples t-test Results

*N:31

Factors	Exp. Group*	Mean	Sd	p
Social Affective Strategies	Pre test	20.0323	4.98320	0.914
	Post test	19.9032	4.94877	
Fluency Oriented Strategies	Pre test	20.7742	5.01803	0.903
	Post test	20.9355	5.47683	
Negotiation for Meaning while Speaking	Pre test	15.0323	3.72813	0.914
	Post test	14.6774	3.30037	
Accuracy Oriented Strategies	Pre test	13.2258	3.73014	0.617
	Post test	13.0968	3.78906	
Message Reduction and Alteration Strategies	Pre test	8.4194	1.58691	0.893
	Post test	8.4839	1.38735	
Non Verbal Strategies while Speaking	Pre test	8.4839	1.48034	0.385
	Post test	8.1290	1.74627	
Message Abandonment Strategies	Pre test	13.6774	2.94830	0.680
	Post test	13.4194	1.82161	
Attempt to Think in English	Pre test	6.3548	1.85380	**0.034**
	Post test	7.3548	1.78042	

When Table 8 is investigated it is observed that there was no statistically significant difference (P> 0.05) between pre-test and post-test scores of Experimental Group's OCSI dimensions of *Social Affective Strategies, Fluency Oriented Strategies, Negotiation for Meaning while Speaking, Accuracy Oriented Strategies, Message Reduction and Alteration Strategies, Non Verbal Strategies while Speaking and Message Abandonment Strategies.* However, there is a statistically significant difference (p <0.05) between pre-test and post-test mean scores of the factor *Attempt to Think in English*. Pre-test scores in the factor *Attempt to Think in English* of the Experimental Group students was found to be 6.35 and the post-test score was found as 7.35.

Regarding the table, students assume that they mostly use the *Social Effective and Fluency Oriented* strategies and they reported that they use Attempt to Think English the least before the treatment. There was no change in the perceptions of the use in *Social Effective and Fluency Oriented* strategies after the treatment but the difference obtained from the statistical data shows that the Experimental Group's post-test *"Attempt to Think in English"* factor averages are higher than before which means there is a significant difference in the student perceptions in the use of communication strategies after the treatment.

4.1.3. The OCSI Pre-test Comparisons of the Experimental Group and Control Group

RQ1.c- What are the differences of students' perceptions in the Experimental Group and Control Group on the use of communication strategies before the treatment?

Table 9

Comparison of Pre-test Results of Oral Communication Strategy Inventory of Experimental Group and Control Group

Factors	Groups*	Mean	Sd	p
Social Affective Strategies	Exp.	20.0323	4.98320	0.788
	Cont.	20.3793	4.94552	
Fluency Oriented Strategies	Exp.	20.7742	5.01803	0.743
	Cont.	20.3793	4.47544	
Negotiation for Meaning while Speaking	Exp.	15.0323	3.72813	0.577
	Cont.	14.5172	3.35539	
Accuracy Oriented Strategies	Exp.	13.2258	3.73014	0.958
	Cont.	13.2759	3.53449	
Message Reduction and Alteration Strategies	Exp.	8.4194	1.58691	0.990
	Cont.	8.4138	1.76306	
Non Verbal Strategies while Speaking	Exp.	8.4839	1.48034	0.330
	Cont.	8.1034	1.51998	
Message Abandonment Strategies	Exp.	13.6774	2.94830	0.627
	Cont.	14.0000	2.05287	
Attempt to Think in English	Exp.	6.3548	1.85380	0.310
	Cont.	6.8276	1.71275	

* Exp: Experimental group (N: 31), Cont: Control groups (N: 29).

In Table 9, *t*-test results of the Experimental Group and Control Group pre-test scores are given. When the table was examined, it was observed that there was no statistically significant difference (P> 0.05) between pre-test scores of Experimental and Control Group's Oral Communication Strategy Inventory (OCSI) factoral dimensions before the treatment in terms of strategy use. In other words, there was no statistically significant difference in the pre-test mean scores of both groups. The findings indicate that the students in both groups shared the similar awareness of communication strategies and there was no significant difference in the choice of communication strategies. The strategy use of both groups is almost equal to "0" in all factoral dimensions of strategies which means they have very limited awareness in utilizing communication strategies.

4.1.4. The OCSI Post-test Comparisons of the Experimental Group and Control Group

RQ1.d- What are the differences of students' perceptions in the Experimental Group and Control Group on the use of communication strategies after the treatment?

Table 10

Comparison of Post-test Results of Oral Communication Strategy Inventory of Experimental Group and Control Group

Factors	Groups*	Mean	Sd	p
Social Affective Strategies	Exp.	19.9032	4.94877	0.887
	Cont.	19.7241	4.76518	
Fluency Oriented Strategies	Exp.	20.9355	5.47683	0.790
	Cont.	20.5862	4.57881	
Negotiation for Meaning while Speaking	Exp.	14.6774	3.30037	**0.374**
	Cont.	13.9310	3.13882	
Accuracy Oriented Strategies	Exp.	13.0968	3.78906	0.799
	Cont.	13.3448	3.73474	
Message Reduction and Alteration Strategies	Exp.	8.4839	1.38735	0.867
	Cont.	8.4138	1.82282	
Non Verbal Strategies while Speaking	Exp.	8.1290	1.74627	0.980
	Cont.	8.1379	1.57490	
Message Abandonment Strategies	Exp.	13.4194	1.82161	**0.340**
	Cont.	13.9310	2.28240	
Attempt to Think in English	Exp.	7.3548	1.78042	0.877
	Cont.	7.2759	1.99815	

*Exp.: Experimental groups (N: 31), Cont: Control groups (N: 29).

When Table 10 is examined, the results indicate that the students in Experimental group perceive that they developed themselves in utilizing strategies in the factors of *Message Abandonment Strategies* and *Negotiation for Meaning while Speaking* but there is no report of development in Control group. It is clearly seen that there is no statistically significant difference (P> 0.05) between the post-test scores of the Experimental and Control Group's Oral Communication Strategy Inventory (OCSI) on any dimensions except for *Message Abandonment Strategies and Negotiation for Meaning while Speaking* which means students did not report any change in their use of CS except for those two factors.

4.2. Findings of Oral Communication Speaking Performance Tests

The Oral Communication Performance Tests were administered before and after the treatment of communication strategies to the experimental group and control group in the aim of finding reasonable answer to these research questions;

RQ2.Does explicit treatment of communication strategies in speaking have an effect on students' strategic competence in oral communication situations?

The performance of students was recorded by the researcher and transcribed verbatim in order to be reported in the frequency checklists prepared based on taxonomies of Tarone (1980), Faerch and Kasper (1983) and Dörnyei and Scott (1997) and as cited in Malasit and Sarobol (2013). The data gathered via Oral Performance tests was input in the Statistical Package of Social Studies 20.0 and the frequency tables were made according to the findings of the study.

4.2.1. Findings of Pre- and Post- Oral Communication Performance Tests of the Control Group

RQ2.a- *Which communication strategies are most/least frequently used by learners before and after strategy training?*

Table 11

Paired-Samples t-test Results of the Control Group Oral Performance Pre-Post-Test Scores

Groups of strategies		CS	Cont. Group*	Mean	Sd	p
Avoidance Strategies		Topic avoidance (TA)	Pre test	.0345	.18570	.322
			Post test	.0000	.00000	.326
		Message abandonment (MA)	Pre test	.0000	.00000	.322
			Post test	.0000	.00000	.326
Compensatory Strategies	Intra-actional	Word coinage (WC)	Pre test	.0345	.18570	.647
			Post test	.0000	.00000	.647
		Code-switching (CS)	Pre test	.0690	.25788	.322
			Post test	.1034	.30993	.326
		Foreignizing (For)	Pre test	.0345	.18570	**.000**
			Post test	.0000	.00000	**.000**
		Use of non-linguistic means (Uon)	Pre test	2.1034	.30993	.294
			Post test	1.0690	.92316	.294
		Self repair (SR)	Pre test	.3448	.48373	**.000**
			Post test	.4828	.50855	**.000**
		Mumbling (Mum)	Pre test	.8276	.46820	.249
			Post test	2.1379	.87522	.254
		Use of all-purpose words (UA)	Pre test	.5862	2.04446	.548
			Post test	.1379	.35093	.548
		Approximation (App)	Pre test	.2069	.41225	**.039**
			Post test	.2759	.45486	**.043**
		Circumlocution (Cir)	Pre test	.0000	.00000	**.039**
			Post test	.1379	.35093	**.043**
		Literal translation (LT)	Pre test	.1379	.35093	.515
			Post test	.0000	.00000	.515
		Use of fillers/hesitation devices (UF)	Pre test	.4828	.63362	**.000**
			Post test	.5862	.56803	**.000**
		Self- repetition (SRT)	Pre test	1.0000	.00000	.308
			Post test	.1379	.35093	.309
		Other –repetition (OR)	Pre test	.0345	.18570	**.000**
			Post test	.1034	.30993	**.000**
		Omission (Omi)	Pre test	1.0000	.00000	.723
			Post test	.0345	.18570	.723
	Inter-actional	Asking for repetition (AR)	Pre test	.1379	.35093	.743
			Post test	.1724	.38443	.743
		Appeal for help (AH)	Pre test	.1724	.38443	**.009**
			Post test	.2069	.41225	**.012**
		Clarification request (CR)	Pre test	.0000	.00000	**.019**
			Post test	.2069	.41225	**.023**
		Asking for confirmation (AC)	Pre test	.0000	.00000	**.039**
			Post test	.1724	.38443	**.043**
		Comprehension check (CC)	Pre test	.0000	.00000	**.004**
			Post test	.1379	.35093	**.006**
		Expressing non-understanding (EN)	Pre test	.0000	.00000	.322
			Post test	.2414	.43549	.326

*N:29

In Table 11, the results of the paired-sampled t-test of the Control Group oral pre-test-post-test scores are given. When the table is examined, the changes in pre-test and post-test scores of the Control Group's Oral Communication Performance Test results stand for statistically significant difference (P <0.05) on intra-actional compensatory strategies as *Foreignizing, Self Repair, Approximation, Circumlocution, Other repetition and* the inter-actional compensatory strategies as *Appeal for help, Clarification request, Asking for confirmation, Comprehension Check.* In other words, the post-test scores of the mentioned items are higher than the pre-test scores.

