

**REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE EFFECTS OF PROFICIENCY LEVEL ON THE
COMMUNICATION STRATEGIES AMONG KOSOVAN AND
BOSNIAN SPEAKERS OF ENGLISH AS A FOREIGN
LANGUAGE**

A MASTER'S THESIS

ELVIR SHTAVICA

SUPERVISOR

PROF. DR. FIRDEVS KARAHAN

MAY 2015

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DECLARATION

I declare that the present thesis has been prepared by me, and that the study is carried out in conformity with academic standard and ethical guidance. I also proclaim that I have cited and referenced all information used in the thesis.

Signature

Elvir Shtavica



JÜRİ ÜYELERİNİN İMZA SAYFASI

'The Effects of Proficiency Level on the Communication Strategies Among Kosovan and Bosnian Speakers of English as a Foreign Language' başlıklı bu yüksek lisans tezi, İngiliz Dili ve Eğitimi Bilim dalında hazırlanmış ve jürimiz tarafından Kabul edilmiştir.

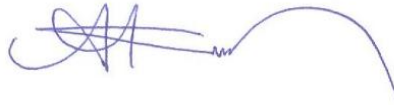
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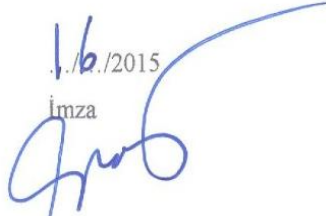
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İmza



Prof. Dr. İsmail GÜLEÇ

Enstitü Müdürü

ACKNOWLEDGEMENTS

Working on a research project is considered a long voyage. This dissertation would not have been completed without the guidance of several people. It is a pleasure to express my gratitude to those who have guided me and contributed throughout the present study.

First of all, my sincere thanks go to my thesis supervisors, Prof. Dr. Firdevs Karahan and Assoc. Prof. Dr. Dogan Yuksel for their encouragement, enthusiasm, comments, invaluable guidance, for their patience welcoming my numerous questions, and their support to get over hard times during my master's degree studies. This research project would not have been written without them and I am very privileged to have had Professors Firdevs Karahan and Dogan Yuksel as thesis supervisors. I would also like to express gratitude for their support throughout the thesis process; their bountifulness helped me to overcome hard times and manage a lot of barriers.

Several individuals have kindly assisted me during the process of my dissertation completion. I would like to thank Assist. Prof. Dr. Orhan Kocaman and Assoc. Prof. Dr. Ismail Önder for their positive feedback on my thesis.

Also my deepest thanks go to the Balkan students who sincerely and willingly accepted to be a part of the current research. It was really a great time to work together with them during research period and make this project possible.

I particularly wish to thank my fiancée, Elmedina Durguti for assisting me to spend most of the time on my research project instead of being with her.

My parents, Hysnije and Selajdin Shtavica supported me endlessly from a distance while I worked towards my degree and my thesis. The completion of this thesis will mean a lot to them, especially seeing more of me. So, I devote this research project to my loving parents, without whose love, affection and encouragement this work would not have been possible.

Finally, I owe my special thanks to my friends, Yeliz Unal, Liridon Kryeziu, Daut Huneli, Enes Inkaya, Mehmet Bagis, and Ensar Selman Karaguzel for making my stay in Sakarya a pleasant and memorable one.

ABSTRACT

THE EFFECTS OF PROFICIENCY LEVEL ON THE COMMUNICATION STRATEGIES AMONG KOSOVAN AND BOSNIAN SPEAKERS OF ENGLISH AS A FOREIGN LANGUAGE

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Master thesis, Department of English Language Teaching

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May, 2015. Xv+157 Pages.

The fact that foreign language students face communication problems when they try to convey their messages to their counterparts during oral communication has lead many linguistic scholars to investigate the use of communication strategies and different degree levels of proficiency. The study of communication strategies and development of different taxonomies has been the main focus of many researchers to examine the use of second language.

In this study, the effects of proficiency levels (i.e. Elementary and Intermediate) on the communication strategies employed by Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language were examined. The main aim was to reveal whether students' proficiency levels affected the choice of communication strategies at lexical level in oral communication task accomplishment.

As the subjects of this study, 34 participants, Kosovan and Bosnian speakers of English as a foreign language were selected based on degrees of proficiency (i.e. Elementary and Intermediate) levels. The participants were assigned to accomplish three different types of tasks: specifically ten minutes of oral communication-interview, picture story narration and photographic description. The data of the oral

communication tasks came from audio and video-recording. In this study the taxonomy of communication strategy employed by Tarone (1977) was used. The communication strategies employed by both levels of students were analyzed and compared in different occasions.

Analysis of the data revealed that participants used two types of communication strategies: lower level students used L1-based strategies more often; on the other hand, when compared to lower level students to their higher level counterparts, they employed L2-based strategies more commonly regardless of the ethnic group. Among these strategies, both levels of the students in their tasks accomplishment employed dominantly L2-based strategies. It was concluded that task type and degrees of proficiency levels influence the choice and the use of different communication strategies in oral production.

Keyword: Communication Strategies, Language Proficiency, Oral Communication Tasks.

ÖZET

İNGİLİZ DİLİNİ YABANCI DİL OLARAK KONUŞAN KOSOVALI VE BOSNALI KONUŞMACILARIN YETERLİLİK DÜZEYİNİN KONUŞMA STRATEJİLERİNE ETKİSİ

Shtavica, Elvir

Yüksek Lisans Tezi, İngiliz Dili ve Eğitimi Bölümü

Danışman: Prof. Dr. Firdevs KARAHAN

Mayıs, 2015. Xv+157 Sayfa.

Yabancı dil öğrencilerinin konuşma sırasında karşısındaki kişilere mesajlarını iletmeye çalışırken problemler yaşaması gerçeği bir çok uygulamalı dilbilimcinin iletişim becerilerinin ve farklı yeterlilik düzeylerinin kullanımını araştırmasına sebep olmuştur. İletişim stratejilerinin ve farklı taksonomilerin gelişiminin incelenmesi yabancı dilin kullanımını tetkik etmek amacıyla bir çok araştırmacının odak noktası olmuştur.

Bu çalışmada, İngiliz dilini yabancı dil olarak konuşan Kosovalı (örn. Arnavutça) ve Boşnak konuşmacıların yeterlilik düzeyinin (örn. Başlangıç ve orta düzey) konuşma stratejilerine etkisi incelenmiştir. Bu çalışmanın temel amacı öğrencilerin yeterlilik düzeyininin, sözlü iletişim görevlendirmelerinde, iletişim stratejilerini, kelime düzeyinde etkileyip etkilemediğini ortaya çıkarmaktır.

Bu çalışmada, yeterlilik düzeyleri göz önünde bulundurularak (örn. başlangıç ve orta düzey) İngiliz dilini yabancı dil olarak konuşan 34 Kosovalı ve Boşnak katılımcı araştırma konusu olarak seçilmiştir. Katılımcılara tamamlamaları için üç farklı görev verilmiştir; on dakikalık sözlü mülakat, resimli hikaye anlatımı ve fotoğraf betimleme. Sözlü iletişim becerilerinden elde edilen veri, ses ve video kayıtlarıyla sağlanmıştır. Bu çalışmada Tarone (1977) tarafından uygulanan iletişim stratejileri taksonomisi kullanılmıştır. Her iki seviye tarafından kullanılan iletişim stratejileri farklı durumlar için karşılaştırılmış ve analiz edilmiştir.

Bu çalışmanın bulguları katılımcıların baskın olarak iki tür iletişim stratejisi kullandığını ortaya çıkarmıştır. Bu stratejiler arasında, her iki seviye öğrencilerinin sözlü iletişim görevlendirmelerinde baskın olarak L2-temelli stratejiler kullanmıştır. Düşük seviye öğrencileri L1-temelli stratejileri daha sık kullanmış; diğer yandan, etnik seviyelerine bakılmaksızın düşük seviyedeki konuşmacılarla karşılaştırıldıklarında, yüksek seviye öğrencileri L2-temelli iletişim becerilerini daha yaygın bir şekilde kullanmıştır. Görev türü ve yeterlilik düzeyinin, sözlü iletişimde farklı iletişim stratejilerinin tercih edilmesini ve kullanılmasını etkilediği sonucuna varılmıştır.

Anahtar Kelimeler: İletişim Stratejileri, Dil Düzeyi, Sözlü İletişim Görevleri.

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CHAPTER I

INTRODUCTION TO THE STUDY

In the last two decades there have been many changes in the methods of teaching languages. Many techniques, traditional approaches, cognitive approaches, and natural approaches of learning a foreign language have been developed and refined over this time. In most cases, no one technique or purpose of language teaching and learning can meet requirements of all learners and curriculum plans. Therefore, based on this goal, various communicative language instructions and learning methods have emerged through the efforts of many researchers and eminent scholars. All of these methods and theories were combined in order to reach educational goals, particularly in teaching and learning second language, as well as educational, psychological and cognitive needs (Richards and Rodgers 2001).

One of the most known methods of language learning and teaching for a generation is the grammar translation method. This method encourages students to participate in translation activities, learning the target language based on the learners' L1; therefore, students' productive skills would not benefit from this technique, their oral proficiency would be the same and they are recommended to go abroad to improve their oral skills in order to become fluent speakers of English language.

Furthermore, since 1970 the description of the concept of communicative competence has been the focus of many researchers considering learners' needs of learning a foreign language. This theory of communicative competence is one of the hypotheses that immediate the communicative approach to second language instruction. Since this new language teaching method has emerged, language teachers have been challenged with implementation of new techniques to successfully administer educational objectives and contribute to language learning

programs (Petkute, 2010). On the other hand, the traditional method considering lexical and grammatical competence has been sufficient for speakers to learn the English language. According to this method, learners were efficient in the target language because the up-to-date method underlines the significance of the communicative competence and takes into consideration language instruction and emphasizes the aim of language education (Costin, 2011). Likewise, traditional technique encourages students to learn a foreign language in a natural way as they learned their first language.

The primary goal of learning a foreign language is not by all odds grammatical features or structures but rather sharing meanings appropriately between counterparts, expressing ideas, conveying messages, and overcoming conversational problems during interactions; ultimately, all related to communicative competence. Furthermore, for 35 years many researchers have developed their own frameworks of communicative competence considering the work of many eminent scholars (Canale, 1983; Canale & Swain, 1980; Celce-Murcia, Dörnyei, & Thurrell, 1995; Clyne, 1979; Hymes, 1972; Leech, 1983; Schmidt & Richards, 1980; Thomas, 1983, cited in Gilmore, 2011). These are the most known frameworks, including five components of communicative competence. Initially, the first component of communicative competence is known as linguistic competence based on students' or learners' lexical, syntactical, morphological, and phonological acquaintance of the foreign language. It relies on how to construct morphemes into statements and statements into clauses, sentences, and how to imply these in written structure or articulate them in spoken communication. This kind of competence accomplishes the literal intention of interactional communication. Furthermore, linguistic competence is not marginalized in the present framework of communicative competence but it is assumed to have a big role in language learning, and it is considered as one of the major aspects of language proficiency. Another component is paralinguistic competence based on learners' skills to interpret communicative intentions in the target language; it is also considered as students' ability to comprehend phrases appropriately employed by native-like speakers and express items such as requests, refusals, and apologies. In addition, sociopragmatic competence is based on learners' ability to understand the social and cultural context of communication in an

appropriate way within a speech community. The aforementioned competence includes appropriate ways of expression of gratitude in social interaction. Moreover, strategic competence underlines learners' skill to manipulate spoken or non-spoken communication strategies when speakers face communication difficulties during interaction among counterparts and compensate for these problems by using other competences. This type of competence consists of four groups:

- “Avoidance strategies such as topic avoidance or message abandonment to try” to maintain the discussion and focus on one topic where the speaker feels more comfortable to communicate or convey message and meanings (Gilmore, 2011: 788);
- “Compensatory strategies such as circumlocution or mime when an expression is not” comprehended with certainty (Gilmore, 2011: 788);
- “Stalling strategies such as employing uncertain tools or replication to maintain the turn in dialogue as a meaning is articulated” (Gilmore, 2011: 788);
- Interactional strategies “such as asking for repetition or clarification where the speaker makes use of the linguistic resources of other interlocutors to maintain the conversation” (Gilmore, 2011: 788).

Discourse competence is known as “learners’ or speakers’ ability to produce unified cohesive and coherent spoken or written discourse of different genres” (Halliday & Hasan, 1989, cited in Gilmore, 2011: 788). Similarly, discourse competence is based on the skills of organization of the sentences in a coherent way by employing cohesive devices. Likewise, strategic competence attributes to an interactant’s resources in the target language in order to convey intended meanings and share knowledge; it is also the speaker’s ability to overcome difficulties when confronted with inadequate lexical items in the target language so that the conversational communication maintain among the counterparts (Sukirlan, 2013).

As Alptekin (2002) points out, the model of strategic competence is known as acquaintance of communication strategies that one is able to employ in order to counterbalance a lack of sufficient comprehension of the rules in the target language. It also includes other components such as tiredness, lack of attention, and obstacles that renders students unable to employ the aforementioned rules in the target

language; for example, the way learners manage to compensate for a word they cannot remember and steps the learners take when they find out that their meanings or ideas are misapprehended.

The examination of strategic competence is directly related to the concept of communication strategies, which is considered as a significant concept in acquiring the target language. Therefore, generally, communication strategies are defined as successful tools when students face communication problems during the conversational interactions among their counterparts (Al-Siyabi, 2014). Language learners use communication strategies as a result of linguistic problems in the foreign language in order to reach their specific conversational aims. This aspect of the concept is focused on learners' communication in a foreign language to solve the communicative problems without the interlocutor's assistance during the conversational interaction (Huang, 2010).

Furthermore, the purpose of acquiring the target language has been the learners' capability to interact or communicate with native-speakers, to get introduced with their culture, as in the case of literature. But as circumstance show, this has not been a requirement. Considering language learning, learners or speakers may experience one of the following communicative situations: one in which the speakers come from different nationalities and different languages where there is only one native speaker, and one in which the speakers come from different nationalities and different languages and neither of them is considered as a native speaker. That is because they are using English language as a lingua franca to communicate with foreign language students (Soler and Jorda, 2007).

Moreover, Soler and Jorda point out that foreign language students have to learn different language, adjust to different cultures, learn different behaviors of these cultures, attitudes, and understand different socio-cultural speech situations in the given contexts. Foreign language learners have to become negotiators who are capable of managing communication and interaction between speakers of different cultures and languages, that is, learn one language or culture and take up another one. Learners must become like intercultural speakers (IS) where they have to be able to

handle different expressions of real life situations and they have to become very skillful communicators to overcome social or cultural communication problems.

Since there have been many studies regarding the use of communicative strategies in real-life situations, analyzing the types and the outcomes of task-based activities on the learners' employment of communication strategies, researchers have also investigated the outcomes of proficiency levels on the utilization of communication strategies (i.e. Elementary, Intermediate, and Advanced).

Therefore, the purpose of this project is to investigate the relationship between elementary and intermediate levels on the use of the communication strategies employed by Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language while accomplishing three given tasks in oral communication.

1.1 THE AIM OF THE STUDY AND RESEARCH QUESTIONS

The main aim of this research project is to estimate the relationship between elementary and intermediate levels on the communication strategies employed by Balkan students (i.e. Albanian and Bosnian speakers) who use the English language as a lingua franca or foreign language. The use of communication strategies will be analyzed based on the taxonomy employed by Tarone (1977). Moreover, in this study the effects of the task-based activities on the employment of communication strategies, type and frequency will also be examined.

The present study tries to find answers to the following research questions;

1. What type of communication strategies are employed by Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language at various (i.e. Elementary and Intermediate) levels?
2. Is there any difference between Elementary and Intermediate levels of Kosovan and Bosnian English speakers in terms of types and numbers of L1-L2 based communication strategies?

3. Is there any difference between Elementary and Intermediate levels of Kosovan and Bosnian English speakers in terms of types and numbers of communication strategies that are based on the three given tasks?
4. What is the relationship between the degree of proficiency (i.e. Elementary and Intermediate) levels and the choice of communication strategies employed by Kosovan and Bosnian speakers of English as a foreign language?
5. What is the students' view towards the use of communication strategies based on the task accomplishment?

1.2 SIGNIFICANCE OF THE STUDY

The current study aims to investigate the relationship between the higher and the lower level students on the communication strategies employed by Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language. Therefore, the outcomes of this study are assumed to show valuable perspectives on the employment of communication strategies in terms of frequencies, types, numbers, proficiency levels, and other natural influences that may affect these strategies, such as task-based activities given to students.

Besides, the study will also make a significant contribution to Balkan students' use of communication strategies of English as a foreign language including Bosnian and Kosovan (i.e. Albanian) speakers from Kosovo, Albania, Bosnia, Macedonia, Montenegro, Serbia, and Croatia. In addition, the employment of communication strategies by the two proficiency level groups will also make a substantial contribution to other researchers from these areas because it is the first study conducted with this group of students, namely Balkan students' use of communication strategies outside the classroom environment.

The results of this study will inform the participants about their use of these strategies outside the classroom setting. Moreover, the use of these strategies based on the task-based activities and their efficiency in overcoming communication problems in their everyday communication in the main campus of Sakarya and

Kocaeli University interacting with foreign language students will be shown to these students in order to develop their skills and overcome communication problems in the future.

The findings based on the utilization of communication strategies and proficiency levels of the students who use English as a foreign language will present useful information specifically on the outcomes of conversational communication of Balkan students who pursue their academic studies at different levels and different departments at Sakarya and Kocaeli University.

Furthermore, this study aims to provide an understanding of Balkan students, particularly, Kosovan (i.e. Albanian) and Bosnian speakers' needs, and how to employ communication strategies efficiently while interacting with their counterparts in oral communication to accomplish the task-based activities. The research project will also offer enough information on other components that may influence the communication strategies employed by the target group of the students.

Finally, the most important contribution is that Balkan students will obtain more information about the efforts of becoming better speakers in the target language, become more proficient students, as well as develop enough skills in acquiring a new language; that is, without a sufficient background in the target language and without the use of strategic competence, it is useless trying to learn a second or foreign language.

1.3 ASSUMPTIONS

In the present study different qualitative devices were employed in order to collect the data. Audio and video-recording is considered one of the best devices of collecting the data qualitatively. A retrospective study about students' views on the employment of communication strategies was also conducted, as well as the use of the three different tasks, such as ten minutes of oral communication-interview, picture story narration, and photographic description.

The participants of this research project were 36 students in total; two of these students were included in a pilot study on the proficiency (i.e. Elementary and Intermediate) levels. An additional 34 students were included in the main study; 18 students were Kosovan (i.e. Albanian) speakers and 16 were Bosnian speakers of English as a foreign language pursuing their education at different academic levels and different departments. Furthermore, five of the Kosovan students were attending preparatory classes in the Turkish language at the main campus, at Sakarya University. The proficiency levels of the subjects are assumed to be similar, that is, elementary and intermediate levels. Based on the proficiency levels of the two groups of the students, six out of 34 students could not confirm their proficiency levels (i.e. Intermediate); their proficiency was determined based on their attendance in an English language course and based on their test scores. Therefore, elementary students attended a course of A1 level (score 30), whereas intermediate students attended a course of B1 level of English language (score 60). The subjects were expected to accomplish all the given tasks in the study, honestly and sincerely, taking into consideration their own resources in the target language.

1.4 LIMITATIONS OF THE STUDY

The study introduces the following limitations regarding the effects of proficiency levels and the use of communication strategies of Kosovan (i.e. Albanian) and Bosnian speakers.

1. All the participants of this study come from different departments and two different levels of English as a foreign language (i.e. Elementary and Intermediate) and pursue their studies at different academic levels at Sakarya and Kocaeli University. For this reason, some application of this study may be limited to Sakarya and Kocaeli University of Balkan students, particularly Bosnian and Kosovan (i.e. Albanian) speakers in Sakarya and Izmit-Kocaeli.
2. Not all degree levels of English language proficiency were included in this study, only two different degree levels of Kosovan and Bosnian speakers were included (i.e. Elementary and Intermediate).

3. The research project is limited to the evaluation of the communication strategies of Kosovan and Bosnian speakers in compensating only lexical items in oral communication; in other words, communication strategies to compensate grammatical gaps are not examined.
4. Another limitation is that the study is restricted to students' answers about their levels of the target language. Before the study was conducted, no test about the English language levels was administered. Therefore, the results rely on the participants' guarantee.
5. Comparing quantitative studies where large numbers of participants are included, this study is limited to 34 students who use the English language as a foreign language. Five of the Kosovan participants were attending preparatory classes in the Turkish language at the main campus of Sakarya University.
6. Only one tradition of data collection and measurement is employed; that is, a qualitative method is used but not a quantitative one.
7. Students attitudes, gender, age, and personality are not taken into consideration in the interpretations of the findings.
8. Lastly, the study is limited to the observation of strategies employed only by Balkan students, specifically, Kosovan and Bosnian speakers. Three different types of the tasks were used in the current study. In the first task, ten minutes of oral communication, only familiar topics were used among the dyads; that is, their studies at Sakarya University, sports, food, friends, and other such everyday topics.

1.5 ABBREVIATIONS

Frequently used abbreviations of the current study are shown below:

IS: Intercultural Speaker

L2: Second Language Learned

L1: First Language Learned

CS: Communication Strategies

ASL-BI: Bilingual American Sign Language

TL: Target Language

EFL: English as a Foreign Language

LLS: Language Learning Strategies

MELPT: Michigan English Language Proficiency Test

SILL: Strategy Inventory for Language Learning

TOEFL: Test of English as a Foreign Language

RS: Reconceptualization Strategies

SS: Substitution Strategies

ESL: English as a Second Language

SA: Study Abroad

OSCE: Organization for Security and Co-operation in Europe

ELT: English Language Teaching

CHAPTER II

REVIEW OF LITERATURE

2.1 COMMUNICATIVE COMPETENCE

The main goal of foreign language instruction is to develop learners' communicative competence. Based on this goal, learners should have a type of strategic competence that enables them to use language competently and appropriately, and this type of competence is known as communicative competence (Li, 2014). The concept of communicative competence is considered to be the students' ability to investigate, reason, and communicate appropriately. This is also related to the explanation and problem solving of different fields and has been thought crucial due to its importance to the ongoing education (British Council, 2012, cited in Martinez and Gutierrez, 2013). Communicative competence is mostly found in the use of the language, correctness and acceptability rather than the case of cognitive competence. The first to bring in the term of communicative competence was Hymes: if someone wants to prove that he or she knows a language, s/he must know "when and when not to speak with others, what to talk about with whom, where in what way or manner" (Hymes, 1972: 277). Many scholars have tried to come up with their own suggestions regarding the definition of communicative competence. According to Gilmore (2011), the communicative competence is considered as a tool used by different learners for different needs or things while interacting with their colleagues.

Furthermore, Straksiene (2011) acknowledges that communicative competence is one of the most significant competences for an individual. That is, learners who are competent are able to understand information related to individual interrelationships;

they can form successful constructions in the target language and they can properly communicate with their interlocutors.

Littlemore (2003) points out that:

“The concept of communicative competence is not at all simple, largely because the communication goals of a language user are likely to vary enormously from context to context. However, there are two aspects of communicative effectiveness, which can be said to broadly reflect common aims amongst most language learners. The first aspect is ease of comprehension. For most language learners, most of the time, the main aim is to make themselves understood by their interlocutors. The second aspect concerns the stylishness of the language produced” (Littlemore, 2003: 331-347).

Moreover, the concept of communicative competence is broadly described by Canale and Swain (1980, cited in the work of Wei, 2011:11). Figure 1.

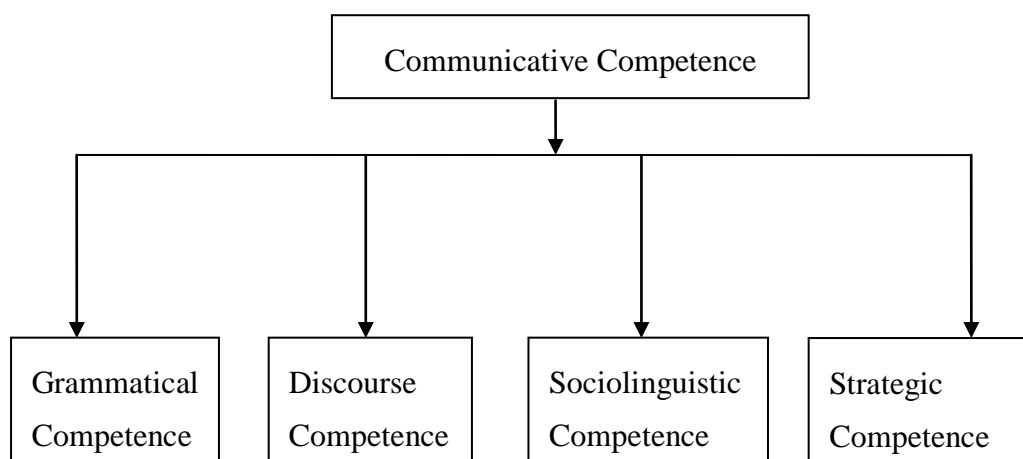


Figure 1. Canale and Swain’s communicative competence model (1980)

In addition, Canale and Swain noted that communicative competence is generally concerned with students’ performances in real life communication, that is, the students’ expressions in imparting ideas in real communicative situations. The four areas of communicative competence they defined are briefly categorized below:

Grammatical competence. Refers to the comprehension of phonological rules, morphological rules, syntactic rules, semantic rules and lexical items. Nowadays this sub-competence is usually called linguistic competence.

Sociolinguistics competence. This sub-competence is based on the learning of practical aspects of a choice of speech acts, known as cultural values, norms, and other socio-cultural rules in social background. They are acknowledged in the

context and subject of discourse, the interactants' social state, sex, age, and other aspects which affect styles and records of dialogue. The progress of sociolinguistic competence is crucial for communicative social actions as different circumstances call for different views, value, beliefs, types of expressions and attitudes.

Discourse competence. Refers to the comprehension or rules considering the cohesion (grammatical connections) and coherence (accurate grouping of communicative function) of different categories of discourse. Canale and Swain recommend that sociolinguistic commands of discourse are very important in interpreting expressions for social connotation, especially in cases where the speakers cannot convey the messages easily.

Strategic competence. This competence has to do with the acquaintance of spoken and non-spoken strategies particularly in compensation for communicative problems such as individual correction. It also increases efficiency in communication such as identifying discourse formation, using background awareness, tolerating ambiguity, and contextual supposition.

(Canale and Swain, cite in Yano, 2003)

Moreover, Yano (2003:76) in his paper provides a diagram of grammatical utterance but this is not acceptable because “its multiple center-embedded clause is difficult to comprehend in terms of human information processing” (figure 2.).

(3) the cheese the rat the cat the dog saw chased ate was green

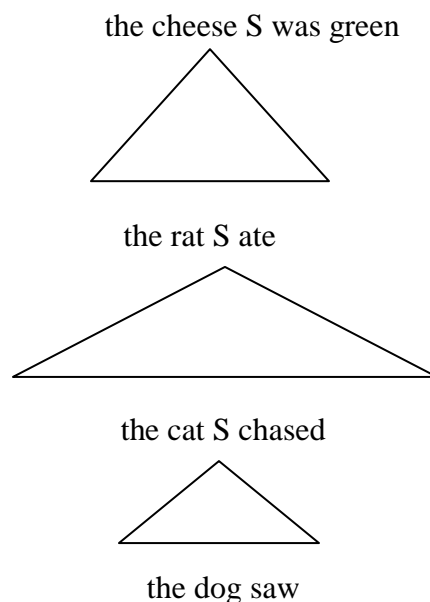


Figure 2. Sample of Grammatical Utterances

“To make it possible, (3) must be transformed to the right branching formation common in English as in (4): the dog saw the cat that chased the rat that ate the cheese that was green” (pg. 76).

Moreover, the first and the best known competences are the grammatical competencies based on Chomskyan linguistic perception. This kind of competence refers to learner's manipulation of the target language, producing well-formed sentences or words, engaging student's comprehension of the syntactic, lexical, morphological and phonological features of the target language (Alptekin, 2002). There are cases where learners do not develop grammatical competence in L2 (second language learning) even though they have been exposed to the target language for a long time but on the other hand, their sociolinguistic competence is considered to be well developed. In this case, learners try to form their own expressions in the target language, using their first language (L1) to help overcome communicative problems and incorporate well in the new setting (Gullberg, 1998). Manchon (1999) discusses strategic competence as learners' capacity to employ appropriate solutions or tools with the purpose to get over interactional difficulties arising from lack of perception in any of the other sub-competencies. The tools used to overcome communication problems during the interactions are known as communication strategies (CS). Communicational interactions between counterparts or interlocutors do not rely only on their own knowledge of the target language, word or demonstration of their cognitive and physical conditions, and objective intentions, but also rely on other individuals involved in communication, their objectives or goals, feelings, intentions, knowledge and opinions (Rickheit & Strohner, 2008).

2.2 COMMUNICATION

Communication is an essential activity in everyday life and is considered as a device by which connotation is allocated and the comprehension among the students is settled. This sort of device requires a "vast repertoire of skills in intra and interpersonal processing, involving several individuals in the progression, paying attention, articulating, studying, monitoring, and assessing" (Istifci, Lominadze & Demiray, 2011:2). There are different methods and ways that communication can be used to convey meanings; some of these ways are face to face (dyadic) interaction settings or emails and the main purpose of this communication is the successful

transmission of the messages to the listener (Somsai & Intaraprasert, 2011). Likewise, communication initiates as a psychological figure that usually includes different reflections, feelings, suggestions, and images. In this case, a learner or a person who conveys a message is identified as the sender; however, a physical figure can have its own indication only through symbols known as encoding (Adler and Towne, 1978) Figure 3.

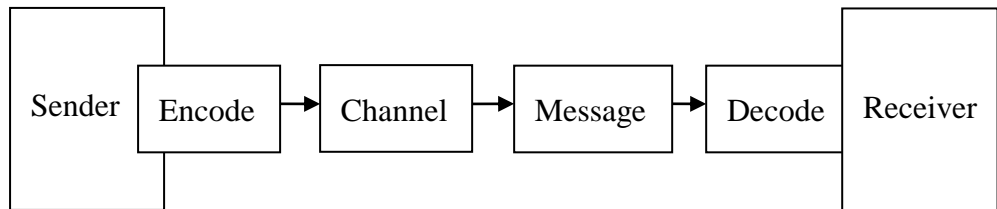


Figure 3. The Communication Model

In addition, Rickheit and Strohner (2008) point out that in many situations, learners interact with each other, and there could be two or more participants that share some knowledge or convey their meanings, this is best shown in figure 4.

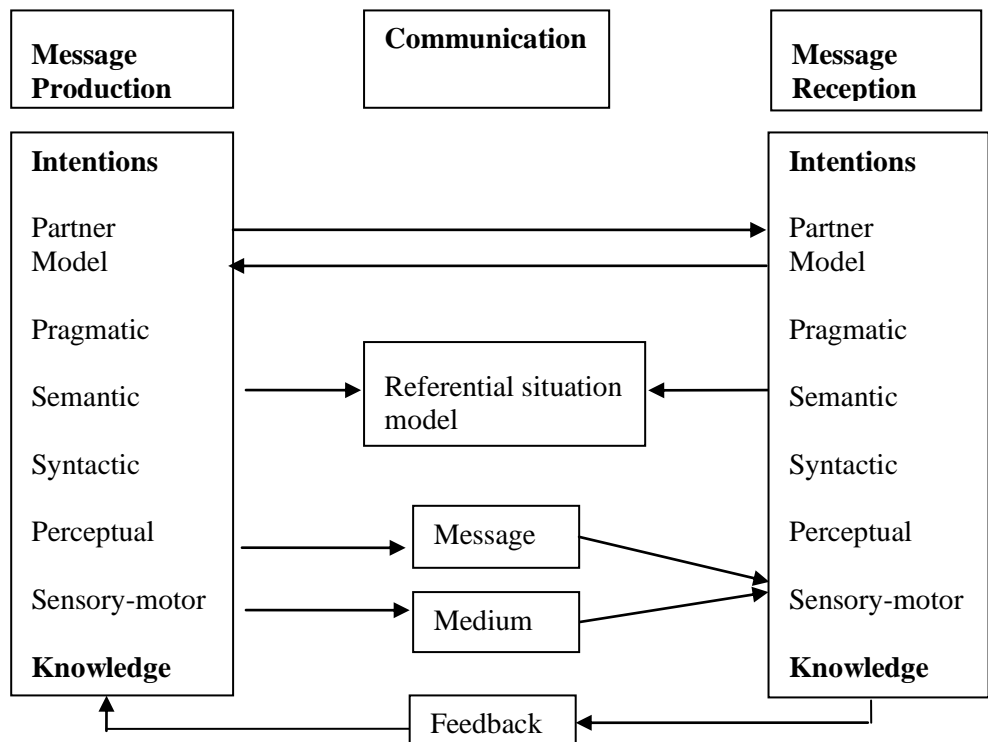


Figure 4. Structure of Communication (Rickheit & Strohner, 2008).

