A Study into The Impact of Language

Proficiency on The Use of Communication

Strategies by High School Students

(Yüksek Lisans Tezi)

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A STUDY INTO THE IMPACT OF LANGUAGE PROFICIENCY ON THE USE OF COMMUNICATION STRATEGIES BY HIGH SCHOOL STUDENTS

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LIST OF ABBREVIATIONS

RQ   **Research Question**

SPSS   **Statistical Package for Social Sciences**

CS(s) **Communication Strategies**

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

Initially, this chapter is going to present a brief background to the study. Next, the research questions are going to be given. Then, the significance, assumptions and limitations of the study are going to be introduced. Finally, the chapter is going to end with the organization of the study.

1.1 BACKGROUND OF THE STUDY

There has been a shift from traditional language teaching methods to communicative teaching since the 1970s. It has brought about the idea that language learning is related to individual differences which directly reflect on learning situations. (Cohen, 2003; McDonough, 1995; Ellis, 1994; Oxford, 1990; O'Malley and Chamot, 1990; Wenden and Rubin, 1987). This idea adopted by the communicative view, has been based on the assumption that implementation of learning strategies which fits well with the learning style preferences on the part of the language learner results in more self-directed, enjoyable, easier and effective learning experiences, with the possibility of attributing the positive affective variables of the particular learning experience to the others. (Oxford 1990). This shift from the structuralist view to communicative view of the language has brought about the idea that proficiency in a language requires much more than knowledge in terms of its grammar, vocabulary, or phonology. This awareness coincided with the introduction of the distinction between communicative competence and linguistic competence by Hymes (1972) as the

knowledge of vocabulary and skill in using the sociolinguistic and discoursal conventions of a given language appropriately in a given situation. In simple terms, Hymes argued the necessity of a theory which can take into consideration the role of context which has its origin in differences between socio-cultural and socio-economic features among individuals. According to Hymes (1972), language use cannot be explained simply with behaviourist terms as it depends on the competence of the individual, competence of others and features of the events.

This distinction has resulted in the notion of communicative effectiveness as something which can be found in performance to a greater or lesser extent, proposing that there's an ability to choose between potentially effective and ineffective messages (Asher 1976; cited in Yule 1997: 3). Actually, communicative effectiveness requires proficiency of the four aspects of communicative competence. Canale and Swain (1980) suggested an initial model for communicative competence which involves three sub-competences. According to this model, communicative competence includes;

1. Grammatical Competence: knowledge of the language code, lexical items and rules of morphology, syntax, sentence grammar semantics and phonology.
2. Sociocultural Competence: knowledge of the relation of language use to its non-linguistic context.
3. Strategic Competence: knowledge of the communication strategies and the ability to use these strategies efficiently.

Tarone (1981: 287) emphasizes that sociolinguistic competence focuses on a shared knowledge of social norms and distinguishes strategic competence which entails efficient use of communication strategies " to compensate for some lack in the linguistic system, and focus on exploring alternate ways of using what one does know for the transmission of a message, without necessarily considering situational appropriateness". In a redefinition, Tarone and Yule (1987) underline that mastery of sociolinguistic skills in a language is related to mastery of pragmatics and speech-act

conventions, norms of appropriateness and use of language for maintenance of social relations. Additionally, Bachman (1990) suggests that sociolinguistic competence requires the maintenance of the sensitivity to speech- act conventions which make it possible to produce contextually appropriate utterances. Conventional aspect of communication in appropriacy has also been pointed by Yule (1997) who argues that some kind of social perception should be maintained and social norms should be recognized to be able to use an L2 effectively. That is to say, "learning to use an L2 includes developing an awareness of how L2 messages (not structures) are expected to be formed and expressed with communicative events" (Yule 1997: 8) However, even if a relative understanding of common norms of social perception is acquired, it would be unfair to expect EFL learners, whose linguistic means and capacities are restricted, to arrive at communicative effectiveness without making use of communication strategies. Thus, the third component of communicative competence should be integrated to EFL instruction. Canale and Swain (1980: 30) define strategic competence as:

"Verbal and non-verbal communication strategies that may be called into action, to compensate for breakdowns in communication due to performance variables or to insufficient competence"

Strategic competence is primarily concerned with "how to cope in an authentic communicative situation and how to keep the communicative channel open" Canale and Swain (1980: 25). This definition of strategic competence has expanded with the inclusion of the enhancement characteristics of production strategies. In relation to this, it has been highlighted that strategic competence includes efficiency in employment of both linguistic and non-linguistic devices either to cope with communication breakdowns due to linguistic deficiencies or to increase the rhetorical effect of utterances (Canale 1983, cited in Bachman 1990).

Subsequently, Canale (1983, cited in Bachman 1990) added a fourth aspect of communicative competence to this model.

4. Discourse Competence: knowledge of rules necessary for the combination of utterances and communicative functions in order to create coherence and cohesion.

Distinguishing strategic competence from sociolinguistic competence, Tarone and Yule (1989) suggest that strategic competence is the ability to successfully get one's message across to particular listeners combined with the use of communication strategies that allow learners to arrange their utterances as efficiently as possible. Such strategies are also considered "to be part of the repair" to compensate for breakdowns in communication (Tarone and Yule, 1989: 19). However, it is sufficiently obvious that an expectation on the part of the language learner, to master a foreign language only by exercising the foreign language at controlled EFL situations is illusory. Thus, encouraging learners to become communicatively competent to negotiate meaning in genuine communication situations, has gained a considerable importance (Tarone and Yule, 1989). Given the required significance on negotiation of meaning with appropriate utterances, urgent effort is needed on the part of EFL teachers to create opportunities for learners to become aware of communication strategies as a part of a language to be acquired as well as grammar and vocabulary. In order to promote language learners' ability to cope with communicative problems, it is necessary to introduce the language classroom authentic communication tasks which enable learners to exercise communication strategies, that is, the ways to defeat communication breakdowns. Moreover, focusing on the communication strategies used by EFL learners is reflective of the ways through which language learners organize their thoughts and cope with immediate problems in communication (Faerch and Kasper 1983). Tarone and Yule (1987: 50) suggest that research on strategic competence introduces two broad areas to be investigated:

1. the overall skill of a speaker in successfully transmitting information to a hearer.

2. the use of communication strategies by a speaker when problems are encountered in the process of attempting to transmit information.

It is possible that investigation of the alternative ways that language learners make use of when their linguistic resources are not available will make it possible to shed light on IL development of EFL learners by unfolding the contribution of communication strategies within the language learning experience as "what is universal and what is individual is, indeed, a challenging mystery to unravel" (Ehrman et al. 2003: 330).

An investigation into the use of communication strategies contributes to EFL in three aspects; from general to specific;

1. It provides the researcher with the understanding of coping strategies created in relation to difficulties met during the development of interlanguage by EFL learners. Thus, improvements on EFL instuction can be accomplished on a robust and dexterous basis (Tarone, Cohen, Dumas, 1983, Bialystok & Fröhlich, 1980; Faerch and Kasper, 1983).

2. It acknowledges the EFL teacher, instructor, book author, even the program administrator about the characteristics of communication strategies employment of learners, accelerating the integration of communication strategy use into classes (Tarone and Yule, 1989, Oxford, 1990, Cohen, 1996, 1998).

3. It enhances EFL learners' confidence, enabling them to feel that no appropriate time should be compromised in order to become proficient in getting messages across in a foreign language (Dörnyei and Thurrel, 1991).

As Bongaerts and Kellerman (1987: 213) points out "anyone who has attempted to communicate in a foreign language (FL) outside the classroom will recognize the annoying experience of wanting to say something, but lacking the appropriate vocabulary for it". Thus, an investigation into the impact of proficiency level on the use of communication strategies by high school learners would contribute significantly to EFL at least for encouraging the learner that communicating in a foreign language is accessible despite the deficiencies in his interlanguage. For, this reason, improvements should be made on EFL sylabbi to integrate communication strategy use into classroom practice skills. Integration of communication strategy use into the EFL classroom will assure language learners that communication in a foreign language is possible not only with linguistic skills, but also with nonlinguistic skills. This will make the language learning process more enjoyable for individuals who have different language learning needs. Ehrman et al. (2003: 224) underline this need to cultivate language learning program for the benefit of individuals as "in order to enable the most learners possible to learn as much as they can, we need to give them every advantage, including a program that enables them to start out in a relatively comfortable and stress-free way".

1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

This study aims to explore the communication strategies employed by high school students learning English as a foreign language, and addresses the following research questions:

RQ1- What communication strategies are employed by Turkish Anatolian High School learners?

RQ1a- What are the most frequent/least frequent communication strategies used by the learners?

RQ2- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of use of communication strategies?

RQ2a- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of use of L1-based communication strategies?

RQ2b- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of use of L2-based communication strategies?

RQ3- Does perceived proficiency of English influence the use of communication strategies?

1.3 SIGNIFICANCE OF THE STUDY

This study aims to determine the use of communication strategies by high school EFL learners. Thus, the findings of this study are assumed to shed valuable insight into communication strategy use both giving a description of the use of communication strategies in terms of frequency and by indicating the factors that might influence the nature of communication strategy use.

This study will also make a significant contribution to communication strategy research because of the recent implications carried out in the ELT classes along with the changes made in the language instruction policy of Turkish Ministry of Education. Thus, the results will inform policy-makers, program administrators, and teachers of English in terms of the contributions of the new implications to the communicative functions of English as a language.

This study divided the participants into two groups according to their proficiency levels and accepted the preparatory class instruction as the indicator of linguistic proficiency. For this reason, the findings on the characteristics of

communication strategy use by prep. and non-prep. learners will provide useful information particularly on the outcomes of the abolition of the preparatory class in EFL instruction at Anatolian High Schools.