4.2.2. Findings of Pre- and Post- Oral Communication Performance Tests of the Experimental Group

RQ2.a- *Which communication strategies are most/least frequently used by learners before and after strategy training?*

Table 12

Paired-Sample t-test Results of the Experimental Group Oral Performance Pre-Post-Test Scores

Group of Strategies		Items	Exp. Group*	Mean	Sd	p
Avoidance Strategies		Topic avoidance (TA)	Pre test	.0968	.39622	.732
			Post test	.1290	.34078	.732
		Message abandonment (MA)	Pre test	.0645	.35921	.703
			Post test	.0968	.30054	.703
Compensatory Strategies	Intra-actional	Word coinage (WC)	Pre test	.0645	.35921	.703
			Post test	.0968	.30054	.703
		Code-switching (CS)	Pre test	.0645	.35921	**.000**
			Post test	1.2258	.56034	**.000**
		Foreignizing (For)	Pre test	.0000	.00000	**.000**
			Post test	.7419	1.03175	**.000**
		Use of non-linguistic means (Uon)	Pre test	1.9032	.65089	**.019**
			Post test	2.4516	1.09053	**.020**
		Self repair (SR)	Pre test	.7097	.52874	**.000**
			Post test	1.5161	.62562	**.000**
		Mumbling (Mum)	Pre test	1.2581	.85509	.327
			Post test	1.4516	.67521	.327
		Use of all-purpose words (UA)	Pre test	.1935	.40161	1.000
			Post test	.1935	.40161	.732
		Approximation (App)	Pre test	.1935	.40161	**.000**
			Post test	1.0000	.25820	**.000**
		Circumlocution (Cir)	Pre test	.0323	.17961	**.000**
			Post test	1.5484	.99461	**.000**
		Literal translation (LT)	Pre test	.2258	.42502	.528
			Post test	.1613	.37388	.528
		Use of fillers/hesitation devices (UF)	Pre test	.4516	.50588	**.000**
			Post test	1.2581	1.03175	**.000**
		Self- repetition (SRT)	Pre test	.8387	.63754	.144
			Post test	1.1290	.88476	.144
		Other –repetition (OR)	Pre test	.1935	.40161	**.000**
			Post test	1.1290	.92166	**.000**
		Omission (Omi)	Pre test	.7742	.42502	**.000**
			Post test	.2258	.42502	**.000**
	Inter-actional	Asking for repetition (AR)	Pre test	.1935	.40161	**.000**
			Post test	1.0000	.57735	**.000**
		Appeal for help (AH)	Pre test	.0323	.17961	**.000**
			Post test	.9355	.72735	**.000**
		Clarification request (CR)	Pre test	.0000	.00000	**.000**
			Post test	.7097	.52874	**.000**
		Asking for confirmation (AC)	Pre test	.0000	.00000	**.000**
			Post test	1.2581	.77321	**.000**
		Comprehension check (CC)	Pre test	.0000	.00000	**.000**
			Post test	1.0323	.65746	**.000**
		Expressing non-understanding (EN)	Pre test	.0000	.00000	**.000**
			Post test	1.2258	.56034	**.000**

*N: 31

When Table 12 is examined, it is clearly seen that there are significant differences in the use of intra-actional strategies of *code-switching, foreignizing, use of non-linguistic means, self repair, approximation, circumlocution, other code repetition*, and in inter-actional strategies *of use of fillers / hesitation devices, omission, asking for repetition, appeal for help, clarification request and comprehension check* with a statistically significant difference (P <0.05) between pre-test and post-test scores of the Experimental group. In other words, the post-test scores of the items mentioned are higher than the pre-test scores which means there is a raise in the frequency in terms of use in the strategies.

On the other hand in terms of the avoidance strategies such as *topic avoidance, message abandonment* and compensatory strategies of *word coinage, mumbling, literal translation, self-repetition* there was no statistically significant difference observed between the pe-test and post-test scores (P> 0.05).

4.2.3. Comparison of Pre- tests of Control Group and Experimental Group in Oral Communication Performance Tests

RQ2.b-Are there any differences between the control group and experimental group on the choice and frequency of strategy use before and after the treatment?

Table 13

Comparison of Experimental and Control Group Oral Performance Pre-test Scores

Strategies Group	CS	Groups*	Mean	Sd	p
Avoidance Strategies	Topic avoidance (TA)	Exp.	.0968	.39622	.444
		Cont.	.0345	.18570	.435
	Message abandonment (MA)	Exp.	.0645	.35921	.338
		Cont.	.0000	.00000	.325
Compensatory Strategies	Word coinage (WC)	Exp.	.0645	.35921	.689
		Cont.	.0345	.18570	.683
	Code-switching (CS)	Exp.	.0645	.35921	.957
		Cont.	.0690	.25788	.956
	Foreignizing (For)	Exp.	.0000	.00000	.305
		Cont.	.0345	.18570	.326
	Use of non-linguistic means (Uon)	Exp.	1.9032	.65089	.138
		Cont.	2.1034	.30993	.132
	Self repair (SR)	Exp.	.7097	.52874	**.007**
		Cont.	.3448	.48373	**.007**
	Mumbling (Mum)	Exp.	1.2581	.85509	**.020**
		Cont.	.8276	.46820	**.019**
	Use of all-purpose words (UA)	Exp.	.1935	.40161	.299
		Cont.	.5862	2.04446	.318
	Approximation (App)	Exp.	.1935	.40161	.899
		Cont.	.2069	.41225	.899
	Circumlocution (Cir)	Exp.	.0323	.17961	.338
		Cont.	.0000	.00000	.325
	Literal translation (LT)	Exp.	.2258	.42502	.388
		Cont.	.1379	.35093	.385
	Use of fillers/hesitation devices (UF)	Exp.	.4516	.50588	.834
		Cont.	.4828	.63362	.835
	Self- repetition (SRT)	Exp.	.8387	.63754	.179
		Cont.	1.0000	.00000	.169
	Other –repetition (OR)	Exp.	.1935	.40161	.056
		Cont.	.0345	.18570	.053
	Omission (Omi)	Exp.	.7742	.42502	**.006**
		Cont.	1.0000	.00000	**.006**
	Asking for repetition (AR)	Exp.	.1935	.40161	.571
		Cont.	.1379	.35093	.569
	Appeal for help (AH)	Exp.	.0323	.17961	.073
		Cont.	.1724	.38443	.081
	Clarification request (CR)	Exp.	.0000	.00000[a]	.444
		Cont.	.0000	.00000[a]	.435
	Asking for confirmation (AC)	Exp.	.0000	.00000[a]	.338
		Cont.	.0000	.00000[a]	.325
	Comprehension check (CC)	Exp.	.0000	.00000[a]	.689
		Cont.	.0000	.00000[a]	.683
	Expressing non-understanding (EN)	Exp.	.0000	.00000[a]	.957
		Cont.	.0000	.00000[a]	.956

Intra-actional

Inter-actional

*Exp.: Experimental groups (N: 31), Cont: Control groups (N: 29).

Table 13 indicates the results gathered in t-test scores of the Experimental and Control Group Oral Communication Performance pre-test. When the table is examined, it was observed that there was a statistically significant difference (P <0,05) between the Experimental and the Control Group's Oral intra-actional compensatory communication strategies of *Self repair, Mumbling and Omission* in pre-test scores. There was no statistically significant difference (P> 0.05) was observed between the pre-test scores of the Experimental and Control Group in any other variables.

Experimental group mostly used strategies of *Use of non-linguistic means and Mumbling* while the control group mostly preferred strategies of *Self repetition and Omission* as well as *Use of non-linguistic means.*

4.2.4. Comparison of Post- tests of Control Group and Experimental Group in Oral Communication Performance Tests

RQ2.b-Are there any differences between the control group and experimental group on choice and frequency of strategy use before and after the treatment?

Table 14

Comparison of Experimental and Control Group Oral Performance Post-test Scores

Groups of strategies		CS	Groups*	Mean	Sd	p
Avoidance Strategies		Topic avoidance (TA)	Exp.	.1290	.34078	**.046**
			Cont.	.0000	.00000	**.043**
		Message abandonment (MA)	Exp.	.0968	.30054	.088
			Cont.	.0000	.00000	.083
Compensatory Strategies	Intra-actional	Word coinage (WC)	Exp.	.0968	.30054	.088
			Cont.	.0000	.00000	.083
		Code-switching (CS)	Exp.	1.2258	.56034	**.000**
			Cont.	.1034	.30993	**.000**
		Foreignizing (For)	Exp.	.7419	1.03175	**.000**
			Cont.	.0000	.00000	**.000**
		Use of non-linguistic means (Uon)	Exp.	2.4516	1.09053	**.000**
			Cont.	1.0690	.92316	**.000**
		Self repair (SR)	Exp.	1.5161	.62562	**.000**
			Cont.	.4828	.50855	**.000**
		Mumbling (Mum)	Exp.	1.4516	.67521	**.001**
			Cont.	2.1379	.87522	**.001**
		Use of all-purpose words (UA)	Exp.	.1935	.40161	.571
			Cont.	.1379	.35093	.569
		Approximation (App)	Exp.	1.0000	.25820	**.000**
			Cont.	.2759	.45486	**.000**
		Circumlocution (Cir)	Exp.	1.5484	.99461	**.000**
			Cont.	.1379	.35093	**.000**
		Literal translation (LT)	Exp.	.1613	.37388	**.024**
			Cont.	.0000	.00000	**.023**
		Use of fillers/hesitation devices (UF)	Exp.	1.2581	1.03175	**.003**
			Cont.	.5862	.56803	**.003**
		Self- repetition (SRT)	Exp.	1.1290	.88476	**.000**
			Cont.	.1379	.35093	**.000**
		Other –repetition (OR)	Exp.	1.1290	.92166	**.000**
			Cont.	.1034	.30993	**.000**
		Omission (Omi)	Exp.	.2258	.42502	**.029**
			Cont.	.0345	.18570	**.028**
Compensatory Strategies	Inter-actional	Asking for repetition (AR)	Exp.	1.0000	.57735	**.000**
			Cont.	.1724	.38443	**.000**
		Appeal for help (AH)	Exp.	.9355	.72735	**.000**
			Cont.	.2069	.41225	**.000**
		Clarification request (CR)	Exp.	.7097	.52874	**.000**
			Cont.	.2069	.41225	**.000**
		Asking for confirmation (AC)	Exp.	1.2581	.77321	**.000**
			Cont.	.1724	.38443	**.000**
		Comprehension check (CC)	Exp.	1.0323	.65746	**.000**
			Cont.	.1379	.35093	**.000**
		Expressing non-understanding (EN)	Exp.	1.2258	.56034	**.000**
			Cont.	.2414	.43549	**.000**

*Exp.: Experimental group (N: 31), Cont.: Control group (N:29)

In Table 14 above, the t-test results of Experimental and Control Group oral communication performance post-test scores are given. When the table is examined, it is clearly seen that the post-test scores of Experimental and Control group show statistically significant difference (P <0.05) according to statistics analysis in avoidance strategies of *Topic avoidance,* in the intra-actional compensatory strategies of *Code-switching, Foreignizing, Use of non-linguistic means, Self repair, Approximation, Mumbling, Self-repetition, Literal translation Circumlocution, Other – repetition, Omission,* and the interactional compensatory strategies of *Asking for repetition, Appeal for help, Comprehension check, Expressing non-understanding* which means there is a statistical diffrence in the employment of communication strategies in all of the strategies except for avoidance strategy *of Message abandonement* and intra-actional compensatory strategies of *Use of all purpose words and Word coinage.* That means there is a statistically difference in 19 strategies out of 22 and the difference in the utilization of CS between the groups stand for an almost 86%.

4.3. Findings of Communicative Tasks

RQ3-Is there any significant difference between experimental group and control group in the employment of communication strategies by learners after strategy training in communicative tasks?

4.3.1. The Findings of TASK 1

Table 15 indicates the findings of the independent samples t-test results of Expreimental group and Control group on the employment of CS in Task 1.