Rickheit and Strohner also point out that communication or conversation based on social and personal conditions is always changeable in speech circumstances. The speakers, while trying to interact with their peers, are usually engaged to keep the conversation in a regular flow and try to transmit and evaluate their personal thoughts.

According to Matsumoto (2011) most of the time learners discuss different topics or describe actions in the form of comprehension through communication. However, there are cases where learners come up with interaction in which information was not communicated correctly while interacting with their interactants, thus successful learners overcome these communication problems through compensated practices by utilizing their capacity in the target language.

Nowadays, not only oral communication in real situations or practices can develop effective communication and language learning but the development of technology in communication and progress in the internet and information have their own effect on students who learn target languages by hybrid education. Here, distance learning plays a great role in successful communication arranged among the language learners in different communicational settings and this also allows speakers to share their knowledge, discuss different topics, solve problems and use different strategies (Kirkwood & Price, cited in Qian & McCormick, 2012).

2.3 COMMUNICATION STRATEGIES

Many scholars have described or investigated communication strategies as learners' efforts to overcome linguistic problems during the interactions because of their lexical deficiency in the target language. That is, students use different means or ways to solve communicative problems among their peers (Omar, Embi, and Yunus, 2012). In the article of Cervantes and Rodriguez (2012) it is acknowledged that communication strategies are steps that learners take during the communication to connect the linguistic comprehension of the foreign language and the linguistic cognition of his/her counterparts in real communicative situations. According to Littlemore (2003), one of the most essential objectives of language learners is to pass

oral examinations, so they want to overcome this burden planned to evaluate their language proficiency level. Here, researchers usually measure students' produced items based on three steps: simplicity in understanding, their cognitive ability or intelligence, and their linguistic skills. Likewise, oral communication is considered as a process of interaction between students where students interchangeably obtain roles of speaker and listener. Therefore, students should try to develop their language learning competences with the purpose of overcoming or solving the problems of literacy skills, particularly speaking and listening skills (Dörnyei and Scott, cited in Yaman, Irgin and Kavasoglu, 2013).

Moreover, there are some individuals who attempt to communicate successfully in a second language despite a deficiency in the target language; they manage to communicate by using their hands, imitating different sounds, narrating stories, they use code-switching, they try to form new words, and they employ the communication strategies according to their capacity (Dörnyei, 1995).

On the other hand, instances show that oral communication cannot be successful in second language acquisition, that is, the interlocutors or learners constantly cannot recall particular lexical items in the target language, they have deficient knowledge in grammar constructions or there could be a lack of cultural background familiarity related to the theme to be discussed. Furthermore, when learners try to utter words or convey their meanings during the communication, they come across misconceptions in oral communications because there could be some problems in pronunciations. Therefore, learners find it very hard to understand a native speaker or non-native speaker because of their particular pronunciation (Lewis, 2011).

According to Tarone (1981) there are some interesting developmental processes when learners of the second language try to interact with native or native-like speakers. The example of the aforementioned interaction is shown below:

“A native speaker of Turkish is observed as he describes a picture of a caterpillar smoking a waterpipe: In English, his second language, he says, “she is, uh, smoking something. I don't know what's its name. That's uh. Persian, and we use in Turkey, a lot of.” Or a native speaker of Spanish is observed as he describes a picture of an applauding audiences; he says, in English, his second language: “And everybody say {claps hands}.” Or a native speaker of English describes the principal of his school in Spanish, his second language: “.....es el president de la escuela” (literally: He's the president of the school).”

Tarone (1981) discusses that the related example shows how learners try to communicate their messages to their interlocutors despite their difficulties or problems with lexical items in the target language. In many situations learners are not aware of their own cultures and at the moment they come into contact with speakers of other cultures they face many communication problems. There is a fact that learners' cultural knowledge may affect learning a second language, in this case it may also influence educational learning objectives (Soler and Jorda, 2007).

A study regarding written communication showed that second language students used L2-based strategies including indirect expressions, oversimplification, and conveying the same messages in different ways. Surprisingly, the aforementioned strategies did not encourage learners in completing the tasks because of the type of the terminology and the methodological restrictions (Alikbar and Allavar, 2009).

In addition, in written communication learners usually encounter many difficulties because in spoken interaction students convey their messages directly to their interlocutors while in written communication no instantaneous feedback is used among the interactants. In this aspect, students should try to employ the strategies they have from their linguistic capacity in order to share their messages as successfully and appropriately as they can. These attempts enable students to develop their strategies continuously based on the written tasks given to second language learners (Chimbganda, 2000).

There are many ways and strategies given to the development of written communication. One technique is to evaluate written communication using a traditional think aloud protocol that engages learners thinking out loud as they are carrying out a set of assigned tasks. In other words, this traditional technique is a vehicle of thinking, patterns, and it has aided many scholars to reach their educational aims (Mulholland, 1991).

On the other hand, reading strategies motivate learners to continue learning a foreign language and they are also more engaged during the learning process. First, the teacher gives students a task, for example reading a book, which the students have to complete. The following day the teacher asks learners what strategies they employed,

how they used these strategies, what these strategies “meant” to them, and how they managed to understand the lexical items they confronted during the task accomplishment, in other words reading process (Grenfell and Harris, 1999:75).

Furthermore, there are numbers of students who are not motivated to participate during the task based activities just because they think that they will never be able to learn a new language because of their insufficient comprehension of a particular language. Likewise, the best way to enhance learners’ motivation is by encouraging and telling them that the failure they experienced so far is not because of their linguistic deficit or skills but maybe because of their lack of language learning strategies. Figure 5, shows a Dutch poem where students try to translate it and the teacher explains how they can use other strategies at the same time.

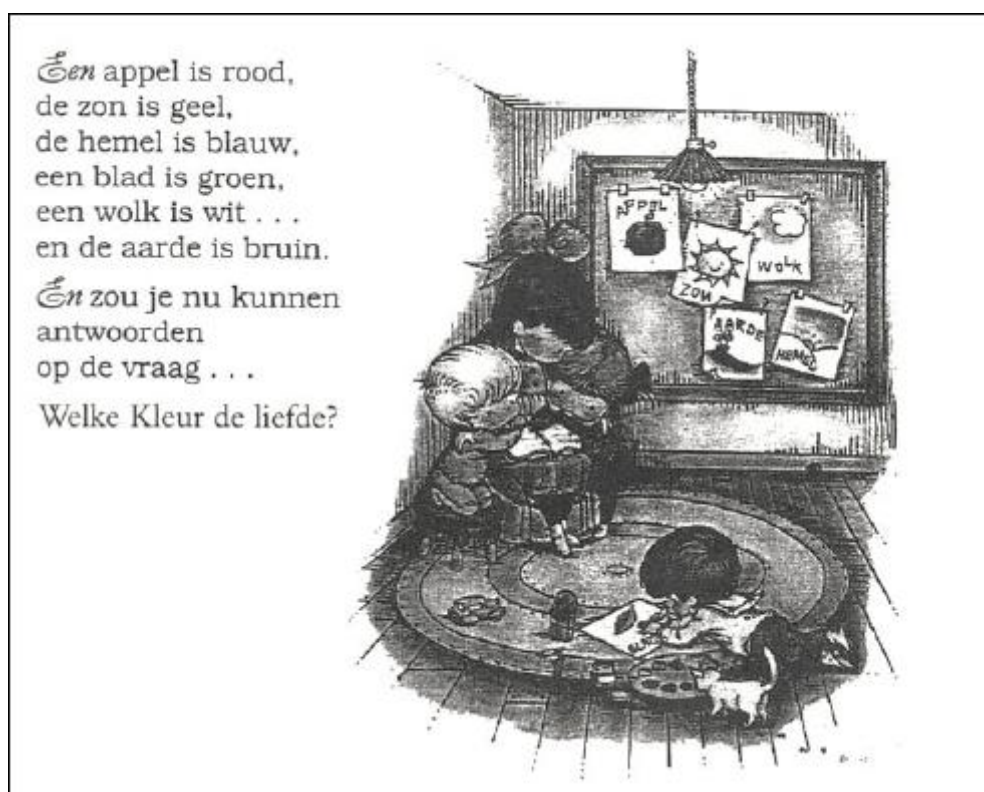


Figure 5. Dutch Poem

Teachers should decide beforehand about the strategy to be “explored to students and it depends on the level of the class and the need for the particular strategy in establishing understanding of the text.” There are some tasks in which teachers

should “identify the tense marker essential for comprehension; for others, spotting adverbs such as yesterday, tomorrow, may be sufficient” (pg. 76).

Communication strategies and second language acquisition are also influenced by vocabulary development. It is not clear that learners are aware of the effects of learning strategies. The utterances or the units they use influence the development of vocabulary acquisition. The learners’ independence can be increased by bringing in different language learning strategies regarding vocabulary development that automatically influence the learning process in classroom settings and enhances the chances of developing communication strategies, motivates learners to manage their own learning, and take responsibilities on their own (Karami and Barekat, 2012).

Moreover, students’ focus should not be on word for word translation, but rather on learning how to use vocabulary in order to enhance the communicative comprehension during the interaction. The aforementioned vocabulary refers to the used items in describing or narrating different objects or story telling “through establishing relations of simple synonymy or superordinancy” (Robinson, 1989, cited in Faucette, 2001:7). There is an example of vocabulary use as shown below:

- Superordinancy: A guitar is a type of musical instrument.
- Synonym: A gecko is similar to a lizard.
- To guzzle something means to drink quickly (pg. 7).

If learners form this kind of capability on learning how to use vocabulary at very early age of their education, later on, these learners will find ways to convey their messages despite any lack of familiarity with particular lexical items and they will not give up easily on communication with their interlocutors.

Nowadays, computers play a great role in language learning. There are some benefits of computer mediated communication that can enhance learners’ motivation on acquiring a new language as opposed to dyadic communication among counterparts. Here, these “benefits” can enormously increase learners’ interactions among their interactants; learners’ “output” can also increase as well as the “quality of the learners’ oral production” (Smith, 2003:30). In addition, technology is one of the tools that can also motivate and encourage learners and teachers to work and solve

communicative problems easily. Another fact is that co-operative learning is very helpful for instructors who are willing to assist their learners to get knowledge and share it among their counterparts (Istifci, Lominadze and Demiray, 2011).

Furthermore, many different strategies are used in developing collaborative learning in a foreign language, including different tasks and texts given to language learners. These strategies are very important in learning a new language, including, approximation, circumlocution, paraphrasing, word coinage, appeal for assistance, foreignizing, time-stalling devices, topic avoidance, message replacement, message abandonment, non-verbals, and borrowing (Maleki, 2007).

2.3.1 Definition of Communication Strategies

Many researchers and scholars have tried to explain the definition of communication strategies. Despite the efforts of many scholars in defining communication strategies, there is still no unique definition of communication strategies, but researchers and scholars come to agreement that the explanation of communication strategies is when learners use their sufficient devices of the target language to impart their thoughts, ideas, and share knowledge with their counterparts. As a result communication strategies are identified as learners' spoken and non-spoken tools to solve communication problems and discuss ideas in order to keep the flow of the communication among the counterparts (Khenoune, 2012). Moreover, Bialystok (1983, cited in Rabab'ah, 2013) defines communication strategies as all means and the efforts to control and operate a limited linguistic system with the purpose of encouraging interactional communication.

According to Yani (2007), different definitions underlying the concept of communication strategies describe the same meaning of these strategies; these are known as some techniques or methods that learners undertake to solve communication problems in real life situations. During task based activities or natural conversation, learners encounter communication problems such as expressing themselves appropriately or face difficulties with lexical items in the target language. Therefore, when students cannot convey their meanings effectively they try to use some strategies in order to share their meanings with their peers.

Furthermore, there are different definitions of communication strategies defined by many scholars. In the compilation of studies by Tarone (1980), Faerch and Kasper (1983), Stern (1983), Poulisse (1990), Bialystok (1990), and Corder (1981) as cited in Khan (2010:66) various definitions have been conceptualized as shown in Table 1.

Table 1. Definition of communication strategies

Researcher	Definition
Tarone (1980:420)	“mutual attempts of two interlocutors to agree on a meaning in situations where requisite meanings structures do not seem to be shared”
Faerch & Kasper (1983:36)	“potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”
Stern (1983:411)	“techniques of coping with difficulties in communicating in an imperfectly known second language”
Poulisse (1990:88)	“strategies which a language user employs in order to achieve his intended meanings on becoming aware of problems arising during the planning phase of an utterance due to (his own) linguistic shortcomings”
Bialystok (1990:138)	“the dynamic interaction of the components of language processing that balance each other in their level of involvement to meet tasks demands”
Corder (1981: 103)	“a systematic technique employed by a speaker to express his/her meaning when faced with some difficulty” (Khan, 2010:66)

Definition of communication strategies (Khan, 2010:66)

In spite of the different definitions of communication strategies, the most important fact is that these differences are not based on these strategies themselves but rather focused on the expressions and the difference in classification (pg. 67).

Lafford (2004) points out that the definition of communication strategy is mainly focused on learners' communication breakdown in the target language. This communication problem may be a result of the learner's insufficient comprehension in a second language or it could be a problem with the learner's presentation or a difficulty that arises from the interaction between the interactants. Likewise, the notion of communication breakdown is illustrated as a problem solving of the communication disrupted during the interaction between speakers and interlocutors in a standard stream of conversation. For effective communication it is the responsibility of both the speaker and the listener to try to overcome communication problems during the interaction. Therefore, they should do their best to lead the communication successfully. But there are cases when learners cannot understand each other, which results in students' inclination to employ different strategies such as paraphrasing, transferring, avoidance, and other type of communication strategies (Wei, 2011). It is obvious that most of the researchers who tried to define the concept of communication strategies have been focused in identifying different types of these strategies that are used to convey an intended message when learners think that the required meaning was not conveyed. The most important question was, what other strategies can be used to communicate the intended message? Therefore, different researcher contributed with their studies to answer this question (Tarone, 1980).

In addition, when learners have problems in communicating their unique meanings, they try utilizing different strategies so that they could solve these problems with their counterparts and try to reach their communicative aims in developing their learning strategies in a foreign language (Flyman, 1997). Likewise, based on the researchers' illustrations regarding communication strategies, there are two main concepts that improve the usefulness of these strategies and solve communication problems, that is, "conscious and sub-conscious use of both spoken and non-spoken communication strategies to either overcome communication problems or develop communication effectiveness" (Azian, AbdulRoaf, Ismail and Hamzah, 2013:284).

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, 1997:184). Gullber (1998) in his study indicated strategic or behavioral suggestion regarding learning strategies and what scholars call cognitive or psychological behaviors. According to cognitive recommendations, strategies are explained as fundamental or key parts of psychological development; exclusively these strategies are employed to overcome communication problems during interactions. The characteristic of conscious behavior is much more problematic. It is recognized as purposeful, conscious or manageable. In addition, it is not clear yet what differentiates consciousness compared to concentration during the interaction and it is still not obvious how the sub-components can be distinguished from each other in real situations of language functions.

Sukiralin (2013) acknowledges that there are different explanations referring to communication strategies; these descriptions are divided into the following characteristics:

- In the first place is the challenging characteristic- that means that learners use communication strategies when they face interactional problems.
- In the second place is the conscious characteristic- it is known as a "potential conscious plan" where students are engaged in solving conversational breakdowns to achieve some specific communicative aims. It is specified as learners' conscious inclination or knowledge that some are being used for some particular reasons, or the consciousness of "how some strategies might attain their intended outcome".
- In the third place are planned strategies- these strategies are based on learners' operations in the selection of some particular or specific strategies "from the variety of alternatives and on purpose utilized to achieve certain effects" (pg. 409).

In another study regarding communication strategies, it is indicated that communication strategies can help learners' to interact or communicate successfully between their counterparts, but "there is contention concerning the teaching of these strategies to second or foreign language learners. The general cognitive processes involved in both native language (L1) and L2 CS are identical, thus, there is no need to teach communication strategies in an L2 classroom" (Russell and Loschky, 1998:102).

2.4 APPROACHES TO COMMUNICATION STRATEGIES

There are many communication strategies adapted from different scholars who defined these strategies as devices learners employ to overcome their communicative problems as a result of linguistic deficiency either in cooperation with their counterparts or in individual situations. When learners are engaged in communication process, they adopt some psychological or cognitive components that best fit their needs according to their linguistic knowledge. Second language learners may encounter communication problems during the interactions because of their insufficient knowledge in a foreign or second language; these problems may occur consciously or unconsciously or they can occur when learners try to create a plan to overcome communication breakdown (Doqaruni, 2013).

According to the notion of communication strategies, these strategies form a specific "subtype of L2 of problem-management efforts in a second language that deals with language production problems" occurring in the planning phase (pg. 117). These strategies are divided from other categories of "problem-solving tools, meaning negotiation and repair mechanisms which engage the treatment of difficulties that have already surfaced during the course of communication" (Dörnyei and Scott, 1997: 117).

According to Dobao and Martinez (2007), communication strategies are evaluated as components of a continuous and well formed framework of communication and their purposes are based on the learner's performances including interactions with their interlocutors or counterparts. Likewise, communicative strategies are well organized,

planned and performed in conversational situations between learners and other speakers.

Doqurani and Yaqubi (2011) discuss cognitive control of communicative strategies that attributes to the handling of the technique of expression by employing learners' means from outside the L2 with a purpose of communicating the intended meanings. These communicative strategies used to convey meanings or messages during the interactions may involve the employment of the first language or "non-linguistic strategies such as miming" (pg. 140).

In addition, cognitive treatment of communication strategies is directed at psycholinguistic construction. Likewise, communication strategies are some steps that may show up in learners' second language on their own. These strategies are also based on learners' awareness when they convey their messages and the way they produce these messages to their counterparts whenever they encounter a communication breakdown. The aforementioned cognitive approaches are more learner-focused, while communicative strategies are considered as tools for solving communication problems and learners' expressions (Faerch and Kasper, 1983, cited in Maleki, 2010).

Most researchers have not focused on the matter of communication particularly, but their major focus was with the learners' cognitive processes or their input. Considering learners' knowledge regarding language production, it is recommended that learners be encouraged or motivated in order to use their skills in the target language. Additionally, teachers should find ways to develop learners' linguistic skills; learners have to reproduce their own expressions and try to find ways to increase the chances of acquiring the target language, develop comprehension, correctness, and precision (Swain, 1993).

Moreover, researchers from a "sociocultural perspective may observe the L2 learners' and teachers' own meaning and how the issue of identity" influences L2 comprehension. In contrast, psycholinguists evaluate learners' cognitive processes used in L2 comprehension at any age and they use quantitative traditions to study a language used in laboratory environments. The main focus of these researchers has been the identification of skills that can develop L2 proficiency and which cognitive

skills may be able to shift from L1 to L2 (Dixon, Zhao, Shin, Wu, Su, Birgham, Gezer and Snow, 2014:7).

Based on the interactional approach and its proponents, Faerch and Kasper (1980, cited in Hie and Yin, 2008) divided communicative aims of the language production (e.g. topic avoidance, message abandonment, meaning replacement) and achievement strategies based on the original language production (e.g. code-switching, literal translation, paraphrasing, word coinage, restructuring, non-linguistic strategies, appeal for assistance). Here, the main goal is the learners' use of communication strategies to compensate for a gap in interactional communication (Hie and Yin, 2008).

According to interactional proponents, when learners' focus on correcting their meanings based on their linguistic repertoire, they usually try to change the intended communicative meanings. On the other hand, learners may try to use different lexical details to describe or narrate different objects and these items are based on the learners' input or inner-language; thus, during the interactions learners may consequently give up continuing to convey their meanings (Doqaruni, 2013). Doqaruni, also states that communicative strategies are elements of preparation procedures and are only used in cases where learners are not able to accomplish their original plan due to unspecified communicative problems in conversational interaction.

The main concern of interactional proponents is not the cognitive process but the social or collaborative procedure supporting learners' speech during the interaction. Consequently, "it is not merely considered that a speaker uses CS (communication strategy) to signal a problem, but also that a recipient takes up CS as a resource for aiding inferential work in the meaning-creating process or keep up the flow of the communication. Instead of identifying various types of CS, this approach analyzes how the interactants individually attempt to overcome the encoding difficulty" (Konakahara, 2012: 202).

2.5 TAXONOMY OF COMMUNICATION STRATEGIES

For several decades the development of taxonomies of communication strategies has been the main focus of many scholars to aid the operation of studying a foreign language. One of these scholars is Tarone (1977), who attempted to develop the first taxonomy of communication strategies that can be regarded as the learners' efforts to communicate their meanings efficiently in order to overcome communication problems as a result of a lack of insufficient background of the target language.

The categorization of communication strategies and the taxonomy developed by Tarone was not the last one, but Tarone was constantly working in collaboration with other scholars on the development of additional frameworks of taxonomies (Tarone, 1977, as cited in Gumus, 2007).

Table 2. shows Tarone's taxonomy of communication strategies and its initial framework regarding CS.

Table 2. Tarone's Taxonomy of Communication Strategies

-
1. Paraphrasing
 - a. Approximation
 - b. Word Coinage
 - c. Circumlocution
 2. Borrowing
 - a. Literal Translation
 - b. Language Switch
 - c. Appeal for Assistance
 - d. Mime
 3. Avoidance
 - a. Topic Avoidance
 - b. Message Abandonment
-

(Tarone, 1977; Faerch & Kasper, 1983:16-17, cited in Gumus, 2007:34)

1. Paraphrase

Approximation: speakers or learners use a particular vocabulary item or form of the target language despite the learner's awareness that the particular item is not correct but which in fact shares enough semantic characteristics in common with the item

learner wanted to convey to his/her peers to fulfill his own needs (e.g. pipe for waterpipe), Gumus (2007:34).

Word Coinage: In this case learners create a new word with the purpose of communicating their intended meanings in the target language (e.g. airball for balloon), Gumus (2007:34).

Circumlocution: “learner describes the properties of the object or action instead of using the appropriate target language item or structure” (e.g. she is, us, smoking. I don’t know its name. That’s, uh, Persian and we use in Turkey, a lot.), Gumus (2007:34).

2. Borrowing

Literal Translation: In order to convey his messages or to describe an object, learners translate these objects “word for word from their native languages” (e.g. He invites him to drink for they toast one another), Gumus (2007:34).

Language Switch: “learner uses the native language term without bothering to translate” (e.g. balon for balloon, tirtil for caterpillar).

Appeal for Assistance: ‘learner asks for the correct term’ (e.g. ‘what is this? What called?’), Gumus (2007:34).

Mime: “learner uses non-verbal tactics 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), Gumus (2007:34).

3. Avoidance

Topic Avoidance: “learner simply tries not to talk about concepts for which the TL item or structure is not known”, Gumus (2007:34).

Message Abandonment: “learner begins to talk about a concept but feeling unable to continue stops in mid-utterance” (Tarone, 1977; Faerch & Kasper, 1983:16-17, cited in Gumus, 2007:34).

According to Tarone (1981), communication strategies are not related directly to learners’ linguistic comprehension; “rather they are descriptive of the learners’ model of use of what they recognize as they try to interact with interactants of the TL” (target language). To determine whether “communication strategies are related to language use, is to bring into question the relationship of these strategies to communicative competence” (pg. 287).

2.6 THE EFFECT OF PROFICIENCY ON THE USE OF COMMUNICATION STRATEGIES

For the past two decades investigators have elevated the concept of second language and communication strategies, following the variance between L2 learners' linguistic ability and communicational intentions that results in a number of communication problems whose major goal is to overcome problems or communication difficulties in oral interactions (Dörnyei and Scott, 1997).

In the study of Uztosun and Erten (2014) investigating communication strategies utilized by Turkish EFL learners regarding the correlation between degree of proficiency and the employment of particular communication strategies, demonstrated that some students used specific strategies including use of fillers, self-repair, and self-repetition. This study found that degree of proficiency did not influence the participants' choice of strategy use and the substantial variations were revealed in the three strategies: message reduction, topic avoidance, and mime. Moreover, this study also shows that low proficiency learners used more avoidance strategies whereas high proficiency learners used their non-verbal communication strategies more successfully.

In contrast, Dobao (2002) investigated Galician learners using English as a foreign language to examine their effects on different degrees of proficiency levels, including: how elementary, intermediate, and advanced level learners make use of their lexical items in oral communication. In her study, Dobao indicated that with Galician students' use of communication strategies, the frequency and particular choice of CS types is influenced by their degree of proficiency in the target language. Moreover, based on the amount and the content the participants produced in the completion of a story narration task, advanced students made more efforts to reach their conversational purposes compared to their less proficient peers. That is, more proficient students encountered more complex and difficult lexical constructions; in this case, they produced a greater number of CS. The difficulty or complexity of communicative tasks may also interact with students' proficiency levels and the choice of particular communicative strategy. Therefore, more proficient learners are

more conscious of their choice and employment of these strategies such as: avoidance, paraphrase and borrowing strategies compared to their lower level counterparts.

Other studies based on the effect of proficiency levels (Wannaruk, 2002; Summen, 2001; Fernandez Dobao, 1999; Ozari, 1997; Kebir, 1994; Karatepe, 1993; Chen, 1990; Poulisse and Schills, 1989; Paribakht, 1985; Faerch, et. al., 1983; Frohlich and Bialystok, 1980, as cited in Gumus, 2007) and the use of communication strategies have revealed that there is a variation in communication strategy use based on various levels of proficiency. The following results are shown below:

- There is a substantial correlation between students' linguistic background and the number of communication strategies used. Therefore, less proficient students employ communication strategies more often compared to their more proficient counterparts; on the other hand, more proficient students use fewer communication strategies than less proficient learners (Karatepe, 1993; Philipson, 1984).
- There is a substantial correlation between students' linguistic background and the quality or the appropriateness of their communication strategies. Therefore, less proficient learners employ more often L1-based communication strategies than L2-based communication strategies; on the other hand, more proficient learners make more frequent use of L2-based communication strategies than L1-based communication strategies (Summen, 2001; Ozari, 1997; Poulisse and Schills, 1989; Parikbakht, 1985; Frohlich & Bialystok, 1980; Philipson et, al., 1984, cited in Gumus, 2007: 60).

In addition, Dabao and Martinez (2007) analyzed oral communication between learners and interlocutors using communication strategies and forming meaning through collaborative interaction. Their data collection comes from the University of Santiago conducting a task-based research using qualitative data collection tools. In this study, the thirty-two students who participated were arranged on four different dyad situations: four face to face intermediate students, four advanced students, four intermediate learners communicating collaboratively with native speakers, and at last, four face to face advanced students interacting with native speakers. In their study they found that native and non-native interactants, despite their language proficiency levels, interacted with both levels of the students, intermediate and advanced, by using the same communicational functions.

In the study of Uglu, Adnan and Abidin (2013) regarding communication strategies used by Iraqi EFL students observed that Iraqi students face many problems of ineffective communication in English due to their use of communication strategies in a greater amount. This study recommends integrating communication strategies into the English language curriculum including various levels of instruction with the purpose of developing students' skills in speech communication.

Moreover, communication strategies and its relationship with Chinese English language learners' approach on the use of communication strategies and the frequency of employing these strategies in a real situation were investigated (Wei, 2011). In this study, forty Chinese English learners were selected at random to participate. The participants came from different groups and degrees of proficiency. The researcher examined the use of achievement and reduction strategies. The achievement strategies are considered as collaborative strategies, L2-based strategies, L1-based strategies and non-verbal strategies. In addition, the reduction strategies consist of "formal reduction strategies and functional reduction strategies" (pg. 35). The study shows that most of the Chinese learners are in accordance about the influence of achievement strategies in conversational interaction but they are not completely in accordance with reduction strategies. Results indicated that less proficient learners are expected to be in agreement about the reduction strategies compared to their higher proficient counterparts; thus, higher proficient learners have higher goals to reach their communicative purposes compared to less proficient ones. Most of these learners attempted to do their best to achieve their communicative goals and develop their L2 strategies. In addition, the lower level students "are limited by their insufficient language background, so they have more chances of decreasing their communicative goals to avoid the communicative breakdowns". The lower level learners tend to use reduction strategies more often compared to the higher level counterparts. Researcher also found that the reason why these students used reduction strategies is that the lower level learners' "learning situation, strategic and linguistic competence restrain the utilization of achievement strategies". The more often the interactants employ communicative strategies the more easily they recognize the importance of using these strategies in the target language. Therefore, the more reduction strategies learners employ the more frequently these strategies are

encountered in real communicative situations; likewise, they influence the development of second language learning (pp. 35).

The following study of Ting and Phan (2008) analyzed the use of communication strategies affected by proficiency levels of students who use English as their second language. Twenty Malaysian students participated in the study and their type of communication strategy use and choice were investigated in oral communication. The study confirmed that both students' and interlocutors' use of communication strategies did not vary in the total number of these strategies, but their first choice was for L2-based strategies. The lower level students used more L1-based strategies; they preferred their first language with the purpose to work out the communication difficulties. On the other hand, the higher level students preferred to be quiet in order to increase the comprehension and negotiation of interaction between the counterparts. In addition, the higher level students described items more appropriately despite a comparative lack of linguistic resources and confrontation with lexical difficulties. The higher level students compensated for their lexical deficiencies in collaboration with their interlocutors and used the same items more often so that the flow of the conversation is going on.

In the study of Jung (2004) applying L2 vocabulary improvement through conversation between counterparts and L2 students carried out in an English teaching department indicated that learners often face communication problems in producing lexical items in the target language during the conversational interactions, thus, they often ask for help from their more proficient partners. The results confirmed that L2 students employed three different "resources to initiate repair while searching for a word and the conversation partners provided the target word by orienting to the turn prior to the trouble source turn or the context as well as their role as a language expert or language teacher" (pp. 27). L2 learners often reproduced the specific words with the purpose of learning and reaching their communicative goals.

Lafford (2004) observed the influence of the background (context) of learning at home (AH) in a classroom against study abroad (SA) on the kinds and statistics of communications strategies employed by students who use Spanish as a second language. Furthermore, the study also analyzed the influence of different components

of students' proficiency levels, the choice of communication strategy use, such as: L1 or L2-based, direct interactional strategies and problem-orientedness, and language use. The results confirmed that there is a substantial influence for context of CS (communication strategy), types and language employed. Students that studied abroad employed less CSs compared to their classroom interactants and there was a negative relationship of their communication strategies; therefore, the use of Spanish language was encountered more outside of the L2 classroom environment and with the host family.

Alikbari and Allvar (2009) in their study demonstrated the use of communication strategies versus degree of proficiency in contentious (argumentative) writing of Iranian university students. Their study reveals that the higher proficient students used enormously more reconceptualization (RS) or psychological strategies compared to other participants, the lower level students. In the retrospective interviews the participants preferred more reconceptualization strategies as more helpful compared to substitution strategies (SS); that is, students are more confident using these strategies because they think with RS strategies they can convey their meanings or describe objects more easily and appropriately than using SS strategies. Furthermore, it is considered that the higher level students can generate lexical items more appropriately and "easily and they acquire numerous expressions that they are capable to utilize more frequently". Students' efficiency in producing lexical items successfully and appropriately "decreases processing load of speech production and permits them to employ more RSs". In comparison, "RS is too difficult for a learner with deficient language resources and the general processing requirement of speech production is too high" (pp. 10).

Chimbganda (2000) studied the communication strategies of ESL (English as a second language) undergraduate science students of the University of Botswana in writing answers in a biology class. The researcher investigated four strategies employed by the students: risk taking, risk avoidance, L2-based strategies and semantic simplification. The findings confirmed that several ESL students favored to employ L2-based strategies such as circumlocution, generalization and paraphrase; however, these strategies did not assist students in producing or describing items successfully due to the specific terminology of the subject given to them in the

writing task. Furthermore, the results also indicated that participants who were ready to chance or take responsibility by “using their resource development strategies, regardless of the accuracy of their grammatical structures, inclined to do better whereas those students who preferred semantic simplification and risk avoidance under-achieved”. This study suggests that great attention should be paid to task selection and activities that will encourage students to use and develop their strategic competence (pp. 305).