The results of this study will provide an understanding of the EFL learners' needs to efficiently employ communication strategies. Thus, the findings of the study will enlighten the language teachers to adopt new instructional methods which allow more practice of the neglected communication strategies by the learners. The results will also inform material developers to prepare language coursebooks which serve conscious instruction of communication strategies.

The most important contribution of this study is the awareness it will bring to language learning situations in terms of the realizations that trying to learn a new language may be tiring and useless without making use of strategic competence. The processes through which the study has been conducted, and the findings of this study will raise students' language awareness which may lead them to consider language not only as a part of the curriculum but also and most importantly, a life-long partner.

1.4 ASSUMPTIONS OF THE STUDY

This study was carried out under a number of assumptions:

The participants of the study were the 9th grade EFL learners in a high school. Thus, the linguistic proficiency level of the subjects is assumed to have been similar and definite. This study made use of conversation as a communication task. For this reason, all the participants of the study are assumed to have been familiar with the

topics of the conversation introduced for the identification of communication strategies employed by the subjects. In addition, the participants were expected to complete an inventory targeted to collect data about communication strategy use of the learners. Thus, all the participants are assumed to have completed the Communication Strategy Inventory honestly, taking into consideration their own-language experience.

1.5 LIMITATIONS OF THE STUDY

This study has a number of limitations in relation to the research design adopted for the study.

As the study had been designed according to the needs of the students' to whom the researcher teaches English, the impact of language proficiency was attempted to be investigated by taking prep. and non. prep. classes into consideration. Thus, the subjects of the study were chosen from intermediate level. For this reason, research addressing other proficiency levels might produce different results.

Although the subjects were chosen among 9th grade learners of EFL at an Anatolian High School, in the academic year of the study, there were two types of 9th graders as 9th grade learners who had prep. class instruction in the previous academic year and 9th grade learners, started to have EFL education just at the time of the study. Thus, the academic year of the study was unique to itself as it accounted for a difference of unusual circumstances in language proficiency of EFL learners. For this reason, it would be right to consider this difference in intermediate level language program while evaluating the results of the study. Replicating research even with a same design may give different results.

Finally, this study investigated only the impact of the language experience on the use of communication strategies, however, other variables such as age, gender, literacy level of family could further explain how strategies are used.

1.6 ORGANISATION OF THE THESIS

This thesis has been organized into five chapters.

Chapter One is the introduction chapter. It introduces some basic arguments and concepts that lead to the design of the study. It provides a background to the study. In this chapter, the research questions of the study are introduced. The research questions are followed by the assumptions and limitations of the study. Finally, the structure of the thesis is presented.

Chapter Two provides the theoretical and empirical foundation for the study. In this chapter, the basic definitions and taxonomies of learning strategies and communication strategies are set out. They are followed by the findings of the communication strategies research.

Chapter Three explains the methodology of the study. The rationale of the study is explained. The chapter, additionally, continues with the participants, setting, instruments, procedure, the data analysis.

Chapter Four introduces the results of the study and interprets the findings in accordance with the research questions. Finally, discussion of the findings will be presented.

Chapter Five draws the conclusions from the study. Implications and suggestions for further study are introduced.

1.7 CHAPTER SUMMARY

In this chapter, basic arguments leading to the study of communication strategies have been given. This chapter has introduced the purpose of the study, the research questions, assumptions and limitations of the study. The chapter, finally, presents the structure of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter aims to set the theoretical framework for the research carried out in this study. To do this, firstly a brief background of the field of general language learning strategies will be reviewed. Secondly, the concept of communication strategies, and their difference to language learning strategies will be discussed. This will be followed by a discussion of what constitutes a communication strategy. Thirdly, attempts to organise communication strategies into taxonomies will be introduced. Finally and in relation to the specific focus of the study, the chapter will review studies that have investigated how language proficiency may influence the use of communication strategies. The chapter ends with a synthesis of findings and a summary of the chapter.

2.1 LANGUAGE LEARNING STRATEGIES

The recent concept of learning has been largely affected by a psychological investigation of the learning process. Yet, it comprehensively, refers to "learning to learn and learning to think; the modification of attitudes; the acquisition of interests, social values, or social roles; and even changes in personality (Stern, 1983: 18).

In relation with this awareness, there has been a shift from traditional language teaching methods to communicative language teaching in EFL settings (Nunan, 1996). Not long ago, language teaching focused solely on the practice of four skills,

through ready made-sylabbi and memorized grammatical patterns under the influence of structuralism and behaviourist psychology. Reading and listening were considered as passive skills whereas speaking and writing were considered as active skills on the part of EFL learners. Nevertheless, the recent shift to communicative language teaching has already changed this dichotomy, considering reading and listening as receptive, and, on the other hand, speaking and writing as productive. In addition, the collaboration in communication has been highlighted. Attempts have been made to integrate four components of communicative competence to expand learners' communicative skills by means of practice and experience in a wide range of communicative contexts and events. Classroom tasks have been devised for language learners to complete in communicative situations in which they will experience negotiation of meaning in collaboration. Yet, the collaborative nature of classroom practice for EFL learning has been represented by terms such as interpretation, expression and negotiation of meaning. CLT has been widely accepted by linguists as a language teaching method which promotes EFL learners' functional language abilities through programs and methodologies underlining participation in communicative events for enhancement of better-meaning-negotiation. Effective use of L2 for meaning-negotiation has brought about the abandonment of traditional classroom instruction which sticks strictly to the curriculum. Consequently, a functional-notional sylabbus has been tailored, based on the needs assessment of the EFL learner (Savignon, 1991). The assessment of individual needs is essential in EFL teaching since the foreign language is studied in a setting far more different from natural communicative settings and input in that language is restricted. In such a limited context of L2 learning, a language learner is far more likely to achieve well when an overlap among his/her learning styles, strategies, instructional materials and methodology is met (Oxford, 2001). Furthermore early research into language learning strategies (Todesco et. al, 1978; Rubin, 1975) revealed that there is a number of positive language learning strategies commonly employed by good language L2 learners. A group of personality characteristics such as positive task orientation, ego-involvement, desire to achieve, high level of aspiration, goal orientation and perseverance are the variables that distinguish successful language learners from unsuccessful learners (Stern, 1983). Thus, "good language learners"

are suggested to have metacognitive knowledge about their thinking and learning approaches, thus a good understanding about what a linguistic task demands and the ability to orchestrate the strategies that best overlap with these task demands (Chamot, 2004). The identification and instruction of these strategies are essential if language teachers are to assist EFL learners in the language learning process and in becoming good language learners. (Lessard-Clouston, 1997). Hence, researchers of the field (Cohen, 1998; McDonough, 1995; O'Malley and Chamot, 1990; Oxford, 1990) have been engaged in a curious attempt to discover ways that enhance the language learning experience by means of facilitation of language tasks and personalisation of language learning process (Cohen, Weaver, Li, 1996).

2.1.1 THE NATURE AND DEFINITIONS OF LANGUAGE LEARNING STRATEGIES

The word strategy dates back to ancient Greek word *strategia.* It refers to steps or actions taken by generals for military purposes such as wars (Oxford, 1990). The term learning strategy that involves the basic assessment of ways to solve any learning problem has not been used in the same way by the researchers of the domain (Stern, 1983) Nevertheless, research into language learning has focused on the goal-directedness and control connotations of the word (Oxford, 1990). Strategies are particular methods and operations to achieve a particular goal or to approach a particular problem or task. Bearing the cognitive roots of learning in mind, strategies are predetermined designs for processing and retrieving information (Brown, 2000). A strategy refers to a mental or behavioural activity concerned with some specific level(s) in the overall language learning or language use process (Ellis, 1994). They may vary from time to time and person to person in accordance with the needs of the context. A learning strategy is distinct from a learning style as the former refers to the specific attempt made by the learner to solve a given problem, the latter, on the

other hand, refers to general characteristics distinguishing an individual learner from another (Brown, 2000). Any learning strategy cannot be categorized as good or bad unless its influence within the contextual demands of a learning situation has been scrutinized. The effectiveness of a strategy is largely concerned with the characteristics of the specific learner, the specific language structure(s), the specific context, or the interaction of all (Cohen, 1998). For this reason, a learning strategy proves to be effective only if it fits well to the given task, if it meets the particular students learning needs such as learning style preferences and if the EFL learner manages to use it efficiently, relating the strategy well to other self-adopted strategies (Oxford, 1990). Therefore, focusing on language learning strategies shifts the emphasis to learner roles in CLT. The methods employed by the learner to internalize and function in the target language are as significant as the methodological components of any language instruction. Hence, successful mastery of L2 can only be attained through the learner's personal investment in terms of time, effort and attention to L2. What might be referred to as strategic investment to the target language on the part of the language learner can only be attained by means of learning strategies which are likely to facilitate comprehension and production in L2 (Brown, 2001). Being important components of strategic investment to communicate intent effectively in L2, communication strategies are concerned with compensation connotation of the term. Thus, they refer to strategic behaviours by EFL learners to overcome likely communicative breakdowns due to their limited command of the foreign language (Kasper & Kellerman, 1997; Kellerman & Bialystok, 1997; Yule, 1997; Poulisse, 1997; Wagner & Firth, 1997; Yule, 1997; Oxford, 1990; Bialystok, 1990; Tarone & Yule, 1987; Ellis, 1985; Varadi, 1983; Corder, 1983; Tarone, Cohen, Dumas, 1983; Tarone, 1981; Faerch & Kasper, 1983b, 1983c; Bialystok & Fröhlich and Howard, 1980). Before introducing the main research topic of the study, a number of definitions of language learning strategies by various researchers' will be given. Language learning strategies and learning strategies will be used as synonymous terms hereafter.