Table 15

Comparison of Experimental Group and Control Group in Task 1

Group of strategies		CS	Groups*	Mean	Sd	p
Avoidance Strategies		Topic avoidance (TA)	Exp.	1.0000	.00000[a]	.194
			Cont.	2.0000	.00000[a]	.184
		Message abandonment (MA)	Exp.	.0968	.39622	**.000**
			Cont.	.0000	.00000	**.000**
Compensatory Strategies	Intra-actional	Word coinage (WC)	Exp.	.5806	.56416	**.000**
			Cont.	.0000	.00000	**.000**
		Code-switching (CS)	Exp.	.6129	.55842	.338
			Cont.	.0000	.00000	.325
		Foreignizing (For)	Exp.	.0645	.35921	**.000**
			Cont.	.0000	.00000	**.000**
		Use of non-linguistic means (Uon)	Exp.	.7742	.42502	**.000**
			Cont.	.0000	.00000	**.000**
		Self repair (SR)	Exp.	2.2903	.78288	**.007**
			Cont.	1.4828	.50855	**.007**
		Mumbling (Mum)	Exp.	.7097	.52874	.701
			Cont.	.3448	.48373	.703
		Use of all-purpose words (UA)	Exp.	1.0323	.65746	**.000**
			Cont.	1.1034	.77205	**.000**
		Approximation (App)	Exp.	.4516	.50588	**.007**
			Cont.	.0000	.00000	**.006**
		Circumlocution (Cir)	Exp.	.3871	.55842	**.000**
			Cont.	.0690	.25788	**.000**
		Literal translation (LT)	Exp.	.7742	.66881	**.012**
			Cont.	.0000	.00000	**.012**
		Use of fillers/hesitation devices (UF)	Exp.	.1935	.40161	.834
			Cont.	.0000	.00000	.835
		Self- repetition (SRT)	Exp.	.4516	.50588	**.000**
			Cont.	.4828	.63362	**.000**
		Other –repetition (OR)	Exp.	1.1290	.88476	**.000**
			Cont.	.2414	.51096	**.000**
		Omission (Omi)	Exp.	.6774	.79108	**.033**
			Cont.	.0000	.00000	**.031**
Compensatory Strategies	Inter-actional	Asking for repetition (AR)	Exp.	.8065	.47745	**.003**
			Cont.	1.0000	.00000	**.003**
		Appeal for help (AH)	Exp.	.5806	.99244	**.010**
			Cont.	.0000	.00000	**.010**
		Clarification request (CR)	Exp.	.3226	.65254	**.016**
			Cont.	.0000	.00000	**.016**
		Asking for confirmation (AC)	Exp.	.3226	.70176	.338
			Cont.	.0000	.00000	.325
		Comprehension check (CC)	Exp.	.0645	.35921	.110
			Cont.	.0000	.00000	.103
		Expressing non-understanding (EN)	Exp.	.1290	.42755	.194
			Cont.	.0000	.00000	.184

*Exp.: Experimental group (N: 31), Cont.: Control group (N:29)

When table 15 is examined, Task 1 items including avoidance strategy of *Message abandonement,* intra-actional compensatory strategies of *Word coinage, Foreignizing, Approximation, Circumlocution, Literal translation, Other repetition, Omission* and interactional compensatory strategies of *Appeal for help* are observed to have a statistically significant difference between control group's and experimental group's mean scores (P <0.05) which means experimental group has higher Task 1 scores than Control group in 12 strategies out of 22. The difference in percentages of frequency of CS use between the groups stands for approximately 54% in favour of Experimental group.In addition to that in strategies of *Use of all purpose words,Self repetition* and *Asking for repetition* there is a significant difference between groups in favour of Control group which stands for a 12% difference.

4.3.2. The Findings of TASK 2

Table 15 indicates the finding of the independent samples t-test results of employment of Cs among students Experimental group and Control group in Task 2.

Table 16

Comparison of Experimental Group and Control Group in Task 2

Groups of strategies		CS	Groups*	Mean	Sd	p
Avoidance Strategies		Topic avoidance (TA)	Exp.	.0645	.24973	.170
			Cont.	.0000	.00000	.161
		Message abandonment (MA)	Exp.	.5806	.56416	**.000**
			Cont.	.0000	.00000	**.000**
Compensatory Strategies	Intra-actional	Word coinage (WC)	Exp.	.5806	.50161	**.000**
			Cont.	.0000	.00000	**.000**
		Code-switching (CS)	Exp.	.0000	.00000[a]	.000
			Cont.	.0000	.00000[a]	.000
		Foreignizing (For)	Exp.	.7419	.44480	**.000**
			Cont.	.0000	.00000	**.000**
		Use of non-linguistic means (Uon)	Exp.	2.4516	.72290	**.020**
			Cont.	1.8621	.35093	**.020**
		Self repair (SR)	Exp.	.6452	.48637	.238
			Cont.	.3448	.48373	.236
		Mumbling (Mum)	Exp.	.8065	.79244	**.012**
			Cont.	1.0345	.68048	**.012**
		Use of all-purpose words (UA)	Exp.	.1935	.40161	**.013**
			Cont.	.0000	.00000	**.012**
		Approximation (App)	Exp.	.4516	.56796	**.000**
			Cont.	.1379	.35093	**.000**
		Circumlocution (Cir)	Exp.	.5806	.71992	.161
			Cont.	.0000	.00000	.156
		Literal translation (LT)	Exp.	.1935	.40161	.994
			Cont.	.0690	.25788	.994
		Use of fillers/hesitation devices (UF)	Exp.	.4839	.50800	**.000**
			Cont.	.4828	.63362	**.000**
		Self- repetition (SRT)	Exp.	1.1290	.88476	**.000**
			Cont.	.2414	.51096	**.000**
		Other –repetition (OR)	Exp.	.6774	.79108	**.006**
			Cont.	.0690	.25788	**.006**
		Omission (Omi)	Exp.	.7742	.42502	**.000**
			Cont.	1.0000	.00000	**.000**
Compensatory Strategies	Inter-actional	Asking for repetition (AR)	Exp.	.8710	.67042	**.000**
			Cont.	.0345	.18570	**.000**
		Appeal for help (AH)	Exp.	.8065	.70329	**.003**
			Cont.	.0690	.25788	**.003**
		Clarification request (CR)	Exp.	.4194	.71992	.946
			Cont.	.0000	.00000	.946
		Asking for confirmation (AC)	Exp.	.0645	.24973	**.000**
			Cont.	.0690	.25788	**.000**
		Comprehension check (CC)	Exp.	1.0323	.75206	.073
			Cont.	.0690	.25788	.070
		Expressing non-understanding (EN)	Exp.	.2903	.46141	.170
			Cont.	.1034	.30993	.161

*Exp.: Experimental group (N: 31), Cont.: Control group (N:29)

When table 16 is examined, Task 2 items including avoidance strategy of *Message abandonement,* intra-actional compensatory strategies of *Word coinage, Foreignizing, Use of non-linguistic means, Mumbling, Omission, Use of all-purpose words, Approximation, Circumlocution, Self-Repetition, Other repetition, Omission* and interactional compensatory strategies of *Appeal for help, Asking for Repetition, Appeal for help* are observed to have a statistically significant difference between control group's and experimental group's mean scores (P <0.05) which means experimental group has higher Task 2 scores than Control group in 13 strategies out of 22. The difference in percentages of frequency of CS use between the groups stands for approximately 59%. In addition to that, in the strategies of *Use of fillers/hesitation devices* and *Asking for confirmation* there is a significant difference between the groups in favour of Control Group which stands for a 9% difference.

4.3.3. The Findings of TASK 3

Table 16 indicates the findings of the independent samples t-test results of employment of Cs among students of Experimental group and Control group in Task 3.

Table 17

Comparison of Experimental Group and Control Group in Task 3

Groups of strategies		CS	Groups*	Mean	Sd	p
Avoidance Strategies		Topic avoidance (TA)	Exp.	.0968	.39622	.194
			Cont.	.0000	.00000	.184
		Message abandonment (MA)	Exp.	.6129	.61522	**.000**
			Cont.	.0000	.00000	**.000**
Compensatory Strategies	Intra-actional	Word coinage (WC)	Exp.	.8065	.74919	**.000**
			Cont.	.0000	.00000	**.000**
		Code-switching (CS)	Exp.	.3871	.71542	**.005**
			Cont.	.0000	.00000	**.005**
		Foreignizing (For)	Exp.	.8710	.42755	**.000**
			Cont.	.0000	.00000	**.000**
		Use of non-linguistic means (Uon)	Exp.	2.9677	.94812	**.000**
			Cont.	2.0000	.80178	**.000**
		Self repair (SR)	Exp.	.7097	.52874	**.007**
			Cont.	.3448	.48373	**.007**
		Mumbling (Mum)	Exp.	1.0323	.65746	.701
			Cont.	1.1034	.77205	.703
		Use of all-purpose words (UA)	Exp.	.4516	.50588	**.000**
			Cont.	.0000	.00000	**.000**
		Approximation (App)	Exp.	.4516	.56796	**.002**
			Cont.	.0690	.25788	**.001**
		Circumlocution (Cir)	Exp.	.7742	.66881	**.000**
			Cont.	.0000	.00000	**.000**
		Literal translation (LT)	Exp.	.2258	.56034	**.034**
			Cont.	.0000	.00000	**.032**
		Use of fillers/hesitation devices (UF)	Exp.	.4516	.50588	.834
			Cont.	.4828	.63362	.835
		Self- repetition (SRT)	Exp.	1.1290	.88476	**.000**
			Cont.	.2414	.51096	**.000**
		Other –repetition (OR)	Exp.	1.1613	.86011	**.000**
			Cont.	.0000	.00000	**.000**
		Omission (Omi)	Exp.	.7742	.42502	.122
			Cont.	.5862	.50123	.124
Compensatory Strategies	Inter-actional	Asking for repetition (AR)	Exp.	1.1935	.74919	**.000**
			Cont.	.0000	.00000	**.000**
		Appeal for help (AH)	Exp.	.7742	.71692	**.000**
			Cont.	.0000	.00000	**.000**
		Clarification request (CR)	Exp.	1.0323	.70635	**.000**
			Cont.	.0000	.00000	**.000**
		Asking for confirmation (AC)	Exp.	.8065	.74919	**.000**
			Cont.	.0000	.00000	**.000**
		Comprehension check (CC)	Exp.	1.0323	.75206	**.000**
			Cont.	.0000	.00000	**.000**
		Expressing non-understanding (EN)	Exp.	.7419	.44480	**.000**
			Cont.	.0000	.00000	**.000**

*Exp.: Experimental group (N: 31), Cont.: Control group (N:29)

When Table 17 is examined, Task 3 items including avoidance strategy of *Message abandonement,* intra-actional compensatory strategies of *Word coinage, Foreignizing,* Code-switching, *Use of non-linguistic means, Use of all-purpose words, Approximation, Circumlocution,* Self repair *Self-Repetition,* Literal translation *Other repetition,* and interactional compensatory strategies of *Appeal for help, Asking for Repetition, Clarification request, Asking for confirmation, Comprehension check and Expressing non-understanding* are observed to have a statistically significant difference between control group's and experimental group's mean scores (P <0.05) which means experimental group has higher Task 3 scores than Control group in 18 strategies out of 22.The difference in percentages of frequency of CS use between the groups stands for approximately 81%.

4.3.4. The Findings of TASK 4

Table 17 indicates the finding of the independent samples t-test results of employment of Cs among students Experimental group and Control group in Task 4.

Table 18

Comparison of Experimental Group and Control Group in Task 4

Groups of strategies		CS	Groups*	Mean	Sd	p
Avoidance Strategies		Topic avoidance (TA)	Exp.	.0323	.17961	.338
			Cont.	.0000	.00000	.325
		Message abandonment (MA)	Exp.	.5161	.50800	**.000**
			Cont.	.0000	.00000	**.000**
Compensatory Strategies	Intra	Word coinage (WC)	Exp.	.5484	.50588	**.000**
			Cont.	.0000	.00000	**.000**
		Code-switching (CS)	Exp.	1.1935	.65418	**.000**
			Cont.	.0000	.00000	**.000**
		Foreignizing (For)	Exp.	.7419	.44480	**.000**
			Cont.	.0345	.18570	**.000**
		Use of non-linguistic means (Uon)	Exp.	2.1935	1.24952	.144
			Cont.	1.7931	.77364	.139
		Self repair (SR)	Exp.	.6452	.48637	**.020**
			Cont.	.3448	.48373	**.020**
		Mumbling (Mum)	Exp.	.9032	.59749	.143
			Cont.	.6207	.86246	.149
		Use of all-purpose words (UA)	Exp.	.4516	.50588	**.000**
			Cont.	.0000	.00000	**.000**
		Approximation (App)	Exp.	.9355	.62905	**.000**
			Cont.	.0690	.25788	**.000**
		Circumlocution (Cir)	Exp.	1.1935	.60107	**.000**
			Cont.	.0000	.00000	**.000**
		Literal translation (LT)	Exp.	.7742	.42502	**.000**
			Cont.	.0000	.00000	**.000**
		Use of fillers/hesitation devices (UF)	Exp.	.4194	.50161	.668
			Cont.	.4828	.63362	.670
		Self- repetition (SRT)	Exp.	.9677	.91228	**.000**
			Cont.	.2414	.51096	**.000**
		Other –repetition (OR)	Exp.	.8387	.73470	**.000**
			Cont.	.0000	.00000	**.000**
		Omission (Omi)	Exp.	.7097	.52874	.878
			Cont.	.6897	.47082	.877
Compensatory Strategies	Inter	Asking for repetition (AR)	Exp.	.8387	.63754	**.000**
			Cont.	.0000	.00000	**.000**
		Appeal for help (AH)	Exp.	.8065	.70329	**.000**
			Cont.	.0000	.00000	**.000**
		Clarification request (CR)	Exp.	.4194	.71992	**.003**
			Cont.	.0000	.00000	**.003**
		Asking for confirmation (AC)	Exp.	.6452	.70938	**.000**
			Cont.	.0000	.00000	**.000**
		Comprehension check (CC)	Exp.	1.0323	.75206	**.000**
			Cont.	.0000	.00000	**.000**
		Expressing non-understanding (EN)	Exp.	.2903	.46141	**.001**
			Cont.	.0000	.00000	**.001**

*Exp.: Experimental group (N: 31), Cont.: Control group (N:29)

When Table 18 is examined, Task 4 items including avoidance strategy of *Message abandonement,* intra-actional compensatory strategies of *Word coinage, Foreignizing,* Code-switching, *Use of all-purpose words, Approximation, Circumlocution,* Self repair *Self- Repetition,* Literal translation *Other repetition,* and interactional compensatory strategies of *Appeal for help, Asking for Repetition, Clarification request, Asking for confirmation, Comprehension check and Expressing non-understanding* are observed to have a statistically significant difference between control group's and experimental group's mean scores (P <0.05) which means experimental group has higher Task 3 scores than Control group in 17 strategies out of 22.The difference in percentages of frequency of CS use between the groups stands for approximately 77%.