2.7 LEARNING STRATEGIES

For several years, language learning strategies have been considered a very important factor regarding the ways on how to incorporate the actual strategies in classroom settings. In other words, learning strategies are particular actions used in the target language, manners, and the means engaged in the process of learning (Faucette, 2001). Likewise, language learning strategies are also known as devices that learners use to induce or set up their language strategies with the purpose of language achievement in a second or foreign language (Rose, 2011). Mutlu and Tuga (2013) point out that learners’ autonomy is based on learning strategies, language attainment, educational purposes and the techniques of employing these strategies. Language learning strategies encourage learners to manage their personal learning by using the target language or use their skills in an attempt to develop these strategies and learn as well. Therefore, learning strategies are mainly over the learners’ control, these include planned actions, and manners or activities. Probably the most inclusive way of describing or expressing strategies comes from Ellis, cited in Kayaoglu (2012) as follows:

- “Strategies are known as both universal approaches and particular actions or methods utilized to acquire an L2.
- Strategies are problem-oriented- the student arranges a strategy to solve some specific learning problems.
- Learners are commonly conscious of the strategies they employ, and they can recognize what these strategies composed of if they are inquired to pay attention to what they have, are doing/thinking.

- Strategies engaged linguistic manner (such as requesting the name of an object) and non-linguistic (such as pointing at an object or in order of telling the name of that object).
- Some of the strategies are known as demeanor whereas the others are psychological. Here, some strategies are straightforwardly recognizable, while the others are not.
- Most importantly, these strategies help learners circuitously to learn a language by supplying them with the data about the L2 which they can then process. On the other hand, some strategies can help learners directly (for example, memorizing strategies conducted at particular lexical items or grammatical rules).
- The kind of the task used by learners and the individual preference are two factors of the variation of the strategy use or selection” (Kayaoglu, 2012: 533).

Furthermore, Oxford (1990) classifies strategies into two major groups: direct and indirect strategies. The first group known as direct strategies is characterized as remembrance strategies and recalling new information, cognitive strategies for comprehending and constructing the language, and compensation strategies for utilizing the language in spite of the students’ insufficient command in the target language. The second group is known as indirect strategies, including metacognitive strategies for synchronizing the learning operation, affective strategies for controlling emotions or feelings, and social strategies for learning with other individuals. These strategies are shown in figure 6.

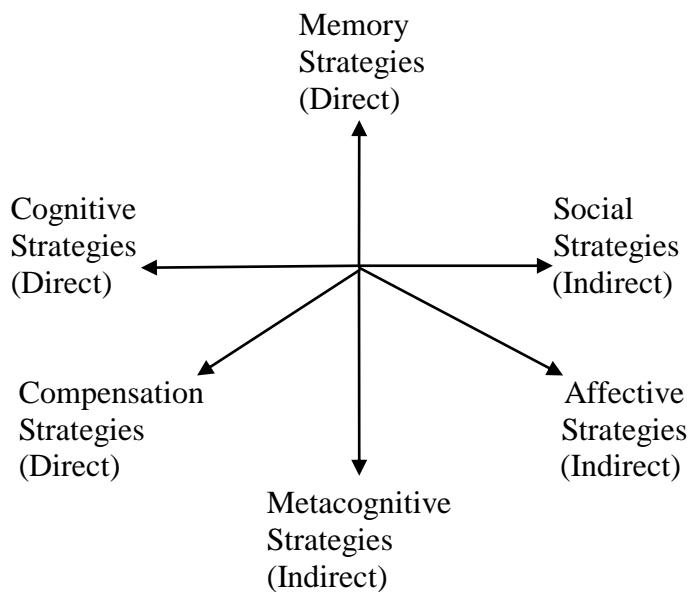


Figure 6. Diagram of Direct and Indirect Strategies (Oxford, 1990)

According to Gao (2007: 618) language learning strategies are conceptualized “in terms of a purpose, a state, and a cognitive action as the raw material of conscious cognitive processing”. Based on the purpose of language learning, Tabatabaei and Hoseini (2014) acknowledge that the comprehension of language learning strategies are based on students’ inspiration, their own efficacy, independence, and proficiency of a language that significantly affects the eventual purpose of language learning.

Qingquan, Chatupote and Teo (2008) indicate that a great body of research show that a constructive relation between strategy use and second language learning (L2) attainment, and evidently there is a clear distinction of strategy use and the choice of strategies utilized by more and less successful learners. On the other hand, Lee (2010) discusses when learners learn something during the learning process they have the capacity to react and control different situations and solve communication problems in a suitable way. Learners use their learning strategies to acquire something more efficiently as footballers use tricks to manipulate a ball. And the only purpose is winning a game in a great-field or stadium. Based on the “teachability component of language-learning strategy”, instructors and investigators are increasingly enthusiastic to “harness the potential which language learning strategies could have with the purpose of developing learners’ skills to learn the target language” (Griffiths and Parr, 2001: 249). Similarly, one of the most important components that affects the preference and the use of language learning strategies are the educational system and improvement of second language communicative abilities. Furthermore, based on the evaluation of language learning strategies, research has shown that these strategies can be applied directly to reading skills because learners usually try to employ different strategies on the process of reading in order to comprehend the content (Ghonsooly and Syedrezaie, 2014).

In addition, it is assumed that learning strategies are also strongly related to speakers’ or students’ styles, while learning styles characterize unplanned or automatic personal features. “Learning strategies are also actions chosen by students that are intended to facilitate learning” (Bailey, Onwuegbuzie, and Daley, 2000, cited in the work of Sahragard, Khajavi, and Abbasian, 2014:1). Language learning styles and

strategies are seen as very important tools of language acquisition and also as complicated preceding occurrence and consequence of educational conceptualization (Fahim and Noormohammadi, 2014).

Teaching learners how to acquire a second language is very important nowadays. Therefore, it is very important to select appropriate methods to achieve these educational objectives and one of the key aims should be to educate learners how to learn, in other words how to acquire a second language. There are two main constituents of language learning instructions underling the student-centered approach, including: (1) learners are trained precisely “how, when, and why” language learning strategies can be utilized to assist in acquiring the target language and task accomplishments, and (2) these strategies are incorporated “into everyday class materials” and may be precisely integrated into task activities. The aforementioned constituents have “often stood alone as the approach when strategies are included in the language classroom” (Cohen, Weaver and Li, 1996:6).

Oxford (1990) states that in the past, the teachers role has been to direct, guide, correct the learners mistake, and tell the learners what to do and when. Nowadays, learners make most of learning choices themselves, and teachers are not as directive as in the past; they function more as facilitators, assisting students in acquiring a foreign language. Moreover, the development of new techniques in teaching enables teachers to discern the use of students’ language learning strategies, which can also include the training of learning strategies, and supporting students to become independent learners. In this aspect, teachers do not desert old instruction or techniques to achieve their educational objectives, but these educational changes reinforce innovative teaching. Therefore, the role of the teacher is not based on hierarchy or his authority but on good connections with learners. The more responsibility the learners and the teachers take, the more successful they are (Oxford, 1990). Based on Oxford’s literatures (Oxford, 1990, cited in Swan, 2008:266), there are numbers of activities developed to engage teachers in evaluating language learning strategies and “linking their use to concrete situations”. Likewise, this is considered a great opportunity for teachers, but again there are some cases where the focus is in a way uncertain:

“On TOUR: you are an Australian tourist in Greece. You have never been here before, and your study of Greek has been limited to skimming the Berlitz phrasebook. You managed to find your hotel with the help of a taxi driver. You went out for a walk on your own and got lost. Nobody around you seems to speak English. Your task is to find out where you are and get back to your hotel before it gets dark. You have two hours to do this. You are getting a little worried! Which language learning strategies do you need to use? (Oxford, 1990:32, cited in the work of Swan, 2008:266).

The issue above is purposely pointed out to discuss the development of these strategies, particularly literacy skills. It is sometimes unclear what effect different teaching methods could have or what they could produce in reality (Swan, 2008). Moreover, one of the best ways that would help learners to develop their constructive approaches toward language learning strategies is the comprehension of the usage of these strategies by teachers that would allow them select proper teaching techniques that best suits students’ needs (Jie and Xiaoqing, 2006). Griffiths (2007) acknowledged that a teacher’s observation and awareness are enormously important as they have the capability to authorize or shape the teaching and learning process, especially teaching learners how to acquire learning strategies. In addition, “if children’s early language learning strategy is based on the storage of lexically-based constructions, and if intrasentential codeswitching is virtually absent in the input, bilingual children, similarly to their monolingual interlocutors should proceed obtaining low-scope lexical frames in each of their language, with virtually no opportunity for mixing words from different sources of input”(Serratrice, 2005:163). According to Ardasheva, and Tretter (2012) there is a considerable difference between an instructor’s and a learner’s awareness and usefulness of conception regarding the utilization of language learning strategies. Therefore, teachers’ role is to encourage learners to communicate successfully and actively in order to get the most out of learning and assure that learners are aware when they put the learning strategies into use. It is also crucial for instructors to observe whether learners feel more able to communicate their thoughts to their counterparts so that the students feel accepted in one of the groups arranged in the classroom settings (Trees, 2013). Task based activities also have a great role in the improvement of language learning strategies. It is considered that some students are more successful than others in task based completion because of their more successful use of the language learning

strategies. In addition, it is supposed that the strategies utilized by the more achieving students may also be acquired by less achieving ones. Moreover, teachers can support the language learning process by mediating consciousness about these strategies and recommend to learners how to use these strategies (Griffiths and Parr, 2001).

According to Macaro (2001) there are three main activities that students are asked to complete in order to understand how young learners try to learn a foreign language, and what strategies they employ to complete these tasks:

1. Asking students' progression
2. Comprehending a written text
3. A task to be written at home

Moreover, Pickard (1996) points out that these language learning strategies include student-initiated activities based on the tasks given to them, such as listening to the radio or reading a magazine or newspaper. Except for these kinds of activities in this field, there is a lack of data found on the activities of the language learning strategies carried out by learners outside the classroom environment. Likewise, in task based activities teachers may introduce target language tasks by asking students some questions or giving some exercises regarding language learning. For example, a teacher may distribute an oral task in the form of a dialogue, such as:

- T: Jim, do you help around the house at weekends?
(Teacher points to a picture of someone washing up)
- Jim: Yes, I do the washing up.
- T: Sally, do you help around the house at weekends?
(Teacher points to a different picture)
- Sally: Yes, I do the vacuuming.
- T: Amanda, do you help around the house at weekends?
(Teacher points to a different picture)
- Amanda: (hesitates) yes, I ...
- T: Do you wash the car or wash the windows?
(Teacher again points to the picture)
- Amanda: I wash the windows.
- (and so on)

(Macaro, 2001)

Macaro (2001) also points out that it is very difficult to know whether learners are using proper strategies and how they are using these strategies. Here, we should know to what level and in what grouping they use the previously mentioned strategies. The techniques that we use in teaching these strategies to students may make them easy or hard to comprehend, specifically in task accomplishment. Therefore, teacher's retrospection is a great "opportunity of assessing what is in learner's mind instantly after they come upon with a second language learning task in a way which connects closely with the authenticity of experience in carrying it out. As time passes, learners forget what they did, what they were thinking, and interpret their reactions to the task from memory which distorts what actually occurred" (Grenfell and Harris, 1999:53).

2.7.1 Definition of Learning Strategies

There are many scholars who have tried to define the terminology of learning strategies and there has been a need to define and analyze these strategies that engage learners to acquire a foreign language. The word strategy originates from ancient Greek, known as *strategia*; - it is defined as leadership or the practice of warfare and it includes different tools used in a war but most importantly organization and substantial planning (Oxford, 1990). There should be a clear method on how to use these strategies efficiently, in other words the previously mentioned expression underlines these concepts as: planning, competition, conscious operation and progress toward a further stage (Yi, Shu-Chen and Yi-Nian, 2007). According to Zare (2012) many eminent scholars have tried to define language learning strategies as exclusive techniques of conveying messages that enables understanding, learn a new language, or in other words the memorization (maintenance) of these messages.

Early studies focused especially on learning strategies and performances revealing cognitive procedures. These procedures clearly provided understanding of what learners comprehend during the learning process and how they use their cognitive skills. In this aspect, Liang (2009) points out that many researchers try not to distinguish the difference between a conscious and sub-conscious process. Some of these researchers think that students try to become familiar with these strategies by

employing them regularly until these strategies become subconscious and self-acquired and these facts about strategies may support researchers and teachers in getting a clear picture about learning strategies:

- Learning strategies are based on learners' manners or performances; in this case they could be observable, or cognitive, not observable.
- Learning strategies are particular actions, broad or general methods or techniques used to assist learners in acquiring a foreign language.
- Learners are in a broad sense conscious of what methods or techniques they have used in acquiring a language, although they come across some subconscious behaviors in some situations.

Similarly, Stern, cited in the work of Gumus (2007), illustrates four categories of language learning strategies:

- Planning learning strategies actively: More successful language learners actively acquire and participate during the learning process and distinguish the major and minor aims. Language learners identify the learning process as step by step or developmental procedure and that it has some phases of acquiring a language. Successful language learners "develop awareness about what the learning task requires from them in accordance with their linguistic abilities and deficiencies".
- Learning strategies in academic way: Successful language learners use different techniques or methods to approach the learning process from an analytical perspective, taking it as structured comprehension or knowledge. Likewise, successful language learners acquire a language by evaluation of their own achievement at regular intervals.
- Learning strategies in social conditions: A successful language learner tries to find other alternatives to acquire a foreign language outside the classroom environments and teacher's instructions. They also find ways to "practice the language as their linguistic proficiency progresses".
- Language learning strategies as shaping scope: Good or successful language learners efficiently overcome psychological obstacles as intentional and emotional problems of language learning comprehension. Similarly, successful language learners complete their tasks with high-self-esteem, thinking about themselves as worthier, and have positive approach to society, culture and the necessities of language learning background.

(Stern, cited in Gumus, 2007:16)

It is supposed that these strategies will be used by more successful learners, whereas less successful learners are expected to fail to use these strategies. These cited learning strategies investigated by Stern generate successful acquisition of foreign language.

There are some very important theoretical suppositions regarding learning strategies, that is, some students are more successful in acquiring language, they are aware of their efficiency in task completion, control the language and they put different strategies into use to complete different tasks because of their success in educational institutions. The previously noted language learning theory can easily correspond to different techniques and approaches of learning strategies. Here, for instance, memorization and psychological or cognitive strategies are employed in acquiring vocabulary and grammar comprehension, and they can also be required to formulate an immediate response to audio-lingual techniques as more efficient (Griffiths, 2004).

One of the central factors of cognitive or psychological theory is that all learners have similar inner mechanisms with which to manipulate the messages they receive from their counterparts (receptive recording, short-term memorization, and long-term memorization). There is a difference between individuals regarding long and short-term memorization or information storage capability (Coyle and Valcarel, 2002). Likewise, it is sensible to observe learners' behaviors in comprehending, monitoring, conceiving, and remembering linguistic messages that influence learners' choice of particular strategies. Accordingly, second language lecturers should supply learners with a large number of different kinds of strategies so that students can select these strategies based on their learning style (Martinez, 1996).

Many researchers and scholars have shown that learners who use more language learning strategies are more successful, achieve more language proficiency and have a greater chance to learn a foreign language than their less successful counterparts. Investigations carried out in second language learning have observed that significantly more successful learners used strategies more frequently and correctly to get better results in learning the target language compared to their weaker interactants (Lee, 2010).

Furthermore, there are some forms or frameworks that function as necessary features to comprehend the use of second language learning strategies and they have a great role in acquiring the target language. A number of these strategies raise the question of why some learners are successful and others fail. There are some variable that have been identified such as (1) “social context, (2) learner characteristics, (3) learning conditions-represented as determiners of (4) the learning process and, through it, of (5) the learning outcome”. In addition, Stern (1983: 338) illustrates the most important aspects playing a great role in a language learning strategies in figure 7.

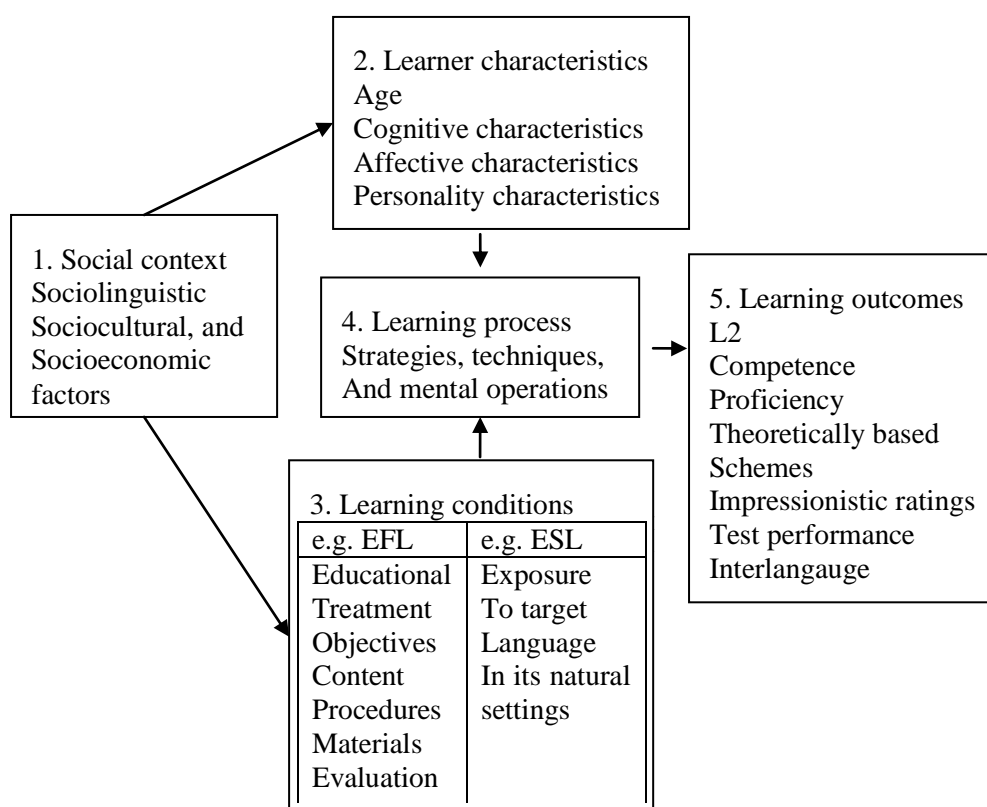


Figure 7. Framework for Examination of Second Language Learning (Stern, 1983:338)

Stern puts forward that there are numbers of problems in studying language learning, such as: “proficiency, motivation, aptitude, language learning context, and ambiguity”. Most of the times researchers find it hard to evaluate or illustrate these aspects of learning strategies (pg. 338).

2.8 THE EFFECT OF PROFICIENCY ON THE USE OF LANGUAGE LEARNING STRATEGIES

Over the years, numerous researchers have been focused on learners' success, developing their language learning strategies and encouraging them to acquire a foreign language successfully. Proficiency level and frequency of strategy use are considered as changeable variables that depend on the learning context given to students (Matsumoto, 2010). There is a complicated connection between the strategy employment and the development of proficiency levels. This relationship is based on category of the strategy used. In the study investigating Chinese EFL learners Chen found that more proficient students employed less communication strategies; likewise, these students used communication strategies more correctly and appropriately compared to their lower achieving interactants (cited in Suwanarak, 2012).

In their study, Javid, Al-thubaiti and Uthman (2012) of Saudi English-major undergraduate students found that more proficient students utilized language learning strategies more often. The most repeatedly employed strategies in their study were metacognitive strategies rather than other LLS (language learning strategies) such as social and cognitive strategies. They also validate that the lower level students tried to avoid writing skills and they were more inclined to use word for word translation from their first language.

In the study by Tam (2013) it is concluded that gender, L2 proficiency, and socioeconomic status influence the learners' use of LLSs. Furthermore, Tam acknowledges that males and females had a substantial variation in using memory, compensation and cognitive, metacognitive, and social strategies to acquire English. Female students used all of these strategies more often than male students. A convincing relationship was observed between compensation, cognitive, and social strategies and the users' second language proficiency. Tam also investigated that socioeconomic status significantly shapes university students' employment of their social strategies.

Moreover, Boggu and Sundarsingh (2014) found that less successful students employed compensation and memory strategies more often than cognitive, metacognitive, social and affective strategies. The results show that low usage of metacognitive strategies is an indicator that the less successful students are not capable to recognize their personal learning strategies or identify their capacity or their disadvantage. They verified that gender and age had no considerable significance on the frequency of strategy use.

Ketabi and Mohammadi (2012) also examined language proficiency and language learning strategies of Iranian EFL learners by conducting the Michigan English Language Proficiency Test (MELPT). The results revealed a substantial relationship between cognitive strategies and language proficiency of Iranian EFL learners using Pearson product-moment correlation. Moreover, regression investigations found out that cognitive strategy could presage language proficiency by explaining 0.59% of the variations in Iranian learners' language proficiency.

Rahami, Riazi and Saif (2008) observed that proficiency level and motivation are revealed to be the most significant components in using language learning strategies among a particular group of participants. Gender does not have any influence on strategy use. However, the influence of years of language study does not have any positive prediction of strategy use. An interesting fact is that there is a difference between learners' employment of the SILLs (Strategy Inventory for Language learning) six most important strategy categories is set up to be significant and shows students' inclination of metacognitive strategies.

Similarly, Ghavamnia, Kassaian, and Dabaghi's (2011) investigation of a correlation between language learning strategies, language learning beliefs, motivation, and proficiency indicated that Persian students employed several language learning strategies, but they show a different preference for specific categories of strategies. In addition, the study revealed a clear correlation between strategy use and motivation, proficiency, and language learning beliefs. This research show frequent employment of language learning strategies utilized by higher achieving students than their less achieving interactants. Likewise, the more encouraging or positive their language learning attitude, the more strategies learners employed.

Tanaka and Ellis (2003) studied a correlation between learner attitude and L2 proficiency in the context of a 15-week study-abroad program for 166 Japanese students of English. They concluded the following outcomes:

1. Statistically substantial achievements in proficiency, as evaluated by the TOEFL were found out throughout the study-abroad program.
2. Statistically substantial variations in the learners' attitudes were found out throughout the study-abroad program. The greatest outcome was clear in attitude linking to self efficacy and reliance.
3. Statistically substantial correlations between attitude and proficiency occurred, both prior to and subsequent to the study-abroad program. Great attitude about the significance of analytic learning were revealed to be reciprocally linked to TOEFL scores.
4. No statistically substantial correlations occurred between variations in attitudes and achievements or losses in proficiency (pg. 80-82).

Furthermore, Tanaka and Ellis indicated that the reasonably weak correlation between attitudes and evaluations of proficiency can reproduce the circuitous nature of this correlation that is intermediated by the learning performances.

Karami and Barekat (2012) investigated the types of vocabulary learning strategies employed by Iranian learners in private academic institutes. The learners were arranged into three proficiency levels: elementary, intermediate, and advanced. In this study it was found that there is a correlation between proficiency level and strategy use. When more proficient students (i.e. Intermediate) level differed significantly regarding the frequency of strategy use, this difference was with less proficient learners (i.e. Beginner) level. In addition, there was no substantial variation regarding compensation strategies, advanced students employed slightly more of these strategies than any of the other proficiency level, particularly, elementary and intermediate.

In the study by Kaivanpanah, Yamouty and Karami (2011) it was investigated that the most repeatedly employed communication strategies by Iranian EFL learners were asking for clarification, repetition, self-repair, and the least frequently employed strategies were mumbling, use of similar sounding words, and foreignizing. In this study, the researchers examined that the repetition of communication strategies used by Iranian students was not dependent on their language proficiency, gender, and the use of other CSs.

2.9 INTERCULTURAL STUDIES IN THE BALKANS

The conception of language has many connotations, one of which is that language is a technique or tool for conveying ideas, sharing meanings in a structured system within a written or oral context. Another conception of a language is characterized as something that is natural of a specific society to use for their communicative purposes. If there are two communities who consider a language in a different way or sabotage it as a tool of communication, both communities will face many difficulties.

In Kosovan primary and secondary schools or classes where the instructional language is not an official language under the statute law of Kosovo, pupils or learners are compelled to study an official language on their own or based on their choice. Another fact is that Kosovo's programs in the Bosnian and Turkish languages do not conceive the second official elective language as an obligatory subject, but the parents and learners can choose it as an additional subject. Kosovo's Turkish and Bosnian parents agree that their children should take two additional classes per week in the Albanian language.

Moreover, based on this circumstance, parents cannot select the Serbian language as an option as there is no preparation of curriculum for Serbian language education (OSCE, 2009:22-23). Therefore, the deficiency in the Albanian language results in weak development in learning this language. This deficiency is a disadvantage for non-Albanian mother tongue students in integrating to this society as well as finding better employment.

In addition, Musaraj (2013) substantiates that in the opening ceremony of the bilingual school in Preljubiste, Macedonia, there was not a single Albanian student who could speak or write Macedonian and there was no Macedonian student who could speak the Albanian language or study it. Musaraj also points out that language and communication consequences in the Balkan countries will never be settled as long as there are political and historical contexts in interference. Likewise, linguistic and communicational issues have always endangered the people's lives, considering the patriotism and ethnical expressions of some groups of people in these areas.

Nowadays, an interesting fact among Balkan people is that they tend to communicate with each other in English in order to share their knowledge, meanings, and ideas, rather than learning additional Balkan languages. Moreover, when Balkan people argue about their identity, history comes to mind rather than language, culture or faith. It seems that their identity is based on their history and their focus is on the events that happened in the past but not on culture, faith or linguistic background.

In the article by Pinchler (2007), cross-cultural communication, the case of the German and Albanian speakers who interacted in the classroom in the German language shows that these students face some cross-cultural communication problems such as: “task conflict versus person conflict, communication patterns, and communication topics” (pg. 337).

One of the most important issues about Kosovan is the awareness of cultural distinctions including all domains of communication. As a foreigner, it takes time to be accepted to Kosovo’s culture. However, awareness of these differences and admiration of Kosovo’s radical culture leads to shared feelings and values with people of this area.

CHAPTER III

METHODOLOGY

3.1 OBJECTIVES

Many people face communication problems when they try to speak in a foreign language due to their insufficient knowledge of the target language. One of the main conversational difficulties results from an individual's insufficient resources in the target language, particularly a lack of vocabulary or lexical items that can frequently lead to communication breakdown. Therefore, speakers overcome their communication problems employing some of the strategies known as communication strategies.

The main purpose of the current research project was to identify the relationship between elementary and intermediate levels on the use of communication strategies employed by Balkan students at Sakarya and Kocaeli University. These students come from different departments and pursue their education at different levels of academic studies. Moreover, this study also intended to estimate the effects of proficiency levels (i.e. Elementary and Intermediate) on the use of communication strategies employed by Kosovan and Bosnian students who use English as a foreign language to collaborate with their colleagues coming from different countries.

This study attempted to find out answers to the following research questions:

1. What types of communication strategies are employed by Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language at various (i.e. Elementary and Intermediate) levels?

2. Is there any difference between Elementary and Intermediate levels of Kosovan and Bosnian English speakers in terms of types and numbers of L1-L2 based communication strategies?
3. Is there any difference between Elementary and Intermediate levels of Kosovan and Bosnian English speakers in terms of types and numbers of communication strategies that are based on the three given tasks?
4. What is the relationship between the degree of proficiency (i.e. Elementary and Intermediate) levels and the choice of communication strategies employed by Kosovan and Bosnian speakers of English as a foreign language?
5. What is the students' view towards the use of communication strategies based on the task accomplishment?

3.2 RATIONALE OF THE STUDY

The main purpose of the present study was to investigate the communication strategies employed by Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language who pursue their studies at different academic levels at Sakarya and Kocaeli University. Five of the Kosovan students attended preparatory classes in the Turkish language. The proficiency level of Bosnian and Kosovan (i.e. Albanian) speakers was determined to be elementary or intermediate levels. Six out of 34 students could not confirm their proficiency levels (i.e. Intermediate); their proficiency was determined on the basis of their attendance in an English language course and based on their test scores. Therefore, elementary students attended a course of A1 level (score 30), whereas intermediate students attended a course of B1 level (score 60). These students continue their education at different departments from different academic levels. This was considered the first study regarding the use of communication strategies employed by Kosovan and Bosnian speakers of English as a foreign language. In this study it was essential to analyze the students' attitudes and beliefs towards the use of communication strategies. And a triangulation of

qualitative data was necessary. Likewise, the current study made use of qualitative method in order to elicit the data.

3.3 PILOT STUDY

3.3.1 Objectives

The pilot study was carried out in order to detect problems that could show up during the execution phase of the main study. The pilot study was mainly concerned on the use of communication strategies employed by elementary and intermediate level of Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language. In this study, the taxonomy of communication strategies employed by Tarone (1977) was used. In addition, students were also given three different tasks that are most widely used instruments in studies of communication strategies (Tarone, 1977; Hyde, 1982; Poulisse, 1990, cited in Dobao, 2002) such as: ten minutes of oral communication-interview, picture story narration, and photographic description to elicit the data.

3.3.2 Settings

The pilot study was carried out in the main campus of Sakarya University in the 2014-2015 spring semester. The b1-blok dormitory setting was arranged for students to perform three different tasks. The researcher ensured that the setting was quiet, comfortable for students, had enough light and was well organized. The aim of the study was to elicit and analyze the data regarding communication strategies only from Balkan students; that is, Kosovan, Albanian, Bosnian, Macedonian, Montenegrin, Serbian, and Croatian students.

3.3.3 Participants

Two students were included in the pilot study whose levels are elementary and intermediate to investigate the use of communication strategies based on Tarone's

taxonomy (1977). The pilot study aimed to analyze whether students will employ all of the communication strategies given in the aforementioned taxonomy.

3.3.4 Instruments

There were three different task-based activities in the study designed to elicit and later on analyze the data. All the three tasks were employed previously in the study by Dobao (2002). The first task included ten minutes of oral communication-interview. In this task, the novice researcher played the role of interlocutor by asking students some questions about daily life activities. Here, the researcher interacted with students collaboratively, asking a range of questions on daily based activities and encouraging students to communicate in English as much as possible and shift from topic to topic freely. The first task was carried out in two dyadic settings: researcher-student and student-student.

The second task, picture story narration, there were six situations that students were asked to narrate and use as much English as possible. The students were asked to work together with their counterparts, attempting to narrate the situations in pictures appropriately, and then to solve communication problems collaboratively. Here, the researcher only took part as an observer and did not assist on students' communication breakdowns, especially when a student confronted difficulties in finding proper lexical items in English.

Finally, the third task was a photographic description. In this task there was a picture of a group of young fellow workers who were celebrating outside in an open area. They were shown a photograph which was not of a high quality, was meant to activate or encourage students to think about or guess the meaning of the photograph, using as much English as possible, researcher observed them and gauged whether they appeared to employ communication strategies sufficiently. This type of task was considered as quite demanding for both levels of the students, especially for students with relatively less knowledge of the target language. Based on literature review and previous studies, the complexity and the demands of the task type may interact with students' proficiency and choice of specific communicative strategy (Dobao, 2002). As the purpose of this study was to investigate the use and the type of

communication strategies of two levels (i.e. Elementary and Intermediate), the students were also asked to describe objects, people, and things they saw in photograph while collaborating with their counterparts in a face-to-face interaction. Retrospective interview was also conducted a week later after the students completed the given tasks with the purpose to analyze students' view towards the use of communication strategies.

3.3.4.1 Background Inventory

The background inventory attempted to obtain data regarding a relationship between L2 levels, types of communication strategies employed by Kosovan (i.e. Albanian) and Bosnian speakers during the task-based activities, number of strategies employed, and frequency of the use of communication strategies. The background inventory in this study considered nine sub-categories of communication strategies to be investigated based on the given taxonomy. However, accomplishment of data collection in the pilot study did not try to record the data absolutely necessary for the primary investigation. Thus, the main purpose of the pilot study was to identify solutions or investigate techniques which might prove effective in solving problems that might show up later in the main study.

3.3.4.2 Communication Strategies Inventory

The communication strategies inventory in this study was formed based on the investigations of different analyses of literature that included taxonomies and categories of communication strategies. The taxonomy chosen in this study, employed by Tarone (1977) is considered one of the best typologies of taxonomies that will fit the target group; that is, Kosovan and Bosnian speakers of English as a foreign language. In addition, this taxonomy is also known as one of the simplest and used by different researchers in their studies regarding the use of communication strategies and proficiency levels (Dobao, 2002; Gumus, 2007). To sum up, the previously mentioned typology of communication strategies and its categories were expected to be employed by Balkan students.