One of the earlier definitions of learning strategy was "behaviours and thoughts that a learner engages in during learning which are intended to influence the learner's encoding process" (Weinstein & Mayer; 1986: 315, cited in Ellis, 1994: 531).

Stern suggests that a learning strategy covers "general tendencies or overall characteristics of the approach employed by the language learner" whereas learning techniques refer to "particular forms of observable learning behaviour, more or less consciously employed by the learner" (1983: 405). Language learning strategies are examined under four basic categories according to the hypothesis that these strategies are likely to be used by good language learners while less efficient learners fall short of employing, developing or even obtaining them (1983). Those learning strategies observed by Stern (1983) as the major triggers of language achievement of successful language learners are:

- Active Planning Learning Strategy: Successful language learners participate actively in the learning process by identifying goals and sub-goals. They identify the language learning as a developmental process and recognize that it involves stages. Good language learners develop an awareness about what the learning task requires from them in accordance with their linguistic abilities and deficiencies.
- Academic (Explicit) Learning Strategy: Good language learners approach the language learning process in an analytical way, considering it as a structured body of knowledge. Good language learners reflect on their learning through self-evaluation until it is completed.
- Social Learning Strategy: Good language learners make efforts to achieve better in L2 by exploiting resources other than the L2 teacher and classroom instruction. They search for ways to practice the language as their linguistic proficiency progresses.
- Affective Learning Strategy: Successful language learners efficiently cope with emotional and motivational problems of language learning such as language shock and stress. Good language learners approach tasks with

positive attitudes toward the self, the task, the L2 society and culture, and the needs of the language learning context.

Rubin (1987) refers to them as "strategies which effect L2 learning directly by contributing to the interlanguage of the EFL learner. The definition of learning strategies by O'Malley and Chamot (1990) keynotes the information processing aspect of LLS(s). To this definition (1990), learning strategies are the particular thoughts or behaviours employed by the individuals, to facilitate learning, comprehension and retention of the incoming information. Cohen (1998) argues that these are processes consciously selected by L2 learners and argues (1998) that consciousness is what gives a LLS its special character. Hence, language learners are at least partially aware of these actions. They are likely to result for the facilitation of L2 learning and use through cognitive operations such as storage, retention, recall, and application of information about the language (Cohen, 1998) Williams and Burden (2000: 148) refer to learning strategies as " specific actions that a learner uses in response to a particular problem, rather than describing a learner's general approach to learning" Language learners make use of these "operations in order to make sense of their learning." (Williams and Burden, 2000: 148).

2.1.2 TAXONOMIES OF LANGUAGE LEARNING STRATEGIES

The literature introduces an abundant number of taxonomies of LLS(s) developed by various researchers who have adopted different or interrelated perspectives (Cohen, 1998; Oxford, 1990; O'Malley & Chamot, 1990; Wenden & Rubin, 1987). As this study particularly tends to investigate communication strategies, only a glimpse of these taxonomies will be given.

2.1.2.1 O'Malley and Chamot's Taxonomy of Learning Strategies (1990)

Language learning strategies are grouped into three categories such as, cognitive strategies, metacognitive strategies and social/affective strategies. The distinction among three types of learning strategies depend on the level or type of processing involved.

Cognitive strategies are based on the knowledge in the long-term memory and enhance learning as they directly operate on coming information. These strategies can be classified into three major groups as rehearsal, organization and elaboration of processes. The cognitive strategies for listening and reading comprehension are rehearsal, inferencing, summarizing, deduction, use of imagery for inferencing, transfer and elaboration. They might be limited in application to the specific type of task in the learning activity (O'Malley & Chamot, 1996)

Metacognitive strategies include executive skills such as planning for, monitoring or evaluating the success of a learning activity. Samples of metacognitive strategies for receptive and productive tasks of language learning are selective attention for special aspects of a learning task, planning the organization of either written or spoken discourse, monitoring attention, and evaluating and checking language comprehension and production after the task has been accomplished. In addition, metacognitive strategies suggested for receptive and productive tasks of language learning are applicable to a variety of learning tasks (O'Malley & Chamot, 1996).

Social/ Affective strategies involve either interaction with another person or control over feelings. They are applicable to a variety of tasks. Examples of these for listening comprehension are co-operation, questioning for clarification and self-talk (O'Malley & Chamot, 1996).

2.1.2.2 Oxford's Taxonomy of Learning Strategies (1990)

Learning strategies are tools for the self-directed involvement necessary for developing communicative ability. Learning strategies are defined as specific actions, behaviours, steps or techniques used by the language learners, often intentionally, to enhance their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval or use of the new language. Oxford (1990) classifies learning strategies into two major groups as **direct** language learning strategies and **indirect** learning strategies. **Direct** language learning strategies "**directly involve the subject matter**" requiring "mental processing of the language" Oxford (1990: 37) and **indirect** language learning strategies **do not directly involve the subject matter** but support and manage L2 learning." Oxford (1990: 135) "Direct strategies involve the new language directly whereas indirect strategies provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy and other means" (1990: 151).

Each major group of learning strategies is divided into three categories within itself.

Direct strategies

- **Memory strategies** assist language learners in receiving information into long-term memory and in recalling information when necessary for communicative purposes.

- **Cognitive strategies** enable language learners to manipulate or transform the target language through forming and revising internal mental models and receiving and producing messages.

- **Compensation strategies** enable language learners to cope with communication breakdowns due to linguistic deficiencies.

Indirect Strategies

- **Metacognitive Strategies** enable language learners obtain executive control over the language learning process by means of plans, arrangements shift of foci and self-evaluations.

- **Affective Strategies** enable learners to overcome the affective variables of language learning such as motivation and attitude through control over feelings.

- **Social Strategies** enable language learners get into interaction with others, especially in discourse situations.

Table 1. Oxford's Language Learning Strategies Taxonomy (1990)

Oxford's Taxonomy (1990)	
Direct strategies	Memory strategies
	Cognitive strategies
	Compensation strategies
Indirect Strategies	Metacognitive Strategies
	Affective Strategies
	Social Strategies

2.2 COMMUNICATION STRATEGIES

Research into communication strategies has its roots, fundamentally, in the "code-communication dilemma" (Stern, 1983: 405). Formerly, classroom language teaching was formal as it was only concerned with code. The language was practised as an object of academic study. However, effective negotiation of meaning in real-life situations required the practical use of L2 in real communication. Consequently, the interaction between formal learning of the language as a code and practical use of language for communication, gave rise in the late seventies to the widespread attention to communicative strategies (Stern, 1983).

2.2.1 DEFINITIONS OF COMMUNICATION STRATEGIES

Communication strategy use by L2 learners has drawn attention with Selinker's (1972) suggestion that learners of a second language produce different speech from the speakers of a native language. Selinker made the initial comment on "communication strategies" in his paper called "Interlanguage" in which five main processes have been proposed for L2 learning (Selinker, 1972: 12, cited in Bialystok, 1983: 101).

These five processes essential to language learning included
1. language transfer;
2. transfer- of- training;
3. strategies of second- language learning;
4. strategies- of second-language communication;
5. overgeneralization of TL linguistic material

Communication strategies, in this view, composed one of these processes contributing to the development of the interlanguage of the L2 learner. Additionally, these processes were responsible for the errors made by the language learners due to their limited linguistic knowledge in their attempts to exchange meaning efficiently through a language other than their native language(s) (Corder, 1983). In accordance with Selinker's proposal (1972), arguments on the definition of communication strategies advanced.

Corder (1983:16) defines communication strategies as "systematic technique[s] employed by a speaker to express his meaning when faced with a difficulty in communication". Similarly, Stern (1983:411) refers to communication strategies as "techniques of coping with difficulties in communicating in an imperfectly known L2". According to Stern, successful L2 learners gradually involve in authentic language use through communication strategies.

Another definition that underlines the conveyance of meaning with an underdeveloped L2 system has been proposed by Tarone, Cohen, Dumas (1983). The authors define communication strategies as "systematic attempt(s) by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed" (1983: 5).

Williams and Burden (2000) point out that communication strategies are used by the language learner to enhance communication. Learners make use of these strategies when they face with a difficulty due to a lack of adequate knowledge in L2. Communication strategies increase EFL learners' input of the language as they encourage the learner to go on communicating rather than abandoning it.

2.2.2 COMMUNICATION STRATEGIES AND LANGUAGE LEARNING
STRATEGIES

Communication strategies are fundamentally concerned with the relationship between the communicative ends and means of a language user. A native speaker of a language is generally assumed to have them in balance. He usually has the linguistic means to communicate his intended meaning. However, this seems to be rather unrealistic with the L2 learner. "The learner will sometimes wish to convey messages which his linguistic resources do not permit him to express successfully" (Corder, 1983:17). It is such cases, learners of an L2 appeal to communication strategies. The strategies resorted to by L2 learners vary with regard to perceptual and individual differences (Bialystok, 1990). "Some are determined risk-takers, others value social factors of interaction above communication of ideas, but one may assume that there is a general preference for maintaining one's intended message. Just how hard one tries will vary with personality and speech situation" (Corder, 1983: 18). Negotiation of the intended meaning is also related to the careful scrutiny of the association between the communicative situation and the communicative resources available (Faerch & Kasper, 1983b). For this reason, achievement in communication involves awareness in terms of actional, modal and propositional elements of any communicative situation. The actional element is associated with speech acts, the modal element with the role relationship holding between the interactants, and the propositional element is associated with the content of the communicative event" (Faerch & Kasper, 1983b: 24). This awareness of L2 learner takes its practical shape under the influence of L2 proficiency, elicitation task, native language and context such as being in L2 settings (Ellis, 1990).