4.3.5. The Findings of TASK 5

Table 18 indicates the finding of the independent samples t-test results of employment of Cs among students Experimental group and Control group in Task 5.

Table 19

Comparison of Experimental Group and Control Group in Task 5

Dimension		Items	Groups*	Mean	Sd	p
Avoidance Strategies		Topic avoidance (TA)	Exp.	.2258	.42502	**.006**
			Cont.	.0000	.00000	**.006**
		Message abandonment (MA)	Exp.	.6774	.74776	**.000**
			Cont.	.0000	.00000	**.000**
Compensatory Strategies	Intra-actional	Word coinage (WC)	Exp.	.5484	.50588	**.000**
			Cont.	.0000	.00000	**.000**
		Code-switching (CS)	Exp.	.2258	.56034	**.034**
			Cont.	.0000	.00000	**.032**
		Foreignizing (For)	Exp.	.7742	.42502	**.000**
			Cont.	.0000	.00000	**.000**
		Use of non-linguistic means (Uon)	Exp.	1.6774	1.22167	.278
			Cont.	1.9310	.25788	.267
		Self repair (SR)	Exp.	.4839	.50800	.283
			Cont.	.3448	.48373	.282
		Mumbling (Mum)	Exp.	.7419	.72882	**.067**
			Cont.	1.1034	.77205	**.068**
		Use of all-purpose words (UA)	Exp.	.3871	.55842	**.000**
			Cont.	.0000	.00000	**.001**
		Approximation (App)	Exp.	.7097	.69251	**.000**
			Cont.	.0690	.25788	**.000**
		Circumlocution (Cir)	Exp.	1.1290	.84624	**.000**
			Cont.	.0000	.00000	**.000**
		Literal translation (LT)	Exp.	.7097	.69251	**.000**
			Cont.	.0000	.00000	**.000**
		Use of fillers/hesitation devices (UF)	Exp.	.4194	.50161	.668
			Cont.	.4828	.63362	.670
		Self- repetition (SRT)	Exp.	1.4516	1.15004	**.000**
			Cont.	.2414	.51096	**.000**
		Other –repetition (OR)	Exp.	.6452	.79785	**.000**
			Cont.	.0000	.00000	**.000**
		Omission (Omi)	Exp.	.7419	.44480	**.003**
			Cont.	1.0000	.00000	**.003**
Compensatory Strategies	Inter-actional	Asking for repetition (AR)	Exp.	.8065	.65418	**.000**
			Cont.	.0000	.00000	**.000**
		Appeal for help (AH)	Exp.	.7742	.71692	**.000**
			Cont.	.0000	.00000	**.000**
		Clarification request (CR)	Exp.	.4194	.71992	**.003**
			Cont.	.0000	.00000	**.003**
		Asking for confirmation (AC)	Exp.	.8710	.42755	**.000**
			Cont.	.0000	.00000	**.000**
		Comprehension check (CC)	Exp.	1.0323	.75206	**.000**
			Cont.	.0000	.00000	**.000**
		Expressing non-understanding (EN)	Exp.	.2903	.46141	**.001**
			Cont.	.0000	.00000	**.001**

*Exp.: Experimental group (N: 31), Cont.: Control group (N:29)

When Table 19 is examined, Task 5 items including avoidance strategy of *Message abandonement,* intra-actional compensatory strategies of *Word coinage, Foreignizing,* Code-switching, *Use of non-linguistic means, Use of all-purpose words, Approximation, Circumlocution,* Mumbling, Omission, *Self- Repetition, Literal translation*, *Other repetition,* and interactional compensatory strategies of *Appeal for help, Asking for Repetition, Clarification request, Asking for confirmation, Comprehension check and Expressing non-understanding* are observed to have a statistically significant difference between control group's and experimental group's mean scores (P <0.05) which means experimental group has higher Task 3 scores than Control group in 19 strategies out of 22.The difference in percentages of frequency of CS use between the groups stands for approximately 86%.The results of comparison studies conducted in task 5 show that there is a statistically significant difference between the two groups of research in all items other than *Use of non-linguistic means, Self repair, Use of fillers/hesitation devices.*

CHAPTER V

DISCUSSION, CONCLUSION AND IMPLICATIONS

In this chapter, the results of the data analyses given in the previous part (chapter 4) were investigated and discussed in detail. The chapter includes the interpretation of findings and the answers to the research questios of the study. The interpretations were explicitly supported by or compared to the research studies in the current literature. The chapter also includes the suggestions on implementation of future studies on teachability of communication strategies to be conducted in the aim of getting more significant, valid, and generalizable results concerning the field of strategic competence of EFL learners.

5.1. Discussion

The study intends to answer questions on the teachability of communication strategies which will eventually serve for the development of strategic competence of language learners (Dörnyei, 1995). The study used several ways to obtain data on the communication strategies that are most/least frequently used by learners before and after strategy training and also searched for the effects of the treatment on the choice and frequency of communication strategy use of the students. The results and indications on the effects of explicit training of communication strategies on students' perceptions were also administered throughout the study.

5.1.1. The Effects Of Explicit Strategy Training on the Perceptions of Language Learners' Use Of Strategies

With respect to the first research question on the student perceptions on themselves before after the treatment in the study, the possible results were investigated and reported via the means of Oral Communication Strategies Inventory(OCSI) developed by Nakatani (2010) in which the students' awareness and perceptions on themselves in the use of communication strategies were intended to be determined before and after the treatment for both groups of the study and the differences of the groups were identified by factor analysis in the tables in the Findings chapter (see Chapter 4). The data gathered from the responses of students were analysed under eight factors as; *message abandonment and alteration while speaking, attempt to think in English, negotiation for meaning, fluency oriented strategies, social effective strategies while speaking, message reduction, nonverbal strategies* and *accuracy oriented strategies* (Nakatani, 2010).

The results of the inventory indicated that there was no statistically significant difference between the scores of inventory (OCSI) in any dimensions for both Experimental Group and Control Group before the treatment of CS in terms of strategy use, which means all the participants had similar backgrounds in terms of strategic competence in speaking before the treatment. The most widely used categories of CS among students of both groups before and after the treatment were social effective strategies, negotiation for meaning and fluency oriented strategies. Moreover, the findings of the inventory before the treatment also indicate that the students in both groups shared the similar limited awareness of communication strategies, and it was clearly seen that they showed no difference in the choice of communication strategies while responding to the questions of the inventory

The report for strategy use of both groups was almost equal to "0" in all factoral dimensions which means they have very limited scope in the awareness of utilizing communication strategies. The results of the pre conduction of the OCSI is in line with Nakatani (2005) in terms of the low awareness percentages he found in the former choices of his students in Japanese context. The possible reasons for minimized awareness of communication strategies among students is explained by Faucette (2001) as it might be due to the fact that strategic competence is rarely given chance as an explicit and

systematic treatment in the current coursebooks of English and the issue embedding the instruction into the syllabus stays a debatable issue due to the lack of experience in the implementation of instruction.

On the other hand, the post-test results of the inventory simply express that the responses of Conrol Group on the choice of strategies show no difference from pre-test at all. However, the post-test conducted after the treatment indicates that there is a statistically significant difference between the pre-and post-test scores of the Experimental Group in terms of strategy factor *Attempt to Think in English* which is defined as thinking of a sentence already known in English and then trying to change it to fit the situation or saying it in native language in mind to be constructed in English. Pre-test Attempt to Think factor score of the Experimental Group students was found to be 6.35 and post-test *Attempt to Think in English* score was found as 7.35.

The difference obtained from the statistical data shows that the Experimental Group's awareness of utilizing the strategies under the dimension of Attempt to Think in English are higher in scores which means there is a difference in the use of strategy after the treatment (Nakatani, 2010). "*Attempt to Think in English*" seem to be one of the most challanging strategy groups to improve regarding the fact that students choose to strategies like *"Message Abandonment"* for the reason that they find it easier to switch the topic instead of struggling to stay in the context to convey the message they intend to give (Maleki, 2010). Even though there is only a limited change in the perceptions of the students on their own utilizations of CS, the change is still observable between the two study groups, which may possibly mean the explicit instruction of CS might work on students' development of self-esteem in the long run with longitudinal programs (Maleki, 2010).

In a similar study with OCSI, Arpacı-Somuncu (2016) conducted the inventory in the aim of finding data on the relationship between willingness to communicate and cognitive flexibility with utilization of CS among students at a state university in Turkey, and the results indicated that personal differences of students could be significant indicators of the preferences in the use of CS. Furthermore, she suggests that the explicit introduction of CS might help students to recognise the most efficient strategies to use while speaking and this might eventually help them to be more willing to communicate. In addition, in a very recent study, Demir, Mutlu and Şişman (2018) conducted OCSI on preparatory

students of a state university in Turkey in the aim of finding the use of CS among learners under exposure to English through audio-visual tools and the findings indicated that the strategy factor *negotiation for meaning* was one of the most widely used categories of CS in both studies. In addition, the findings of present study on the frequency of strategy use among students show parallelism with the findings of Demir, Mutlu and Şişman's (2018) study.

5.1.2. The Effects of Explicit Strategy Training on Students' Strategic Competence in Speaking

With respect to the questions asked in the present study on the effect of communication strategies training on strategic competence in speaking, the findings indicated promising results in terms of teachability of CS and desirability of embedding the strategy training in present syllabi due to the fact that differences between the groups of students in the study show drastic changes before and after treatment in classes of English. To be able to see the results more effectively on the choice and frequency variations of commucation strategies between two research groups and in order to have a broader look on the possible changes due to strategy training, the concurrent choices and frequencies of strategy use of students were examined through communicative channels of speaking performance tests and communicative tasks in the class.

The results of pre-tests of speaking performance in the study indicate that the students tended to hold onto strategies of compensatory instead of avoidance strategies. Their most frequent choices of strategies for both study groups were *Mumbling, Use of non-linguistic means, Self-repair and Omission* for both groups.

The early choices of students show features in line with the study carried out by Uztosun and Erten (2014) which was on the employment of CS among university students and they found that Turkish foreign language learners had limited knowledge of CS and they frequently used strategies for time gaining and repair as well as using visual aids and alternatives to compensate for ambiguity which is in line with the findings of present research. Their study was on the effect of proficiency level on the employment of CS by students and they expressed that the level of English has no effect on the employment of CS which also supports the idea suggested by Dörnyei (1995) that CS is highly teachable

to both low and high proficiency students so they have to be given chance to be improved by language learners.

With a broader look on the early choices of both groups in the speaking performance as the mean scores are investigated via student excerpts, it is referred that the strategies learners used before treatment were merely the ones they derive from their L1 which means they already use the strategies in their mother tongue in order to convey their intended messages in a more accurate way.