3.3.5 Procedures for Data Collection

The pilot study included the researcher and participants of different academic degree levels. Only two participants were included in the pilot study to help in devising the communication strategies used based on the categories of the given taxonomy. The researcher was with the participants during the execution phase of the pilot study. The participants of both proficiency levels (i.e. Elementary and Intermediate) would carry out designated tasks for the first time. The participants were informed by the researcher about the aim of the pilot study before the execution phase of the study began.

The reasons of the pilot study as well as why students should be sincere to participate honestly in the underlined research project were discussed by the researcher and the students to meet the ethical issue. In addition, the students' names were needed by the researcher to be able to make deeper analyses on the frequencies of different communication strategies utilized by both levels of the students.

The participants in the study were very ready and willing to participate and did not consider privacy or matter of confidentiality as a problem. The students were willing to cooperate with the researcher without any problem throughout the study.

The data collected from the audio and video-recordings would only be transcribed, decoded and analyzed by researcher himself in order to assure students' confidentiality and make students feel comfortable during the process of task accomplishment. Students of two levels co-operated successfully with the researcher and they did not need additional explanations in order to accomplish the given tasks. The participants of elementary and intermediate levels not only appeared to accomplish the tasks efficiently and independently, they also appeared to participate in the pilot study and the execution phase very seriously and honestly.

3.3.6 Data Analysis

The data of the pilot study was evaluated by the researcher. All the data collected in the pilot study was the responsibility of the researcher's examination based on the collection phase of communication strategies. In addition, the data collected by audio

and video-recording was transcribed, decoded and finally analyzed verbatim by the researcher (see Appendix 6, 7, 8, 9). These analyses were carried out through content analysis. Content analysis is a research method or “technique for making replicable and valid inference from texts to the contexts of their use” (Krippendorff, 2004). The researcher using such analysis tries to record verbal interactions in natural conditions and the main purpose is to analyze transcripts of students’ performances collected by video-recording. In other words, conversation analysts intend to comprehend the system of natural occurring speech, which includes two or more interactants. The technique of this study aims to preserve as much details of human communication as possible (Krippendorff et al., 2004). Qualitative studies are usually conducted by analysts alone and great attention must be paid in the steps of planning the research. “Qualitative researchers search for multiple interpretations by considering diverse voices, alternative perspectives, they support their interpretations by weaving quotes from the analyzed texts and literature about the context into their conclusion, and apply criteria other than reliability and validity in accepting research results” (Krippendorff, 2004: 88). Qualitative researchers use various operations to analyze their data. There are three approaches to analyze qualitative data: interpretative approaches, social anthropological approaches, and collaborative social research approaches (Miles & Huberman, 1994). In social anthropological approaches researchers use various kinds of fields and case study to gather data. The data is analyzed through the information of field notes and interpretations of this information into text. In collaborative social study, researchers conduct their studies in collaboration with participants to complete some kind of change or action. The collected data is used to understand participants’ action, a situation, and to solve a problem. Lastly, in interpretative approaches researchers examine social or human actions as text. Interviews and observational data are transcribed into written text for analysis. In the present study interpretative approach is carried out.

3.3.7 Findings from the Pilot Study

At the very first phase of the pilot study execution, the researcher found out that the participants were encouraged to participate and accomplish three given tasks (ten

minutes of oral communication-interview, picture story narration, and photographic description). The students found the tasks interesting and they were very willing to accomplish the tasks because this was the first time these students were given such tasks in English, and this was also one of the indicators for the researcher that the tasks could be used in the main study confidently. Both levels of the students tried to interact freely in the oral communication task.

Moreover, these students also attempted to narrate and explain the situations of the pictures as much as possible by describing objects, people, and items on the given tasks. In the pilot study the students of both levels approached the tasks in different ways and used different communication strategies to accomplish these tasks. Therefore, the researcher's main focus was whether these students would use all the categories of the communication strategies or not and whether these strategies would differ in terms of types of CS used, in terms of numbers of CS used, and language they preferred to use when facing communication problems; this problem might be as a result of insufficient resources in the target language. The following tables reveal the proficiency level and number of communication strategies employed by both levels of the students in the three given tasks.

Table 3. Ten Minutes of Oral Communication-Interview

	ELEMENTARY STUDENT		INTERMEDIATE STUDENT		TOTAL Number of CS
	N	%	N	%	
Avoidance Strategies	3	50	3	50	6
Paraphrase Strategies	3	42.85	4	57.14	7
Borrowing Strategies	4	66.66	2	33.33	6
TOTAL	10		9		19

Based on intensive view of literature and research on task completion, it is indicated that higher level students are more successful in task accomplishment because of their competent and effective use of communication strategies than their lower level

interactants. The findings indicate that there is a slight difference in the numbers and percentages of communication strategies used in the first task (ten minutes of oral communication interview).

Both levels of the students used L2 based strategies more dominantly. Compared to the less achieving students, the more achieving students used L2-based strategies more (57.14% vs 42.85%) and L1-based strategies less (33.33% used by the more achieving students and 66.66% by the less achieving ones). In the first task both levels of the students employed more communication strategies because they could shift freely from a topic to a topic during the interactional communication than when compared to the other tasks.

Table 4. Picture Story Narration

	ELEMENTARY STUDENT		INTERMEDIATE STUDENT		TOTAL
	N	%	N	%	Number of CS
Avoidance Strategies	2	50	2	50	4
Paraphrase Strategies	4	57.14	3	42.85	7
Borrowing Strategies	-	-	-	-	-
TOTAL	6		5		11

Moreover, an interesting finding of the comparison of numbers and strategies used by the students of both levels between the tasks shows that there is a substantial decrease in number of strategies used in the first task (ten minutes of oral communication-interview) than in the second task (picture story narration) and a subsequent decrease in the third task (photographic description). As demonstrated in table 5, lower level students employed slightly more paraphrase strategies (57.14%) than higher level (42.85, respectively).

The results of the data shows that the most dominant strategies used by the participants in three tasks were paraphrase strategies (74.08%), followed by avoidance strategies (68.53%) and the least used, borrowing strategies (31.57%). It is assumed that paraphrase strategies lead students to more successful oral communication during the task accomplishment and it enables students to convey their original meanings than when compared to any other communication strategies of the given taxonomy. It is obvious, research explains that lower level students make fewer efforts in using paraphrase strategies due to their limited linguistic knowledge in the target language and demands of these strategies than when compared to borrowing and avoidance strategies.

Table 5. Photographic Description

	ELEMENTARY STUDENT		INTERMEDIATE STUDENT		TOTAL
	N	%	N	%	Number of CS
Avoidance Strategies	2	66.66	1	33.33	3
Paraphrase Strategies	-	-	2	10	2
Borrowing Strategies	-	-	-	-	-
TOTAL	2		3		5

Further results illustrate that both levels of the students used dominantly avoidance strategies (66.66% used by lower level and 33.33% used by higher level) in the third task (photographic description). Lower proficient students due to their insufficient command of the target language make use of avoidance strategies more often in attempts to convey their meanings or messages to their counterparts.

The process of data collection and the analyses revealed that students of elementary and intermediate levels used various communication strategies according to their

ability in the target language. Both of the students who participated in the pilot study were excluded from participating in the main study.

The researcher found that students were willing to accomplish the tasks based on the given taxonomy of communication strategies and this typology was very effective to elicit, transcribe, and analyze the use of CS (communication strategies). This was an indicator for the researcher that the students did not consider the tasks as ineffective or tiring, assuming that the tasks and the aforementioned taxonomy could be conducted in the main study. The higher level students were more aware about the use of communication strategies when performed in the three tasks compared to the lower level students due to the target language resources. Moreover, the previously mentioned group of the students gave more examples and produced more information when attempted to describe objects, pictures, and different situations in the tasks. On the other hand, lower level students faced more difficulties to describe and narrate the situations in the pictures. Therefore, this was an indicator for the researcher that the lower level students should accomplish the tasks in collaboration (face to face) with their higher level counterparts in the main study, so that the flow of the interactional communication and task completion is maintaining.

An interesting finding was when the researcher played a role of an observer in the two other tasks (picture story narration and photographic description), here, the students asked the researcher for help when they faced lexical difficulties. The researcher found that assisting students to find proper lexical items to reach their communicative goals in the two other tasks would not be effective to elicit the most of the sub-categories of CS. Hence, in the main study, the researcher did not assist the students when they faced communication breakdown, so they should rely on their own cognitive abilities and background knowledge in the target language. Furthermore, it was found that students were able to use most of the communication strategies based on the given taxonomy, so the typology of CS could be conducted confidently in the main study.

3.4 MAIN STUDY

3.4.1 Design of the Study

The current study was based on a qualitative research. The study was placed into the group of Discourse Analysis, thus, we transcribed and decoded the data from audio and video-recording of conversational interactions of the participants in the main study. As there was no experimental elicitation of the data in the study, natural conversational interactions among students were considered more efficient and inclined to use the target language in a natural way; thus, students were more comfortable in the production of language instances freely and felt free to switch from topic to topic.

Student's proficiency levels such as elementary and intermediate on the use of communication strategies were analyzed and expressions of lexical utterances during the interaction were the focus of this study.

3.4.1.1 Participants

In order to investigate the use of communication strategies based on variety of degrees of proficiency levels, two different groups of students (i.e. Elementary and Intermediate) were selected to participate in this study. Both groups of the students were asked to accomplish the given tasks in dyadic interactions, and there were in total 34 students of Kosovan and Bosnian speakers. The Kosovan speakers were 18 in total, including 13 male students and 5 female students. The Bosnian speakers included 16 in total, 12 of them male and 4 of them female students. Five of the Kosovan participants had attended preparatory classes in the Turkish language. In the Kosovan group of speakers there were some bilingual students, that is, along with their mother tongue they had also acquired a second language due to their intercultural communication (either Turkish or Bosnian) and one of the languages is considered as dominant. In addition, one of the Albanian students included in the study attended her prep-classes at the ELT department, Kocaeli University whose

level was Intermediate or (B1). The age range of all the students was 18-28 (Table 7).

Table 6. Gender Distribution and Students' Proficiency Level

Language Proficiency	Male	Female	TOTAL
Intermediate Level	13	4	17
Elementary Level	12	5	17
TOTAL	25	9	34

An assumption was made that all the students attended courses of the same two respective levels and passed the exams of these levels would have an equal degree of proficiency. Another factor that may have affected the determination of language proficiency of both groups of the students aside from the attendance of an English language course, such as a stay in an English speaking country, were also established with the purpose of distinguishing the two levels of the students (control variable).

The group of the students with the lower proficiency was made up of 17 students who were pursuing their academic studies at different degree levels. This group of the students was referred to as the elementary level. The other group of students with the higher proficiency level was made up of 17 students also continuing their academic studies at different degree levels and different departments at Sakarya and Kocaeli University. This group of students was classified and categorized as the intermediate level since it was supposed from their higher test scores that they had higher language proficiency compared to the first group of students.

3.4.1.2 Data Collection

The present study included data collection tools such as audio and video recording in order to transcribe, decode and analyze students' performances given on task-based activities (see Appendix 2, 3, 4). Audio and video recording provides linguistic and lexical information more than any other data collection tool because it allows us to retain every single utterance or word produced by students.

Moreover, the study also included three different tasks given to students: ten minutes of oral communication-interview, picture story narration, and photographic description. All the three tasks were used in study to examine the use of communication strategies employed by both levels of the students. The researcher controlled the combination of the three given tasks, that is, checking for students' feedback in dyads and checking the content corresponding from natural conversation in order to balance and maintain the process of conversational communication and tasks accomplishment. Besides, a retrospective study regarding students' views towards the use of communication strategies was used two weeks later, after the students completed the tasks. In order to draw out students' belief in using communication strategies, researcher arranged a list of interview questions to collect, transcribe and analyze the data (Appendix 1, 5). The students were interviewed individually about their views on the use of communication strategies.

The three different tasks used in the study were assumed to be as appropriate for the target group of the students. In addition, previous studies found that the difference in elicitation task design may influence the use of communication interrelating with proficiency level in complex ways (Poulisse, 1990, cited in Dobao 2002:7).

The three tasks were administrated in 17 sessions of approximately 499.18 hours. Two weeks later the retrospective study was also administrated in 34 sessions of approximately 110.7 hours. The students were interviewed individually about their views on the use of communication strategies.

3.4.1.3 Ten Minutes of Oral Communication-Interview

The first conversational task was used with the purpose of discovering the use of communication strategies in natural oral communication of everyday activities or topics between the students. The first task was ten minutes of oral communication-interview on everyday topics such as: daily life routines or activities, sports, studies, their relations with foreign or Balkan students, and other such everyday activities.

All the subjects were interviewed individually by the researcher. As the main aim of this study was to investigate communication strategies of Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language based on conversational interaction for daily communication topics, conducting the interview was considered as the most appropriate toward reaching the goals of this study.

Furthermore, the students were encouraged by the researcher and they tried to be engaged in communication; that is, they tried to talk about their individual topics of interest and freely shift from topic to topic as in usual conversational interactions. All the data coming from conversational interaction was recorded and later on transcribed, decoded and analyzed (Appendix 2).

3.4.1.4 Picture Story Narration

The second task was picture of story narration. In this task there were six pictures and situations that students were asked to narrate; in each situation students performed in dyads with their counterparts. First, the subjects were told by the researcher to look at the pictures, analyze the situations in each picture, and later on try to narrate in collaboration with interactants (Appendix 10).

In this task the researcher played a role of the observer, that is, did not assist or give feedback to students when they faced the communication breakdown or could not find the proper lexical item in the target language to describe or narrate objects and situations. In addition, the subjects were not tested individually as in the oral communication task but they had to co-operate with peers to narrate pictures.

3.4.1.5 Photographic Description

In the photographic descriptions task, the students were asked to describe the picture in as much detail as possible. In this task students were not performing individually, but in dyads. So, they were also asked to co-operate with their counterparts. The picture was of poor quality that encouraged students to try to find more objects, describe people in the picture, and try to guess the environment in the context. In this picture the subjects attempted to find around 12 objects and describe the items appropriately. This task is widely used by different researchers in the study of communication strategies (Tarone, 1977; Hyde, 1982; Poulisse, 1990, cited in Dobao, 2002).

As the students tried to accomplish the photographic description task, the researcher's attention was on whether students would describe the objects, people, and things in the picture appropriately; that is, whether lower level of the students would use L1-L2 based strategies or higher level of the students would employ L2-L1 based strategies because of the complexity of the tasks and the students' resources in the target language.

The subjects were also asked to look at the picture, analyze, assure whether they could produce or describe the items and the objects appropriately in English by naming them or in any other way. As in the previous task, picture story narration, the subjects were not given any feedback by the observer to make sure that none of the dyads was assisted when facing communication breakdowns or confronted with inadequate lexical items. The photographic description task was considered appropriate for eliciting data collection, especially to impel the use of communication strategies employed by the participants (Appendix 11).

3.4.1.6 Data Analysis

The tapes of collected data were transcribed, decoded and analyzed qualitatively. Then the responses of the subjects given on the three tasks were identified as the communication strategies were categorized according to Tarone's taxonomy (1977) shown in Table 7. All the categories based on the given taxonomy of communication strategies were analyzed. The frequencies and percentages of the communication

strategies employed by Kosovan (i.e. Albanian) and Bosnian speakers are presented in the tabular form, and then analyzed and compared in terms of types and frequency. In the data analysis process, the communication strategies used by both levels of the students (i.e. Elementary and Intermediate) were also compared and analyzed in terms of the tasks given to students. The tasks were categorized and analyzed by the researcher according to the given typology of communication strategies.

Table 7. Categories of Communication Strategy

A. L1-BASED STRATEGIES	B. L2-BASED STRATEGIES
a) Language Switch	a) Circumlocution
b) Literal Translation	b) Approximation
c) Appeal for Assistance	c) Word Coinage
d) Mime	d) Topic Avoidance
	e) Message Abandonment

3.4.1.7 Transcription Conventions

In this study all the transcriptions from the audio and video-recordings were done by the research. The researcher was also focused on the students' expressions, filled and unfilled pauses, lengthening of syllables, false starts, repetitions, and more explicit statements that could lead students on a language planning phase and cause them to experience problems during conversational communication among interactants. In addition, the researcher's aim was not only on the verbal part of communication but also non-verbal aspects, such as gestures were included in category of the given taxonomy.

As the aim of the research project was to examine the use of communication strategies employed by Kosovan and Bosnian speakers of English as a foreign

language, in the process of transcribing the data, the researcher tried to describe everything spoken by the two groups of the students (i.e. Elementary and Intermediate) levels. Thus, there is a possibility of some ungrammatical constructions, incomplete sentences, and repetitions in the repeated data of communication strategies. The data collection of audio and video-recording was transcribed using the convention employed in Dobao's (2002) study of communication strategies, as follows:

TRANSCRIPTION SYSTEM

- (.) 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

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

All the results of this study will be shown in percentages in the next section of this chapter. The purpose was to find out the differences between two language level groups based on the numbers and types of strategies used during the three given task activities to be completed by the subjects. The number and type of L1 based strategies employed by subjects were compared in percentages. Following the same purpose, L2 based strategies were also compared, analyzed, and percentages were again given. Furthermore, the use of communication strategies, numbers and types of L1 and L2 based strategies employed by elementary and intermediate levels and the influence of communication strategies in three different task activities were investigated. For this purpose, the findings were shown in percentages. Additional aim of this research project was to find out a relationship between the degree of proficiency levels (i.e. Elementary and Intermediate) and the choice of communication strategies employed by Kosovan and Bosnian speakers of English as a foreign language. And the final aim of this study was to investigate the students' view towards the use of communication strategies based on the task accomplishment. To answer these questions, percentages and interpretations and analyses of transcripts were also given.

4.2 DEMONSTRATIONS OF EXAMPLES FOR L1-L2-BASED COMMUNICATION STRATEGIES EMPLOYED BY KOSOVAN AND BOSNIAN SPEAKERS OF EFL

As the aim of the study was to investigate the use of communication strategies, some of the following examples show the strategies of Kosovan (i.e. Albanian) and Bosnian speakers made use of in the three different tasks: ten minutes of oral communication-interview, picture story narration, and photographic description. In addition, L1 based strategies will be presented, namely language switch, literal translation, appeal for assistance, and mime. Based on the findings of this study, mime was the category that was the least used. Whereas, L2 based strategies will be presented, namely circumlocution, approximation, word coinage, topic avoidance, and message abandonment.

Communication strategies based on the students' native languages (i.e. L1-based communication strategies)

It is assumed that these strategies are mostly used by lower level students, that is, lower level students in order to convey their messages or their meanings, often cannot find proper tools in their interlanguage to overcome communication problems with their counterparts. Moreover, L1-based strategies are considered to be more effective when learners try to convey their authentic or original meanings rather than avoidance or paraphrasing strategies. These strategies are not effective when there are native speakers of a foreign language engaged in communication (Dobao, 2002). The following are the examples that most influenced learners' L1-based strategies.

1. *Language Switch*: Language learners use this strategy in their own language without trying to translate it in the target language. The following samples of extracts illustrate instances of less proficient and more proficient students using language switching in their task accomplishments.

(1) EXTRACT: "Friday prayer" (see App. 2 Line 405)
INTERLANGUAGE SENTENCE: Friday(1) it's fr(-) Friday is my favorite because
a::: it's Friday a::: have a:::: um::: a::: **Cuma pray** (1) a:::
CS ANALYSIS: Language switch: The student switched to his mother tongue or his
own first language because he could not find the appropriate word in English for that
item "Friday prayer".

(2) EXTRACT: “Wallpaper” (see App. 3. Line 89-91)

INTERLANGUAGE SENTENCE: **Tapetat e shtepise.** Ah, po... then... ky tjetri a eshte burra a femi a cka eshte? Eshte dedja si duket...

CS ANALYSIS: Language switch: The student switched to his mother tongue or his own first language because he could not find the appropriate word in English for that item “wallpaper”.

(3) EXTRACT: “Religion” (see App. 2. Line 411)

INTERLANGUAGE SENTENCE: So a:: a few English (-) just a **din** Arabic (laugh) and Turkish.

CS ANALYSIS: Language switch: The student switched to his mother tongue or his own first language because he could not find the appropriate word in English for that item “religion”.

(4) EXTRACT: “The more languages you know, the more you are a person” (see App. 2. Line 420)

INTERLANGUAGE SENTENCE: I am trying to learn a::: more and more languages a:: because a:: a::: how(-) how many languages you know a::: (laugh).. **toliko vredis a:::**

CS ANALYSIS: Language switch: The student in this case switched to his mother tongue or his own first language because he could not think of the English item “the more languages you know, the more you are a person”.

2. *Literal Translation:* Learners try to translate or describe objects word for word in order to convey messages in their native languages. The following sample of extracts illustrates instances in which less and more proficient students do this in order to complete the given tasks.

(1) EXTRACT: “Explain” (see App. 2. Line 431)

INTERLANGUAGE SENTENCE: A:: I have lot of friend here (.). I have Albanian friend (.), I have Turkish friends. (1) We go:: (laugh) **how I telling** (laughing)...lashante mi kantare (laugh).

CS ANALYSIS: Literal translation: The student wanted to convey more original explanation, but used the borrowing strategy, a literal translation of the Albanian expression “si ta them”.

(2) EXTRACT: “Father of the boy who hit the child” (see App. 3. Line 95)

INTERLANGUAGE SENTENCE: ...the dad is (.) um:: waiting (.) for (.) a::: for her **him (1) he think is (.) this guy (.) and he waiting for him dad (.) but he, he don't know (.) that he is him da(-)d** him dad (1) and... (laugh).

CS ANALYSIS: Literal translation: The student wanted to convey a more original explanation, but used borrowing strategy, literal translation of the Albanian expression “babai I djaloshit I cili e goditi femijen”.

(3) EXTRACT: “Corpulent boy” (see App. 3. Line 98)

INTERLANGUAGE SENTENCE: A:: **the main object is:: this one, was you are not the strongest man in the world (.) a::: you have more, a::: they have more powerful mass (.) before you.**

CS ANALYSIS: Literal translation: The student wanted to convey the original explanation, but used borrowing strategies, a literal translation of the Albanian

expression as “qellimi I tij kryesore ishte ky; ti nuk je njeriu me I forte ne bote, ne jemi me te fuqishem para jush”.

(4) EXTRACT: “Doing great” (see App. 2. Line 440)

INTERLANGUAGE SENTENCE: And about friends (.) I can a: **I can tell a:: everything the best** (.) I met many people from Balkan from Macedonia...

CS ANALYSIS: Literal translation: The student wanted to convey the original explanation, but used borrowing strategies, literal translation of the Bosnian expression as “a sto se tice prijateljima, mogu reci sve najbolje”.

3. *Appeal for Assistance*: Based on this category of communication strategies students asked their counterparts or interlocutors for the correct term in the target language. There are many examples for this category used by lower and more proficient students in the three given tasks. It is obvious that the less achieving students made more use of this strategy compared to their higher proficient interactants due to their limited linguistic command of the target language.

(1) EXTRACT: “Approximately” (see App. 2. Line 451)

INTERLANGUAGE SENTENCE: Aha, I rest (.) and I wake up a::...**perafersisht?**

CS ANALYSIS: Appeal for assistance: The student asked his counterpart for help. In this case, he used the Albanian expression “approximately”.

(2) EXTRACT: “Different” (see App. 2. Line 458)

INTERLANGUAGE SENTENCE: As my (.) friend told a:: so many people came from everywhere (.) we met a::: a::: all of them (2) a::: **razno kako beshe?**

CS ANALYSIS: Appeal for assistance: The student asked his counterpart for help. In this case, he used the Bosnian expression “different”.

(3) EXTRACT: “Frightened” (see App. 3. Line 104)

INTERLANGUAGE SENTENCE: A:: he is knocking the door (1) and::: waiting for somebody opened the door (.) and his child (.) is so (.) a::: **preplasen?**

CS ANALYSIS: Appeal for assistance: The student asked his counterpart for help. In this case, he used the Bosnian expression “frightened”.

(4) EXTRACT: “Harassed” (see App. 3. Line 111)

INTERLANGUAGE SENTENCE: Well someone has ... ka pas problem me djalin e tij, qysh thuhet (.) **qysh e ka ngacmu?**

CS ANALYSIS: Appeal for assistance: The student asked his counterpart for help. In this case, he used the Albanian expression “harassed”.

4. *Mime*: Students used paralinguistic gestures or non-verbal tactics instead of a lexical item or an action in order to emphasize what he or she wanted to convey. The lower level students made more use of this category because of their linguistic deficit in the target language compared to the higher level students. There are no examples for this category regarding the photographic description task. However, students used

this category in ten minutes of oral communication-interview and picture story narration task.

(1) EXTRACT: “Knocking” (see App. 3. Line 116)

INTERLANGUAGE SENTENCE: To the neighbor’s door (1) “**bom, bom, bom**”.

CS ANALYSIS: Mime: The student used gestures simultaneously with the use of words to emphasize what he wanted to convey. The student in this case performed the act of knocking on the door.

(2) EXTRACT: “No energy-exhausted” (see App. 2. Line 465)

INTERLANGAUE SENTENCE: Don’t exist, really, fter the day you are like, “**hh**”.

CS ANALYSIS: Mime: The student used gestures simultaneously with the use of words to emphasize what he wanted to convey. The student in this case performed the act of a person being exhausted or un-energized.

(3) EXTRACT: “Disapproval” (see App. 2. Line 477)

INTERLANGAUE SENTENCE: Just one a:: one (2) but I don’t like it “**uff**”::.

CS ANALYSIS: Mime: The student used gestures simultaneously with the use of words to emphasize what she wanted to convey. The student in this case performed the act of disapproval.

(4) EXTRACT: “Cannot afford” (see App. 2. Line 484)

INTERLANGAUE SENTENCE: I like to eat a:: fruit bananas especially and here it is expensive. Since I, I am a student it’s, “**nck**”, it is problem for me.

CS ANALYSIS: Mime: The student used gestures simultaneously with the use of words to emphasize what he wanted to convey. The student in this case performed the act that he cannot afford some things in the Campus as he is a student.

Communication strategies based on the students’ second language (i.e. L2-based communication strategies)

The L2-based strategies influence the use of different types or categories of communication strategies by the subjects in a foreign or a second language. An interesting fact is that, when students use paraphrasing strategies they try to convey their meanings or messages by manipulating resources with their interlanguage; they do it without trying to repair it with any other language they know. The aforementioned strategies are more effective in conversational communication and it is less likely to lead to communication breakdown compared to other strategies. Students used most of these strategies differently and these strategies are also more demanding regarding linguistic and cognitive aspects (Dobao, 2002). The following are examples that most influenced students’ L2-based strategies.

1. *Circumlocution*: Learners describe an object or action as a substitute of employing the proper target language item or form. More proficient student made more use of

these strategies because of their sufficient linguistic resources in the target language compared to their less proficient counterparts.

(1) EXTRACT: “Immigrated” (see App. 4. Line 70)

INTERLANGUAGE SENTENCE: Maybe **they are from another country (.) but they are now in a new country but they don’t have:: (.) where to live or what to eat (.)** to drink (.) because I can see (.) the man here he has a bottle with water...

CS ANALYSIS: Circumlocution: The student in this case tried to describe “immigrated” in place of using the appropriate target language item.

(2) EXTRACT: “Culture shock” (see App. 2. Line 493)

INTERLANGUAGE SENTENCE: A:: **this place is going to freak me out a little after (.)** some kind of (.) some months but after that I get used to it (1) and after some couple of months I get used to this weather to this people:::

CS ANALYSIS: Circumlocution: The student in this case tried to describe “culture shock” in place of using the appropriate target language item.

(3) EXTRACT: “Baby-bed” (see App. 4. Line 77)

INTERLANGUAGE SENTENCE: Right (.) here (1) **there is like (.) a::: baby chair (1)** not chair, I don’t know (1) how do you call these things, you know...

CS ANALYSIS: Circumlocution: The student in this case tried to describe “baby-bed” in place of using the appropriate target language item.

2. *Approximation*: Learners or speakers usually replace a particular vocabulary item or form of the target language that is unknown with another new incorrect item which shares sufficient semantic characteristics with it to be properly understood.

(1) EXTRACT: “Graduation” (see App. 2. Line 501)

INTERLANGUAGE SENTENCE: We are (.) a:: all the time together (.) and I like Turkey (1) too (1) a:: but a:: I want go a:: back to Croatia (1) **after school (1)** of course.

CS ANALYSIS: Approximation: The student uses “after school” for “graduation”, this lexical item seems to be inaccurate but shares sufficient semantic characteristics to be selected as a correct one.

(2) EXTRACT: “Hit” (see App. 3. Line 124)

INTERLANGUAGE SENTENCE: Ok, in the very first picture (.) we see a man who is sitting in armchair (1) and a (.) the child who probably (.) it seems to be his grandson (1) is crying and going to call him (.) a:: about **the situation** than the his (1)

CS ANALYSIS: Approximation: The student uses “situation” for “hit”, this lexical item seems to be inaccurate but shares sufficient semantic characteristics to be selected as a correct one.

(3) EXTRACT: “Next to him” (see App. 3. Line 133)

INTERLANGUAGE SENTENCE: No:: I don’t think so because he is pointing that he(-) th(-) this is (.) his (.) parent.. a:: he is pointing as you can see (1) the little guy (.) **around here.**

CS ANALYSIS: Approximation: The student uses “around here” for “next to him”, this lexical item seems to be inaccurate but shares sufficient semantic characteristics to be selected as a correct one.

2. *Word Coinage*: Learners or speakers create a new word with the purpose of communicating their intended meanings following the target language command of derivation and composition.

(1) EXTRACT: “Mother tongue” (see App. 2. Line 507)

INTERLANGUAGE SENTENCE: I know Albanian because my:: (2) **my home (1) language...**

CS ANALYSIS: Word coinage: The student used “my home language” instead of “mother tongue” to create a description which he thought was appropriate for the meaning he wanted to express.

(2) EXTRACT: “Exhausted” (see App. 4. Line 85-86)

INTERLANGAUGE SENTENCE: Deadly tired (laugh). He(-) on(-) he is **deadly tired**, he is (laughing)...

CS ANALYSIS: Word coinage: The student used “deadly tired” instead of “exhausted” to create a description which he thought was appropriate for the meaning he wanted to express.

(3) EXTRACT: “Celebration” (see App. 4. Line 92-93)

INTERLANGAUGE SENTENCE: Is, is, ha(-) is:: **the happy day**:: maybe it’s (.) happy day, maybe the(-) there is a the..

CS ANALYSIS: Word coinage: The student used “the happy day” instead of “celebration” to create a description which he thought was appropriate for the meaning he wanted to express.

3. *Topic Avoidance*: Learners try not to refer to an object or action and avoid any type of reference to it because of their insufficient command in the target language.

(1) EXTRACT: “Take by the hand” (see App. 3. Line 140)

INTERLANGUAGE SENTENCE: ... his father or his grandfather **take a (.) take a (.) his son or his nephews (.)** and go to the(.) a to the other guys..

CS ANALYSIS: Topic avoidance: The student wanted to say “take by the hand” but lacking the necessary vocabulary avoided it.

(2) EXTRACT: “Be a part of it” (see App. 2. Line 516)

INTERLANGUAGE SENTENCE: I am studying (2) maybe and sport (.) Monday I have one a:: like a tournament in spor(-) in (.) **football (2) yeah I am going...**

CS ANALYSIS: Topic avoidance: The student wanted to say “be a part of it or attend it” but lacking the necessary vocabulary avoided it.

(3) EXTRACT: “Popular proverb” (see App. 3. Line 147)

INTERLANGUAGE SENTENCE: **It’s our (1) it is an our (1) old how can I say:...**

CS ANALYSIS: Topic avoidance: The student wanted to say “popular proverb” but lacking the necessary vocabulary avoided it.

4. *Message Abandonment*: Learners begin to talk about an idea, but feeling incapable to continue, stop before accomplishing their communicative goals.

(1) EXTRACT: “Take exams in English” (see App. 2. Line 493)

INTERLANGUAGE SENTENCE: the first semester I was, I came in deal with some **professors to do my (1) some tests** in English:: (.) and they agreed (.)...

CA ANALYSIS: Message abandonment: The student began to speak about his experience but feeling incapable to continue stops before accomplishing his communicative purposes.

(2) EXTRACT: “Un-energetic, no proteins” (see App. 2. Line 523)

INTERLANGAUGE SENTENCE: But the food in **the dorms is (2) a:: I can't say disgusting (1) because food that...that's the only word** I can describe (laugh).