Native speakers, on the other hand, might as well make use of communication strategies. (Ellis, 1985, Bialystok, 1990). L1 users might, at times, find themselves in situations in which linguistic means are not available due to psychological variables such as fatigue or anxiety. Furthermore, they might need to engage in situations in

which their linguistic competences do not match with that of the interlocutor, such as children or foreigners (Faerch & Kasper, 1983b).

Most of the researchers think that communication strategies are separate from learning strategies (Cohen, 1998; Ellis, 1985; Corder, 1983; Tarone, 1981). Corder (1983) distinguishes communication strategies from learning strategies. Learning strategies contribute to the development of interlanguage systems of L2 learners. However, healthy communication cannot always be guaranteed by perfect knowledge of the language. An assessment of the linguistic competence of the interlocutor is necessary. Furthermore, communication involves cooperative attempts. For this reason, characteristics of interlocutors may shift and develop the ongoing interaction. Yet, communication strategies are the tools activated in the case of some difficulty when communicative ends outrun communicative means.

Tarone (1981) proposes that communication strategies compose a category of language use strategies which are divided into three categories such as perception, production and lastly communication strategies. A production strategy is "an attempt to use one's linguistic system efficiently and clearly with a minimum of effort" (Tarone, 1981: 289) Perception strategies are "attempt(s) to interpret utterances efficiently with least effort" (Tarone, 1981: 291). Paying attention to the ends and stressed sylabbles of words are examples of perception strategies.

Accordingly, communication strategies are divergent from learning strategies. "Communication strategies have an interfactional function as they are used for a joint negotiation of meaning between the speaker and hearer" (Tarone, 1981: 285). Learning strategies, on the other hand, are different from communication strategies because what triggers LLS(s) is the desire to learn the target language, not the desire to communicate meaning as it is with CS(s). Furthermore, communication strategies are not parts of L2 learner's linguistic knowledge. Rather, they are traces of L2 learner's linguistic capacity in an attempt

to communicate with speakers of the target language. Communication strategies entail the speaker's attempt to communicate meaningful content, due to loopholes in their IL. Communication strategies refer only for cases in which communication is disrupted because of an impasse in the minds of both speaker and listener (Tarone, 1981).

Ellis (1985) suggests that although learning strategies might also be motivated by the learner's awareness of the insufficiency of linguistic means, "communication strategies differ from learning strategies in that the strategies that are employed to meet a pressing communicative need –they are short-term rather than long-term solutions to a problem" (Ellis, 1985: 181).

Additionally, Cohen (1990) proposes that what distinguishes a communication strategy from a learning strategy is the intention of the L2 learner. The learner either uses the linguistic material only to communicate meaning or use that piece of language material for the promotion of language learning. In agreement with Ellis (1985), Cohen (1998) suggests that communication strategies compose a single category of language use strategies which are divided into four main categories. Table 2 displays communication strategies among other language use strategies.

Table 2. Communication Strategies within Language Use Strategies

Communication Strategies within a Typology of Language Use Strategies by Cohen (1998: 5-6)	
retrieval strategy	strategies used to call up language material from storage
rehearsal strategy	strategies used to rehearse a target language structure in a communicative situation
cover strategy	strategies used to create the impression that one has the control over the language
communication strategy	strategies to convey a message that is both meaningful and informative to the listener

Oxford (1990) refuses to make a distinction between communication strategies and language learning strategies, on the other hand. Oxford (1990) asserts that the use of any particular communication strategy will contribute to language learning as well. Hence, communication strategies constitute a single category of language learning strategies (Oxford, 1990).

Finally, Skehan (1998) puts a purely different perspective to the distinction between communication strategies and learning strategies. Skehan (1998) suggests that the contribution of communication strategies should be taken into account in two ways in relation with the concept of strategic competence within communicative competence models (Bachman, 1990; Swain, 1983; Canale & Swain, 1980).

Communication strategies can simply be considered as improvisations made when communicative problems are encountered in order that meaning-negotiation can proceed. Or, they can be regarded as attempts that will gradually affect learning through contribution to long-term memory. Further, Skehan (1998) suggests three conditions for the shift from a communicative improvisation to longer term language development. First, the attempt made by the learner should be conscious to some degree to leave some trace for further learning. In immediate relation to the preceding factor, it can be transferrable to other learning situations. Next, it should result in proceduralization in some way, either because of its problem-solving capacity or its employment in encounters with the same communicative problem.

In conclusion, the nature of communication strategies is sufficiently debatable in terms of their re-usability by the language learner. The proceduralization of any communicative strategy in relation with its re-usability can well contribute to language learner development, that is interlanguage of the foreign language learner (Skehan, 1998).

2.2.3 WHAT MAKES A COMMUNICATION STRATEGY?

It is possible to suggest that, much of the research into communication strategy has focused on the cognitive and psychological identification of the strategic behaviour. Various researchers attempted to put forward particular criteria for the nature of communication strategies. In an attempt to define strategical behaviour, Faerch and Kasper (1983c: 212) referred to communication strategies as "potentially conscious plans for solving what to an individual presents himself as a problem in reaching a particular goal" This definition has brought about two identical criteria as "problem-orientedness and potential consciousness" for the identification of communication strategies (Faerch & Kasper, 1983b: 31)

The criterion of consciousness sets out with the criterion of problem-orientedness, which means that communication strategies are employed only if the L2 user is aware that a problem exists purely because of certain deficiencies in his/her IL system. Only under this circumstance, alternative plans for the achievement of the intended communicative objective are going to be enterprised (Faerch & Kasper, 1983b). In addition, existence of consciousness depends on individual and social variables as well as linguistic material and the psychological procedures involved (Faerch and Kasper, 1983). "Strategies, in this view, are those plans which are developed in response to a problem through the conscious intervention of the problem" (Bialystok, 1990:21).

In a further attempt to define strategic behaviour Faerch and Kasper (1983c:213) suggested that performance of any linguistic behaviour should meet three conditions. Only in this way can it be considered as a result of communication strategies rather than IL-based rules.

- the learner has experienced a problem in reaching his communicative goal by means of his available linguistic resources;

- the learner has attempted to solve this problem by setting up a strategic plan which may or may not be conscious in the given situation;

- the data in question has been produced on the basis of this plan.

Bialystok (1990) derived three characteristics of communication strategies from definitions of communication strategies by various researchers. These are problematicity, consciousness and intentionality. Problematicity is the "idea that strategies are used only when a speaker perceives that there's a problem which may interrupt communication" (Bialystok, 1990: 3) whereas intentionality is "the learners' control over a repertoire of strategies so that particular ones may be selected from the range of options and deliberately applied to achieve certain effects" (Bialystok, 1990: 5). As for conscioussness, Bialystok (1990: 4) suggests that "if communication strategies are truly conscious events of language use, then it follows that speakers who employ them are aware (to some extent, in some undefined way) of having done so"

However, Bialystok (1990) argues that the attribution of these criteria for the identification of communication strategies is questionable, especially in ESL contexts. Subsequently, Bialystok (1990: 12) suggests three characteristics which would clarify strategic behaviour in EFL/ESL situations:

- Strategies are effective. They are related to solutions in specific ways and they are productive in solving the problem for reasons theorists can articulate.

- Strategies are systematic. Learners do not create or stumble upon the best strategy from their knowledge of the problem and employ it systematically.

- Strategies are finite. A limited number of strategies can be identified. Strategies are not idiosyncratic creations of learners.

2.2.3.1 Approaches to Communication Strategies: Psycholinguistic versus Interactional Approach

As a consequence of paradoxical definitions of communication strategies by various researchers, two approaches fell out in the domain. The concept of communication strategy would be discussed from the perspectives of the cognitivists and the interactionists.

Researchers who adopted the interactional approach to communication strategies asserted that the product should be investigated in order to shed light on the cooperative nature of communication strategies. Cognitivists, on the other hand, suggested that the process should be examined to better understand the individualistic variables of communication strategy use.

Interactionists define communication strategies as "systematic attempts by the learner to express and decode meanings in the target language in situations where the appropriate systematic target language use have not been formed" (Tarone, 1981: 287). They are compensatory means used by a L2 learner when he /she is not able to communicate the original goal in the way planned previously, and so is forced to use alternative goals to express it. They serve to negotiate meaning by means of cooperation as "mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared." Communication strategies may be seen "as attempts to bridge the gap between the linguistic knowledge of the second language learner, and the linguistic knowledge of

the target language interlocutor in real communication situations." (Tarone, 1981: 288).

To summarise, a communication strategy is the result of an interaction between the speaker and the interlocutor, to overcome problems due to linguistic, sometimes sociolinguistic deficiencies in a process in which negotiation of meaning is the ultimate goal (Tarone, 1981).

Further, Tarone and Yule (1989:104) urge the need for the following three conditions for the use of communication strategies by L2 learners.

1. A speaker desires to communicate a meaning X to a listener, and

2. The speaker believes the linguistic form he or she wants to use to communicate meaning x cannot be produced, and

3. The speaker chooses to:

a. avoid (not attempt to communicate meaning X), or

b.to attempt alternate means to communicate meaning X such as mime, word coinage, circumlocution, etc. (The speaker stops trying alternatives when it seems to him or her that there is shared meaning.)

These conditions required awareness of the communicative problem on the part of the both sides of the communication to make attempts to solve it cooperatively.

Nevertheless, this emphasis on cooperative aspect of communication by the interactional approach received many negative comments by cognitivists (Faerch & Kasper, 1983c). The interactional approach involved loopholes in its explanation of the communication strategies as the language learners might as well employ communication strategies without even "signalling to their interlocutor that he is experiencing a communication problem" (Faerch & Kasper, 1983c: 212). That means

the L2 learner might not ask for assistance from the other side of the communication. Hence, "presence of a repair on the part of the interlocutor is no necessary" (Faerch & Kasper, 1983c: 212).