Dörnyei (1995) argues that these type of strategies are not directly related to the incompetency of the speaker in English but is highly related to the habits of speaking in daily context. As Mariani (1994) drags the attention to the concept of interlanguage in which it is broadly explained that every one of us as learners of English could be replaced somewhere between ideal zero competence and ideal native speaker competence in the process of foreign language learning and we are gradually are moving to reach the ideal native competence. The reason for calling the competences as ideal ones is that in practice there is no absolute zero competence because every one of us have some strategic competence we already use while communicating in mother tongue. Mariani (1994) also expresses that one of the most exceptional paradoxes in language teaching is the fact that we almost never teach or let our students to use strategic devices such as communication strategies which are, indeed, often used by native speakers in particular occasions of communication.

The results of the early choices of students in the study also show indications in line with other scholars in the field of communicative competence. Dörnyei (1991) states that insufficiency of learners' knowledge in target language may lead students to use compensation strategies which are of crucial importance in strategic competence and needed to be developed. On the other hand, Paribakht (1985) states that strategic competence in mother-tongue is transferable to L2 learning process, and it is referred that strategic competence is not directly dependent on the other components of language proficiency, then it should be possible to develop it separately.

Additionally, as the pre-test results of both groups are investigated, it is seen that the awareness and the use of communication strategies among students are obviously limited to a few strategies (e.g. Uon, Mum) in terms of practical use. Van Hest (1996) expresses that the speaker's lack of fluency is one of the indicators of the dependence on such

strategies. As it is stated in the literature, strategic competence has its place in the centre of communicative competence since the speaker employs his/her communicative competence in practice.

The minimized awareness of communication strategies among students is explained by Faucette (2001) and Dörnyei (1995) that strategic competence is not widely given chance as an explicit and systematic treatment in the current coursebooks of English and the issue embedding the instruction into the syllabus stays a debatable issue due to the lack of experience in the implementation of instruction and the majority of compensatory strategies employed in the present study indicates that participants employed CSs because of deficient competence in the target language or because of the intention of involving time gaining means in conversations (Dörnyei and Kormos, 1998).

With respect to the second question in the study on the developmental differences between the two research groups on both frequency and choice of CS among students, it is higly observable that there are changes in occurance for both groups. Even so, the changes are in different portions of percentages. The results in the study indicate that the students in Control group tended to hold onto strategies of Compensatory instead of Avoidance strategies at the early stages of the study.

The most frequent choices of strategies among students were Compensatory intra-actional strategies *of mumbling, self repair and use of non-linguistic means* for Control group, having no great difference than Experimental one. Still, the post test scores of speaking performance test indicate that Control group showed significant difference in *foreignising, self repair, approximation and circumlocution* which stands for a total change of 28% for the intra-actional strategies which still seems to be a positive difference than before. Whereas, when it is compared to changes in the Experimental group, the difference between the groups in terms of development are highly clear to perceive.

The changes in the post-test results of the learners on speaking performance test of Experimental group are highly observable while control group could only develop a few strategies of "compensation strategies" in the meantime. Namely, Experimental group shows positively different results from Control group in most of the strategies while Control group showed limited difference in the choice, frequency and employment of communication strategies before and after the treatment including both Compensatory Strategies and Avoidance Strategies (see Chapter 4).

The choice and frequency in the employment of CS in the Experimental group show differences mostly in "Compensatory Strategies" which is divided into two as "intra-actional" and "inter-actional" groups of strategies. To have a broader look, the significantly different items in the "intra-actional" strategies in the Experimental group are; *code-switching, foreignising, omission, other repetition, use of fillers, use of non-linguaistic means, self repair, approximation and circumlocution* which means there are significant difference in 9 of the strategies out of 14 which stands for almost 64 % change in the use of strategies before and after the treatment in performance tests.

The results in the use of strategies among students show many similarities with Uztosun & Erten (2014) 's findings due to the fact that in their study the three most popular CSs employed by Turkish EFL learners were fillers, self-repair, and self-repetition in a university context in Turkey in terms of performing English speaking tasks.

When it comes to the discussion on the observable increase as a function of the CS treatment in the study the results are also in accordance with the findings of Wildner-Bassett (1986) on the use of compensatory strategies especially the strategy of *circumlocution*. Whereas the results of the study show differences with the present study in terms of the increase in the frequency. In Wildner-Bassett's (1986) study the arguement was that the treatment of communication strategies has merely no effect on the frequency of the utilization of CS by learners but instead he argues that it is higly effective on the quality and the choice of strategies, still in the present study the frequency of Cs has also develop as well as the variation and increase in the choice of Cs by students.

In addition to that, in Thailand context EFL students, Kongsom (2009) found out that the instruction of CS has positive impact on students' self development of strategic competence and has potential benefits in developing strategic awareness in order to solve a communication problem by utilizing appropriate CS. It is highly recommended that CS implications take place in the current classes of EFL in all contexts. (Kongsom, 2009).

Regarding the second research question in the study which is on the differences in the use of CS between the groups after the treatment; the results indicate a clear and observable difference between the groups in avoidance strategies of *Topic avoidance,* in the intra-actional compensatory strategies of *Code-switching, Foreignizing, Use of non-linguistic means, Self repair, Approximation, Mumbling, Self-repetition, Literal translation Circumlocution, Other–repetition, Omission,* and the interactional compensatory

strategies of *Asking for repetition, Appeal for help, Comprehension check, Expressing non-understanding* which means there is a statistical diffrence in the employment of communication strategies in all of the strategies except for avoidance strategy *of Message abandonement* and intra-actional compensatory strategies of *Use of all purpose words and Word coinage.*It means that there is a statistically difference in 19 strategies out of 22 and the difference in the utilization of CS between the groups stand for an almost 86%.

More significantly there is a difference in all of the "inter-actional" strategies which means there is significant difference in all Avoidance Strategies and Compensatory Strategies items which are *asking for repetition, appeal for help, clarification request, asking for confirmation, comprehension check and expressing non-understanding* which supports the statement of Van Hest (1996) that the great majority of interactional strategies used in the study indicate that there was a great need to cope with particular communication problems emerging from interactants performance in communicative situations and it might be inferred that the need to compensate for interactive problems might be lowered by teaching such strategies in the classroom context.

The post-test scores also indicate there is a significant difference in the frequency of strategy use between the research groups of that one with the strategies instruction embedded to the standard program and the other without it. In a related study, Brett (2001) developed a possible treatment of eight weeks to teach CS to secondary school students who were beginners as level in German and the results in the study indicated that pupils are able to develop and take advantage of CS if they are taught in classroom context in line with their concurrent curriculum and she suggests that pupils need to participate in various communicative tasks to practice Cs and be encouraged to use them more efficiently.

The differences between the groups indicate that communication strategies could be embedded to the current syllabi with a great effect on students' utilizing strategies in communicative situations which is in line with the statement of O'Malley (1987) that teachers of foreign language must be confident that there is a great number of strategies that can be embedded into the existing curricula and can be taught in terms of activities.

In a similar study in Jordanian context, Al-Gharaibeh and Al-Jamal (2016) investigated the CS used by high school students and teachers with a checklist similar to the one used in the present study and found out that students use various strategies to compensate for their lack of vocabulary and teachers use CS in order to compensate for communication breakdowns. The study revealed that participants mostly tend to use strategies like *approximation* and *circumlocution* which is in line with the present study in the sense of compensation for lexical items. Still, different from Al-Gharaibeh and Al-Jamal's (2016) study, *message abandonement* strategy was not used that often in the present study. As regards to another similarity with their study and the findings in the post-test results in the experimental group in the present study, it can be clearly understood that the strategies of *interactional* such as *comprehension check* was highly used in Jordanian context, too. Their study is supported by the idea that the CS introduction in EFL classes might be useful for developing awareness on CS among learners of English.

When it comes to the communicative tasks employed within classroom athmosphere the employment in the choice, frequency and use of Cs among students show great differences between the research groups. The comparisons do not include a pre-post test system, different from speaking performance tests, but else they supply valuable data on the preferences of two research groups in terms of the same five communicative tasks introduced and employed within same weeks of the research. As Nunan (1991) suggests communicative tasks enrich the research athmosphere to collect more empirical data on the actual employment of CS by students and highly recommend its use in communicative teaching of language in classrooms of EFL.

With respect to the third question in the study which is on the possible differences in the use, choice and frequency of the CS in communicative tasks in both research groups in the present study, the findings stand for observable differences between the two research groups.As one can clearly see there is significant difference between the groups in both categories of CS as Avoidance and Compensatory strategies, the treatment might be said to have an effect on the frequency of CS use on the experimental group different than the control group.The percentages of the change between the groups show development by time as the weeks pass, as;

-in Task 1, 54% in favour of Experimental group and 12% in favour of Control group,

-in Task 2, 59% in favour of Experimental Group and %9 in favour of Control Group,

-in Task 3, 81% in favour of Experimental Group,

-in Task 4, 77% in favour of Experimental Group,

-in Task 5, 86% in favour of Experimental Group,

which possibly mean that the experimental group use the strategies more often as they practice it in the communicative tasks and other activities supplied by the researcher in classroom frame.

According to Nunan (1991) communicative tasks which are embedded in language teaching curriculum will give the teacher a great opportunity to monitor and report the outcomes of the curriculum and will provide great information on the needs of learner. From this perspective, the results gathered via the means of communicative tasks provide the present research a great deal of data to see the differences among students and grıups as well as its providing a chance to look at the treatment from a weekly developmental perspective in order to comment on the improvements on students by time (Widdowson, 1983).

When the tasks are investigated separately the differences in the choice of CS in different tasks are understood more clearly. When the results on the use of CS among students in Task 1 and Task 2 (one-way communication tasks but included a question-answer session at the end) were examined it is clearly seen that students mostly resorted to intra-actional compensatory strategies in these tasks where they need to pursue a conversation mostly in a style of giving speech. The most frequently used strategies in these tasks were *Other–repetition, Omission, Self repair use of all-purpose words* and the least frequently used strategies were the *interactional compensatory strategies.* As it comes to Task 3, Task 4 and Task 5 which required for group work and supplied interactional activities among students the preference of Cs dragged to the interactional compensatory strategies. The most frequently used ones are *Asking for repetition, Appeal for help, Clarification request, Asking for confirmation, Comprehension check, and Expressing non-understanding.*

The differences of strategy employment in the groups stand for mostly on the interactional compensatory strategies of asking for repetition, appeal for help, clarification request, asking for confirmation, comprehension check and expressing non-understanding, which

supports the statement of Van Hest (1996) that there might be a great need to cope with particular communication problems emerging from interactants performance in communicative situations and it might be inferred that the need to compensate for interactive problems might be lowered by teaching such strategies in the classroom context.

The present study which attempts to investigate the effect of communication strategies training on strategic competence in speaking can be indicated to have promising results in terms of teachability of CS and desirability of embedding the strategy training in present syllabi due to the fact that differences between the groups of students in the study show significant changes before and after treatment in classes of English. Still, as Foster (1998) expresses, although such treatments and interventions can be claimed to have positive effect on the use and teachability of CS, there seems to have very limited sources of research to supply clear links between L2 acquisition and learning. Regarding this view the results of the present study need to be supported by further research in universal and national context in order to see the efficacy of the treatment.

5.2. Conclusion and Implications

The following sections will provide a conclusion of the whole study as well as pedagocical implications and suggestions for further research regarding the limitations of the present study.

5.2.1. Conclusion of the Study

The main purpose of the present study was to examine the effects of teaching CS to EFL high school students and to determine whether teaching communication strategies is pedagogically effective in high school context or not. Moreover, the study aimed at determining the types of communication strategies that are more effectively and intensely used by learners before and after strategy training as well as investigating student perceptions on the development of their own in the the use of CS.