CS ANALYSIS: Message abandonment: The student began to speak about an idea but feeling incapable to continue stops before achieving his communicative purposes.

4.3 ANALYSIS OF THE COMMUNICATION STRATEGIES EMPLOYED BY KOSOVAN AND BOSNIAN SPEAKERS OF EFL

RQ1-What types of communication strategies are employed by Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language at elementary and intermediate levels?

RQ2- Is there any difference between elementary and intermediate levels of Kosovan and Bosnian English speakers in terms of types and numbers of L1-L2 based communication strategies?

The analysis of the transcript indicated that throughout the three tasks, students employed 1496 communication strategies, and 55.88% of the total number of strategies was used by elementary level students, and 44.11% was used by intermediate level students. These results clearly agree with previous research that, less proficient students because of their insufficient knowledge of the target language would encounter more lexical difficulties and make use of a great amount of communication strategies when compared to more proficient learners (Karatepe, 1993; Philipson, 1984, cited in Gumus, 2007).

In addition, it is important to say that the subjects of the two different language level groups are not similar in percentages of strategies used throughout the given tasks.

As previous findings based on intensive review of literature indicated that, fewer achieving students use more often L1-based than L2-based strategies; on the other hand, more achieving students make more frequent use of L2-based strategies. The results of the current study meet these findings as well; lower level (i.e. Elementary) students made more use of L1-based strategies compared to their higher level counterparts.

Further analysis indicated a comparison of percentages of L1 and L2-based strategies used by elementary and intermediate students. For example, the higher level students used predominantly L2-based strategies (87.6%). Likewise, the communication strategies which were predominantly used by the lower level students were L2-based strategies (65.2%). On the other hand, L1-based strategies were also used by the lower and the higher level students, and their percentages were also different. The lower level students used these strategies 34.8% of the time, whereas the higher level students used them only 12.4% of the time.

There is a difference between the number of L1 and L2-based strategies used by the lower and the higher levels. In addition, the higher level students made more use of L2-based strategies than the lower-level students, whereas the lower level students made more use of L1-based strategies than the more proficient students. The higher level students used L2-based strategies dominantly when compared to the lower level students.

The difference between the higher and the lower level students in terms of how they used L2-based strategies (22.4%) was great enough to make a strong claim that the two levels of the students used these strategies differently. (Table 8. shows the difference between the lower and the higher level students in terms of the numbers and the percentages of L1 and L2-based communication strategies used).

Table 8. The Numbers and the Percentages of L1 and L2-Based Communication Strategies of Kosovan and Bosnian Speakers (i.e. Elementary and Intermediate) levels

PROFICIENCY LEVELS	ELEMENTARY STUDENTS		INTERMEDIATE STUDENTS	
	N	%	N	%
L1 Based strategies	291	34.8	82	12.4
L2 Based Strategies	545	65.2	578	87.6
TOTAL	836	100.0	660	100.0

RQ3- Is there any difference between elementary and intermediate levels of Kosovan and Bosnian English speakers in terms of types and numbers of communication strategies that are based on the three given tasks?

Early research based on task accomplishment indicated that some students are more successful than others in task based completion because of their more successful use of communication strategies (Griffiths and Parr, 2001). The findings show that there is a difference in the number of these strategies used by each group of students in total, and a difference in types and percentages as well.

The distribution of the L1 and L2-based strategies in the three different tasks were analyzed to discover a relationship between the numbers and types of strategies. These analyses also indicated that there is a difference between less and more proficient students in terms of the numbers of L1-based and L2-based strategies used in the three different tasks. To begin with, in the first task- ten minutes of oral communication-interview- both levels of the students used L2-based strategies dominantly (64.3% and 85.9% respectively). These findings are in agreement with previous studies that confirms the use of communication strategies employed by various levels of students' proficiency and that their first choice was for L2-based strategies (Ting and Phan, 2008). Compared to L2-based strategies, L1-based strategies were used less frequently (35.7% and 14.1% respectively).

Additional analysis on the second task – the picture story narration-shows that students of the lower and the higher levels employed both L1 and L2-based strategies in different percentages and numbers (L2-based strategies were used more by both levels of students). For the lower level students, L2-based strategies constituted 64% of the communication strategies employed, and for the higher level students, L2-based strategies were 89.7% of the total communication strategies used in the second task. L1-based strategies were thus 36% of the total for the lower level students and 10.3% for the higher level students. (Table 9. shows the difference in terms of the numbers and the percentages of L1-L2-based strategies of both the lower and the higher levels of students).

Table 9. The Numbers and the Percentages of L1 and L2-Based Communication Strategies in Task 1, 2 and 3 of Kosovan and Bosnian Speakers (i.e. Elementary and Intermediate) levels

TASK	STRATEGY TYPE	ELEMENTARY STUDENTS		INTERMEDIATE STUDENTS	
		N	%	N	%
TASK 1	L1 BASED	143	35.7	44	14.1
	L2 BASED	257	64.3	267	85.9
	TOTAL	400	100.0	311	100.0
TASK 2	L1 BASED	98	36.0	22	10.3
	L2 BASED	174	64.0	191	89.7
	TOTAL	272	100.0	213	100.0
TASK 3	L1 BASED	51	31.0	16	11.9
	L2 BASED	114	69.0	119	88.1
	TOTAL	165	100.0	135	100.0

On the other hand, in the third task – the photographic description-students of both levels made use of L2-based strategies dominantly (the higher level students used

L2-based strategy slightly more compared to the lower level students). Furthermore, compared with the lower level students, the higher level used L2-based strategies more (88.1% vs 69%) and L1-based strategies less (11.9% used by the higher level and 31% by the lower level). Students of the two different levels of proficiency- not only differed in the numbers but also in the types of communication strategies used as confirmed from different researchers in the literature review.

Moreover, the current study also presents an interesting finding of the comparison of numbers and types of strategies used by the students of both levels between tasks. There was a substantial decrease in the number of strategies used during the first task (ten minutes of oral communication-interview) than in the second task (picture story narration) and a subsequent decrease in the third task (photographic description). As demonstrated in Table 11, 47.53% of the total number of strategies were employed in the first task (ten minutes of oral communication-interview), 32.42% in the second task (picture story narration), and finally 20.05% of the total were employed in the third task (photographic description).

Table 10. The Total Number and the Percentages of the Three Communicative Tasks

TASK	NUMBER	PERCENT
TASK 1	711	47.53
TASK 2	485	32.42
TASK 3	300	20.05
TOTAL	1496	100.0

Further interesting finding of the comparison was the change in the types of strategy (L1 and L2-based strategies) used in the three given tasks. The analysis illustrates that the number of L1-based strategies decreased and that of L2-based strategies

increased for both level students as they progressed from the ten minutes of oral communication-interview task to the picture story narration and finally the photographic description.

To show the examples, the percentages of L1-based strategies decreased from 26.30% in the first task to 22.33% in the third task. The percentage was 24.74% in the second task (picture story narration). On the other hand, the percentage of L2-based strategies increased from 73.70% in the first task to 75.25% in the second task and again to 77.66% in the third task (Table 11. shows the numbers and the percentages of L1 and L2-based strategies of each task).

Table 11. The Numbers and the Percentages of L1 and L2-Based Communication Strategies of each Task

TASK	L1 STRATEGIES		L2 STRATEGIES	
	N	%	N	%
TASK 1	187	26.30	524	73.70
TASK 2	120	24.74	365	75.25
TASK 3	67	22.33	233	77.66

Moreover, the transcriptions and decoding of the data was not categorized only as L1 and L2-based strategies, but L1-based strategies were also categorized under four subcategories and L2-based strategies were categorized under five subcategories for each. L1-based strategies were sub-categorized as follows: language switch, literal translation, appeal for assistance, and mime. On the other hand, L2-based strategies were categorized as follows: circumlocution, approximation, word coinage, topic avoidance, and message abandonment.

Based on the given taxonomy, throughout the three different task-activities 374 L1-based strategies were used among the students of both proficiency levels (i.e. Elementary and Intermediate), 36.90% of these strategies were language switch,

19.51% were literal translation, 42.24% were appeal for assistance, and 1.33% were of the mime category. These results demonstrate that the most dominant L1-based strategy was appeal for assistance, the next most used strategy was language switch, literal translation, and the least used one was mime. Further analysis of the distribution of types of L1-based strategies among the lower and the higher level students showed that the lower level students, when compared to the higher level students used a significantly higher percentage of each L1-based communication strategy. The greatest difference can be seen in the appeal for assistance category (85.44% vs 14.55%). In addition, the lower level students were also responsible for a larger percentage of language switch compared to the higher level students (76.08% vs 23.91%). Lower level students used 65.27% of all the literal translations compared to 35.61% in the higher level group, 80% of all the mimes compared to 20% in the higher level group. Table 12, indicates the distribution of L1-based strategies.

Table 12. Distribution of L1-Based Communication Strategies

L1-BASED STRATEGY	ELEMENTARY		INTERMEDIATE		TOTAL
	N	%	N	%	
Language Switch	105	76.08	33	23.91	138
Literal Translation	47	65.27	26	35.61	73
Appeal for Assistance	135	85.44	23	14.55	158
Mime	4	80	1	20	5
TOTAL	291		83		374

The findings of the communication strategies in the three different tasks regarding the L2-based strategies indicated that students of both the lower and the higher levels made use of -1122- L2-based strategies in total. Additional analysis of the

distribution of the L2-based strategies among types of strategies illustrated that approximation was the most dominant category used (51.16%) by both levels of students. Another strategy that was dominantly used following approximation was circumlocution with a percentage of 19.52. It was followed by the message abandonment (14.71%) and topic avoidance (13.81%). The least used category of L2-based strategies was word coinage (0.80%). The analysis of the distribution of different types of L2-based strategies among the lower and higher level students demonstrates that the students of both levels used slightly more circumlocution (44.29% vs 55.70% of the total number of instances, respectively) and approximation of (49.30% vs 50.69%). Higher-proficiency students were more apt to use message abandonment (41.21% vs 58.78%), whereas the lower level students employed topic avoidance (58.06% vs 41.93%) and word coinage (77.77% vs 22.22%) more frequently than the students of the higher level. Table 13, indicates the distribution of L2-based strategies.

Table 13. Distribution of L2-Based Communication Strategies

L2 STRATEGY	ELEMENTARY		INTERMEDIATE		TOTAL	
	N	%	N	%	N	%
Circumlocution	97	44.29	122	55.70	219	19.52
Approximation	283	49.30	291	50.69	574	51.16
Word Coinage	7	77.77	2	22.22	9	0.80
Topic Avoidance	90	58.06	65	41.93	155	13.81
Message Abandonment	68	41.21	97	58.78	165	14.71
TOTAL	545		577		1122	100.0

In addition, analysis of the relationship between the degree of proficiency and the choice of the strategy used by both levels of the students was also undertaken.

RQ4- What is the relationship between the degree of proficiency (i.e. Elementary and Intermediate) levels and the choice of communication strategies employed by Kosovan and Bosnian speakers of English as a foreign language?

To answer this question, percentages for the different types of categories were used. It is assumed that all the participants were able to use all the categories of the given taxonomy in terms of types and percentages. The previous findings based on the literature show contradictory results compared to the current result of the study that, proficiency level did not affect the participants' choice of strategy use; likewise, low proficiency learners used more avoidance strategies whereas high proficiency learners used their non-verbal communication strategies more successfully (Uztosun and Erten, 2014). The results of another study show that the difficulty or complexity of communicative tasks may also interact with students' proficiency levels and the choice of strategy use; in other words, more proficient learners are more aware of their choice and strategy use than less proficient counterparts (Dobao, 2002). Analysis of this study indicated that the higher level students used slightly more avoidance strategies compared to their lower level interactants (24.54% vs 18.90%). Additional analysis illustrates that the higher level students dominantly used paraphrase strategies compared to the lower level (62.87 vs 46.29%), whereas the lower level students dominantly used borrowing strategies compared to the higher level (34.80% vs 12.57%). Table 15, confirms these findings.

Table 14. Proficiency Level and Choice of Communication Strategy

STRATEGY	ELEMENTARY		INTERMEDIATE	
	N	%	N	%
Avoidance Strategies	158	18.90	162	24.54
Paraphrase Strategies	387	46.29	415	62.87
Borrowing Strategies	291	34.80	83	12.57

There was a slight variation in the use of avoidance strategies between the lower and higher-level groups. The higher level students made use of paraphrase strategies more often and slightly more avoidance strategies because they tried to convey a greater amount of information to their counterparts and produced more complex referential expressions compared to the lower level students, which is because of their sufficient linguistic knowledge in the target language. It is assumed, when using paraphrase strategies, that students try to convey more original meanings and these strategies led to more effective communication than any other strategies of the given taxonomy. These strategies were more demanding and encouraged students to use their cognitive and linguistic resources; therefore, lower level students made less use of these strategies.

In addition, the lower level students more dominantly made use of borrowing strategies compared to the higher level students because they could not find alternative options based on their second language background to convey their messages to their counterparts; thus, they frequently shifted to their L1-based strategies. Throughout the different tasks given in the study, students made use of these strategies differently for each task. The complexity of the contexts in the tasks also played a great role on the use of the communication strategies. Students in the first task (ten minutes of oral communication-interview) made more use of L1-based strategies because they had more freedom of conversational communication about their daily life activities, hobbies, food, colleagues and studies.

Moreover, interestingly both levels of the students reduced this strategy in the two other tasks (picture story narration and photographic description) because these tasks were more complex and demanding. On the other hand, the L2-based strategies were more used in the last two tasks and interestingly the number of these strategies was increasing because students had to use their linguistic and cognitive resources to complete these tasks efficiently and they were encouraged to collaborate with their peers.

4.4 RETROSPECTIVE VIEWS OF THE STUDENTS ON THE USE OF COMMUNICATION STRATEGIES

In this section a retrospective study was conducted to collect students' comments regarding the use of communication strategies in the three given tasks.

RQ5- What is the students' view towards the use of communication strategies based on the task accomplishment?

To answer this question, students' comments based on the use of communication strategies were transcribed and analyzed by researcher (see Appendix 5). The samples demonstrate students' ideas on their conversational interaction with their counterparts (dyads). These might include the following indications, excerpted from various comments of the lower and the higher level students (i.e. Elementary and Intermediate levels).

Awareness about instances of Communication Breakdown

Throughout the process of task accomplishment, a majority of the students commented that their conversational interaction with their counterparts was very effective. According to the comments of the lower level students they faced conversational problems because they do not use English actively and learning a new language such as Turkish at the same time is affecting their knowledge of English. Most of the Balkan (i.e. Albanian and Bosnian) speakers use the English language to communicate with their colleagues coming from different countries, particularly African students.

Furthermore, throughout the task accomplishment the lower level students experienced some problems during communication; these problems occurred when the lower level students tried to find appropriate lexical items to convey their messages, describe objects, and narrate stories according to the three given tasks.

Example 1

- | | | |
|-----|---|---|
| 232 | T | How was your conversation with your partner? |
| 233 | S | It was Ok. It wasn't very good but we understood each other. |
| 234 | T | Did you experience any problems or communication breakdown? |
| 235 | S | Yes, we had little bit problem because we don't know very fluently very well English and we used our mother tongue sometimes. |

- 236 T And, how often did these problems occur?
 237 S About::, not very often about six or seven times.
 238 T And who was the source of the problem, was it you or your friend?
 239 S Both of us, in us was a problem because we don't know very well..
 240 T What did you do when you faced the communication problems? Cka benit
 cka ndermorret?
 241 S We used our first language our mother times, we used Albanian sometimes to
 let the problem to pass the problems in, in conversation.

On the other hand, according to the comments of higher level students, a majority of these students claimed that they didn't face too many problems during the communication or task completion, but they tried to use their cognitive and linguistic resources to describe the objects and situations in (picture story narration and photographic description) tasks.

Example 2

- 294 T How was your conversation with your partner?
 295 S A:: the conversation was good, we didn't have any problem, the conversation was good, we described everything, we asked, we answer the questions. So, almost it was good, no problems.
 296 T Did you experience any problems or communication bread-downs?
 297 S No a:: there were no problems but there were some:: how can I say communication bread downs or some, some problems about forgetting the new words, but it was easy because we helped each other.
 298 T How often did these problems occur?
 299 S I don't know maybe in each conversation we had some new words or how can I say some new understanding about the picture or about or some misunderstanding because my partner speaks slowly but I speak too fast, so it was, it was a big problem.

Example 3

- 389 T H. how was your conversation with your partner?
 390 S A:: it was good a:: we had some difficulties because a::: the lack of a:: our knowledge of English but a:: it was not hard to get ... the interview.
 391 T Ok, did you experience any problems or communication break-down?
 392 S A:: I think mainly not a:: I haven't spoken English in a quite long time but a:: interview was very good.
 393 T How often did the problems occur, for instance?
 394 S A:: as I said I didn't, I didn't, don't think I have, I had any problems.
 395 T Aha, ok. Who was the source of the problem, was it you or your friend?
 396 S A:: my friend's English I think is not quite as good as mine a::; so we had a little bit difficulties about that but a:: we didn't have any big problems, so...

Source and problem solving of communication

Most of the lower level students affirmed that during the conversational interactions, they were the source of the problem because of their linguistic deficiency in the target language. There were instances when the lower level students faced communication breakdowns because they had difficulties with inappropriate lexical items in English; therefore, they asked their higher level counterparts to assist them in order to convey their original meanings and messages to achieve their communicative goals. As earlier studies in literature indicated that learners often face communication problems in producing lexical items in the target language during the conversational interactions, thus, they often ask for help from their more proficient partners (Jung, 2004).

Moreover, according to the students' assertion, when they could not manipulate their interlanguage system they constantly switched to their first language. In the first task of ten minutes of oral communication-interview, there were instances when students asked the researcher who played a role of an interlocutor to solve the problems with their lexical items confrontation and keep up the flow of the conversation. Another important factor on fixing the communication breakdowns was the collaboration between the lower and the higher level students, mainly when students tried to find the appropriate lexical items to describe the objects and the different situations given in the task-activities (picture story narration and photographic description).

Similarly, a majority of the higher level students declared that most of the time the source of the problem were their lower level counterparts because of their lack of the knowledge in the target language. Here, the higher level students also stated that they found the oral communication task much easier because they could communicate freely and shift from topic to topic about their daily life, sports, and different activities, but they faced conversational problems when they tried to complete the two other tasks.

According to students' comments the two other tasks were more demanding and that it was difficult to describe the objects and the different situations based on the contexts of these tasks.

In addition, the higher level students co-operated with their lower level counterparts in order to solve the communication problems, so they described and narrated the given items in the tasks collaboratively and understood each other easily. Likewise, in situations when the lower level students faced communication breakdowns or failed to describe the objects or the items in the pictures, the higher level students described these items with the purpose that the lower level students would recall these items, thus keeping up the flow of the task accomplishment or conversational interaction.

Example 4

- 174 T Did you experience any problems or communication break-downs?
175 S Yes, yes, especially when question came to, to:: describe the::: picture that was difficult.
176 T How often did they occur, did this problems occur?
177 S When I tried to communicate with my partner and sometimes when I tried to, to explain things that I had to explain.
178 T Who was the source of the problem was it you, or your friend?
179 S Both, because maybe:: his English wasn't really good and I, I tried to communicate in a way that he wouldn't be you know, that he wouldn't feel bad or something so, that's why I, I think that a:: the communication problems happened because both tried to we tried to help each other and I didn't a::: my, my performance wasn't really good.

The higher level students tried to solve the communication problems by using their cognitive resources and they tried to give more information about the objects and produce more referential and analytic explanations compared to their lower level interactants. As earlier studies in literature indicated higher achieving learners make more efforts to describe objects and produce more accurate language. Most of the higher level students insisted to solve the communication problems confidently because of their sufficient knowledge in English.

In addition, when the higher levels students tried to produce more information about the items in the pictures, they occasionally could not remember a particular word or phrase; therefore, they had to use alternative tools or strategies to describe the items in the tasks or they had to change the topic because they felt that it was very hard to recall the aforementioned items in English.

Another fact that the higher level students experienced is that they were completing such tasks for the first time and they found these tasks very interesting and made

them use more strategies and alternative ways to communicate and think more in English. The given tasks were very beneficial and fruitful as these tasks enabled the researcher to elicit, transcribe, and analyze all the categories of the given taxonomy.

Reasons of communication problems the students faced

Based on the comments of the lower level students, the main reason of the communication problems is that they use English language rarely and they practice it with students from a variety of different countries. Another reason is that they continue their academic studies in the Turkish language; therefore, the Turkish language is also affecting their English at the same time.

Example 5

- 201 S Yes, for me, for me it was very difficult to speak English, because two years, a:: I, for two years I didn't speak English.
202 T No, I don't think it is very difficult, you can speak very good.
203 S I can speak but for me a:: sometimes I am
204 T Sometimes.
205 S To find the words.
206 T It is normal for everybody
207 S yes

Example 6

- 422 T For instance?
423 S We could have to, to have more communication. We a:: I don't know.
424 T Ok.
425 S I just, I just think we have, we could have to do more co(.) communication.
426 T Ok, what are the main reasons of the communication problems?
427 S Problemet. A, I now, I start learning Turkish a everyday I didn't use English everyday because my friends we just, just together with my friend I speak English sometimes, sometimes, just little bit I know.

When students were asked whether video-recording had any effect on them, a number of the lower level students affirmed that they were nervous and embarrassed to be recorded because they thought that their English command was not sufficient and they would encounter a lot of mistakes or face communication breakdowns.

Example 7

- 265 S Gramatika
266 T A, Gramatika?
267 S Yes.
268 T Maybe you didn't speak for a long time or?

- 269 S Yes, yes, I didn't any practice.
 270 T Ok, aha. Did camera have any effect on you?
 271 S Yes
 272 T Why? T'ka pengu kamera?
 273 S Because my, I think my English is not a:::
 274 T So, you are ashamed?
 275 S Yes. Just we do.

Furthermore, the lower level students couldn't find appropriate lexical items to describe the objects and the situations in the tasks because they could not remember these items in the target language and they do not use English language actively with their friends from different countries who use English as a second language. Practicing English language is very important for the lower level student; their contact with native-like or students who use English as a second language is considered to play a great role in recalling and improving their vocabulary in English, thereby developing their communication skills. In addition, practicing English also seems to be important for the higher level students, so they consistently use English with their colleagues who use English as a second language and they develop their vocabulary as long as they use it actively. Therefore, the main reason of communication problem is when students do not use English regularly and that the dominant language is becoming Turkish as they attend their studies in that language.

The higher level students claimed that they should use or practice English among their Balkan friends whom they share the same dormitories and rooms at the main campus of the university. When the higher level students were asked whether audio and video-recording had any effect on them, a majority of these students asserted that the audio and video-recording did not have any effect on them and they completed the tasks without any problem. Another reason why the audio and video-recording did not have any effect on the higher level students is that they felt very comfortable during the task accomplishment with their lower level interactants and because of their sufficient linguistic command in English.

The effects of the task type on the use of communication strategies

The students' comments regarding the task-based activities indicated that the shift from the oral communication task to the two other tasks created some difficulties; that is, students had more freedom to communicate in the oral communication task,

so they could switch from topic to topic about their daily life activities, sports, and used more strategies in this task. In addition, they faced some difficulties in the picture story narration and photographic description because they had to concentrate more on the situations and various objects in these tasks.

The higher and the lower level students tried to describe and narrate the objects and the situations in the given tasks collaboratively but the higher level students attempted to give more explanations about the two tasks and used more referential and cognitive clarifications. Therefore, the higher level students faced some difficulties in their attempt to explain the objects or narrate the situations appropriately. The students were given such tasks for the first time and these tasks encouraged them to think more in English and use more communication strategies to complete the tasks.

CHAPTER V

CONCLUSION

5.1 SUMMARY OF THE STUDY

Language is considered a complex skill and one of the most important factors of learning a second language is teaching learners how to acquire it fluently. Many techniques and various communicative tools have been developed in order to meet learners' needs, but not all of these techniques or tools of language learning can successfully cover the needs of all learners (Richards and Rodgers, 2001).

The issue of language learning and communication strategies has been the focus of many researchers because we do not know what exactly affects the process of learning a foreign language. In addition, one of the characteristics that affect the proficiency level is acquiring of a second or foreign language and the appropriate use of communication strategies in the target language; therefore, to answer this question many researchers have conducted their studies regarding this issue (Wannaruk, 2002; Summen, 2001; Fernandez Dobao, 1999; Ozari, 1997; Kebir, 1994; Karatepe, 1993; Chen, 1990; Poulisse and Schills, 1989; Paribakht, 1985; Faerch, et. al., 1983; Frohlich and Bialystok, 1980, as cited in Gumus, 2007). In addition, the learners' linguistic proficiency as a variable is assumed to change over the years and this depends on the learners' ability to actively manipulate a target language based on the category and strategy use that automatically influences the learners' proficiency level, namely L2-based strategies (Wei, 2001).

Moreover, it is assumed that the active use of L2-based strategies in real life situations may enhance the development and the change of proficiency level of lower level students. The lower level students because of their insufficient resources of the

target language they usually avoid using second language communication strategies and prefer using more of their first language strategies. The most important factor that encourages students to use more L2-based strategies is well designed type of task-based activity given to all levels of the students.

On the other hand, the development of new techniques allow teachers to discern the use of language learning strategies employed by different proficiency learners, and thus, teach students to acquire these strategies successfully and make them independent learners. Likewise, learners' independence can be increased by bringing in different language learning strategies regarding vocabulary development that influence the learning process and motivates students to manage their own learning, and take responsibilities on their own (Karami and Barekat, 2012). Likewise, language learning strategies play a great role in the successful use of communication strategies, especially when learners communicate in their L2 they may face problems in accurately producing their ideas, meanings or appropriate narrations of different situations.

In the age of dynamic life where globalization, mobility, and communication are bringing the world ever closer together, it is a need for students to learn different languages, adjust to different cultures and attitudes, and comprehend different socio-cultural speech situations within given contexts. Foreign language learners have to become successful negotiators in managing interactions between speakers of different cultures, and different languages (Soler and Jorda, 2007).

5.2 ASSESMENT OF THE FINDINGS

The analysis of the data revealed that throughout the three tasks the participants were involved in, and 1496 communication strategies in total were employed by the students. The participants of elementary and intermediate levels show different percentages of strategies used throughout the three given tasks. The comparison of the percentages of L1 and L2-based strategies employed by lower and higher level students indicated different results. Both levels of students employed L2-based strategies dominantly in the three given tasks. More proficient learners employed

more L2-based strategies throughout the tasks accomplishments than the less proficient learners. On the other hand, the majority of the L1-based strategies used during the study were employed by the lower-level students.

Moreover, based on the comparison of the numbers and the types of strategy employed by both levels (i.e. Elementary and Intermediate), an interesting finding revealed that there was a decrease in the numbers and percentages of communication strategies employed as they progressed from the ten minutes of oral communication-interview to the picture story narration and then again to the photographic description. In addition, as indicated in Table 11, 47.53% of the strategies were used in the first task (ten minutes of oral communication-interview), 32.42% of the communication strategies were used in the second, task (picture story narration), and finally, 20.05% of the total use of these strategies were employed in the third task (photographic description).

As the results show, the types and numbers of communication strategies employed by the participants were used differently by more and less proficient students. The reason why both levels of students used communication strategies comparably is because of the task types, the demands of these tasks, and the students' proficiency levels when they were engaged in the tasks accomplishments. The results of this study clearly meet the agreement of other previous study based on the intensive research of literature; that is, the difficulty or complexity of task type may interact with students' proficiency levels and the choice of particular communicative strategy (Dobao, 2002).

Furthermore, another interesting finding of the comparison of the numbers and the types of strategies used by both levels of students was the increase of L2-based strategies and decrease of L1-based strategies when they progressed from the first to the second and then the third task. As indicated in Table 12, 73.70% of the strategies used in the first task were L2-based, compared to 75.25% used in the second task, and finally 77.66 of the total used in the third task. On the other hand, 26.30% of strategies used in the first task were L1-based, compared to 24.74% of those used in the second task, and finally 22.33% of the totals used in the third task.

As the results indicated, the effects of the task-based activities and students' proficiency levels played a great role in the use of communication strategies. In the first task (ten minutes of oral communication-interview) both levels of students, the higher and the lower levels, were engaged in oral communication with the researcher, in which they could speak about an individual topic of their interest and they could also switch freely from topic to topic as in natural conversations. The topics were based on their everyday activities such as sports, their relationships with foreign students, their studies, and food on campus. The researcher purposely selected these kinds of topics because students may avoid discussing any other topic that is not of their interest, in such a case students might not employ the necessary strategies of natural oral communication and there might be no difference in terms of frequency regardless of the students' proficiency levels.

The effects of different task types that might influence the choice and the use of the communication strategies by both levels of students were necessary to be illustrated. The three tasks were different based on some particular aspects, as in the following explanation of the study:

Task Demands: The explanations of the first task required participants to be engaged in some oral communication topics and they could switch freely from topic to topic as in their natural conversation. This type of the task encouraged students to convey their meanings confidently in collaboration with the researcher who played a role of interlocutor. In the last two tasks, the participants were assigned to narrate the story drawn in range of pictures and describe a photograph in English as much as possible. The last two tasks were demanding for students because they had to find appropriate lexical items to solve their communicative problems.

Context: In task II and task III there was no problem with a context as the pictures were presented in isolation. Likewise, in both of these tasks the participants had to rely on their own communication strategies to narrate and describe the pictures, while in task I (interview) the participants could rely on the context as the researcher asked some questions about their daily activities.

Time Constraints: In task I the subjects were assigned to accomplish the task in ten minutes as students were given some questions about their daily activities. In task II

and III the participants tried to have a look on these tasks, identify the objects and situations given in these tasks. For these two tasks the participants were given as much time as necessary because the tasks were more demanding and required the use of cognitive and linguistic abilities.

In addition, the analysis of the relationship between the degree of proficiency and the choice of strategy use of both levels of students (i.e. Elementary and Intermediate) were also analyzed. For these analyses, the percentages were used. Analysis indicated that the higher level students employed slightly more avoidance strategies compared to their lower level counterparts. As indicated in Table 15, 24.54% of the strategies used by the higher level students were avoidance strategies, whereas 18.90% of these strategies were used by the lower level students. Furthermore, analysis illustrates that the higher level students made more use of paraphrase strategies (62.87%) than the lower level (46.29%). in contrast, the lower level students used more borrowing strategies (34.80%) than the higher level students (12.57%).

The higher level students made more use of paraphrasing strategies in their attempt to convey more information to their counterparts and produced more complex referential expressions compared to the lower level students. These strategies led students to more successful communication than any other category of the given taxonomy. Here, the higher level students, as a result of their sufficient command of the target language, produced more language items that were more appropriate compared to the lower level students.

Additional analyses of communication strategies based on the students' views were also analyzed. Throughout the task accomplishment, a majority of the students commented that their engagement in interaction with their counterparts was very effective. The lower level students asserted that their communication problems were due to their own limited knowledge in the target language, not using English actively, and because of their studies and exposure to the Turkish language. In addition, in order to describe objects and narrate the story in the pictures, this level of students experienced more communication problems and tried harder to find appropriate lexical items to achieve their communicative aims.

As a result of source and problem solving of communication, most of the lower level students affirmed that they were the source of the problems throughout the task accomplishment. The lower level students faced communication breakdowns during the oral tasks; therefore, they asked their higher level counterparts to assist them in order to convey their original meanings or find proper lexical items to describe the objects and narrate story of the picture. As the study of Jung (2004) indicates, learners often face communication problems in producing lexical items in the target language during the conversational interactions, thus, they often ask for help from their more proficient partners.

Moreover, when students could not manipulate their second interlanguage resources, they frequently switched to their first language. In the first task students encountered communication problems in using lexical items appropriately and they fixed these items with the researcher's assistance that played a role of the interlocutor in order to keep up the flow of the conversation. The lower and the higher level students described the objects and narrated the situations in the picture collaboratively; in this way they fixed their communicative problems smoothly. The higher level students claimed that the source of the problems that arose were their lower level counterparts due to their insufficient linguistic resources in English. Likewise, the higher level students solved the communication problems with ease because of their knowledge in the English language.

Based on the more proficient students' comments, in their task accomplishment and conversational interaction they tried to produce more information about the items in the pictures; therefore, they had to employ alternative devices to describe the objects or change the topic to keep up the flow of the conversation because occasionally they found it very hard to recall these items in English.