Accordingly, particular communication strategies, could, as well be made use of in different L2 skills without demanding cooperation. EFL/ESL learners could employ communication strategies especially in the case of monologue as well as dialogue writing (Ellis, 1985). In addition, communication strategies can be employed covertly. "The learner may realize the inoperability of his initial production plan before he begins to execute it. The substitution of an alternative plan, therefore can take place with no other signal than a pause, perhaps a slightly longer than those characteristic of normal production" (Ellis, 1985: 182).

In addition, the taxonomies of the interactional approach, pioneered by Tarone, have also been criticized in terms of their reliability due to the way they described and classified communication strategies. These taxonomies fell short of initiating a supplemental explanation of CS(s) as they tried to eliminate some possible overlaps on strategic behaviour. They introduced communication strategies as "more complex than they really are". However, these taxonomies were product- oriented, thus, some overlaps were inevitable (Bialystok and Kellerman, 1987: 164, cited in Ellis, 1994: 397) Further, "it is not necessary to posit different strategies simply because they have different linguistic realizations" (Ellis, 1994: 398).

The psycholinguistic approach has placed communication strategies within a model of speech production which suggested two phases for the production of speech. These phases are the "production phase" and the "execution phase" (Faerch & Kasper, 1983b: 25).

Still, Faerch and Kasper (1983b:30) stress that making a discrimination between the phases in terms of the nature of CS(s) is "arbitrary in case of pre-

fabricated strategies", already available within the L2 learner's repertoire, "however it becomes meaningful in cases in which the learner has to "construct one" as he cannot solve the problem by means of "a ready-made strategy".

Thus, "if one accepts the basic distinction made in this model between the planning and execution of speech, communication strategies can best be placed within the planning phase, more precisely, within the area of the planning process and the resulting plan" (Faerch & Kasper, 1983b: 30). "Communication strategies are special plans that are developed during the planning phase as part of the planning process. These strategies become involved in the formation of the communicative plan during some process of preparing speech" (Bialystok, 1990: 21). Communication strategies are fundamental to communication as they involve fresh-breath to L2 user which can be disposed into production in case of problems (Bialystok, 1990) Within this view, communication strategies are a part of the planning phase since the language user develops a plan after the execution of which he/she expects to achieve communication goals as a speaker/hearer.

On the other hand, certain communicative strategies can also be employed in the execution phase. The origin of these problems differ from that of the planning phase. Problems in the execution phase are concerned with retrieval problems and fluency. The tip-of-the-tongue might be an example of executive problems (Faerch & Kasper, 1983b). However, problems within the planning phase occur because of two reasons. The language user either feels that his linguistic resources are insufficient or predicts that his plan will fall short of meeting his communicative ends.

The psycholinguistic approach to communication strategies has also been adopted by Ellis (1985: 182) "Communication strategies are psycholinguistic plans which exist as part of the language user's communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement" (Ellis, 1985: 182).

"Learners employ CSs because they lack the L2 resources required to express an intended meaning (a problem in the planning phase) or they cannot gain access to them (a problem in the execution phase)" (Ellis, 1994: 399) L2 learners might implement communication strategies before getting in interaction with interlocutor since they might feel that the initial production plan will fail (Ellis, 1985). According to Ellis (1985) communicative strategies are components of production procedures that consist of the various strategies used by learners in both planning and monitoring their output. Communication strategies are put into practice to solve problems which the learner experiences in the planning and execution of speech as a result of inadequate resources.

2.2.4 TAXONOMIES OF COMMUNICATION STRATEGIES

As researchers have adopted different conceptions of communication strategies, the literature of the domain includes an abundant number of taxonomies. This section is an attempt to present taxonomies from both the interactional and the cognitivist approaches.

2.2.4.1 Tarone's Taxonomy of Communication Strategies (1977)

In an attempt to be able to define communication strategies accordingly, Tarone (1977) developed an initial taxonomy of communication strategies that can be considered as " the speaker's attempt to communicate meaningful content, in the face of some apparent lacks in the interlanguage system" This categorization of CS(s) was

"not intended to be a final categorization of all communication strategies" (1977, cited in Tarone 1983: 62-63).

Table 3 reveals Tarone's (1977) preliminary framework of communication strategies.

Table 3. Taxonomy of Communication Strategies by Tarone

Tarone's Taxonomy of Communication Strategies (1977)	
Paraphrase	Approximation
	Word Coinage
	Circumlocution
Borrowing	Literal Translation
	Language Switch
	Appeal for Assistance
	Mime
Avoidance	Topic Avoidance
	Message Abandonment

*(Tarone, 1977, cited in Faerch & Kasper, 1983:16-17)

1. Paraphrase

Approximation: the learner uses "a single vocabulary target language vocabulary item or structure which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker" *(e.g. pipe for waterpipe).*

Word Coinage: "the learner makes up a new word in order to communicate a desired concept" *(e.g. airball for balloon).*

Circumlocution: "the learner describes the properties of the object or action instead of using the appropriate target language item or structure" *(e.g. She is, uh, smoking. I don't know its name. That's, uh, Persian and we use in Turkey, a lot.)*

2. Borrowing

Literal Translation: "the learner translates word for word from the native language" (e.g *He invites him to drink* for *they toast one another*).

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

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

Mime: " the 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").*

Avoidance

Topic Avoidance: "learner simply tries not to talk about concepts for which the TL item or structure is not known".
Message Abandonment: "the learner begins to talk about a concept but is unable to continue and stops in mid-utterance".

2.2.4.2 Corder's Taxonomy of Communication Strategies (1983)

Corder (1983:17) has made a distinction between message adjustment strategies and resource expansion strategies. With respect to this discrimination, the L2 user "can either tailor his message to the resources he has available, that is adjusts his ends to his means or he can attempt to increase his resources by one means or another in order to realize his communicative intentions." This discrimination of communication strategies by Corder, (1983) has inspired Faerch & Kasper (1983b) to arrive at a fairly comprehensive typology of communication strategies in the early literature of the domain. The difference between these two kinds of strategies depends on the degree to which they involve risks on the part of the L2 user. The learner may either expand his linguistic resources for communicative success despite risks or just keep silent, avoiding risks. Learners might select and implement resource expansion strategies according to the "extremity of avoidance and the degree of risk taken by the speaker in communication" (Bialystok: 1990:35) The table below displays message adjustment strategies versus resource expansion strategies.

Table 4. Taxonomy of Communication Strategies by Corder (1983:17)

Corder's Taxonomy of Communication Strategies (1983)	
Message Adjustment *(risk-avoidance strategies)*	Topic Avoidance
	Topic Abandonment
	Semantic Avoidance
	Message Reduction
Resource Expansion *(risk- running strategies)*	Switching
	Inventing
	Paraphrasing
	Paralinguistic Strategies

*(Corder, 1978, cited in Faerch & Kasper, 1983: 16-17)

Corder (1983) stresses the risk-taking nature of all the resource-expansion strategies. L2 user chooses to communicate his intended meaning, running the risk of not being comprehended by the interlocutor. From this perspective, codeswitching is the most risky attempt of all. Appealing to paraphrase or circumlocution is less risky compared to codeswitching. Using nonlinguistic devices, on the other hand, is the least risky and the most likely to succeed of all communication strategies.**2.2.4.3**

2.2.4.3 Tarone, Cohen and Dumas' Taxonomy of Communication Strategies (1983: 6-7)

What triggered Tarone, Cohen and Dumas (1983) to develop this classification of communication strategies was the need to stress that communication strategies could not simply be considered as a part of the L2 production of the learner. Rather, learners might employ strategies for comprehension as well as production. That is, the term production strategy fell short of referring to problem-management attempts made by the inventive learner in case of communicative situations. Thus, they expanded the scope of the problem-management attempt made by the L2 user to include attempts to defeat problems in both production and communication. The new term was the "communication strategy". Consequently, communication strategy is " a systematic attempt by the learner to express and or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed" (Tarone, Cohen and Dumas, 1983:5).

Tarone, Cohen and Dumas (1983) drew attention to the need for professionals of L2 teaching to shift the focus from formal instructional methods to the interpretation of leaners' IL. Among all communication strategies, avoidance strategies were the most likely to understand the development of interlanguage.

This taxonomy greatly contributed to the area particularly through the sampling of communication strategy use at concerning levels.

Table 5. Taxonomy of Communication Strategies by Tarone, Cohen and Dumas (1983)

Tarone, Cohen, Dumas' Taxonomy of Communication Strategies (1983)		
Transfer from NL		Phonological
		Morphological
		Syntactic
		Lexical
Overgeneralization		Phonological
		Morphological
		Syntactic
		Lexical
Prefabricated Pattern		Syntactic
Overelaboration		Phonological
		Morphological
		Syntactic
		Lexical
Epenthesis		Phonological
Avoidance	Topic Avoidance	Phonological
		Morphological
		Syntactic
		Lexical
	Semantic Avoidance	Phonological
		Morphological
		Syntactic
		Lexical
	Appeal to Authority	Phonological
		Morphological
		Syntactic
		Lexical
	Paraphrase	Phonological
		Morphological
		Syntactic
		Lexical
	Message Abandonment	Phonological
		Morphological
		Syntactic
		Lexical
	Language Switch	Phonological
		Morphological
		Syntactic
		Lexical

(Tarone, Cohen and Dumas, 1976, cited in Faerch & Kasper, 1983: 16-17)

2.2.4.4 Faerch and Kasper's Taxonomy of Communication Strategies (1983a: 36-53)

Based on the fundamental distinction between *risk-avoidance strategies* and *risk- running strategies* by Corder (1983), Faerch and Kasper (1983a) developed a taxonomy. According to this taxonomy, learners engage in two major approaches when they face difficulty due to their deficient linguistic means. "they can dismiss the problem by circumventing the difficulty (cf. message adjustment strategies), thus avoiding the obstacle, or they can confront the problem by developing an alternative plan (cf. resource expansion strategies), thus achieving a solution. This choice of the learner between avoidance from difficulty and attempts to communicative efficiency defines the kind of the strategy. However, it largely relies on "the learner's underlying behaviour being avoidance-oriented or achievement-oriented, and on the nature of the encountered problem." (Bialystok, 1990: 31).