In order to improve learner awareness on the competence of communication strategies a communication strategies embedded frame as a treatment was taken into action for the targeted (experimental) group of students in this study. The communication strategy training programme developed by the researcher was infused to the original programme of the experimental group while the control group followed the standart programme. The programme of strategy training was not considered and planned as an isolated course from the present curriculum, and it was designed as a part of existing syllabus in which the activities and topics were selected carefully to serve for the needs of the current curriculum as well.

The study used various ways to obtain data on the communication strategies that are most/least frequently used by learners before and after strategy training and also searched for the effects of the treatment on the choice and frequency of communication strategy use of the students. The results and indications on the effects of explicit training of communication strategies on students' perceptions were also administered throughout the study. In order to obtain empirical data on the learners' perceptions of themselves on the development in strategic competence; Turkish version of OCSI (Oral Communication Strategies Inventory) by Nakatani (2006) was employed to 60 high school students before and after the training. Furthermore, oral communication performance tests as pre- and post tests were administered and five communicative tasks were given to students in classes of English in order to have qualitative data on the results of the treatment.

The results indicated that the strategy use of both groups were very low in all factoral dimensions before strategy training which means they had very limited awareness of utilizing communication strategies. The results of the inventory indicated that there was no statistically significant difference between the scores of inventory (OCSI) in any dimensions for both Experimental Group and Control Group before the treatment of CS in terms of strategy use, which means all the participants had similar backgrounds in terms of strategic competence in speaking before the treatment.

The findings of the inventory before the treatment also indicate that the students in both groups shared the similar limited awareness of communication strategies and it was clearly seen that they showed no difference in the choice of communication strategies while responding to the questions of the inventory and as the pre-test results of both groups are investigated it is seen that the awareness and the use of communication

strategies among students are obviously limited to a few strategies (e.g. Uon, Mum) in terms of practical use. Whereas, the post-test results of the inventory indicated that strategy "*Attempt to think in English*" showed a significant difference in use after the treatment in experimental group.

Likewise, the results of oral communication performance tests and in class communicative tasks indicated that there is a significant difference in utilization of Avoidance strategies as well as Compensatory strategies in the experimental group which means that it seems effective to teach communication strategies in order to develop strategic competence among high school students. The changes in the post-test results of the learners on speaking performance test of Experimental group are highly observable while control group could only develop a few strategies of "compensation strategies" in the meantime. The choice and frequency in the employment of CS in the Experimental group show differences mostly in "Compensatory Strategies" which is divided into two as "intra-actional" and "inter-actional" groups of strategies.

To have a broader look, the significantly different items in the "intra-actional" strategies in the Experimental group are; *code-switching, foreignising, omission, other repetition, use of fillers, use of non-linguaistic means, self repair, approximation and circumlocution* which means there are significant difference in 9 of the strategies out of 14 which stands for almost 64 % change in the use of strategies before and after the treatment in performance tests. Similarly, when it comes to the communicative tasks employed within classroom athmosphere the employment in the choice, frequency and use of Cs among students show great differences between the research groups and there is significant difference between the groups in both categories of CS as Avoidance and Compensatory strategies, so the treatment might be said to have an effect on the frequency of CS use on the experimental group different than the control group.

To this end, the present study on the effect of communication strategies training on strategic competence in speaking, indicates promising and positive results in terms of teachability of CS and desirability of embedding the strategy training in present syllabi due to the fact that differences between the groups of students in the study show drastic changes before and after treatment in classes of English.

5.2.2. Implementations and Suggestions for Further Research

What prompted the present study to be taken as a plan of intervention and to be conducted as an action research was the realization of the fact that a great number of high school students as foreign language learners found real-life oral communication in English a problematic issue. Yet, the concurrent education programs in EFL in Turkey do not seem to include remedial solutions to this problem.

Assuming that students might benefit from the knowledge of CS, a direct teaching of oral communication strategies was taken into action and the results seem to be promising. As the concurrent research in the field and the findings of the present study indicate, the teaching of CS might be suggested to compensate for the lack of language competencies in the action of speaking. Research in the field suggests that teaching CS intentionally and explicitly in EFL classes could be beneficial to find remedial solutions to the speaking problems stemming from lack of confidence that learners have because of their deficiencies in language (Brown, 2001; Dörnyei, 1995; Faerch and Kasper, 1983). Yet, the research in the field also include some arguments on the controversial ideas on the teachability of CS. The arguments generally stem from the concerns about the training of CS to be based on indirect evidence or the notion of teaching.

The data collection and analysis methods also seem to be debated by researchers in order to obtain the accurate empirical data on the reals use of CS among students. As suggested, strategic competence is the way learners use to cope with communicational breakdowns and it is an ability to manipulate the language to serve for meeting and answering the communicative goals (Brown, 2007). The issue needs to be taken up more often in implementational studies in Turkish schools, in order to be able to talk and comment about its effects and outcomes on students.

As the present research offers comparative and contrastive data on the employment of CS in classroom athmosphere and on the possible activities and methods that might work for the teaching process of CS to high school students, there will be some implementational suggestions for the concept of CS teaching and its being embedded in the concurrent syllabi with possible activities that worked for the present study. Possible implementations and suggestion on the issues dealing with such experimental studies including training of CS as a treatment are explained within the following paragraphs.

1. One of the most important issues in the studies including CS training is raising the learners' awareness of CS. It is known that students' attitutes towards strategies are very influential on the frequency of use and preferences of CS among students. For this specific reason it is highly important to raise awareness in the types and possible usages of CS to be explicitly introduced to students within interesting activities including videos and audios with examples of real usage by native speakers as well as bilingual users of English, if possible.

   For the present study, the extracts from famous movies and trendy TV series were taken as sources and that really worked on attracting the attention of students' who are teenagers and highly interested in cinema and TV series. Themes including educational attainments about movies and cinema are already in the syllabi of Turkish high schools and secondary school syllabi, the CS might be introduced to students via these units within expansional activities of speaking and listening in the classrooms (Wei, 2011).

2. Encouraging the use of compensatory strategies instead of avoidance among students is another important issue. Compensatory strategies might better contribute to the foreign language learning for the simple reason that they foster the use of language in a more engaged manner in order to stay in the conversation longer. Whereas avoidance seem to be not meeting the goals of a real conversation for the speaker departs from the topic.

   In the present study the CS training included all types of strategies as compensatory and avoidance strategies but avoidance strategies do not seem to be developed by students. One of the possible reasons might be that avoidance is introduced as "not a good strategy" and it is not recommended to be developed among students. Thus, for the future studies the recommendation on the desirable teachability of avoidance can be taken as a question and be examined more explicitly in the schools of Turkey.

3. As an intervention, CS training is a highly demanding process when it is implemented within classroom athmosphere in a high school. While planning, it is crucial to find an optimum timing for the activities and for data collection without creating an athmosphere of boredom. CS training in the present study included twelve full weeks with two weeks sliced for especially on data collection and analysis phase before the treatment. The planning sessions of CS training is

ideal to be longer than the planning phase in the present study, for the researchers might not that be lucky to have responsive and conformable students while collecting data.

4. Another suggestion for the further research might be that it is ideal to take such treatments as longitudinal studies. Longitudinal studies on the CS training might better work on regarding the outcomes of the training among students and it might allow researchers to manage and monitor the student behaviours more extensively and thoroughly. By this way, the efficacy of Cs training in the long run can also be understood better.

5. On the data collection tools, as well as communicative tasks and oral communication activities including CS as a notion, the student interviews might also enlighten the questions occurred to researchers, especially on the possible reasons of preference of CS among students in the findings. The results in the present study on CS stand for CS training to be a promising and desirable treatment to employ in high school context, but the questions on the resons for such results still remain to be unanswered. Students' interviews or focused group meetings after the study might help the issue.

6. In order to offer curricular suggestions on the employment of CS training in high school context, it can be said that the possible activities of CS training can be embedded to all of the themes (themes might differ regarding the book administered in the region) since educational attainments in speaking of concurrent syllabi in high schools is adaptable with the attainments of CS training. As an example;

-Theme 5 (11th grade): "Back to the past" with educational attainments of students to be able to talk about regrets and wishes on the past events can easily be an activity for practicing CS while speaking about the past. As suggested in the present study most of the speaking activities in the themes, including different attainments, can be taken as means of CS practice if given some extra time and activities to foster the use of CS while speaking.

7. One of the limitations in the present study was the lack of research in Turkish context on teachability of CS in high school context. Finding the possible methods to teach CS and to compare the results of the present study with equivalent research was a challenging issue.The concurrent research including CS treatments

and its resons mostly dealt with implications on university context and further research within the primary, secondary and high school contexts on teaching CS is highly needed for the enlightenment of the issue on teachability and its desirability in the sllabi of EFL in the schools of Turkey.Besides, the concurrent research on the employment of CS among students generally base on the relationship between proficiency level of students and their CS choices.But there is a great need for teachers of EFL to find studies on the implementation of CS training .

8. When it comes to the implementational suggestions for "Ministry of Education Vision Programme 2023" which is newly introduced by the Ministry of Education, it is possible to see plans on visionary improvements on English teaching in Turkey for the coming years. The programme is clear to see to base on "speaking" as a productive skill and suggest it to be developed by differentiated methods of teaching and by embedding technology in the teaching process. In order to help reach the needs of the programme the authorities as planners and curriculum makers will need the suggestions of the researchers in the field on how to foster students speaking skills.

   The CS treatment and its effect on students speaking should be examined in detail with further research including suggestions on its being infused to the concurrent syllabi or not. Suggestions on CS teaching must cover the studies with primary schools, secondary schools and high schools from all geographical regions of Turkey in order to have more accurate results.

9. Communicative tasks in the present study were used for monitoring the use of CS after strategy training in the following weeks of the treatment and included classroom discussion, roleplaying and drama etc. In such activities, learners have higher possibilities of being aware of CS and its remedial use in order to pursue a conversation by using these strategies.

   For the further research, communicative tasks are highly recommended to be employed as means of practising CS and as means of data collection tool, possibly as pre-and post-tests, for its becoming highly reach in supplying implementational data.

10. As another suggestion on design of the CS studies the data on CS should be collected by videotaped, if possible, in order to observe the body movements and

responses of the interactants. For better results, the data on CS must be collected in a wide variety of discourse situations, even sometimes the teaching sessions of CS might be taken out of school.

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APPENDICES

Appendix 1. Permits of the Research

T.C.
MUĞLA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 70004082-605.01-E.1630157   08.02.2017
Konu : İzin

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi :a)Valilik Makamının 07/02/2017 tarih ve 1563679 sayılı oluru.
b)23/01/2017 tarihli ve 890336 sayılı yazımız.

Üniversiteniz, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans öğrencisi Emine SAYAR'ın Muğla ili Menteşe İlçe Milli Eğitim Müdürlüğüne bağlı Muğla Anadolu Lisesi 11-B ve 11-D sınıflarında okuyan öğrencilerine tez uygulamasını yapması talebiyle ilgili ilgi (a) makam oluru yazımız ekinde gönderilmektedir.

Bilgilerinizi ve yapılan araştırmanın tamamlanmasından itibaren en geç 2 hafta içerisinde araştırmanın bir örneğinin CD' ye kayıtlı olarak Müdürlüğümüze gönderilmesi hususunda :

Gereğini rica ederim.

Celalettin EKİNCİ
Vali a.
İl Milli Eğitim Müdürü

EKLER:
1-İlgi (a) makam oluru (1 sayfa)
2-Araştırma değerlendirme formu (1 sayfa)
3-Anket uygulama formu (...sayfa)

08 Şubat 2017

Muğla İl Milli Eğitim Müdürlüğü
Elektronik Ağ: muglamem.meb.gov.tr
e-posta: arge48@meb.gov.tr

Ayrıntılı bilgi için:Strateji Geliştirme
Tel : 10 252 280 4823
Faks:10 252 280 4808

Bu evrak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden 6196-3065-3694-a73f-5ecd kodu ile teyit edilebilir.