The students of both levels do not use English language actively, thus, this is one reason for their communication problems. They use the English language with students who come from different countries and use English as their second or foreign language. Another reason is that the students are doing their academic work in the Turkish language; thus, Turkish is also affecting their English. Moreover, the lower level students declared that they were nervous and embarrassed about being

recorded because they felt that they would make a lot of mistakes due to their lack of the knowledge in English. On the other hand, the higher level students did not have any problems with the audio and video-recording. More proficient students think that they should practice English with their Balkan colleagues whom they share the same dormitories and rooms at the campus of the university.

In addition, both levels of the students indicated that the shift from the oral communication task to the two other tasks (picture story narration and photographic description) brought some difficulties while completing these tasks. In the first task the students could discuss freely about their daily activities; therefore, they accomplished this task efficiently and used both categories of communication strategies, L1 and L2-based strategies. On the other hand, when engaged in the last two tasks both levels of students used more L2-based strategies. The last two tasks were more demanding and students were asked to find appropriate lexical items to describe objects, actions, and narrate pictures.

5.3 PEDAGOGICAL IMPLICATIONS

As mentioned in literature review chapter, in this study nine categories of communication strategies based on the given taxonomy were included. These categories are named as L1-based strategies, based on the first language and L2-based strategies, based on the second or target language.

In this study four subcategories for L1-based strategies were included; *language switches*: The learner uses words in his native language eventhough he knows it is not the same in English. *Literal Translation*: The learner uses his native language and makes word for word translations in order to convey his meanings or describe objects. *Appeal for Assistance*: The learner asks his counterparts for the correct term or lexical item. *Mime*: The learner uses non-verbal tactics in order to describe the objects or actions.

In addition, L1-based strategies are assumed to be effective in conveying original meanings if learners or a researcher who plays a role of an interlocutor has

knowledge of speakers' native language, otherwise there might not be a comprehension between interactants. Here, obviously, the participants and the researcher (interlocutor) shared the same native languages; therefore, L1-based strategies were used successfully by both levels of the students, in other words, these strategies may not be useful.

Moreover, based on the given taxonomy, L2-based strategies included five sub-categories; *Approximation*: The learner uses a particular item in the target language which, eventhough incorrect, shares sufficient semantic characteristics with the item the learner wanted to convey. *Circumlocution*: The learner uses other words to describe the objects or actions in the target language rather than using the proper form or structure. *Word Coinage*: The learner creates new word with the purpose of conveying his intended meaning in the target language. *Topic Avoidance*: The learner attempts not to speak about notion or idea for which the target language item or form is not familiar or comprehended. *Message Abandonment*: The learner begins to speak about an idea but feeling incapable to continue stops in mid-utterance or before achieving communicative purposes.

L2-based strategies are assumed to be effective if the learners are more proficient in the target language and if native or native-like interlocutors are engaged with them in oral communication tasks. It might be helpful if L2-based strategies are taught to learners, particularly to the lower level students whose proficiency level in the target language is insufficient. Likewise, training learners how to use these strategies appropriately and engaging them actively in accomplishing referential tasks in oral communication will increase learners' chances to develop their skills in using communication strategies successfully.

The more actively or regularly the students use communication strategies the more easily they recognize the importance of using these strategies in the target language. Therefore, the more achievement and reduction strategies learners employ the more frequently these strategies emerge in interactional situations, ultimately, influence the development of second language learning and communication strategies, respectively (Wei, 2011:35). Learners need to communicate more actively with their Balkan and foreign colleagues who share the same dormitories and rooms at Sakarya and

Kocaeli University because this could be useful in increasing their proficiency levels and gaining sufficient command of the target language. Learners have to be given more task-based activities in oral communication in order to be aware of potential difficulties among counterparts while accomplishing the given tasks. Moreover, language instructors should encourage learners to employ communication strategies successfully and prepare them to become independent learners in future. In addition, language instructors should provide learners with communication strategies that will help them overcome communication breakdowns; therefore, one of the best ways to overcome communication problems is to train learners how to use L2-based strategies, specifically, approximation and circumlocution. The last two aforementioned categories of communication strategies can help learners to find alternative ways or lexical items in the target language to overcome their communication problems and keep up the flow of the interactional conversation. The main goal of the target language lecturers should be to encourage learners to use these strategies not only inside the classroom but also outside the classroom environments, which is to make students absolutely independent and confident speakers in the target language.

As many lecturers have been engaged in developing learners' strategic competence, it might be helpful if educational institutions were to provide learners with additional opportunities for oral communication such as designating speaking corners in the library and lecturers who organize speaking classes regularly. Speaking classes would help learners develop their strategic competence and their communication skills; as a result, learners may become fluent and independent speakers in the target language.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

The finding of the present study based on the effects of proficiency levels on the use of communication strategies employed by Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language allow us to give some recommendations

for further research. The obtained results are open for additional investigations because of some specified limitations.

The main focus of this project was to investigate the effects of proficiency level and the use of communication strategies based on oral communication skills; therefore, the effects of proficiency level on the use of communication strategies based on different levels of proficiency (i.e. Elementary, Intermediate, and Advanced) and other skills for example reading, writing, listening and grammar could also be examined in the future. In addition, the effects of proficiency levels based on learning strategies and learners' style on using these strategies could also be investigated.

A research regarding communication strategies and proficiency levels based on oral communication tasks could be observed on a longitudinal study and it would result in better insights into the use of communication strategies.

Much further research needs yet to be done to provide additional understanding regarding the relationships between language proficiency and communication strategies. Here, considering the constraints and limitations, additional research with a larger population and different degrees of proficiency could be carried out to investigate communication strategies on lexical items to show more reliable results.

The present study investigated the effects of proficiency levels on the use of communication strategies based on the three given tasks and its effect only on Balkan students, namely Kosovan (i.e. Albanian) and Bosnian speakers of English as a foreign language at Sakarya and Kocaeli University. The same tasks conducted with the same instructions but with different groups of learners may be interpreted in different ways and indicate different results. More studies should be conducted at other state and private universities comparing the use of communication strategies and proficiency levels based on the same tasks and instructions in order to obtain additional data and to reveal more substantial conclusions.

Investigations regarding different groups of students' proficiency levels might be useful to examine the use of communication strategies in compensating grammatical gaps and grammatical deficiencies in writing.

Three data collection instruments including audio and video-recording, task-based activities of oral communication, and retrospective study based on participants' view were used in this research project. Another possible study could be carried out by using different data collection instruments or triangulation methods, for example, survey questionnaires or interviews. Based on the measurements of analyzing the instances of communication strategies, more quantitative and qualitative analyses of foreign language discourse need to be undertaken and measured in future in order to provide more insightful confirmation on this issue.

There are several variables that influence the use of communication strategies and proficiency levels. The study can be replicated in the future by taking into consideration other factors that can contribute to the difference in communication strategies use, such as age, gender, motivation, cultural background, attitudes, aptitude, personality, national origin, and instructional methods.

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APPENDICES

APPENDIX-1

Retrospective Study Questions

1. How was your conversation with your partner/friend?
2. Did you experience any problems/communication break downs?
3. How often did these problems occur?
4. Who was the source of the problem, you or your friend?
5. What did you do when you faced a communication problem?
6. Do you think that you solved the communication problems with ease?
7. What else could you have done to solve these problems?
8. What are the main reasons of the communication problems?
9. Did the video-recorder have any effect on you?
10. Did picture description and picture narration task have any effect on your communication strategies?

APPENDIX-2

Transcript of Ten Minutes of Oral Communication-Interview

-
- 1 T What's your name?
2 S-1 A:: my name is R.
3 T R, Ok, and your surname?
4 S-1 R. M. my surname is M.
5 T And what about you?
6 S-2 My name is H. and my surname is Sh.?
7 T And, what do you do, are you a student?
8 S-1 Yeah, I am student, I am studyin::g medicine in Sakarya University(2)
I am the first class:: a::..
9 T So, this is your first year, right?
10 S-1 Yes (1) this is first year.
11 T And what about you?
12 S-2 Also I am (1) student in Sakarya University::, I am h(-) a in first year,
I am learning Turkish:: (1) and:: (.) I hope (1) I will, I will a:: (.) I
hope I will (2) learn here for fa(-) for five years.
13 T You will study here for five years.
14 S-2 Five years, yes, yes.
15 T Ok, can you tell me what your nationality is?
16 S-1 A:: I from I am Ko(-) Kosovar I am from Kosova.
17 T You are Kosovan, That is also your nationality.
18 S-1 Yes.
19 T And, where do you live?
20 S-1 A:: I am living (.), I live in Prizren, I am from Prizren.
21 T What about you?
22 S-2 And, I am living in Prizren and Kosova (.). I am Kosovar.
23 T Where are you actually accommodated or living?
24 S-1 I am in(2) in (1)here in Ser(-).
25 T Main Campus.
26 S-1 Yes, in Campus (1) at kom harru tash (laugh).
27 T Dormitory.
28 S-2 KYK dormitory.
29 S-1 Dormitory, yes.
30 T Do you know the address?
31 S-1 Yeah, in Serdivan (.) is in Servidan.
32 T Do you know the address, the name.....?
33 S-1 No, I don't remember.
34 T What about you, Harbin, where are you accommodated?
35 S-2 And I am staying in KYK dormitory::: a::: (1) address is Serdivan
Campus(.) I think, but (.) I don(-) I am not (1) sure.
36 S-1 Sure.
37 T So, both of you are staying in the dormitory, in the main Campus?
38 S-1 Yes.

- 39 T All right. Can you tell me, what do your friends do?
- 40 S-1 .. here in?
- 41 T Yeah, here in Sakarya? I guess you have friends?
- 42 S-1 Yeah(1) not a lot but I have some (.) friends a:: (1) here but (1) I am not so (2) best friend with them because (1) is first time that I am here (.) and I am still (1) a:: m(-).
- 43 S-2 Njoft.
- 44 S-1 meeting (.) them a:: ...
- 45 T What do your friends do?
- 46 S-1 A:: they are also studying medicine or (1) engineerings::...
- 47 T Some other departments as well.
- 48 S-1 Yes.
- 49 T Are you doing well with your friends?
- 50 S-1 ..Yeah, sometimes (2) we have (laugh) another (.) a little bit problems (2) that's (2) normally (laugh).
- 51 T (laugh) but you overcome these problems.
- 52 S-1 Yes, yes (.) of course.
- 53 T And, what about you, H. Do you have any friend here?
- 54 S-2 Yes(.) also I have many friends from the other nationalit::y...
- 55 T And how are you doing together, are you doing well?
- 56 S-2 D(-) Sometimes studying:: sometimes (2) sport sometimes...
- 57 T So, what do your friends do? What are they studying about?
- 58 S-2 They are studying::... the:: (2) some(-) someone engineering, some medicine someone...
- 59 T So, from different departments.
- 60 S-2 Different departments, yes.
- 61 T Yeah, that's very well. And what about your parents, what do your parents do?
- 62 S-1 The(-) my parents, my (.) father is a:: (2) working at (3) sdi qysh at in (.) a factory...(-) (2). Yes, my mother (.) is (1) housewife it, it, she doesn't work (2) That's (laugh).
- 63 T And, what about yours, H.?
- 64 S-2 My father have like a little (1) a:: Fa(-) a:: (2) Fabrika. He, he is butcher (2) and my father is (.) at home.
- 65 T Ah, all right.
- 66 S-2 Yes, or at work.
- 67 T So, your father is a butcher. You are selling meat, right?
- 68 S-2 Yes.
- 69 T All right, and sausages and other stuff.
- 70 S-2 Yeah.
- 71 T What do you usually do on Monday?
- 72 S-1 (.) on Monday (1) it's the first day of (1) star(-) lessons and(3) a we go to school (laugh). Normally we don't do anythings(-), anything (2) a:: ... on Monday (laugh).
- 73 T Are you having lessons all day long?
- 74 S-1 Yes (.), about eight (.) hours.
- 75 T That seems quite a lot.
- 76 S-1 Yes it's (-).

- 77 T Yeah, what about you, H, what do you do on Monday?
- 78 S-2 On Monday also I am going (.) it's first a (1) first day in wee(-) of week and:: I am (1) going in (1) school (2). I am::... always I am meeting, drinking something (.) else. I am studying (2), maybe and sport (.). Monday I have one a:: like a tournament in spor(-), in (.) football (2), yeah I am going.
- 79 T So you are going to be a part of this tournament.
- 80 S-2 Yes, yes, I will play.
- 81 T Are other students from different countries playing, too?
- 82 S-2 Yes, yes, yes.
- 83 T That's great. R, what about Saturday and Sundays? What do you do on weekends?
- 84 S-1 A:: in weekends:: (.) sometimes I go out, but (1) usually:: I (.) am learning, studying because (1) this is medicine (laugh) (1) I must learn (.) hard.
- 85 T And, it's time for examination.
- 86 S-1 Yes.
- 87 T You should be prepared, maybe?
- 88 S-1 Yes.
- 89 T And what about you, H, what do you do on Saturday and Sunday?
- 90 S-2 On Saturday and Sunday:: (.) sometimes I am travelling in some (1) other (1) other town (1), a (2) sometimes I am:: staying here, I am studying::, learning, practicing. S(-)..as I say, I: I am doing sport always...
- 91 T That's great. What is your favorite day, R.?
- 92 S-1 A:: my favorite day is Sunday(1).
- 93 T Why?
- 94 S-1 Because (.) I(.) a:: finish every:: (1) works and(.) I (.) relax in this day.
- 95 T You just want to have fun.
- 96 S-1 Yes.
- 97 T What about you, Harbin, what is your favorite day?
- 98 S-2 My favorite is Saturday:: (1) because after (.) Friday it's first day and we have also Sunday (3) a:: som(-) just I sleep, sleep a at (.) twelve o'clock I:: wake up, I wake up (2) yeah.
- 99 T That's it. Yeah, R, what languages do you speak?
- 100 S-1 A:: (1) I can speak Albanian (.), Turkish (1) a little bit Serbian (.), Bosnian.
- 101 T So, what languages do you find easier?
- 102 S-1 A:: for me (.) it's is the easier is ... (2) I speak here (2) Albanian also Turkish(.) easy but (.) Turkish is easy.
- 103 T And, what about you, H, what languages can you speak?
- 104 S-2 I know Eng(-) little English,.. not hundred percent... seventy or eighty(.), I know Albanian because my:: (2) my home (1) language.
- 105 T Mother language.
- 106 S-2 Mother language and:: (1), and Turkish.
- 107 T Turkish as well.
- 108 S-2 Yes.
- 109 T And what do you hate doing, R?

- 110 S-1 ...a:: I hate (.) lies (laugh) generally (.), but (2) aih::... no, I, I am not such a people (.), person that hate everything (2). I don't (3) qysh thojn tash spom kujtohet? (laugh).
- 111 T Ne gjuhen ton.
- 112 S-1 Qysh, I thojne sma nin a din...?
- 113 T You, don't care about anything.
- 114 S-1 Yes.
- 115 T There is nothing you hate.
- 116 S-1 Yes, but (.) som(-) nor(-) normally (.), everyone hates lies for, for because they (.) want to going to (1) h(-) ha(-) their friends or in their family (1), they don't want (.) want lies.
- T What about you, Harbin, what do you hate doing?
- 117 S-2 Yes, a:: (2) R. said lies is (1) not good job (1) or something in...a:: (1) to hate (.) to hate something (.) or someone... maybe when (1) maybe when he som(-) sometime, someone::... doing is (.) are doing some:: .. not good... not good what they say? (2) not good work, maybe I hate this.
- 118 T Wrong things, deeds?
- 119 S-2 Yes, yes, yes.
- 120 T What is your favorite movie?
- 121 S-2 Some not respect?
- 122 T Aha, when they do not respect you?
- 123 S-2 Yes.
- 124 T Yeah, they show disrespect and you also, that's normal. And, R, what is your favorite film?
- 125 S-1 A:: my favorite film was(1). I have a lot of favorites films but (.) that I (1) love, love much more is a Fatih (.) bin dourt yuz egli uc, is talking about (1) Istanbul's (.) Ist(-) war in Istanbul in (.) a fourteen fifty (.) three a:: its very (1) a:: (1) exciting film because is like a reality ... I like this film because is talking about (.) our (1) a:: religion about (1) the:: (1) a:: the force, the of our (1) people (2) that's it.
- 126 T What about you, H, what is your favorite film?
- 127 S-2 My, my favorite film is:: ... is:: Hot in Cleveland (.) in English (2) and I like because:: a:: (.) in this film you have just comedian (.) just for laugh (1) and I am see (.) when I am seeing this film:: (1) a:: all my nervous is (.) all my (1) a:: bad thing is going.
- 128 T So, you feel more relaxed.
- 129 S-2 Yes, yes, relaxed.
- 130 T Enjoy yourself.
- 131 S-2 Yes (1) I am feeling very happy when (1) I (1), I laugh (1) everytime (1), every moment in this film.
- 132 T Yeah, of course. You should find sometimes to get relaxed.
- 133 S-2 Yeah.
- 134 T Very good. What is your favorite TV program here in Turkey?
- 135 S-1 A:: in serials it's a:: the magne(-) Suleyman the Magnificent. I watch it (1) a:: a:: every e(-), every emiss(-) (1) emission qysh me..?
- 136 T Serial.
- 137 S-1 Serial, every serial and there is comedy (1) in canal D, arkadasim

hosgeldin it's (1) too funny.

138 T And what about you, H, what's your favorite TV program?

139 S-2 My favorite TV program (1) TV program or serial?

140 T TV program, for instance and you can tell us about serials as well?

141 S-2 A:: TV program (1) ATV(.) ATV and (.) a:: you have one, one serial (.) who is name, kacak (2) I am watching this film and:: .. I like it.

142 T You like it.

143 S-2 Yes.

144 T Very well. What color is your hair, R?

145 S-1 A:: (2) I don't know (laugh), maybe brown i(-) between brown and black (2) (laugh) it's not exactly (laugh).

146 T What about the color of your eyes?

147 S-1 A:: (1) brown but (laugh) when weather is sunny it goes to (1) green.

148 T It could change (laugh).

149 S-1 Yes, it changes (laugh).

150 T All right, and you, H, what color is your hair?

151 S-2 Of my hair is:: black (2), I think.

152 T What about your eyes?

153 S-2 My eyes is:: a:: brown to green.

154 T To green.

155 S-2 Not brown but (.) brown to green.

156 T R, at what time do you usually wake up?

157 S-1 Usually at seven o'clock (laugh).

158 T And what do you do at that time?

159 S-1 A:: I eat breakfast then I s(-) a:: (1) go to school (1) normally(.), usually every day is the same routine (laugh).

160 T H, what time do you wake up?

161 S-2 I am:: wake up every day at seven thirty:: (1), I take shower (2), I eat breakfast, I:: .. go to school (.) to study and after:: (1) I sleep again (1) one hour (.), one hour an half..yeah.

162 T And at what time do you have lunch?

163 S-1 Lunch (2) a:: I don't have(laugh), eat lunch, lunch.

164 T Oh, really?

165 S-1 Yes. I eat (1) a:: dinner (1) usually a:: lunch sometimes because..

166 T Are you on a diet?

167 S-1 (laugh) ye(-)

168 T Maybe, and you?

169 S-2 At:: (2) one o'clock (.), I mean.

170 T You have your lunch at one o'clock?

171 S-2 Yes.

172 T At what time do you go to bed?

173 S-1 A:: (1) a:: (2) tve(-) twelve o'clock, two o'clock (laugh), it's:: about lessons (laugh) .. how much lessons I have, I (.) sleep late.

174 T So, it depends on your lessons.

175 S-1 Yes.

176 T Because of your studies, you have to stay late.

177 S-1 Yes.

178 T And you, H.?

- 179 S-2 Also I am:: always sleeping late (2) after twelve (1) o clock, twelve(1) one (.) two.
- 180 T You can present yourselves.
- 181 S-1 OK(1) Should we start from me? (.) Ok, my name is A. (.), I am from Bosnia and Herzegovina, I am from Berzadec small city near to the Capital(.). I am studying, yeah I am studying Turkish (.) language and literature. I am in the first year here, I came here before two years. Firstly, I was studying a:: pre(-) preparation a:: I mean the(1) Tomer.
- 182 T Aha, prep-classes.
- 183 S-1 Yeah, yeah, a:: a, wha(-) what(-), when is about me I play piano, a:: I like, I like singing and I like reading books (2). Is it enough?
- 184 S-2 (laugh).
- 185 T Great, enough (laugh).
- 186 S-2 So, I am E. (.) I am coming from Bosnia, too. I am from Sarajevo (.). I mean, actually I live in Sarajevo but I from small city near in Republica of sr(-) Serbia now(.). A:: for me I am studying is a Human resource management (.) in Sakarya Universitesi (.). A:: as A. I was:: studying Tomer(.) too, one year(.). A:: for me I love reading books(.), writing essays:: and:: photography.
- 187 T Aha, do you have friends here? How do you do with your friends?
- 188 S-1 Of course that we have friends here(.) a:: I, I have these(-), those foreigners and Turkish ones but you know if you wanna stay::, I mean if you want to, to, to get used yeah, we have to (.) have a lot of Turkish friends. So(.), usually I am trying to make a balance (.) you know foreigners to not forget my language, my culture, and also to, to, to keep in a touch with a Turkish ones.
- 189 T Aha, aha. And you are doing well together?
- 190 S-1 Yeah.
- 191 T Ok, great, E?
- 192 S-2 For me I am completely opposite, I am with foreign students(.) that's it (laughing).
- 193 T Why?
- 194 S-2 You know why (laugh).
- 195 T Ah (laugh) Ok, so, can you tell me about your nationality?
- 196 S-1 ..How do you mean it?
- 197 T Nationality?
- 198 S-1 Hm:::...
- 199 S-2 Nacionalnost (.), Boshnjak.
- 200 S-1 A:: ah, Boshnjak (.), Bosnian.
- 201 S-2 Same.
- 202 T Same, Bosnian. What do you do on Monday?
- 203 S- Monday (.)?
- 2
- 204 T Aha.
- 205 S-2 It's cool (.), till four o clock.
- 206 T What else?

207 S-2 What else, sleep.
208 T (laugh).
209 S-2 Eat and sleep (.), that's Monday (laugh).. really.
210 S-1 At the same I am.
211 S-2 Monday.
212 S-1 I am in school until, until three then I wanna come back if I have some humors, I am trying to do it and (.) to take a relax, you know that a::: Monday is really hard day (laugh).
213 S-2 (laugh).
214 S-1 For all of us after weekends (laughing).
215 S-2 Exactly (laughing), rest from weekend.
216 S-1 We(-), we are taking a rest from the week and then from the Monday, the same time.
217 S-2 Yeah.
218 T Aha, aha. Ok what about the Saturday and Sunday?
219 S-1 Oh (1) it usually.
220 S-2 Just do copy paste of Monday (laughing) sem(-)....
221 S-1 No, I, I, I use to be in library(.), I use to be in library (.), I meeting friends there and I am trying to study something, I am trying to finish my home works because you know in, in the Monday, Tuesday, Wednesday, that days I:: am not able to download the things for the school. So, I am trying to finish my home works and to study something at weekend. So, usually I am in library.
222 T Aha, aha.
223 S-2 I am in dormitory studying too, but in dormitory I don't like my way(2) it's too hot(laughing).
224 S-1 (laughing).
225 T So, in dormitory it's cooler.
226 S-2 Yeah, which is you can open the window whenever you want(.), here you cannot (laughing).
227 T Also in the library I am opening the window, I don't care(laugh).
228 S-2 Ah, not it's not, you know..
229 T Yeah, you are right, you are right, yeah, yeah, definitely. A::: what other languages can you speak?
230 S-2 .English, Tus(-) Turkish, and Bosnian.
231 T Aha, so(.) three.
232 S-2 Three.
233 S-1 Same.(laugh), same (laughing).
234 T Three.
235 S-2 Three (laugh).
236 S-1 Three (laugh).
237 T Same.
238 S-1 Yeah, same.
239 T English, Turkish.
240 S-1 Yeah, I:: wish, I wish to, to learn Arabic, too, inshallah.
241 S-2 Yeah, me too (.) same thing.
242 S-1 So,
243 T I know, Arabic.

- 244 S- Inshallah.
1
- 245 T It's great, inshallah, inshallah, yeah, yeah. Ok, do you watch movies, is there any favorite movie?
- 246 S-1 Yes(.), Titanic ..(laughing).
- 247 T Titanic.
- 248 S-1 Yeah (laughing).
- 249 S-2 ..ah, I hate, Titanic (.) actually, I am:: since I came to Turkey, I start (.) to love Turkish movies.
- 250 T Aha.
- 251 S-2 I don't know why but I love them (1). Normally, I mean like comedy things but here I don't know. I like German movies, too...(-).
- 252 T Aha, aha, what's your favorite movie?
- 253 S-2 My favorite movie, ha:::.. I prefer Bosnians....movies(-).
- 254 S-1 (Laughing) she is opposite (laughing)...
- 255 S-2 I mean I love, I love all kind of movies except Indian ones I hate them (.). But Bosnian one, I like kadriolistiks, you know(.) that's why I like them.
- 256 T Which one? What's your favorite movie?
- 257 S-2 If I tell you it doesn't matter. It's kod amice Idriza.
- 258 T Kocami kod, kako?
- 259 S-2 Kod amice Idriza.
- 260 T Kod amice Idriza. Ok, I have to watch it.. And do you have any TV program that you watch here in Turkey?
- 261 S-1 I like the music programs (.), I don't know now the name, it's show or something like that, I can show but I like to watch that one's (.). Others, I don't(-), I don't have. Actually I am not watching all of television, I don't have a time to watch it, so (.)
- 262 T Yeah.
- 263 S-1 Just music most when I am going to Canteen or somewhere(1) like that, I use to wait them.
- 264 T Aha, E?
- 265 S-2 I like:: Star TV and Kanal D (.) in Fridays because the, the, the TV shows are then(.) that's it. No, during other days I don't watch TV.
- 266 T And what do you watch there? What's in there a::?
- 267 S-2 Sukopres.
- 268 T ...A:::
- 269 S-2 DC(laugh).
- 270 S-1 (laugh).
- 271 T (laugh).
- 272 S-1 ..It's Friday, for DC a (laugh).
- 273 T Do you like the food in the campus?
- 274 S-2 A::: I don't like the food in cantee::n(.) in this one (.), the campus one (.). But you know:: dormitory is quite nice I am(-), I am ok with it(.). Qarsia food is very nice(1) it's quite similar to Bosnian one, you know (.), it's not too different. So, for me:: I didn't have any problems with the food.
- 275 T ..Aha, and you have maybe Bosnian a::: dining-rooms or, here....?

276 S-2 A:: there is (.), there is Burencesi, there is (.) two or three of them (.) but so-so.

277 T Yeah, yeah.

278 S-1 An(-) It's(-), it's not the same.

279 S-2 It's not the same.

280 S-1 Maybe.

281 S-2 Yeah.

282 S-1 They change it (.) so much.

283 S-2 Yeah(.), they change it in a Turkish way(1), you know.

284 S-1 You know when you go there is one place it's called a:: tht(-) it's a Kebab (.) and we went there but you know they are giving you rice (.) and they are giving you a (.).

285 S-2 Yeah.

286 S-1 Vegetable it's(-), it's.

287 S-2 That's a crime.

288 S-1 You, you can't, you can't see it in the Bosnia.

289 S-2 That's a crime.

290 S-1 (laugh).

291 S-2 (.) in Bosnian food(.) actually(laugh).

292 S-1 E, It's not the same I mean they change it so much(.), they make it (.) so, so, so much in Turkish way.

293 T I don't know, I didn't find it very delicious as in Kosova.

294 S-2 You know for me, you have Bosnian food in Izmit (.), perfect Bosnian Kebab a(-) in Izmit(.) in, in the merkez of Izmit(1), perfect Bosnian Qebap it's same like Bosnians(1). Iit's:: the bred, it's like normal bred, we don't serve normal bred but(.) it the meat is like very good(1), it's like Bos(-), actually is like Qebap (laugh).

295 T Yeah, the same is in Kosova, for instance in Prizren wow! I miss these Qebap(-) Kebabs.

296 S-2 Yeah.

297 T I miss them a lot, really, really, because here it's(.), you can barely find it.

298 S-2 Yeah in Taksim is(.), y(-) in Taksim perfect one, perfect place for Qebap (.).

299 T Taksim.

300 S-2 Yeah.

301 T Istanbul.

302 S-2 The Bosnian guy came few years ago and opened it.

303 T Hm::.

304 S-2 Yeah(.), it's not Turkish one.

305 T That's great. Azra, what do you think about f(-)?

306 S-1 Ya(-) me, actually I like this food here(.), I really like it, even in our dormitory here in this canteen, it's not always the same. I mean you know this one in, in Campus(.) sometimes is good, sometimes not so good(.). But a:: when I talk generally ab(-), about it, I like it really(.). I mean it's similar to Bosnia (1) not, not too much but (.) I liked it (.). Even when I was in Bosnia I(-), I wasn't eating so much spicy but now I, I, I start to like it (laugh).

307 S-2 Yeah, same thing(1), really (laugh).

308 S-1 Really, my family came here (.) and I show them the Ciy Kofte, my dad he, he liked it so much but my mom she couldn't eat it.

309 T (laughing).

310 S-1 No, no (laugh) it's too much, too much.

311 T Mothers are always like this.

312 S-2 Yeah, I didn't know what are Ciy Kofte, actually until few days ago when I wrote in Wikipedia.

313 T (laughing).

314 S-2 Ciy Kofte and I saw raw meat.

315 T Wow.

316 S-1 (laugh).

317 S-2 Yeah.

318 T Well, for, for us guys, I don't know, we don't like the food in the campus because we are doing sports and we need some more energy.

319 S-1 Maybe.

320 T Yo...(-).

321 S-2 Because setting it's:: what is not, you know(.) there is no energy in that food.

322 T Yeah, yeah, yeah, I think so.

323 S-2 In, in the Yurt it's quite good. You know, I am, I am really Ok with the food, especially Corba and the things quite nice(1) you know, If you see the Istanbul and Bursa Yurt(.) it's quite bad; you know:: f(-) food is very nice.

324 T Yeah, yeah, yeah.

325 S-2 I am Ok with food.

326 S-1 Yeah (.) but I want to mention something I was in Ankara before one year (.) and we were in that in the (1) Hacettepe Universitesi. It was the (.) their canteen, campus canteen and you know they are making so different food from (.) here. I mean the menu is the same but the taste is not the same. Our food here it's more better than, that one.

327 T Aha, than in Ankara?

328 S-1 Really, yeah.

329 T So, you were there a year ago.

330 S-1 Yeah, ye, before year ago and we went there it was a competition (.) and we went there and even we, they, they wanted us to show that food there. I mean it's, it's the same, you know it, the menu is the same.

331 T So, here is deli(-) more delicious.

332 S-1 Yeah, yeah(1) I think so.

333 S-2 You know, we heard Sakarya, actually Sakarya yurt:: dormitory has a really good (.) food.

334 T Aha.

335 S-2 If you compare to Bursa and::.

336 T To others.

337 S-2 Istanbul::l.

338 T So, here is better.

339 S-1 Yeah.

340 S-2 Ankara. It's better.

341 S-1 Yeah, yeah you know it's Sakarya, it's not so big so.
342 S-2 Yeah.
343 S-1 There are not many so big Posas, so because of that they can do it better.
344 S-2 It's fresh food.
345 S-1 I(-) i(-) imagine Ankara or Istanbul (.) and imagine the, the:: students there.
346 S-2 Yeah, number of students.
347 T In(-) interesting, interesting, yeah, yeah.
348 S-1 We should appreciate it.
349 T Yeah.
350 S-1 (Laugh).
351 T But I brought some sausages from my home.
352 S-2 (laughing).
353 S-1 (Laughing) you, you...(-).
354 S-2 Ok, you are safe...so early stacking on my fridge (laughing).
355 S-1 (laughing).
356 T Because it's home-made.
357 S-2 Balkans thought that.
358 T So, we are doing.. (laugh).
359 S-2 Balkans thought that meat, I mean (1).
360 T Yeah.
361 S-2 Don't exist, really, after the day you are like, hh!
362 T A:: (laugh).
363 S-1 (laughing).
364 S-2 (laughing).
365 T So.
366 S-2 There is no energy in Balkan.
367 S-1 (laugh).
368 T Yeah, well, yeah. I, I would like to ask you, at what time do you wake up?
369 S-1 ..It's so early(.), I mean for me if I wake up at seven it's so late for me (.) I, I, like to wake up at six or five but the most time I wake up its seven.
370 T Aha, aha, you?
371 S-2 For me (.) if I sleep.. (laugh).
372 S-1 (laugh).
373 S-2 I wake up for Fecer (.) and then I sleep one, one two hours. If I have early class weekends (.) I am quite late, I am like till ten, eleven.
374 T Aha.
375 S-2 I like to sleep (.) a lot (laugh).
376 T Yeah, yeah. Ah, it's Ok, normal... Aha. At what time do you go to bed?
377 S-1 ..Oh(2) it's, it's the pass(.) I mean before(.), before one year, it was eleven (1)You know, they know me, they know me.
378 S-2 Yeah.
379 S-1 It was my sister. It(-) it's eleven, I have(-) at eleven I am in the bed, but now this year because of the lessons because of the home works and (.) all things changed (.) it's after twelve (.), twelve, one, two.
380 T Um::.