1. Reduction Strategies

Formal Reduction Strategies: "learner communicates by means of a reduced system, in order to avoid producing non-fluent or incorrect utterances by realizing insufficiently automatized or hypothetical rules/items." (Faerch and Kasper, 1983a: 52).

Functional Reduction Strategies**: "**learner reduces his communicative goal in order to avoid a problem" (Faerch and Kasper, 1983a: 52).

Formal reduction strategies can serve either to reduce or avoid due to the intention of L2 user. That is, the L2 user might employ them to avoid errors or to increase fluency to avoid items "that are not sufficiently automatized or easily retrievable" (Bialystok, 1990: 32) Functional reduction strategies are used in case of

unavailable linguistic resources or in case of retrieval problems. Hence, they are employed both in the planning and execution phases respectively (Bialystok, 1990).

2. Achievement Strategies: "learner attempts to solve communicative problem by expanding his communicative resources" (Faerch and Kasper, 1983a: 53).

Achievement strategies are used "when the learner decides to keep to the original communicative goal but compensates for insufficient means or makes the effort to retrieve the required items" (Ellis, 1985:185). These strategies are investigated in two groups, as compensatory strategies and retrieval strategies. Compensatory strategies are, simply, the systematic means to bridge the gap between linguistic deficiencies and the communicative goals. Retrieval strategies, on the other hand, are the means employed by the learner in order to gain time when the language user has difficulty in retrieving a linguistic item.

Table 6. Simple Version of Faerch & Kasper's Taxonomy (1983a) by Bialystok (1990: 31)

Overview of Faerch & Kasper's (1983a, 52-53) Taxonomy of Communication Strategies		
Reduction Strategies	Formal Reduction Strategies	Phonological
		Morphological
		Syntactic
		Lexical
	Functional Reduction Strategies	Actional Reduction
		Modal Reduction
		Reduction of Proposition
Achievement Strategies	Compensatory strategy	code switch
		transfer
		IL-based strategies
		co-operative
		nonlinguistic

Table 7 reveals the comprehensive set of communication strategies by Faerch and Kasper (1983a).

Table 7. Taxonomy of Communication Strategies by Faerch and Kasper (1983a, 52-53)

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

2.2.4.5 Bialystok's Taxonomy of Communication Strategies (1983: 105-107)

Bialystok (1983) argued that communication strategies cannot easily be separated from learning strategies. Rather, the nature of the attempt by the L2 learner is defined by its contribution to the interlanguage. "Communication strategies includes all attempts to manipulate a limited linguistic system in order to promote communication"

Yet, a communicative attempt tends to result in a learning strategy if learning takes place through it. "Any strategy may potentially operate as either a learning or a communication strategy: ideally the implementation of a strategy leaves a positive mark on both learning and communication" Bialystok (1983:102). In an effort to define working criteria, Bialystok (1983) suggested that if the strategy is based on the feature of the learner, it is a learning strategy. However, if it depends on the feature of L2, it is a communication strategy.

 Bialystok (1983), also, found it difficult to discuss a communication strategy in terms of conscioussness. Because automatization of any procedure/skill in L2 cannot mean that it takes place unconsciously. Meanwhile introspection falls short of distinguishing conscious cognitive activity from the unconscious one.

Finally, Bialystok (1983) comments that communication strategy research has brought up comprehensive frameworks of the ways L2 learners manipulate linguistic deficiencies, however, the factors that can explain if these manipulations are really systematic are still in question. Despite the fact that factors of strategy choice do not suffice to describe how these "systematic frameworks" proceed, Bialystok (1983) concludes that the best strategy users are learners who have sufficient linguistic proficiency in L2 with the ability to tailor their strategy choice to the nature of the intended concept. Bialystok (1983) also comments that a communication strategy

works well if it covers the particular features of the intended concept. The table below introduces Bialystok's typology (1983) of communication strategies.

Table 8. Taxonomy of Communication Strategies by Bialystok (1983: 105-107)

Bialystok's Taxonomy (1983)	
L1-BASED COMMUNICATION STRATEGIES	Language Switch
	Foreignizing
	Transliteration
L2-BASED COMMUNICATION STRATEGIES	Semantic Contiguity
	Description
	Word Coinage

2.2.4.6 Paribakht's Taxonomy of Communication Strategies (1985)

Paribakht (1985: 143) defines communication strategies as "vehicles through which learners use their different kinds of knowledge to solve their communicative problems" This taxonomy classifies communication strategies according to the type of knowledge on which each communication strategy is based on. According to this taxonomy, L2 learners approach communication strategies through four main ways. These approaches are determined according to the type of the knowledge exploited by the L2 learner to make use of the strategy. According to Paribakht (1985), these approaches are linguistic approach, contextual approach, conceptual approach and mime.The linguistic approach involves semantic features of the intended object. The contextual approach requires knowledge related to the context of the intended object. The conceptual approach involves L2 user's extralinguistic knowledge and mime calls for the knowledge of non-linguistic devices.

Table 9. Taxonomy of Communication Strategies by Paribakht (1985, cited in Bialystok, 1990: 46)

Paribakht's Classification of Communication Strategies (1985)				
LINGUISTIC APPROACH	**Semantic Contiguity**	Superordinate	Positive Comparison	Analogy
				Synonymy
			Negative Comparison	Contrast & Opposite
				Antonymy
	Circumlocution		Physical Description	Size
				Shape
				Color
				Material
			Constituent Features	Features
				Elaborated Features
			Locational Property	
			Historical Property	
			Other Features	
			Functional Description	
	Metalinguistic Clues			
CONTEXTUAL APPROACH	Linguistic Context			
	Use of L2 Idioms and Proverbs			
	Transliteration of L1 Idioms and Proverbs			
	Idiomatic Transfer			
CONCEPTUAL APPROACH	Demonstration			
	Exemplification			
	Metonymy			
MIME	Replacing Verbal Output			
	Accompanying Verbal Output			

2.2.4.7 Oxford's Taxonomy of Communication Strategies (1990)

Though reconciled as communication strategies by the literature, Oxford, refers to these strategies as "compensation strategies". These strategies cannot be separated from language learning strategies. Thus, communication strategies compose a group of direct learning strategies. Oxford (1990) proposes that compensation strategies enable learners to make use of L2 despite linguistic deficiencies within their repertoire particularly in terms of lexis. Stressing the need for limitation make-up

devices in both skills of language, Oxford (1990) puts forward that communication strategies can be employed both in production and comprehension of the target language. Hence, this taxonomy includes communication strategies both for receptive skills and productive skills of L2. Through this major distinction, communication strategies are divided into two as "guessing intelligently" and "overcoming difficulties" according to their functions within L2 skills. The table below reveals communication strategies that can be employed in L2 comprehension through reading-listening and in production through speaking-writing.

Table 10. Taxonomy of Communication Strategies by Oxford (1990:48)

Oxford's Taxonomy of Communication Strategies (1990)	
Guessing intelligently	Using linguistic clues
	Using other clues
Overcoming limitations in speaking and writing	Switching to the mother tongue
	Appealing for assistance
	Using mime or gesture
	Avoiding communication partially or
	Selecting the topic adjusting or
	Coining words
	Using a circumlocution or synonym

2.2.4.8 Dörnyei and Scott's Taxonomy of Communication Strategies (1995a, 1995b, cited in Dörnyei and Scott, 1997: 197)

The theory which lies behind this taxonomy is Dörnyei's (1995) belief that stalling strategies which are used to gain time should also be referred to as problem solving strategies, since a major source of communication problems is insufficient processing time on the part of the language learner. As an extension of this view, Dörnyei and Scott considered communication strategies as directly related to problem-management and defined communication strategies as "every potentially

intentional attempt to cope with any language related problem which the speaker is aware of during the course of communication." (Dörnyei&Scott, 1997: 197)

Dörnyei and Scott (1995a, 1995b, cited in Dörnyei and Scott, 1997) classify communication strategies into three categories such as direct, indirect and interactional strategies according to the contribution of communication strategies into problem solving in terms of resolution of conflicts and achievement of reciprocal understanding.

Dörnyei and Scott (1997: 198) suggest that direct strategies "provide an alternative, manageable, and self-contained means of getting (sometimes modified) meaning across" to compensate for lexical items. Indirect strategies enhance the conveyance of messages by contributing to the achievement of mutual understanding. Modification devices such as use of fillers and repetitions can be considered among them. The third category is interactional strategies which require cooperation on the part of the learner to convey meaning. Table 11 displays the classification of communication strategies by Dörnyei and Scott.