T.C.
MUĞLA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 70004082-605.01-E.1563679   07/02/2017
Konu : İzin Talebi

VALİLİK MAKAMINA

İlgi a) Muğla Sıtkı Koçman Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının
        09/01/2017 tarih ve 353 sayılı yazısı.
      b) 23/01/2017 tarihli ve 890336 sayılı makam oluru.

        Muğla Sıtkı Koçman Üniversitesi Rektörlüğü, Eğitim Bilimleri Enstitüsü Yabancı
Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans öğrencisi
Emine SAYAR'ın Muğla ili Menteşe İlçe Milli Eğitim Müdürlüğüne bağlı Muğla Anadolu
Lisesi 11-B ve 11-D sınıflarında okuyan öğrencilere tez çalışmasını ve anket uygulamasına
yönelik talebiyle ilgili ilgi (a) yazı ve ekleri yazımız ekinde sunulmaktadır.

Bu nedenle, Bakanlığımızın 07/03/2012 tarihli ve B.08.0.YET.00.20.00.0/3616 sayılı yazısı
(2012/13 No'lu GENELGE) doğrultusunda ve ilgi (b) makam onayı ile oluşturulan
komisyonun uygun görüşüyle, Muğla Sıtkı Koçman Üniversitesi Rektörlüğü, Eğitim
Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı
Tezli Yüksek Lisans öğrencisi Emine SAYAR'ın "On The Development and Teachability of
Strategic Competence in EFL Classes: an Action Ressearch With High School Students in
Mugla" konulu çalışmasını:

        **2016-2017 Eğitim Öğretim yılında ve eğitim öğretimi aksatmayacak şekilde,
kurum müdürünün uygun gördüğü bir zamanda, kurum öğretmen ve öğrenci veli
izinlerininde alınarak;** Muğla ili Menteşe İlçe Milli Eğitim Müdürlüğüne bağlı Muğla
Anadolu Lisesi 11-B ve 11-D sınıflarında okuyan öğrencilere anket ve tez çalışması
uygulaması, müdürlüğümüzce uygun görülmektedir.

        Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

                                                    Celalettin EKİNCİ
                                                    İl Milli Eğitim Müdürü

                        OLUR
                      07/02/2017

                    Kamil KÖTEN
                      Vali a.
                    Vali Yardımcısı.

T.C.
MİLLİ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Emine SAYAR
Kurumu / Üniversitesi	Muğla Sıtkı Koçman Üniversitesi
Araştırma yapılacak iller	Muğla
Araştırma yapılacak eğitim kurumu ve kademesi	Muğla İl Menteşe İlçe Milli Eğitim Müdürlüğüne bağlı Muğla Anadolu Lisesi 11-B ve 11-D sınıflarında okuyan öğrencilere uygulanacaktır.
Araştırmanın konusu	"On The Development and Teachability of Strategic Competence in EFL Classes: an Action Ressearch With High School Students in Mugla"
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Tez Önerisi
Veri toplama araçları	Oral Communication Strategy Invertory by Nakatani
Görüş istenilecek Birim/Birimler	

KOMİSYON GÖRÜŞÜ

Muğla Sıtkı Koçman Üniversitesi Rektörlüğünden, Müdürlüğümüze iletilen yukarıda belirtilen araştırma örneğinin araştırma sahasında uygulanabilirliği hususunda incelenerek Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 07/03/2012 tarih ve 2012/13 sayılı Genelgeye uygun olarak hazırlandığı görülmüştür. Söz konusu anket uygulamasının, 2016-2017 Eğitim-Öğretim yılı içerisinde, eğitim öğretimi aksatmayacak şekilde, veli izninin alınarak, Kurum Müdürünün de uygun gördüğü zamanda yapılması uygun görülmüştür.

Komisyon kararı	Oybirliği / Oyçokluğu ile alınmıştır
Muhalif üyenin Adı ve Soyadı:	Gerekçesi: ....

KOMİSYON

03/02/2017

Seray AKSEL
Komisyon Başkanı

Gözde GÜRDAL
Üye

M.Özlem KAVURAN
Üye

Appendix 2. Aydınlatılmış Onam Formu

Sayın Veli ve Sevgili Öğrenci,

Okulunuzda İngilizce dersi kapsamında konuşma becerilerinin geliştirilmesi bu konudaki stratejik bilgilerin artırılması ve sürdürülebilirliği konusunda "On the development and teachability of strategic competence in EFL Classes: An action research with high school students in Muğla" adlı bir araştırma ve uygulama yapılmaktadır. Bu araştırma ile bu alanda, bu bölgedeki öğrencilerimizin durumu ile ilgili bilgiler öğrenmeyi hedeflemekteyiz. Araştırmayı İngilizce Öğretmeni olan ve Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi bölümü Yüksek Lisans öğrenimi gören Emine Sayar yapmaktadır ve gerekli izinleri Muğla Üniversitesi ve Muğla İl Milli Eğitim Müdürlüğü'nden almıştır. Bu araştırmaya katılan öğrencilere anket uygulanmakta ve sınıf içindeki sözlü iletişim becerileri verileri alınmakta, sarf ettikleri cümleler ve bu cümleleri sarf ederken kullandıkları vücut dili ile ilgili bilgiler edinilmekte ve isimleri, yüzleri veya herhangi bir kişisel özellikleri belli olmayacak şekilde verilerin bilimsel araştırmada kullanılması sağlanmaktadır. Öğrencilerimizin hiçbir kişisel hakkının ihlali söz konusu olmamakla birlikte bu araştırmanın sonuçları çocuklar için yararlı bilgiler sağlayacak ve ilerdeki İngilizce öğrenimlerinin şekillenmesine yardım edecektir. Bu araştırmaya katılmayı kabul ediyorsanız aşağıya lütfen adınızı ve soyadınızı yazınız ve imzanızı atınız. İmzaladıktan sonra size bu formun bir kopyası verilecektir.

Aklınıza gelen veya daha sonra gelecek olan soruları istediğiniz zaman bana sorabilirsiniz.

Saygılarımla.

Öğrencinin adı, soyadı:

İmzası: Tarih:

Velisinin adı, soyadı:

İmzası: Tarih:

Araştırıcının adı, soyadı, unvanı: **İngilizce Öğrt. Emine SAYAR**
Adres: Emirbeyazıt Mah. Kürkütçü Sokak Aksoy Apt. Daire:10
Telefon no: 05556300998
İmza: Tarih:

Appendix 3. OCSI (Oral Communication Strategies Inventory)

Oral Communication Strategy Inventory by Nakatani (2006)

Oral Communication Strategy Inventory (OCSI) *Strategies for Coping With Speaking Problems*	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.					

Continued Oral Communication Strategy Inventory by Nakatani(2006)

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.					

Yaman, Ş., Kavasoğlu, M. (2013). The adaptation study of oral communication strategy inventory into Turkish.*International Journal of Human Sciences*, *10*(2), 400-419

Turkish Equivalent (Version) of OSCI

Oral Communication Strategy Inventory (OCSI) *Strategies for Coping With Speaking Problems*	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 anlaşılabileceğim 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 hissedersem 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 örneklemeye					

Continued Turkish Equivalent (Version) of OSCI

başvururum.					
22. Konuşurken, ne söylemek istediğimin dinleyici tarafından anlaşılıp anlamadığını 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.					

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Appendix 4. Communication Strategies Checklist

Checklist for Analysis of Communication Strategies *

Student Name:	Oral test individual -pre	Oral test interactive-pre	Oral test individual -post	Oral test interactive -post
1. Avoidance strategies				
1.1 Topic avoidance (TA) : To avoid talking about a concept				
1.2 Message abandonment (MA) : To stop in mid-utterances				
2. Compensatory strategies				
2.1 Intra-actional strategies				
2.1.1 Word coinage (WC) : To make up a non-existing new word to communicate				
2.1.2 Code-switching (CS) : To switch the language to L1 without bothering to translate				
2.1.3 Foreignizing (For) : To adjust L1 to L2 phonologically and/or morphologically				
2.1.4 Use of non-linguistic means (Uon) : To replace a word with non-verbal cues				
2.1.5 Self repair (SR) : To make a self - correction of one's own speech				
2.1.6 Mumbling (Mum) : To mumble with inaudible voice				
2.1.7 Use of all-purpose words (UA) : To extend a general, empty item to the exact word				
2.1.8 Approximation (App) : To substitute the L2 term with the item which shares the same meaning				
2.1.9 Circumlocution (Cir) : To describe the properties of the object instead of the exact target item				
2.1.10 Literal translation (LT) : To translate word for word from L1 to L2				
2.1.11 Use of fillers/hesitation devices (UF) : To use filling words to gain time to think				
2.1.12 Self- repetition (SR) : To repeat words or phrases of one's own speech				
2.1.13 Other –repetition (OR) : To repeat something the interlocutor said to gain time				
2.1.14 Omission (Omi) : To leave a gap when not knowing a word or continue as if it was understandable.				
2.2 Interactional strategies				
2.2.1 Asking for repetition (AR) : To ask for repetition when having comprehension difficulty				
2.2.2 Appeal for help (AH) : To request direct or indirect help from the interlocutor				
2.2.3 Clarification request (CR) : To request for more explanation to solve a comprehension difficulty				
2.2.4 Asking for confirmation (AC) : To request confirmation that something is understood correctly				
2.2.5 Comprehension check (CC) : To ask questions to check interlocutor's understanding				
2.2.6 Expressing non-understanding (EN) : To show one's own inability to understand messages				

(Adapted from Tarone, 1980; Faerch & Kasper, 1983; Dornyei & Scott, 1997 as cited in Malasit and Sarobol,2013:805)

Appendix 5. Taxonomies and Definitions of CS

Table A.1
Definitions of Communication Strategies (Rababah, 2002).

Tarone (1980)	"Mutual attempts of two interlocutors to agree on a meaning in situations where requisite meanings structures do not seem to be shared" (p.420).
Corder (1981,1983)	"Systematic techniques employed by a speaker to express his meaning when faced with some difficulty" (pp. 103-16)
Faerch & Kasper (1983a)	"Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (p.36).
Wagner (1983)	"... strategies predetermine the verbal planning they serve the function of adjusting the plan to the situation, i.e. each individual utterance is to be seen as strategic. What is specific for IL users is that plans of action cannot be directly converted into verbal plans, because of gaps in the speaker's (and hearer's) linguistic repertoire. The primary function of function of communication strategies in the speech of IL users is to compensate for this deficit." (p. 167).
Stern (1983)	"Communication strategies, i.e., techniques of coping with difficulties in communicating in an imperfectly known second language" (p.1983).
Bialystok (1983)	"... all attempts to manipulate a limited linguistic system in order to promote communication. Should learning result from the exercise, the strategy has also functioned as a learning strategy, but there is no inherent feature of the strategy itself which can determine which of these roles it will serve." (pp. 102-103)
Poulisse (1990)	Compensatory strategies are strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings (p. 88).
Paribakht (1985)	Communication strategies (CS) have generally been defined as means that speakers use to solve their communicative problems; (p. 132).
Towel (1987)	The means used by a speaker to overcome a difficulty encountered whilst attempting to communicate in the foreign language (p.97).
Brown (1987)	The conscious employment by verbal or non-verbal mechanisms for communicating an idea when precise linguistic forms are for some reasons not available to the learner at that point in communication (p.180).
Bialystok (1990)	... the dynamic interaction of the components of language processing that balance each other in their level of involvement to meet tasks demands" (p.138).