381 S-1 At the midnight...

382 S-2 For me it changed, last year I was like (.) one, two, three, five, now I am eleven, twelve (.) because:: I am afraid I may oversleep the lessons... and I have all lessons:: like nine, ten o clock (1). So, I cannot(-) I, I can:: easily oversleep (.) so, I am like in bed(-) twelve o clock if I have see it's over twelve(-) I am done.

383 T Yeah.

384 S-2 On weekends, I am until five, but this morning I was till six clock awaken.

385 T It's very interesting.

386 S-2 Watching DC, yani.

387 S-1 Yeah.

388 T Yeah, it's very interesting.

389 S-2 In the Smart.

390 S-1 (laugh)

391 T My schedule, my sleeping schedule has changed a lot, too.

392 S-2 Yeah (.) I know.

393 T I don't know why? These days, I, I, it's changed a lot (1), especially these days. I don't know maybe because I am doing this kind of stuff, I don't k...(-).

394 S-2 Ya, maybe, it's just...you know.

395 T I am thinking about this, how am I going to do it? It's not easy.

396 S-2 You'll do it inshallah.

397 T (laugh) ya, inshallah.

OCI-1

398 S-2 The atmosphere is (.) so good...yeah.

399 T What do you do on Monday here in Sakarya?

400 S-1 On Monday (2) OK, on Monday except a::: studying and a::: going to lectures (1) a::: usually since it is the first day after the::: weekend (1) a::: among other activities which I have as a obligations to go and study and go to taughten the lectures. I prefer also s(-) a::: reading news regarding a::: reading sport news about the:::.... sport events. During the weekend as we know usually th- a::: matches are played during weekends so I::: try to read as much as possible to learn about the (.) a::: last weekend's result you know the (.) leagues (1) around Europe.

401 S-2 A::: On Monday a::: I have the lecture a::: all day... um:::

402 T Something else, what else do you do on Monday?

403 S-2 ... (laughing) sun e pershkruj (laughing) a::: for E. (.) a smjafton kaq (laughing)...

404 T OK, And what's your favorite day, yes F., what's your favorite day?

405 S-2 Friday (1) it's fr(-) Friday is my favorite day because a::: it's Friday a::: have a:::.. um::: a::: Cuma pray (1) a::: and (.) the Friday a::: a::: eshte..?

406 S-1 Is.

407 S-2 Is::: the... a::: holyday from the Muslim..

408 S-1 Mine is Friday as well because it's a blessed day from God (.) a::: which we are a::: or(-) a::: u::: in(-) a::: when we are ordered to (.) pray and together with a::: the Muslim brothers (.) Except this also I like Friday

because it's the last day of the week(-) of the a:: weekdays so after Friday we enter into, into a the weekend so we have less:: obligations to do in a:: during the weekends thei(-) that's why. Except thi(-) the:: (2) spiritual values of Friday (.) a:: also for me it is important it's the last day of the working days of the week so, from Friday than we go to weekend where we can get more relaxed.

OCI-2

- 409 S-1 My language is Albanian languages (laughing)
410 S-2 No...
411 S-1 So a:: a few English a:: few as(-) just a din Arabic (laugh) and Turkish.
412 T OK, that's great. What do you do on Monday?
413 S-2 On Monday (1) first of all we wake (.) after we wake up or after I wake up (1) I have to have breakfast (.) and after the breakfast I go to school (.) go ... lessons after the lessons go e(-) I eat(1) I eat the lunch (1) after the lunch I come to my dormitory (1) after that maybe I go to drink something with my friends made a coffee maybe I stay In dormitory (.) sections (.) usually:: five days of the week(.) of the week are the same.
414 T E.?
415 S-1 Monday.. stand up go to breakfast go ..to school..usually (2) go learn..
416 T What about Saturday and Sunday?
417 S-2 Saturday and Sunday:: it depends on the weather if the weather is good we go outside (1) we go in the down-town .. maybe drink, drink some coffee with friends with (.) Albanian friends (1) maybe we go:: playing some matches (1) football matches:: and (.) and (1) nothing else (.) we are just growing old now there is no time for us to have some.. we just have to study.

OCI-3

- 418 S-1 He knows some words (laugh)
419 T (laugh) really?
420 S-2 A:: my mother language is:: Bosnian (.) a:: we also a:: speaking here a:: Turkish and::.. a:: a English (.) a:: it is:: a:: very w(-) a:: very nice for eve(-) everybody (1) I am trying to learn a:: more and more languages a:: because a::.. a::.. how(-) how many languages you know a::(laugh).. toliko vredish a::
421 S-1 ..A::.. as much as languages as you know
422 S-2 A(-) you know.
423 S-1 That is your value (.) that's how, how much you are val(-) valued
424 T Worthier you are, yeah.
425 S-1 Yes.
426 T Yeah, yeah, great, great. Oh, that's nice.
427 S-1 He also forget
428 S-2 And... are you
429 S-1 To tell you that (.) he started learning Arabic language

OCI-4

- 430 T How do you do with your friends? For instance, what do you do, where

- do you go?
- 431 S-1 A:: I have lot of friend here (.). I have Albanian friend (.), I have Turkish friends. (1) We go:: (laugh), how I telling (laughing)...leshante mi kantare (laugh).
- 432 T All right.
- 433 S-2 Sometimes, sometimes we go on the Cinema (.) with our friend (.). W(-)g, we go(-) here we have a:: Liqenit qysh pi thojne? (laugh) liqenit, liqenit, se kom harru?
- 434 S-1 (laugh)...
- 435 T Liqenit.
- 436 S-1 Ndroje pyetjen (laughing).
- 437 T A, OK.
- 438 S-2 Qysh I thojne? (laugh).
- 439 T You didn't mention.
- 440 S-2 And about friends (.) I can a:: I can tell a:: everything the best (.) I met many people from Balkan from Macedonia Alba(-) Albania, Kosovo, Montenegro, Bosnia, Serbia, and we are a::... we are always together (.) talking about ours a:: our problems (.) for (1) and inshallah we will a:: ... (laugh)
- 441 S-1 Kazhi bre?
- 442 S-2 Reshiti?
- 443 S-1 Solve.
- 444 S-2 S(-) Solve them.
- 445 T Aha, aha, aha, that's great. And, what do you do on Monday for instance?
- 446 S-1 ..On Monday it is always hard because::
- OCI-5
- 447 T At what time do you wake up?
- 448 S-1 I:: usually wake up (1) you know a::: here in Sakarya we have lectures two days a week (1). So::: a::: during (.) the days when I have lectures I wake up at a:: eight a clock (1) a:: other days I usually wake up at nine or nine-thirty (1). But it depends about it depends on activities during the day if I have to do something more activities or if I have to study, I usually wake up earlier.
- 449 S-2 A::: I wake up::: a::: five a clock a:: I pried a::: the namaz, I pried and:: a::: perseri pushoj?
- 450 S-1 I rest.
- 451 S-2 Aha, I rest (.) and I wake up a::: ... perafesisht?
- 452 S-1 Approximately
- 453 S-2 Approximately nine o clock.
- 454 T And at what time do you go to bed?
- 455 S-1 Also (.) it is something that depends on the activities of the following day (1) but (.) usually (1) eleven thirty to twelve.
- OCI-6
- 456 S-1 Yes::..(-) I told you earlier we spend time together (.) when it is:: I mean we help each other because normally every foreign student can have

- problem in a foreign(.) country (.) but (.) thanks to Allah everything is good right now(1) There is no problem(.) a huge problem I mean because there will be (.) small problems (laugh) always (1) yes that's all.
- 457 T A, OK, E.?
- 458 S-2 As my (.) friend told a:: so many people came from a:: from Africa from a:: Columbia:: from Europe f(-) a:: from everywhere (.) we met a:: a:: all of them(2) a::: razno kako beshe?
- 459 S-1 Different.
- 460 S-2 Different a:: cultures (.) and dif(-) a:: different languages I am(.) trying to speak Albanian (laughing)
- 461 S-1 (laughing)
- 462 T (laughing)

OCI-7

- 463 S-2 Balkans thought that meat, I mean (1).
- 464 T Yeah.
- 465 S-2 Don't exist, really, after the day you are like, hh!
- 466 T A:: (laugh).
- 467 S-1 (laughing).
- 468 S-2 (laughing).
- 469 T So.
- 470 S-2 There is no energy in Balkan.
- 471 S-1 (laugh).
- 472 T Yeah, well, yeah. I, I would like to ask you, at what time do you wake up?
- 473 S-1 ..It's so early(.), I mean for me if I wake up at seven it's so late for me (.) I, I, like to wake up at six or five but the most time I wake up its seven.

OCI-8

- 474 T First, at the beginning, I s(-) oh, what is this. I didn't like it and then?
- 475 S-1 First I didn't like it, too. But then when I start eating and eating and eating(.) it's that actually.
- 476 T And you like it over and over again.
- 477 S-2 Just one a:: one (2) but I don't like it uff::
- 478 S-1 I like the nar eksesi.
- 479 T A::
- 480 S-2 A:: I liked it
- 481 T Well, there are some, Islama Kofte. Islama kofte, is it? Islama kofte, is it?

OCI-9

- 482 S-1 ..Well, about food (.) a:: I am not (.) very satisfied. It's a:: food is ok(.) a:: I like it. It's not that I cannot eat but (.) I am, I really like red meat (laugh)
- 483 T (laugh)
- 484 S-1 In Bosnia I got used to it, to eat it(.) like few times a week (.) So, here I, I don't know it is expensive or something like that (.) and I don't eat,

don't eat it very often(.) And except that (.) I like to eat a:: fruit bananas especially and here it is very expensive. Since I, I am a student it's, nck, it's problem for me.

- 485 T You are right (laugh) L.?
486 S-2 A:: Food here is like a:: most (.) vegetarian food (laugh)
487 T (Laugh) yeah, yeah.
488 S-1 (laugh) there Is no meat (laugh).. or just chicken
489 S-2 Or just little..

OCI-10

- 490 S-1 Faculty a::... everyday I have a:: l(-) l(-) lesson
491 S-2 Lessons
492 S-1 Lessons, lessons (.) is not very hard (.) but (.) I must(.)study here (.) and is very good
493 S-2 To achieve(1) Ok my(-) as my friend (1)we wanna thank my friend has introduce himself(.) I am I. K. I am from Macedonia I m from Skopje also capital of Macedonia city(.) I am, I am a:: twenty years old I am coming from (2) such a rude place that (1) a:: this place gonna freak me out a little after (.) some kind of (.) some months but after that I get used to it (1) and after some couple of months I get used to this weather to this people:: it's obvious but this a:: people in here are si(-) simply to us because we(1) also a:: are managed to meet some people kind us our European cities fellow-ship (.) fellowman. And:: a:: of course a:: sorry about that I was complicated this (.) conversation. I am a:: studying international relation in Sakarya University::: We are, we are doing it grea::t in the first semester we dealt dought with some difficulties with the language because either my fa(-) my fat(-) my father is:: Turc, Turkish descent (1) my that my (.) graduation my a all education came in process from (1) a:: Macedonian language after Macedonian language there is some difficulties to learn as some Euro Altaic language as Turkish (1) and (.) that was a pretty obvious problem for me because (.) either there is some a difference between talking and writing(1) My talking was great but my writing wasn't as great as was the talking and that (.) open some obvious problem with the professors at, at the first time (1) but in the first semester I was, I came in deal with some professors to do my (1) some tests in English:: (.) and they agreed (.) that was the great point I was:: I was expecting(.) much gooder but it came much more than the expected (.) from the first semester. In the second semester it was great but I was a little shocked from (.) the easiness of the university and I gave myself a little (.) I gave myself a little to my friends we were chatting we were hanging on (.) a little much (1) and thanks to my Marko I break up (laugh) my lit(-) ortalama or my percentage and that came a little privilege (1) a:: that made a:: the sentence pretty privilege and a:: not to, not to mention this:: (1) to far we ... as a students and we are gonna succeed (1) their passage.
494 T And how do you do with your friends?
495 S-1 A:: first I must say (1) a:: I like this place I love this people (.) my friends is he a:: he is very (2) very good people (1) and a::: it's very

(1) good for me I (1) this year (1) little hard for me (.) because I:: study here b(-)Turkish language, Turkish language is (1) little hard (.) but he help, help me every, everyday,(1) Isa, every time every, day Isa:: a:: E., M. everybody(1)it's, it's very good for(1) for me, yeah...

OCI-11

- 496 T So, you are doing well?
497 S-1 (2)Yep(.) I think it's good.
498 T M.?
499 S-2 Everything like N. (.) I think (laugh)
500 T I forgot what did she say?
501 S-2 We are (.) a:: all the time together(.) And I like Turkey(1) too(1) A:: but a:: I want go a:: back to Croatia(1) after school (1) of course.
502 T So, is there anything to do in here, having fun?
503 S-1 Having fun(1) I forgot
504 S-2 What is that? (laughing)
505 S-1 I forget the meaning of the word.

OCI-12

- 506 T And, what about you, H., what languages can you speak?
507 S-2 I know Eng(-) little English,.. not hundred percent... seventy or eighty(.), I know Albanian because my:: (2) my home (1) language.
508 T Mother language.
509 S-2 Mother language and:: (1), and Turkish.
510 T Turkish as well.
511 S-2 Yes.
512 T And what do you hate doing, R.?
513 S-1 ...a:: I hate (.) lies (laugh) generally (.), but (2) aih::... no, I, I am not such a people (.), person that hate everything (2). I don't (3) qysh thojn tash spom kujtohet? (laugh).

OCI-13

- 514 S-1 Yes it's (-).
515 T Yeah, what about you, Harbin, what do you do on Monday?
516 S-2 On Monday also I am going (.) it's first a (1) first day in wee(-) of week and:: I am (1) going in (1) school (2). I am::... always I am meeting, drinking something (.) else. I am studying (2), maybe and sport (.)
Monday I have one a:: like a tournament in spor(-), in (.) football (2), yeah I am going.
517 T So you are going to be a part of this tournament.
518 S-2 Yes, yes, I will play.
519 T Are other students from different countries playing, too?
520 S-2 Yes, yes, yes.

OCI-14

- 521 S-1 Food o:::
522 S-2 O:: f::ood
523 S-1 This is my biggest problem.. Well, I have (1) some stomach problems(.) So, I don't (2) actually the (1) generally food in Turkey is good(.) but

the food in the dorms is (2) a:: I can't say disgusting(1) because food that... that's the only word I can describe (laugh)

524 T You are right. And, down town it's not close. If you have to eat something you have to go down-town.

525 S-1 And if you want to eat good meal you need to have (1) more money for good meal.

APPENDIX-3

Transcript of Picture Story Narration

-
- 1 T Clarification of the picture narration.....
- 2 S-1 A:: in the in this photo, in first part I am seeing:: one father with his son .. who:: his son is crying and:: and is:: tal::king with:: .. what (1), what for why he is crying .. and the he or (1) father have (2) trousers (.), kats(-) .. a::... glasses, and:: they have bear hair (1), and he:: ..., he is in:: (1) sofa... and w(-) he, and (1) the son is:: .. with hat (1) I think .. is with hat, also he is (.) with.. but he is in the a:: qysh me thon te shkurtra?
- 3 S-2 Short.
- 4 S-1 He is in shor(-), with shorts .. and also (.) he have ...coat I think.
- 5 S-2 I s(-) I am seeing here a boy who is:: crying and he is point (.) with his a:: hand something (1) out and:: (.) his h(-) h(-) father is sitting on the sofa and (.) he is listening to (1) the boy what is talkin(-) tel(-) telling to him. A:: the:: his father is (.) a:: little bit fat and (1) he, he wears:: a:: tie (1), shirt and (.) jemper and trousers and (1) a:: his the boy a:: h(-) has, a hat (1) a:: he is, he is wearing a coat t(-) tie short and...
- 6 S-1 The second situation:: his:: father:: (1) a:: upst(-) up stairs (1) from the, he from the:: (1) sofa and he i(-) they are going to::... friends home (2) also in this situation son is crying:: (1) and, and the father is:: very nervous... it's enough.
- 7 S-2 A:: h(-) (-) th(-) his father is a:: very angry here in photo (.) and he takes his h(-) b(-) boy with him and they are going somewhere (2) to (.) maybe to his.
- 8 S-1 Friends.
- 9 S-2 ..to fr(-) to the a:: place that the boy was in (.) conflict with someone or (1) something else.
- 10 S-1 In the third situation:: a:: they are in one (1) h::ouse (1). The father is knocking the door:: and:: they are waiting to open (1), to open. It's enough.
- 11 S-2 A:: a:: th(-) his father is knocking on the door but nothing is:: answering (1) and his the boy is waiting a:: excited who will open the door.
- 12 S-1 Yes::, the fourth situation a::... , a:: this (1), this a:: son's friend .., no is not friend this son fa(-), this son friend's father open the door and:: he is looking like (.) a:: he don't know what are doing and the:: (1) his sons father saying like (1) a:: com(-), to come his a::, to come:: his:: son... and he is also angry here.
- 13 S-2 A:: here the short man open(1), opend the (.) door and(.) a:: the (.) his father the(.) boy's father is shouting (1) and (1) he (1), he maybe he(1) a asked him to:: a:: to call his:: son (.) here at door(.), to talking(1) about the conflict between (1) m(-) some (2) this man's son.
- 14 S-2 Here the short man is qysh, habitur qysh me thon? (laugh).

- 15 S-2 He is confused here but (1) the (.), the man(.), the boy's father is (1) a:: very nervous and he don't watch... he only want to see the boy (.) here.
- 16 S-1 A:: in (1), on fifth situation(1) a:: (1) the father is waiting:: ...with (1) friend (1)and he is sle(-), sle(-)sleeves the:: a:: shirt .. and:: they are waiting to come (1) his friend... that's (1)enough.
- 17 S-1 Just, they are waiting.
- 18 S-2 A:: here m(-) they are cal(-), calling the boy and a:: but the son and the (.) man on the, in the door are (1) a:: .. Confused because they know that the boy is, isn't a:: normal (1) b(-) boy ch(-), normal child (1) and but his father, the boy's father is (1) very (.) he started to ... because he wants to a::..., qysh I thojn me e mujt keto me e re?
- 19 S-1 To kill.
- 20 S-2 Jo, to kill. Po, to beat him and.. I don't.
- 21 S-2 No, he is splitting sleeves the jamper....
- 22 S-1 The last, and the last situation (1) a:: his:: son, a:: his son is coming and all are (1), all are (3), a:: all don't (.), don't all, don't understand (1) what for:: a::... (2) and all don't understand .. inanmayillar?
- 23 S-2 Me besu, believe.
- 24 S-1 Me besu, a:: don't believe:: that he is, his son, his son is bigger than (.)all.
- 25 S-2 Of them.
- 26 S-1 Yes, and:: (1) here (.) I am seeing the father and son is looking (1), a:: ...is looking un(-) unhappy and ..., and they don't believe (1) what(1), what is doin(-), what are doing in this place.
- 27 S-2 A:: the boy is coming here (1) at, at the door but a:: the boy's father is:: amazed with what he is (.) seeing (.) because the boy is (1) ab(-), abnormally a:: . big boy than, than (1) a:: both of (1), all of them a:: and... (laugh).
- 28 T Clarification....
- 29 S-1 So:: the child is running to his father crying (.) and saying something.
- 30 S-2 Yeah(.) and the father(1), father I think he is busy with something. I think it, he is a:: watching television or (.) I don't know.
- 31 S-1 Relaxing maybe.
- 32 S-2 Ya(-) he, he I think he looking television.
- 33 S-1 Yeah, probably.
- 34 S-2 Because you know that the, his face is.
- 35 S-1 (laugh).
- 36 S-2 He is not so happy because that the kid came to him.
- 37 S-1 Yeah, and his glasses, probably he need them.
- 38 S-2 Yeah.
- 39 S-1 For watching TV (laughing).
- 40 S-2 Yeah, yeah.
- 41 S-1 So(.) his:: in second situation is quite angry, father.
- 42 S-2 Yeah.
- 43 S-1 Child is still crying (.), they are going somewhere.

44 S-2 Yeah, I think that the, the, the kid it's, it's a::.. he explained something better him and now it makes him so angry because a:: you know the way that he is look, I can see that he is so, so, so angry.

45 S-1 Yeah and both of them like one is sad, one is angry, so(.) yeah(2). Third situation, so, the father is knocking on the door, child is quite scared(1). So, they are expecting probably some:: bad thing.

46 S-2 Yeah, I think it is going to be fight, I mean (laugh), I can see (laughing).

47 S-1 (laughing).

48 S-2 But let's see, let's see, what's going to happen.

49 S-1 Ok, so(.) what's this, this is like:: curtain, something is opening(.) and father is yelling and wants to b::eat some up.

50 S-2 Yeah, and you know that the kid now it's .. (laugh) I guess as he is happy.

51 S-1 What happen?

52 S-2 Yeah, it's happy(.) because of the situation (laugh).

53 S-1 As like, look at my father now.

54 T Yeah.

55 S-1 So, the, the, the:: small guy (1) he's like quite scared.

56 S-2 Yes, he is scared(.) but you know(.) what do you think it's:: is it th(-) the friend of the kid or?

57 S-1 ..No, you know, the, the, the way how he is just, he seems like someone older.

58 S-2 Um::: ok, let's see the fifth situation.

59 S-1 Ok. Last situation, see whom he does the sleeve(.), so he is preparing for battle.

60 S-2 Hm::.

61 S-1 A:: the old guy, I mean small guy, he is calling someone.

62 S-2 Yeah, added.

63 S-1 You know.

64 S-2 Child, it(-), it th(-) the child it he is scared.

65 S-1 Is like scared.

66 S-2 But, really, really.

67 S-1 Yeah, it really scared. So, next situation (1) curly haired guy shows up (laugh).. so.. what this could be?

68 S-2 ..I think, that It, it's(.) the next one is his, his child(.) Maybe, you know I think that this little one (.) has u(-) had a fight with this big one.

69 S-1 Yeah, or maybe child seems this small, really, he's friend like this bec(-) because he is scared of him, I don't know.

70 S-2 Um::: yeah it can be.

71 S-1 It might be.

72 S-2 So, you know, the father is scared now.

73 S-1 Yeah.

74 S-2 I mean he is not so brave as he was (laugh).

75 S-1 Yeah.

76 S-2 The previous(laugh).

77 S-1 Says like, oh my god what did I do?

78 S-2 Yeah, yeah, yeah.

- 79 S-1 Yeah...
- 80 S-2 That's it.
- 81 S-1 Yeah.
- PSN-1
- 82 S-1 After that we see the man holding the child (.) a:: (1) holding the child and going (.) somewhere...
- 83 S-2 Yes a::: ... burri eshte nervozuar si duket?
- 84 S-1 The man is angry.
- 85 S-2 Aha ... And a:: E. (laughing)
- 86 S-1 Than the child a:: takes him (.) to that place where something seems to have happened (1) a::nd:: a:: (1) the man is knocking the door....
- 87 S-2 Vazhdo, vazhdo.
- 88 S-1 Keto, cka jane qeto?
- 89 S-2 Tapetat e shtepise.
- 90 S-1 Ah, po... Then... ky tjetri a eshte burre a femi a cka eshte?
- 91 S-2 Eshte dedja si duket...
- 92 S-1 Then another man is:: a::: opening the door and a(-) probably it's asking a:: what are they doing there (1) and a:: the pre-last (.) picture (1) that man is calling someone (1) from inside to come to the door... Dhe ky I madhi kush mundet mu kon?...
- 93 S-2 Sigurimi si duket... (laugh)
- 94 And probably the last picture (2) it ha(-) it seems to:: be the security (1) who is:: a:: having some (.) conversation with that man regarding with a::: regarding something with (.) what a:: has happened with a::: child (.) I guess it may be a school or something like that..
- PSN-2
- 95 S-2 ..The dad is (.) um:: waiting (.) for (.) a:: for her him (1) he think is (.) this guy (.) and he waiting for him dad (.) but he, he don't know (.) that he is him da(-)d him dad (1) and.. (laugh)
- 96 S-1 Finally (.) the dad or the boy (.) we don't know yet (.) has come to the door (1) Well...I think he is (.) the son of the dad because ... I don't know the other guy (.) the small guy looks older than him (.) So, he had glass(-) he has glasses (.) so, I think for that reason (.) well (1) the big body (.) the big boy (.) is wearing a uniform I think like the (.) like the other boy (.) who was crying before (.) so, for that reason I think (.) he is the boy (.) he is wearing shirt(.) a short-pants (.) jacket (.) tie .. gomlek qysh I thojne (.) qysh I thojne kmishes?
- PSN-3
- 97 S-2 A::: for example a:: the child (.) saw the man (.) the huge man (.) and he:: was surprised and he:: a:: took fare from:: a:: big man and he went running to his grandfather or father (.) it doesn't matter (.) a:: to tell him (.) because he was a::: a:: he took fare from him (.) and a:: want to see:: what is it? it is a human or it is a (.) monster like a:: every child think. That's it.
- 98 S-1 A:: the main object is:: this one was you are not the strongest man in

- the world (.) a:: you have more, a:: they have more powerful mass (.) before you..
- 99 S-2 Um:: for example a:: I think that this man (.) shouldn't went (.) to a:: there (.) because a:: he don't know what the child do (.) and
- 100 S-1 Yes.
- 101 S-2 A:: why the child a:: came here (.) and a:: maybe the child did something to (.) the old man (.) it's not:: just to go there because my child is crying and you should not do this one (.) but you should:: a:: research what the child do (.) and a:: what's the:: main thing that happened there.
- PSN-4
- 102 S-1A:: let's see the third picture (.)
- 103 S-2 Aha
- 104 S-1 A:: he is knocking the door (1) and:: waiting for a somebody opened the door (.) and his child(.) is so (.) a:: preplasen?
- 105 S-2 A:: scared.
- 106 S-1 Scared (.) a:: they are waiting for (.) a, they are wait(-) waiting for somebody (2) a:: as we can see a his father can (.) a:: crash that door
- 107 S- (Laugh) yeah he is knocking on the door right now.
2
- 108 S-1 Yeah.
- 109 S-2 ...I think the (.) door is closed and he is not scared (.) but I am so curious to know what he will do when the door will be opened.
- PSN-5
- 110 S-1 Well (.) in second (1) grandfather or dad (.) or how do (.) how can I say (2) it stand up from the chair (.) took the boy (.) by the hand (.) going somewhere (2) the same... well (.) still (.) boy still crying (.) the (.) old man is nervous (2) so (.) that's it.
- 111 S-1 Well someone has... ka pas problem me djalin e tij, qysh thuhet (.) qysh e ka ngacmu?
- 112 S-1 Aha (.) Ok (1) Someone beaten him (.) his (3) son and (.) for that reason he is nervous.
- 113 S-1 In this third?
- 114 S-1 Well (.) they are going there when (.) in their point (.) to the house of that guy (.) that beaten his son (.) so (2) let's wait for the third photo.
- PSN-6
- 115 S-2 To the neighbors door.
- 116 S-1 To the neighbors door (1) Bom bom bom.
- 117 S-2 They knock on the door because his father is angry
- 118 S-1 Is angry, yes.
- 119 S-2 He go to the door and hit the door
- 120 S-1 Hit the door and:::
- 121 S-2 Hit the door and he is happy because he think he has fou(-) he has beaten
- 122 S-1 He have bitter. Po ti mo!

123 S-2 He think he has beaten his enemy (.) and he is very happy and:: he is laughing (.) and the other (.) and in the other door when he see (1) a big man

PSN-7

124 S-1 OK. In the very first picture (.) we see a man who is setting in armchair (1) and a (.) the child who probably (.) it seems to be his grandson (1) is crying and going to call him (.) a::: about the situation (1) than the his (1), should I continue to all the pictures or one by one?

125 T Yes one by one.....

126 S-1 After that we see the man holding the child (.) a:: (1) holding the child and going (.) somewhere...

127 S-2 Yes a::: ... burri eshte nervozuar si duket?

128 S-1 The man is angry.

129 S-2 Aha ...And a:: E. (laughing)

130 S-1 Than the child a:: takes him (.) to that place where something seems to has happened (1) a::nd:: a:: (1) the man is knocking the door....

PSN-8

131 S-2 He, he is care (-)

132 S-1 He is care..maybe a:: will a:: fight

133 S-2 No:: I don't think so because he is pointing that he(-) th(-) this is(.) his (.) parent.. a:: he is pointing as you can see (1) the little guy (.) around here.

134 S-1 Yeah

135 S-2 He is pointing that(.) it's his parent and (1)the other guy(.) the guy

136 S-1 Other guy.

137 S-2 The guy the dad the guy the dad that opened the door (.) was pretty surprised

138 S-1 yes

139 S-2 (1) When he saw (.) when he met the other parent

PSN-9

140 S-2 ... His father or his grandfather take a (.) take a (.) his son or his nephews (.) and go to the (.) a to the other guys

141 S-1 Yeah...

142 S-2 Som(-) somewhere or (1) to to talk with somebody...

143 T Ok, Enis what do you think about second situation?

144 S-1 A, a (1) I can see here the old man (.) the grandfather of the young (.) boy that (.) he gets angry (.) and he is taking his nephew:: (.) they are going together at the house of (.) the::: the other guy that(.) he ha(-) he maybe he had, had a problem with him...

PSN-10

145 S-2 It's:: (laugh) how can I say an old phrase used in Albanian country.

146 S-1 Old use.. the child the woman and the dog.

147 S-2 It's our (1) it is an our (1) old how can I say:::...

148 S-1 It's our si I thojne?...ho mo ti Anglez I madh

149 S-1 Is a is a old
150 S-2 Phrase, phrase, phrase.
151 S-1 Is a old phrase...yeah

APPENDIX-4

Transcript of Photographic Description

-
- 1 T Clarification of the picture description...
- 2 S-1 This:: one of the man was (.) singing with guitar.
- 3 S-2 Yeah he is playing the guitar (.) and (.) the (.) I think they are in the (.) road (.). A:: they are group of people (1) a:: almost of the(-), mostly of them they are sitting (2) a::
- 4 S-1 One of them reading the news paper.
- 5 S-2 Yeah.
- 6 S-1 Two of them make (1) there down.
- 7 S-2 Down. One is there:: something like cafeteria as sure as we can be (2). A:: one there it's (1), he has something (.) like (1).
- 8 S-1 Yes.
- 9 S-2 A wallet maybe (.) it's her, he is still (2), a:: it's stills funny (laugh) it can be why not (1). One there it's a:: waiting for ... lypes.
- 10 S-1 ...A::: laptop something here.
- 11 S-2 Um:: yeah (.) he has technology maybe.
- 12 S-1 Four of man looking (.), listening man.
- 13 S-2 Aha (2) and he is waiting for the:: passengers (.) maybe they will give a (.) money or something while he is playing the guitar (3) and... A:: what else we can say about it?
- 14 S-1 ..They have a tree a:: this is a:: some (.), this is a park or something .
- 15 S-2 Um:: it remain road(-) a:: .. it's appropriate to play a guitar for a:: wining money or something (2). Is a man a:: road man (.) all the people are passing from them.
- 16 S-1 ...Or they are group of (.) tourists.
- 17 S-2 Tourist (2), yeah, it can be (2). That(-) look there, ther(-)e one is a:: sleeping.
- 18 S-1 Sleeping (.), yeah.
- 19 S-2 Maybe they are drunk.
- 20 S-1 ..Yes, maybe.
- 21 S-2 They were drinking all the night and (1) and they stayed outside (laugh).
- 22 S-1 They are in a park or something.
- 22 S-2 ..A:: a park or (1) I said like a man road (.). It can be a (1) government.
- 23
- 24 S-1 Or.
- 25 S-2 Building, maybe.
- 26 S-1 Or outside from disco.
- 27 S-2 Or disco yeah (.), but it can be an (.) government building (.) they are (1), they want to do something in front of them (2) a:: what else?... (laugh) I think we (1) we try to explain (.) all with (.) maybe we:: didn't do it but (.) we tried(-) (laugh)

- 28 T Clarification of picture description.....
- 29 S-1 I see here (.) some young guys a::: which are sitting and which are enjoying with the music.. A:: there is one guy who is playing guitar(1) and other guys are listening to the music(1), a:: also they are drinking something(.). I am seeing one guy(.) here which is relaxing and which is reading newspaper (1), there is another guy which is relaxing(1), yeah
(1) there(.). I think that (1) there are coming other people as we see that this guy(.) came a:: later and wants to sit here.. yeah.
- 30 S-2 ...A:: I am seeing here lot of guys(.) a::: not a::: not one woman (1) and::: they are sitting, they are resting, they are:: (.) eating, they are drinking something(1) and they are talking th(-). It's like a::, a::... how to kako se kazhe(-)?
- 31 S-1 Aha (.) discuss.
- 32 S-2 Yeah(.) discu(-) They are discussing:: something (2) and they are resting. The guy is playing guitar and the other guys are sleeping or listening or talking::: A:: they are reading also(2), a:: It's like a place::, what it's a place how to describe it.
- 33 S-1 I think there is (.) maybe any street.
- 34 S-2 Yeah.
- 35 S-1 Because so I am seeing here another guy.
- 36 S-2 Yeah.
- 37 S-1 Who don't have to do with this(.), so maybe this all of these are not friends.
- 38 S-2 This is.
- 39 S-1 Maybe some can be friends but they are just (.). This guy cannot be maybe friends with them.
- 40 S-2 Yeah.
- 41 S-1 ...(-) as it happened in every city when you go in a big cities (1) you find some people which play guitars and some other can sit and (1) listening to:: the music.
- 42 S-2 Yeah(.) a::: I also got from this picture it's a::, they are showing us a:: , even they are poor(1), they are can enjoy the time:: and the life.. because I am seeing this is like a::.
- 43 S-1 Yeah.
- 44 S-2 A::: a room but no roof and (.), and room(.) and they are a:: (.), they are sleeping::, they are a::: sitt::ing under f(-). It's I don't know is this a floor or (.) what?
- 45 S-1 No it's outside.
- 46 S-2 Yeah, outside, yeah.
- 47 S- In the street.