Table 11. Taxonomy of Communication Strategies by Dörnyei and Scott (1995a, 1995b, cited in Dörnyei and Scott, 1997:197)

Dörnyei & Scott's Taxonomy of Communication Strategies (1995a,1995b)		
DIRECT STRATEGIES	Resource-deficit related strategies	Message Abandonment
		Message Reduction
		Message Replacement
		Circumlocution
		Approximation
		Use of All-Purpose Words
		Word-Coinage
		Restructuring
		Literal Translation
		Foreignizing
		Literal Translation
		Codeswitching
		Use of Similar Sounding Words
		Mumbling
		Omission
		Retrieval
		Mime
	Own Performance Problem Related Strategies	Self-rephrasing
		Self-repair
	Other Performance Related Strategies	Other Repair
INTERACTIONAL STRATEGIES	Resource-deficit related strategies	Appeals for Help
	Own Performance Problem Related Strategies	Comprehension Check
		Own Accuracy Check
	Other Performance Related Strategies	Asking for Repetition
		Asking for Clarification
		Asking for Confirmation
		Guessing
		Expressing Nonunderstanding
		Interpretive Summary
		Responses
INDIRECT STRATEGIES	Processing Time Pressure Related Strategies	Use of Fillers
		Repetitions
	Own Performance Problem Related Strategies	Verbal Strategy Markers
	Other Performance Related Strategies	Feigning Understanding

2.2.4.9 Yule's Taxonomy of Communication Strategies (1997)

Focusing on the data analysis from various research on communication strategies, Yule (1997) proposed a taxonomy which is an attempt to arrive at a reconciliation of the two perspectives of communication strategies research. Yule (1997) points to the distinction between two kinds of perspectives in the literature and highlights that the cognitive processing perspective has focused on psychological processes whereas the interactional approach has focused on the variability of referential expressions. Yule (1997:79) defined communication strategies as "the means used to overcome some difficulty in expressing an intended message" Communication strategies are divided into two as achievement strategies and reduction strategies. According to Yule (1997: 80) "the speaker can overcome the problem by not attempting to express the indended meaning (an avoidance or reduction strategy) or finding some other way to express it (an achievement or compensatory strategy). The table below reveals the communication strategies proposed by Yule (1997) as a reconciliation of the two perspectives.

Table 12. Taxonomy of Communication Strategies by Yule (1997)

Yule's Taxonomy (1997)				
Achievement	Conceptual	Holistic	Approximation	Analogy
				Superordinate
		Analytic	Circumlocution	Characteristics
				Color
				Function
				Shape
				Size
	Code	Borrowing		
		Foreignizing		
		Word Coinage		
Reduction (Avoidance)		Topic Avoidance		
		Message Replacement		
		Message Abandonment		
Interactive		Mime		
		Gesture		
		Sound Imitation		
		Appeal for Assistance		

Conceptual Strategies compose the first group of achievement strategies. They focus "on the entity itself as a concept. Conceptual strategies might be "either holistic (using a term for a related substitute concept) or analytic (describing properties of the referent)" (Yule, 1997: 80) Conceptual strategies are divided into two as approximation and circumlocution. By means of approximation strategy, " the speaker attempts to get the listener to recognize the referent by using an analogy (e. g. , *is something like a rope*) or a more general term, such as a superordinate (e. g. , *it's a kind of animal*)" Making use of circumlocution strategy " the speaker includes details of the entity (color, material, parts, shape, size, etc.) or mentions its likely function (e. g. , *the thing you use to open the wine*) " (Yule, 1997: 81) The second group of achievement strategies are divided into three as borrowing/codeswitching, foreignizing and word coinage.

By means of borrowing "the speaker tries to take a word straight from the L1 and use it in the L2". Foreignizing enables the speaker to "make an L1 term sound like an L2 form." Wordcoinage is referred as "neologism" through which the speaker "creates a new form" (Yule, 1997:80).

Avoidance strategies are divided into three groups such as topic avoidance, message abandonment and message replacement. By means of these communication strategies, " the speaker may simply not say anything about some part of the message *(topic avoidance),* may change a part *(message replacement),* or may simply give up *(message abandonment)* Yule (1997) finally suggests that "if the listener is physically present, then some interactive strategies can be attempted, using mime, gesture, sound imitation, or even an appeal for assistance *(e. g. , how do you say in English that word- we say in Spanish bujia?)"* (Yule, 1997: 81).

2.2.5 THE IMPACT OF LANGUAGE PROFICIENCY ON THE USE OF LANGUAGE LEARNING STRATEGIES

In order to understand the impact of language experience on the use of communication strategies by EFL learners, it is essential to review how language proficiency influences learning strategy use in general.

Green and Oxford (1995) conducted a study into the impact of language proficiency on the use of language learning strategies of SILL by 374 students of Puerto Rico University. Findings revealed that more successful learners employ language learning strategies more frequently. In addition, effective use of these strategies enable the EFL learner achieve higher proficiency making it possible for the learner re-employ these strategies successfully. As for the use of compensation strategies in the study, compensation strategy use decreases in accordance with pre-basic, basic and intermediate levels. Evidence from the study of Oxford and Ehrman (1995) revealed that L2 proficiency has a significant effect on the use of compensatory strategies by native English speaker learners of foreign languages. Bremner (1999) investigated Hong Kong learners' use of language learning strategies and reported significant evidence for the relationship between language proficiency and strategy use in general. Evidence showed that out of fifty specific strategies, 11 of them were significantly correlated with language experience including compensation strategies. Similar to Bremner (1999), Dongyue (2004) reported that there is significant relationship between linguistic proficiency and strategy use both in general and in each of the six categories of it. In specific, learners with beter linguistic proficiency employ compensation strategies more frequently than learners with lower linguistic proficiency (mean: 3,30, r≤,182). Chen (2001, cited in Lan & Oxford, 2003: 343) who carried out a study into language learning strategy use by 276 Taiwanese junior college learners found out that learners with high language proficiency employ more compensation strategies than learners with low language proficiency. The results of Lan & Oxford (2003) study

also supported this finding. As a result of a large-scale investigation into LLS use by 379 6th grade elementary school learners in Taiwan, Lan & Oxford (2003) found out that young EFL learners in Taiwan were in need to rely frequently on communication strategies to cope with the challenges in EFL context. Hence, subjects were medium users of LLS(s) and the most frequent strategy groups were composed of compensation (mean: 3,2) and affective (mean: 3,2) strategies, revealing positive correlations with strategy use. Results revealed that learners with high linguistic proficiency employed more frequent CS(s) than medium-proficiency learners who employed more frequent strategies than did the low proficiency learners (means: 3,5>3,1>2,6).

In summary, research into the effect of the language proficiency on the use of communication strategies can be found in the literature under two sub-headings as studies into use of language learning strategies in general, and studies into the use of communication strategies. However, findings from these studies might be considered as contradictory at first glance. Both kinds of studies proved that there is significant relationship between language proficiency and strategy use. The findings of language learning strategy research revealed an ascending relationship between proficiency and general use of LLS(s), including the compensation strategies (Green and Oxford, 1995; Oxford and Ehrman, 1995; Bremner, 1999; Chen, 2001, Lan & Oxford, 2003; Dongyue, 2004). Findings of the communication strategies research, on the other hand, revealed a descending relationship between language proficiency and communication strategies. This contradiction can be explained with the theory behind the "good language learner" studies (Todesco et. al, 1978; Rubin, 1975). It is most likely that language learners with high linguistic proficiency employ language learning strategies more frequently as they have well built a conception of language awareness in relation to some successful language learner traits such as positive task orientation, ego-involvement, need achievement, high level of aspiration, goal orientation and perseverance (Stern, 1983).

2.2.6 THE IMPACT OF LANGUAGE PROFICIENCY ON THE USE OF COMMUNICATION STRATEGIES

It has been approximately two decades since the pioneering studies of communication strategies appeared in the L2 research area (Wagner & Firth, 1997). The effect of linguistic proficiency on communication strategy use is well-accepted however the extent to which it influences through which specific ways is still indefinite (Fernández Dobao, 1999). Following studies from the communication strategy research are attempts to shed light on the impact of linguistic proficiency over communication strategy use by L2 learners both in foreign and Turkish contexts. (Wannaruk, 2002; Fernández Dobao, 1999; Chen, 1990; Poulisse and Schills, 1989; Paribakht, 1985; Karatepe, 1993; Bialystok & Fröhlich and Howard, 1980).

Bialystok and Fröhlich (1980) conducted a study into the impact of linguistic proficiency on the use of communication strategies by 24 17 year-old and 14 adult learners of French. Teenage subjects of the study were divided into two groups as 18 grade 12 students of a core French program and 12 grade 12 advanced level students. The adults were L2 learners of French in a Civil Service French Language Training Programme. Firstly, a typology of CS(s) was developed based on especially that of Tarone (1977) Three kinds of resources were determined for strategic behaviour by the learners as (a) the learner's source language (b) the target language itself and (c) non-linguistic or contextual information given by the situation (Bialystok, 1983: 105). Communicative tasks included a cloze test, a Danish sentence translation task, a picture re-construction task and a picture description task.

The findings of the study revealed that communication strategy use by learners from different proficiency levels differ in quality, that subjects of low-linguistic-proficiency employed L1-based communication strategies (codeswitching, literal translation, foreignizing) more frequently than high-linguistic-proficiency subjects

whereas high proficiency learners made more frequent use of L2-based communication strategies. In addition, the study underlined the effect of the target item and task instruction on the strategy selection of learners as communicative attempts made by L2 learners are determined by contextual needs.

Based on findings from Bialystok et. al (1980) study, Phillipson, et. al. (1984) suggested that L2 learners with low-linguistic proficiency employ L1-based communication strategies more frequently than L2-based communication strategies. Moreover, low-linguistic-proficiency learners tend to prefer and employ nonlinguistic devices more frequently than linguistic devices. According to this view, it is also possible to suggest that high-linguistic-proficiency learners make less use of communication strategies. However, this observation of the difference in communication strategy use might be attributed to the difficulty of distinguishing communication strategy markers, which distinguish strategic behaviour from standard behaviour. Phillipson et al. , (1984) suggest that this might be because of the fact that, the more learners approach linguistic proficiency in L2, the more they become proficient in controlling their linguistic production. That is, high-proficiency learners might avoid the issues they feel to be problematic, elaborating on the tasks they feel to be much more competent.