Table A.2
Taxonomy of Communication Strategies by Tarone (1977)

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

Table A.3
Taxonomy of Communication Strategies by Corder (1983:17)

Message Adjustment	Topic Avoidance Topic Abandonment Semantic Avoidance Message Reduction
Resource Expansion	Switching Inventing Paraphrasing Paralinguistic Strategies

Table A. 4
Taxonomy of Communication Strategies by Tarone, Cohen and Dumas (1983) cited in
Faerch & Kasper, 1983: 16-17)

Transfer from NL		Phonological
		Morphological
		Syntactic
		Lexical
Overgeneralization		Phonological
		Morphological
		Syntactic
		Lexical
Prefabricated Pattern		Syntactic
Overelaboration		Phonological
		Morphological
		Syntactic
		Lexical
Epenthesis		Phonological
Avoidance	Topic Avoidance	Phonological
		Morphological
		Syntactic
		Lexical
	Semantic Avoidance	Phonological
		Morphological
		Syntactic
		Lexical
	Appeal to Authority	Phonological
		Morphological
		Syntactic
		Lexical
	Paraphrase	Phonological
		Morphological
		Syntactic
		Lexical
	Message Abandonment	Phonological
		Morphological
		Syntactic
		Lexical
	Language Switch	Phonological
		Morphological
		Syntactic
		Lexical

Table A.5
Taxonomy of Communication Strategies

Faerch and Kasper's Communication Strategies (1983a, 52-53)				
Reduction Strategies	Formal Reduction Strategies	Phonological		
		Morphological		
		Syntactic		
		Lexical		
	Functional Reduction Strategies	Actional Reduction		
		Modal Reduction		
		Propositional Reduction		
Achievement Strategies	Compensatory Strategies	Non-cooperative Strategies	L1-L2-based strategies	code-switching
				foreignizing
				literal translation
			L2-based strategies	substitution
				paraphrase
				word coinage
				restructuring
			Non-linguistic strategies	
	Retrieval Strategies		Waiting	
			Using semantic field	
			Using other languages	

Appendix 6: Sample Lesson Plan For CS

Sample lesson plan for practising CS (Foreignizing, Use of non-linguistic means, Self repair for this activity)

Activity number	6
The CS processed	Intra actional compensatory 2.1.3 Foreignizing 2.1.4 Use of non-linguistic means 2.1.5 Self repair
Week	4
THEME	**THEME 5: Back to the past**
Name of the activity	**THE ANCIENT TIMES**
Suggested time	**40' + 40' + 40'**
Educational Attainments Practice phase CS	1. Knows the life in the communities of various cultures of the world at various times in history and the important historical achievements of various cultures of the world. 2. Discusses the ways in which parents express and convey their beliefs and values through long-established oral traditions, literature, songs, art, religion, community celebrations, food and language. 3. Uses Foreignizing, Use of non-linguistic means , Self repair effectively while talking on past regrets and achievements.
Interdisciplinary issues	History, Geography, Social Sciences
Techniques and Methods	Task-based Instruction Communicative Language learning
Materials	Internet, Lap top
Öğrenme Öğretme Süreci	Wall paintings from ancient civilizations showing the aspects of life in ancient times are shown to the students online or visually.

	1.These paintings can include murals in Lascaux Cave, the Gasulla Strait in France, the Çatal Höyük in Anatolia, Egypt and Crete.
	2. Ask students to tell you what these illustrations can tell about ancient life.
	3. Ask the students to separate into groups and form a mural that tells a day in their lives as if they were living in ancient civilizations. Ask students to brainstorm a group about how to show their day.
	4. Explain the necessity of planning the sections of the students before they start painting the wall.
	5. Give students time to work on the wall and create an environment in which each group can work simultaneously.
	6. Ask the students to volunteer from left to right to explain the mural
Expansion	Mausoleum • Explain and discuss with students the pictures of ancient Egyptian pyramids or ancient monumental tombs for which purposes they are made. • In accordance with your school and community, you and the students start a discussion that you are planning to create a monumental tomb for an important person today. • Ask students what materials they will use and how the monument will take shape and what this monument can add to society.
Assessment	Group discussion on the use of Cs in the activities while watching the records with students.

Sample lesson plan for practising CS (Foreignizing, Use of non-linguistic means, Self repair fort his activity)

Appendix 7. Student Transcriptions

One-Way Speaking Performance Test 1

Activity Name: Describing an object they choose from the bag

- S1- (earring) "…This is a jewellery, eehh, ear jewellery, eehhh, ear (showing her ear) take it on the ear, ehh, that's it.

- S2- (piercing) "It is an accessory people, ehh, on face (doing gestures as she implies it is finished)

- S3- (glasses) "This is accessory for people who don't see (moving her hands and touching her eyes))

- S4-(fork) "Ehhm, we eat like this (showing movements indicating eating)

- S5- (spoon) "It is, ehh, we at soup with this"

- S6- (bookmarker)

- S7- (phone case) "It is used to save the phone, (speaking Turkish to say he cannot think of any other feature to mention)

- S8- (fridge) In the kitchen, ehhh, cold, ehh, it, ehh (silent after)

- S9- (coat hanger) "In class, ehh, we use it, ehh, hang "kabans, eehmm, (moving her hands unintentionally, speaking Turkish-hocam ne diyebilirim başka? smiling)

- S10- (knife) "We use it, ehh, for cutting vegetables or food and we can use it to kill people, too(laughing)

- S11- (hair straightener) "We can use it hair, (silent for more than 20 seconds) and warm it is, (speaking Turkish-yani sıcak) that is it, thank you.

- S12- (plate) "To eat food you need this thing because, if you do not have this tool your food going to drop or you cannot eat because, ehhm, when you finish the food you need to wash it then you need to, ehm, you can use it for one time. It can be glass or it can be "porselen, Kütahya" (laughing and doing gestures like the shape of a plate)

- S13- (pencil case) "We put our pencils in that, accessory, we need pencil, we take pencil in that case and we finish our work then we put it back, it is an object like this (doing his hands in the shape of a rectangle)

- S14- (stapler)We can use, ehhm, for copies, office work, we can paper, (in Turkish, birleştirmek)

- S15- (oven) "You can cook meat, food, ehmm, that is it"

- S16-(spaghetti) It is long and this food to cook is very easy and delicious"

- S17- (cinema ticket) "This object for cinema (moving legs and swinging) I give money and they give me this in the cinema."

- S18- (fruit press) "We use, ehmm, in kitchen, ehmm, you should use with fruit, it is scap., squip., squeeze it (making hand movements of putting fruit in a machine) I like it, I use it, it is very useful. (laugh)

- S19- (shaving machine) "Ehhm, when your moustache and beard, ehmm, grown very high and you want to cut them you use this item, this item is very useful for cutting your moustache and beard so you use it. Thank you."

- S20- (shopping mall) "When we want to shopping some clothes, some things to buy we go there and maybe it is big or if in the city it is middle, generally we can use all marts in this field, that is it"

- S21- (key) "We come home, then door, this object ehmm and you put that then open the door".

- S22- (Iron machine) "Housewives take it, ehmm, very hot, the housewives take clothes and, ehmm, this a machine, that is all"

- S23-(car) "Ehmm, always, ehmm, we drive it, five people sit, ehmm, always men driving it, I think"

- S24- (canteen) "It is in school, when you eat, you need something you go there, sometimes it is too much, too crowded".

- S25- (heater) "It is a hot thing, (silent for more than 20 seconds) cooking chestnut you touch, ehmm, hot (moving his hands like touching something)

- S26-(television) "It is in the, ehmm, (silent for 10 seconds), on, ehmm, if you are boring, you can, you can, ehmm, watch it"

- S27 (stationary) "We go there, buy pencil, pencilcase (laughing, ashamed, moving his hands meaninglessly)

- S28- (cigarette) "I cannot, I cannot, ehmm, (acting like smoking)

- S29 (bag) "Hand or, ehhmm (silent after all)

- S30 (rocking chair) "this object is a chair but this chair is built on a mechanism that gets back and forth and people, old people sit on and knit and people, ehm, there are different kinds of it very old ones are built on a slayish thing and that is

what it is, it is usually made of wood, but some of them are covered with fabric so people are comfortable while watching television or doing some reading."

- o S31- (hot water bag) "This is an object and usually women use that, it is a little bag we put hot water then we use it, made from plastic maybe"
- o S32- (strainer) "If I want to make a pasta first I put in something, water, ehmm, last, ehm, I, ehm (clapping her hands with excitement and laughing)
- o S33- (stapler) "We are using it for, ehm, just a second, for papers and files that important, ehm, secretaries and important people using.
- o S34- (bus stop) "bus, (acting as she is sitting and something is coming towards her)
- o S35- (computer)" A technological device, we are using searching, searching something, ehm, we can connect internet while using that technologic device, it has different parts and different kinds, we can play games listen to music by using this."
- o S36- (rocking chair) "this object is a chair but this chair is built on a mechanism that gets back and forth and people, old people sit on and knit and people, ehm, there are different kinds of it very old ones are built on a slayish thing and that is what it is, it is usually made of wood, but some of them are covered with fabric so people are comfortable while watching television or doing some reading."
- o S37- (hot water bag) "This is an object and usually women use that, it is a little bag we put hot water then we use it, made from plastic maybe"
- o S38-(strainer) "If I want to make a pasta first I put in something, water, ehmm, last, ehm, I, ehm (clapping her hands with excitement and laughing)
- o S39-(stapler) "We are using it for, ehm, just a second, for papers and files that important, ehm, birleştirmek, ehm, secretaries and important people using that (saying "birleştirmeyi bilmiyorum"in Turkish)
- o S40- (bus stop) "bus, (noises, acting)
- o S41- (computer) "searching, searching something, ehm, we can connect internet while using that technologic device, it has different parts and different kinds, we can play games listen to music by using this."
- o S42- (Guitar) "It is a kind of musical instrument, dın dın dın (acting like playing)

- S43- (key) "It is an object, when door is locked, I open it with this object, it is small and ehhm, made of metal, that is it."
- S44- (nintendo) "It is a device you can play games on it with friends, last morgondor, exclusive games, you can play with your friends' same device or, ehmm, their multiplayer support is not well enough compared to computer but, it is graphics better, they are expensive but you can play longer."
- S45- (ballot) "It is election day, I am going, for voting I need a paper. This."
- S46- (washing machine) "It is a machine, ehmm, it washes, ehmm, (showing his shirt) making bubbles, gulluk gulluk, (laughs)
- S47-(reservation) "at a restaurant, ehmm, (silent for a few seconds), for dinner, ehm."
- S48- (Filter coffee maker) "coffee and water, ehm, bardak, cup and pour and another cup (showing a shape of cup)"
- S49- (vacuum cleaner) "This is an object we use clean our house, this is a machine, ehm, it has, ehm, it has, loudly noise, ehm, ehm."
- S50- (phone charger) "This is an object, useful, telephone, instagram, face, friend, ehm, ehm, (Orhan dersem anlarsınız- in Turkish, laughing)
- S51- (phone), ehm, ehm, (silent, acting like speaking on the phone)
- S52- (water heater) "If you want have a bath and water is cold, ehh, you can use it and water is hot and you can have a bath, ehmm, water is ehhmm, that is all"
- S53-(Elevator) "On the stairs when using it your effort too much, but with what I am describing, it is blocking it, you just enter the area and press the button and go anywhere, up down up down."
- S54-(sun cream) "I go sea in summer, (acting like rubbing cream on her arm)"
- S55- (remote control) "television, is the, (moving her hand like zapping)
- S56- (Water pomp) "ehmm, water, ehmm, dım dım dım, pheww (acting like a water pomp)
- S57- (painkiller) "If you have headache, you use it, with water, and your headache is gone"
- S58- (microphone) "ehhmm, it is a technological advice, we are use it when sing songs, talking public somewhere like this (showin movements like talking with mic.) We are put it, that object on ehhmm, that is it"

- S59- (motorcycle) "Like speed very speed you can use it, it is faster than others drive things, ehhm, it has two lastik, yuvarlak, ehmm, when you use it you put kask on your head, it is danger but funny."
- S60- (mirror) "It is an object, we put it on the wall, it is made of glass, ehhmm, ehmm."
- S-Bilingual 1- (suitcase) It is usually used when people want to travel somewhere, either with friends or family for a vacation, you put your personal stuff in it, they have like 4 wheels so that it is easy to carry with you, they are usually rectangle but can be circular shapes sometimes but they are very expensive, yeah."
- S-Bilingual 2- (Guitar) "It is a kind of musical instrument, ehm, it is made of wood and metal, we can use it like that, while using we can sing a song we can play that, it is like a circle and circle, hmm, that's it."

CV

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PUBLICATIONS