48 S-2 Yeah (.), but it's look you see here is like(.) a room you know ..you see but.
 49 S-1 No.
 50 S-2 And::
 51 S-1 You see here the tree (.), here is the tree I think.
 52 S-2 Here, is outside.
 53 S-1 Yeah(.), but they are sitting outside because is a tree.
 54 S-2 Yeah.
 55 S-1 And you see.
 56 S-2 Yes, yes, this is a tree (.), yeah (1) I cannot.
 57 S-1 It's w....(-) (1) from the tree outside.
 58 S-2 Yeah (.), you are right.
 59 S-1 Yeah.
 60 S-2 ..That's in it outside (.), its some (2) garden ...or.
 61 S-1 All we see is this (1); the thing that we are not understanding here is that.. which mu(-) music was the guy playing?
 62 S-2 People are:: (.), there enjoying the time(1), they are.. that is it (.). A:: even... that's it.
 63 S-1 Ok(1), thank you.
 64 S-2 Thank you very much.

PD-1

65 S-1 Maybe (2) they have a
 66 S-2 I don't know?
 67 S-1 Problems (1) And:: why:: that:: they (.) stay here (1) and there there are (.) street..
 68 S-2 Qysh I thojne refugjat Anglisht?
 69 S-1 Refugjat?
 70 S-2 Maybe (.) maybe they are refugeeeats (.) maybe they are from another country (.) but they are now in a new country but they don't have:: (.) where to live or what to eat(.) to drink(.) because I can see (.) the man here he has a bottle with water (.) h(-) on his front (.) and::
 71 S-1 Bread (.) some bread.
 72 S-2 Some bread (.) yes some bread (.) and (.) some other:: (.) things to eat (1) maybe that's it...
 73 S-1 My opinions s(-) a:: its' a (.) that it's a protests (1) I think that that is protest...

PD-2

74 S-2 Is..it.. all..a::
 75 S-1 I think there is a baby (.) in the picture
 76 S-2 Where?(laugh)
 77 S-1 Right(.) here(1) There is like (.) a:: baby chair (1) not chair, I don't know (1) how do you call these things, you know where you put the baby
 78 S-1 Yeah.
 79 S-1 ..I am not sure, what it is but (.) it looks like.
 80 S-2 Are they friends?

81 S-1 ...A:: ...

PD-3

82 S-2 They are chatting (.) a:: another he is sleeping (.) and you know there is one, he looks like h::e (.) I don't know is he sleeping? Because I

83 S-1 (laugh)

84 S-2 Can see just his legs.

85 S-1 Deadly tired (laugh)

86 S-2 He(-) on(-) he is deadly tired, he is (laughing)

87 S-1 He is deadly, he is deadly tired(.) And this one looks like he is searching for something..

88 S-2 Yeah...(-) I told the previous one, he, he is reading.

PD-4

89 S-2 A:: well, we described a lot of things.

90 S-1 I, I think is.

91 S-2 We described even in detail.

92 S-1 Is, is, ha(-) is:: the happy day::

93 S-2 Maybe it's (.) happy day, maybe the(-) there is a the

94 S-1 Maybe.

95 S-2 Pro(-) they are protesting against something

96 S-1 Maybe..

97 S-2 And:: what else, what else? (2) I don't know there is

APPENDIX-5

Transcript of Retrospective Study

-
- 1 T How was your conversation with your partner?
- 2 S Yeah, my conversation with my partner was ok. We could understand each other. A:: of course his English was, his level of English was not so high but in the end of all we understand each other.
- 3 T Did you experience any problems or communication break-downs?
- 4 S A:: yes in one part we couldn't understand that a:: which was the main problem in the picture. So, his ideas were different from mine but in the end we agreed and we came to an end that a:: what was the problem.
- 5 T Ok, how often did these problems occur?
- 6 S A:: I think that in two pictures or pictures. So, there were two problems. In the first picture it was one problem because we didn't know which the guy, which is the father is. In the second picture, a:: my partner said that is the picture in the room and I said, sorry.
- 7 T So, who was the source of the problem, was it you or your friend?
- 8 S No, the source of the problem was he because he couldn't understand what, where is it?
- 9 T What did you do when you faced the communication problem?
- 10 S Yes, we agreed with each other and we continued to solve other meanings in the picture.
- 11 T Do you think that you solved the communication problems with ease?
- 12 S Yes of course, my partner a::; we discussed so, how can I say. A:: we understood each other in our discussion, I gave my opinions he gave his opinion. So, in the end we understood which is the right.
- 13 T So, what else could you have done to solve these problems?
- 14 S A:: yes, I will show my partner facts that why is not as you think? Why it should be different. I was showing the facts that he could understand.
- 15 T So, you used more communication strategies?
- 16 S A:: yes a:: I used different kinds of communication aware of facts to him. I used, I have been open-minded to him. Yes, I tried to communicate in that way as to make him as easily as possible to understand.
- 17 T What are the main reasons for communication problems?
- 18 S A:: I don't know maybe my partner has seen the pictures from the different side perspective and maybe I saw from the different side. So, in the beginning he said to me that no this is not as you think, this should be like this. And, I also gave my opinion. In the end, a:: he believed that the facts that I showed to him were the right facts.
- 19 T Everybody has these problems. I find it out.
- 20 S Yes.
- 21 T Did camera have any effect on you?
- 22 S No, because it was not my first time that I did an interview a:: like that. I did it before also, so that kind of interview has not been new

- experience for me. The video-recorder had no effect in my interview. I answered the questions with no problem.
- 23 T And, what about the picture description and picture narration, did it affect your communication strategies? Did it make you talk more, think more or?
- 24 S Yes, they were very interesting because they were not just interesting they were also to laugh to. To:: there were some pictures, for example in the picture there were guy who hit the other guy. So, we just smile how the big guy hit the small guy, yeah. And, in the second picture there were some guys standing a; in the wall, playing guitar enjoying. So, there were a lot of things to discuss.
- 25 T Thank you very much.
- 26 T How was your conversation with your partner?
- 27 S It wa, the conversation it was very good, we ha, we communicate a lot, we a (laughing)...
- 28 T What?
- 29 S We communicate a lot, we, we smile all the all the conversation, we just smile tell jokes. We, we use a, a Albanian language. And I think the conversation it was a new experience for me.
- 30 T Ok, did you experience any problems or communication break-downs?
- 31 S Yes, was, it was problems because I didn't use English a lot. A:: now I just, I start to learn a:: Turkish I can, I, here we can't, we can't use English language because nobody a here speak English. Just a.
- 32 T Foreign student.
- 33 S Foreign student.
- 34 T From Africa, other... Ok. How often did these problems occur?
- 35 S A::: many times, sometimes these problems a:: ... sometimes (laughing) ...
- 36 T Ok. Who was the source of the problem you or your friend?
- 37 S Me because sometimes I can't understand what, what you, you asked me or I sometimes I just smiled, just smiled.
- 38 T What did you do when you faced the communication problem?
- 39 S What did I do? Just smiled (laugh) just smiled I communicate with my friend I, I could have, I could have to to ... qysh ke me ja zgjedh problemin?
- 40 T To solve the problem.
- 41 S To solve the problem... (laugh) kaka katastrof jam!
- 42 T What else?
- 43 S What else. I don't remember.
- 44 T Did you use your mother language as well?
- 45 S Hm?
- 46 T Did you use Albanian, or mother language?
- 47 S Yes, yes, we used Albanian language because it's is more easy for us.
- 48 T Do you think that you solved the communication problem with ease?
- 49 S Yes, we just communicate with each other, we just communicate a together and no problem. Is not was difficult a.
- 50 T There was no problem.
- 51 S No problem.

53 T What else could you have done to solve these problems?

54 S I don't know (laugh)...

55 T For instance?

56 S We could have to, to have more communication. We a:: I don't know.

57 T Ok.

58 S I just, I just think we have, we could have to do more co(.) communication.

59 T Ok, what are the main reasons of the communication problems?

60 S Problemet. A, I now, I start learning Turkish a everyday I didn't use English everyday because my friends we just, just together with my friend I speak English sometimes, sometimes, just little bit I know.

61 T Did video-recorder or camera have any effect on you?

62 S Yes, have.

63 T How come? Did it have any effect on you?

64 S Yes.

65 T What?

66 S A, I when I see the camera, I just smile, I just smile, I couldn't a me permbajt veten?

67 T I couldn't stop myself from laughing.

68 S I couldn't stop myself, just smile, every, all the time.

69 T Why? But you feel confident, right?

70 S A, yes (laughing)....

71 T OK. Did picture narration and photograph description tasks have any effect on the use of your communication strategies?

72 S Pershkrimi I fotografise sa m'mka ndihmu?

73 T Did it help you to communicate?

74 S It was very easy. A it the...

75 T Did you think a lot, did you communicate?

76 S The photograph helped us so much because we have, we have the transcription. Qysh me thon fotografise bre?

77 T Picture description.

78 S Picture description. It was very easy for us to, to me?

79 T To narrate, to describe.

80 S To describe these pictures.

81 T Did you think about the pictures about the situations?

82 S We have a, when we start to describe pictures we have to, to think, to think a lot, to, to speak more and....

83 T All right, so that's it.

84 S That's it.

85 T Thank you.

86 S Goodbye.

APPENDIX-6

Pilot Study, Transcript of Oral Communication-Interview

-
- 1 T Hi. First, we'll begin this discussion with presenting ourselves.
S-1 Um::: I am A. Xh. I am from Macedonia. (.) and I am Albanian, in fact. (.)um::: I am eighteen years old.um. I am studying um::: Turkish language and learning Turkish, right now but next year I::: will::: learn::: um::: I will be studying um. computer engineering (.) in Sakarya University.
- 2 S-2 I am I. C. Um::: (.)I am twenty-one years old (.) I am studying here um::: electrical electronic engineering and it's my um::: third (.) class um:::.
- 3
4 T Do you have friends here and how are you doing with your friends?
S-1 I::: I have many friends here from::: um::: if I can say all over the worl(-) the world um::: mostly um:: right now I::: I stay with::: up (the-) (laugh) out friends and::: I have um::: friends from Paksitan::: (.) um but::: (.) we a(-) all the time we speak in Turkish::: because::: that's::: the point we, we have to::: learn Turkish, right now. And::: um::: about English::: um::: I talk English only with my::: African friends, from Africa from (-) a::: I have friend from Ethiopia::: and there is another::: girl::: from::: um::: Vietnam::: um::: we always speak English (laugh) with her (.) because she has some difficulties on Turkish.
- 5 S-2 I don't have much friend from class::: um::: most of friends are (2) Konvikt.....(-) (laugh) (.) and have most of friends from Kosovo (.) that studying here... and it's nice...
- 6
7 T What do you do on Monday?
S-1 On Monday (3) first day of week go to school (.) (Laugh) just trying to::: (.) start:::(2)the week with a good day (.), nothing (.), nothing special.
- 8 S-2 Um::: on Monday I have (1) I have to go to school because I have (-), I need to stay at school eight hours, on Mondays (2) so, I don't like (-) this place (laughing).
- 9
10 T What do you do on Saturday and Sunday?
S-1 It's a weekend but there is not::: much::: um::: it doesn't diff(-), differ, differ, differ(-). There is no difference from other days::: um::: there is just::: um::: one special activity am doing right now um::: I go to my s.....(-) because I want to learn my s.....(-) with::: um::: my Vietnamese friend, I told you (-)um::: (.) nothing else (1) and studying of course.
- 11 S-2 Weekends um::: (1) there is not much thing to do in Sakarya (laughing)but (.)with my friends I (3) qysh me thon? (2)
- 12 S-1 Hang out.
- 14 S-2 Yes, hang out with my friends (.) and nothing else.
- 15 T What is your favorite day?
S-2 ... favorite day.. (laughing) is (.) Wednesday and today (1) (laughing)
- 16 Wednesday and Fridays.

- 17 T Why is that?
S-2 Because at (.) Wednesdays (.) I have (.) three hours les(-)on (.) and it's (.) from (.) ten (.) to one (1) and um::: qysh me thon? I am not very busy and I can study (.) for...
- 18 S-1 Now that I am thinking Saturday may be my(.) favorite (.) day because um::: it's::: in the middle of Friday and Sunday (laughing)because Sunday can::: never be my favorite (.) day::: we always have Monday after that it's not my favorite day.
- 19 T What other languages can you speak?
S-1 Mmm (1) Albanian (laughing) it's (laugh) not (laugh) counted um::: (2) English, yeah, Turkish::: I am learning(.), German a little bit but now that I am here um::: I am getting so confused when I want to talk (.) German um:::, Macedonian a little (.), I can understand but I::: cannot speak (.) um::: others:::, I::: understand a little Italian (.) that's all.
- 21 S-2 I can speak little bit Albanian and (1) Turkish
- 22 T What is your favorite Turkish TV program?
S-2 I don't watch TV.
- 23 T Ah, you don't watch, maybe you don't have time?
S-2 No, I don't like (.) to watch TV(1) I watch movies sometimes.
- 24 T And what is your favorite movie?
S-2 My favorite movie:::, I have a lot of favorite movies(1) um::: five (-)fight club (laughing)... else::: now I can't remember... its' a hunger games (laughing)
- 25 S-1 Um::: favorite movies::: a lot::: (1), I watch a lot of movi:::es but now I don't like TV::: um::: (2) I like some TV series, I am watching right now (.) Big Bang theory and next after I finish I'll start how I met your mother because it's so::: famous::: (.) and I just wanna watch it but::: um::: favorite movies (1) um::: I always loved Parrots of the Caribbean (1) um::: because I love Johnny De(laughing)pp. and::: now after I watch the amazing Spider Man two::: that became my favorite movie.
- 26 S-2 Food...(laughing).
- 27 S-1 Doner (laughing).
- 28 S-2 Not much...
S-1 (laughing).....(-) none likes food here, it's too oily, everything is oily and um::: (.)Salty.
- 29 S-2 But(.) we have(1) here(.) cig kofte(laughing)
- 30 S-1 (laughing).
- 31 T So, you like cig kofte?
S-2 Yeah...
- 32 T At what time do you go to bed?
S-1 Am (1) It depends (1) Um::: If I am tired::: I may go to bed at ten:::, if I am not tired::: (2) after mid-night, it depends.
- 33 T At what time do you wake up?
S-1 Usually::: (3) usually at six thirty::: but::: um::: these days I am feeling so lazy (.) um::: eight (.) eight thirty (1) but usually at six thirty or six.
- 34 T Ilker, at whit time do you go to bed and at what time do you wake up?
S-2 Um::: at::: if I am tired at twelve or one if (1) I am not two(.), three.
- 35 S-1 (laugh) four (.) five.

- 45 T And at what time do you wake up in the morning?
S-2 Waking up at (.) If I have (.) to go to school (1) I wake up at eight at
46 nine (.), if I have not go to school (1), I wake up eleven (.) twelve
(laugh).
-

APPENDIX-7

Pilot Study, Transcript of Picture Story Narration

-
- 49 S-1 Um::: there is a::: boy crying (.) going to his father (.) telling him something (2)um::: maybe that (.) he got bi(-) bea(-)ten(1) by someone (3) um::: then
- 50 S-2 But his, her, his (.) dad, grandfather.
- 51 S-1 I think (.) it's::: his dad (.) and a::: (2) he gets::: very angry (1) he takes his child::: and goes::: to::: someone.
- 52 S-2 Someone's home.
- 53 S-1 Yes, someone's home::: He is knocking and it(.) probably is the house of the::: child who::: had beaten (.) his:: his son.
- 54 T What do you think, I.?
- 55 S-2 Here is (.) his father (.) looks (.) very nervous (1) and he said (.) bring your (.) bring your child here.
- 56 S-1 Yeah(1) and the other father::: is so calm (1)
- 57 S-2 It's (laughing)
- 58 S-1 (2)(Laughing) because (laughing) he (laughing) knows is his (.) own son. So::: he calls his son and then he comes.
- 59 S-2 And (.) his son (.) is (.)bigger than (.) his (1) dad (laughing)
- 60 S-1 (laughing) twice or more (1) bigger than his dad::: and:::
- 61 S-2 I think (.) I think, the child's dad (.) is (1)scared (laughing)
- 62 S-1 Yeah, of course (laughing)um:::...that's it.
- 63 S-2 Yeah, that's it.
- 64 T Something else?
- 65 S-2 Something else:::...
- 66 S-1 There is no much to say.
- 67 T How's the child looking-like?
- 68 S-1 ... um:: the big one or the small one?
- 69 T The small one?
- 70 S-1 Hmm::: he is,(1) he::: was sure (.)that his dad (1) will::: bea:::t the big guy::: but:::.... it's not that much sca:::red.
- 71 T What happened next?
- 72 S-1 After that am:::....
- 73 S-2 I think (.) they (.)just talked (laughing)
- 74 S-1 I think the father of the child that got beaten just (1) cal:::ms down (.)in a second and says ok it's all right, (.) we can leave(laughing)
- 75 S-2 I think (1) same.
- 76 T Was he surprised?
- 77 S-2 Surprised (1) because his son is...
- 78 S-1 Afraid maybe not surpr(laughing)ised (2) He is so scared.
- 79 S-2 Because::: the(.) child (.) is not normal (laughing).
-

APPENDIX-8

Pilot Study, Transcript of Photographic Description

-
- 80 S-1 Um::: so::: I think the:::re, (.)a (.) It's not that I think, there is a group of::: young (.) friends hanging out, um::: there is one guy playing guitar:::r, s:::inging(1) I am pretty sure he is singing (2) um::: there is another guy reading (1) a newspaper...
- 81 S-2 There is (.) one (.) coffee (.) behind them.
- 82 S-1 Aham....
- 83 S-2 Someone is sleeping (laughing).
- 84 S-1 Yeah, (laughing) (2) someone is sleeping, some of them are::: sitti:::ng (2) um::: listening to the guy singing (1) maybe.
- 85 S-2 Maybe (.) there are some (laughing)....
- 86 S-1 Um::: some of them look like they don't even never... they are just sitti:::ng and::: not doing anything else(2) um::: There is this gu:::y standing (1) asking something from (.)someone (3)
- 87 S-2 And I think (.) the guy (1) with (1) white tear-shirt (2) is (1) playing with his (.) phone
- 88 S-1 Yes::: (3)and::: um:::he looks like(.) he is in a hurry (1) because he is looking at his phone (.) what's the time, I have to go there... a (3) Actually the guy standing he looks like a::: he has lost something...
- 89 S-2 Yes...
- 90 T What else can you see there in the picture, I.?
- 91 S-2 Maybe so:::meone(.) that (.) walking around them,(.) maybe (3) um::: he have something... here...
- 92 S-1 Um::: (1)
- 93 S-2 Maybe(.) s:::omeone
- 94 S-1 But(2) I think he's homeless (.)
- 95 S-2 No (.)
- 96 S-1 Um::: : singing for money or (.)
- 97 S-2 No, (.) it's(1)it's not singing for money but...but, a::: sorry, a::: he is (.) not (1) I think he is not homeless, but (.)he is singing for money (1) because I think (-)
- 98 S-1 Yeah, he has something (.) where(.) to collect (.) money (.) and the:::re is a bottle of water::: and I think there is foo:::d. (.) So, it (1) um:::.... It's summer of cours:::e, (.) they are sitting the:::re (.) under the sha:::ll (shadow) (1) a::: maybe they::: had lunch (.) or somethi:::ng, (.) just resti:::ng.
- 99 S-2 But maybe it's weekend.
- 100 S-1 Um::: yeah (.) it can be...
- 101 T What are these people doing there?
- 102 S-2 It's Peoples, (.) people ar:::e... staying there, (2)someone is (.) playing with phone, (.) someone is sleeping...
- 103 S-1 They are re:::sting, (.) in my opinion the- they are resting, because (.)they are all sitting in a wa:::y like(.) they are::: they are so ti:::red (.)

and yeah, they are resting after a long(.) hard (.) day...

104 S-2 They are just (.) handing out...

105 T Something else?

106 S-1 No...

APPENDIX-9

Pilot Study, Transcript of Retrospective Interview

-
- 107 T I., how was your conversation with your partner?
108 S-1 Conversation (.) it's::: nice a::: we don't have (.) any problems (1) with communication.
109 T Did you experience any communication problems or break downs?
110 S-1 Um::: I think (.) not big problems but (.) a little problems.
111 T How often did they occur?
112 S-1 A...I don't know s:::
113 T Not, maybe not too often.
114 S-1 Yeah, not often.
115 T Few?
116 S-1 But s:::ome of them when (.) I a::: can't, I can't a::: remember some words in English because I... it's been a::: qysh me thon:::
117 T It's been a long time that you didn't use it.
118 S-1 Yes.
119 T Who was the source of the problem, was it you or your friend?
120 S-1 I think:: both of our (-)
121 T Aha, both of you.
122 S-1 Have problems a::: I think, I have more problems (1) because (.) I (.) said, I (1) can't remember the words (1) and s(-)om a::: som(-) sometime I a::: som(-) I can't (.)
123 T Talk in the English language or find the words.
124 S-1 Find the words.
125 T Ok. What did you do when you faced the communication problems?
126 S-1 I, I tried to (.) find some a::: it's a:::.... Qysh me thon njejt?
127 T The same.
128 S-1 The same words a.. different (1)
129 T Meaning, different meaning?
130 S-1 Yes, the same meaning but different words.
131 T Ah, the same meaning but different words. OK.
132 T Do you think that you solved the communication problem with ease?
133 S-1 I think::: we solve (.) a::: our problems with my friend with my partner (1)
134 T So, you didn't face any difficulty?
135 S-1 No, no, I think...
136 T So, what else could you have done to solve these problems?
137 S-1 Um::: I don't know. I said::: just, just I tried to (.) make some (.) different to use some different words.
138 T OK. What are the main reasons of the communication problems?
139 S-1 Main reasons a::: is that pictures have (2) I saw something els:::e she saw something else (1) and the second picture is::: a::: quality of second picture is not (.)
140 T Is not very good quality. Yeah.

141 S-1 Very good quality...

142 T A::: maybe you didn't use English for a long time.

143 S-1 Yes.

144 T This could also be one of these problems.

145 S-1 Yes..

146 T So, in this case you didn't use gestures or your mimics or...?

147 S-1 A::: yeah, s:::ometimes I (.) tried to (1) tried to a:::.... Qysh me thon?...

148 T To use gestures?

149 S-1 A::: mimic.

150 T A, mimics, mimics, Ok, Ok, Ok.

151 T What about camera, did camera have any effect on you?

152 S-1 No.

153 T And did picture description and picture narration have any effect on your communication strategies?

154 S-1 A::: the pictures::: is:::.... when a::: I mean the second picture

155 T Was it very hard for you?

156 S-1 Yeah.

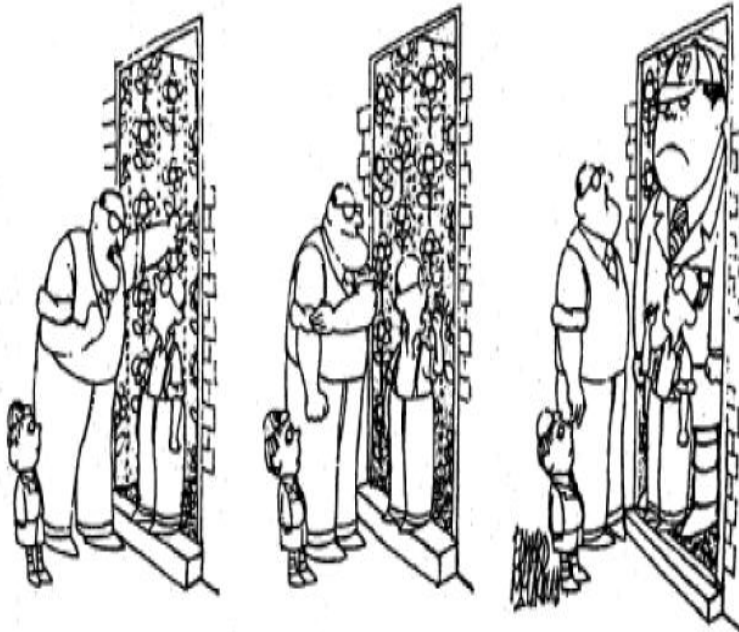
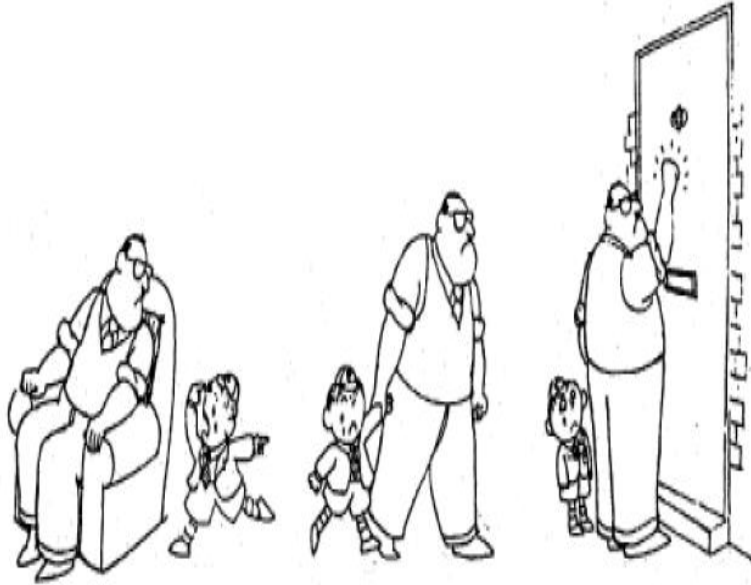
157 T To find the people, objects?

158 S-1 To find the people what, what they are doing (1) the picture is::: one man is, is he playing with his phone(1) He was looking down and I can't (.) I can't see is he playing with phone is he doing something else....

159 T OK. That's it. Thanks.

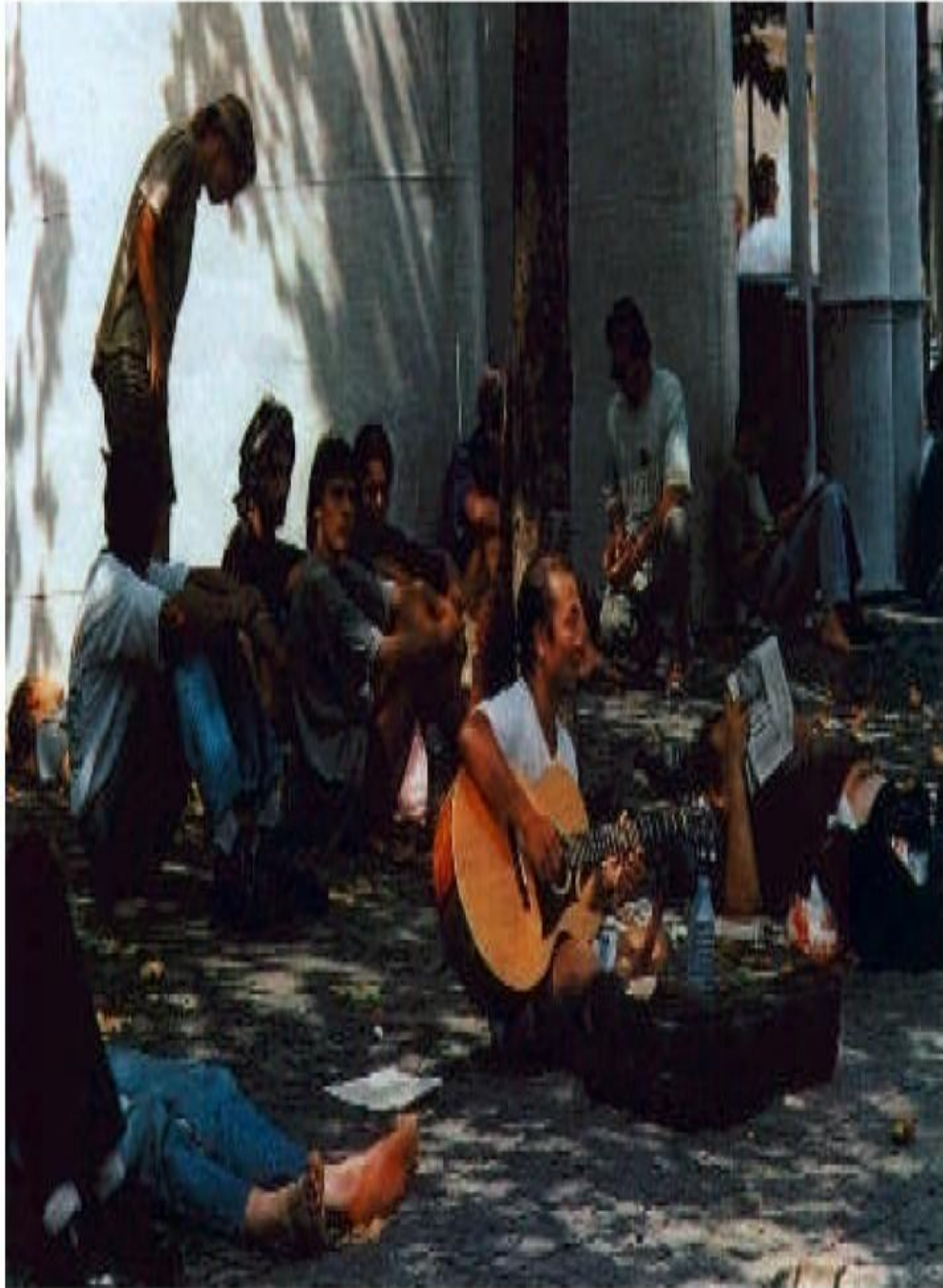
APPENDIX-10

Picture Story Narration



APPENDIX-11

Photographic Description



BACKGROUND AND CONTACT INFORMATION

Elvir Shtavica was born in Rahovec-Kosovo in 1986. He completed his primary, secondary and high school education in Rahovec. He studied at Department of English Language and Literature at Prishtina University and graduated with BA degree in 2012. He gained several certificates including Certificate of Critical and Creative Thinking and Communicative Skills for Sustainable Teaching and Learning in 2011-2012. He worked as a lecturer for speaking classes at the American Corner library in Prizren for 2 years. He has been working as a research student at Sakarya University since 2014.

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