Paribakht (1985) investigated the impact of proficiency on the frequency and types of communication strategy use for lexical deficiencies among two groups of Persian subjects including college and university level students from different levels. Subjects were ESL learners with low-proficiency level. The study compared the communication strategy use between graduate and undergraduate native speakers of English and Persian ESL learners. The study made use of twenty items, ten of which were lexical and ten of which were concrete. The items were introduced to the subjects, concrete items in L1 and abstract items both in L1 and L2 and subjects were asked to describe these items by means of communication strategy use without referring to the lexical item in L2.

The findings of the study revealed that both the quality and quantity of communication strategies vary according to linguistic proficiency. First, the quantity of communication strategy use by low-linguistic proficiency learners outnumbered the communication strategy use by learners with high linguistic- proficiency. Data from the study revealed that use of L2-based communication strategies increases along with linguistic proficiency of learners. Thus, learners with higher proficiency employed L2-based communication strategies more frequently than did learners with lower proficiency. By its very nature, the superiority of communication strategy use on the part of low- linguistic proficiency learners was in parallel with the superiority of linguistic deficiencies over high-linguistic proficiency learners whereas superiority of L2-based communication strategy use on the part of high-proficiency learners is in parallel with the superiority of linguistic proficiency over low- level learners. Taking the data from this study into consideration, Paribakht (1985) introduced a taxonomy of communication strategies.

Another study based on the impact of proficiency as well as task on the use of communication strategies to cope with lexical difficulties was conducted by Poulisse and Schills (1989). The study was conducted with three groups of Dutch learners from different levels of English proficiency as beginning, intermediate and advanced. The learners varied in their age, that is the beginning and intermediate group learners were composed of secondary school students, however advanced group learners were from university level. The study made use of three tasks; a story re-tell, a picture-description, and an oral interview.

Initially the subjects were shown 40 pictures of objects, 20 of which were expected to be described by means of use of communication strategies. The pictures were introduced in isolation; without context. Next, the subjects were asked to re-tell five stories to which they had listened in English. Pictures of the stories were embedded in a context. The last task was a semi-guided oral interview conducted on familiar topics.

The study revealed that the type of the task has greater effect on the selection of communication strategy by the learner than does linguistic proficiency. According to the findings, learners make use of less communication strategies in tasks which are context-embedded. As for the impact of linguistic proficiency on communication strategy use, the study revealed that the quality of communication strategies is not something in parallel with linguistic proficiency of learners whereas it affects the quantity of communication strategy use. According to the study, communication strategy use by the least-proficient subjects outnumbered the use by the most-advanced subjects. The less proficient the subjects were, the more frequently they employed communication strategies.

Chen (1990) conducted a study into the impact of proficiency on the communication strategy use by twelve Chinese learners of EFL six of which were second year post-graduates and six of which were the third-year undergraduates. The study defined two groups as low and high proficiency learners, although the difference in their linguistic proficiency was not clearcut. The task required the subjects to provide information about two abstract and two concrete concepts chosen among 24 concepts to native speakers of English in interview settings. Subjects were to identify the targeted concepts without referring to L1 as the names of the objects were written on cards both in L1 and L2.

The study affirmed the assertation that linguistic proficiency affects the quantity, quality and effectiveness of communication strategy use. Higher-proficiency learners used fewer strategies in communicating both abstract and concrete objects, as well as employing those strategies more effectively than did the lower-proficiency learners. Data from the study revealed that linguistic-based communication strategies such as positive comparison by synonymy, negative comparison by antonymy, use of super-ordinate terms and metalanguage were employed more frequently by high-proficiency level learners whereas knowledge-based communication strategies (metonymy, cultural knowledge and exemplification) and repetition were employed more frequently by low-proficiency

level learners. Furthermore, Chen (1990) suggests that low-proficiency learners might use communication strategies more frequently because of their relative limitations to high-proficiency-level.

The data also revealed that L1-based communication strategies were not so appealing to Chinese EFL learners. This might be due to the fact that Chinese and English are typologically distant languages.

In relation to the Chen (1990) study, Doğruöz (2001) disccussed findings from her study into communication strategies by monolingual and bilingual learners of English in accordance with "typological-relatedness" (Kellerman, 1977, cited in Doğruöz, 2001:88). However, the findings contradicted "typological relatedness" principle. Bilingual learners employed more Turkish based (381) communication strategies than English based (337) communication strategies. However, both BLL(s) and MLL(s) were Turkish native speakers. In a further analysis of the data, Doğruöz (2001), consequently found out that, BLL(s) and MLL(s) differed in their proficiency. Monolingual learners were more proficient than bilingual learners according to their test scores. Thus, it was concluded that more frequent use of Turkish based- strategies is concerned with proficiency level rather than effect of transfer between languages. Findings of the study were in line with the assertion from Paribakht (1983) and Bialystok (1985) that lower-proficiency learners employ L1 based CS(s) more frequently and use of L1-based communication strategies decreases along with proficiency-level-increase.

Karatepe (1993, cited in Sümmen, 2001: 23) conducted a study into the impact of linguistic proficiency on the use of communication strategies to cope with lexical deficiencies by Turkish learners of ESL. The study, also, attempted to find out whether Kellerman's communication strategies taxonomy could be applied to the data obtained from the subjects. The subjects were asked to write down names of different items of a car. Since, parts of a car didn't reflect familiarity to the subjects whose ages range btw (bak) the subjects were provided with the names of each part

of a car in L1. The study was supported by retrospective data maintained from interviews on their lexical choice. The findings of the study revealed that, quantity of communication strategy use varies according to linguistic proficiency. That is, the least proficient subjects made use of communication strategies more frequently than the most proficient subjects.

Kebir (1994) investigated the communication strategy use by adult learners through classroom tasks. This study made use of a referential task which required Student A to provide the information of a targeted picture to Student B who was expected to reconstruct it. Utterances of the learners were tape-recorded. The taxonomy of Faerch and Kasper (1983) was used for the coding process of communication strategies employed by the subjects.

Özarı (1997) conducted a study into the impact of proficiency on communication strategies employed for lexical deficiencies by Turkish students of EFL from different proficiency levels. Ten students each were included in the study from elementary, pre-intermediate and upper intermediate levels. Two kinds of tasks were used for the study, one of which was a reading comprehension text prepared in L1, including questions to be responded in L2. The other was an oral interview carried out individually with subjects. Ten concrete and ten abstract; a total of twenty lexical items were targeted by means of the tasks.

The study revealed that linguistic proficiency does not effect the quantity of communication strategies, however it does affect the quality of communication strategies employed. That is, subjects with low linguistic proficiency employed L1-based communication strategies more frequently than the subjects with higher linguistic proficiency. Another important finding of the study was the difference between the communication strategy employment for description of concrete and lexical items, which suggested that the type of task and referential item have an impact on communication strategy use. Thus, more frequent use of L1-based communication strategies were employed in the description of abstract lexical items

whereas L2-based communication strategies were frequently made use of for the description of concrete items. Özarı (1997) states that elementary learners made relatively frequent use of L1-based communication strategies whereas L2 based communication strategies were more frequently employed by higher-proficiency learners in the oral interview task.

Fernández Dobao (1999) investigated the effect of linguistic proficiency on communication strategy use of 15 Galician EFL learners. No language test was administered to the subjects. However, they were divided into three groups according to their academic levels as elementary, intermediate and advanced. The elementary level participants were the third-year students of Spanish secondary education. The intermediate group was composed of 5 first year undergraduate students of English Philology whereas the advanced group included the fourth year undergraduates of the same department. Three native speakers of English participated in the study. Three types of communicative tasks were used: a picture story narration, a photograph description and a ten-minute interview. The interview included daily topics in which subjects were able to shift topics according to their topics of interest freely. The researcher acted as interlocutor in the interviews whereas she attended the other two tasks as an observer.

Results from the study (1999) revealed that the use of communication strategies by bilingual Galician learners of EFL is significantly influenced by linguistic proficiency both in terms of frequency and strategy use. Elementary level students used much more communication strategies than advanced students did. However, advanced level students employed communication strategies more frequently than intermediate students. In relation with this contradictory result, it was determined that the impact of linguistic proficiency over communication strategy use might interact with perceived complexity of the communicative complexity of the task in hand. That is, advanced learners employed communication strategies more frequently than intermediate level students as they had near-native like command of L2. They

also attempted to achieve higher communicative goals in the target language, faced with more complex knowledge.

Wannaruk (2002) carried out an investigation into the impact of linguistic proficiency on the use of communication strategies. 75 Thai majoring students of engineering, agriculture and information technology participated in the study. Subjects were divided into three groups as high, moderate and low according to their interview scores. The communication task involved one-to one interview with native speaker English teachers. The interview included familiar topics as family, studies, the co-operative education program, free-time, hometowns and university. The 5-7 minute interviews were video-taped and coded to a taxonomy developed by the researcher according taxonomies in the literature (Tarone, 1980; Bialystok, 1990; Dörnyei, 1990).

According to the findings, there is a significant difference among three groups of linguistic proficiency. The communication strategy use by low level learners outnumbers communication strategy use by high-level learners. The study also showed significant difference in terms of communication strategy choice, that is, L1-based strategies, modification devices and paralinguistic devices were more frequently used by low-level learners whereas L2-based strategies were employed more frequently than moderate and high level learners.

Sümmen (2001) conducted a descriptive study to investigate the factors influencing the communication strategies used by sixty first-year learners of Uludağ University. The speaking assessment section of CAE, Certificate in Advanced English of Cambridge including three types of tasks; an interview, a picture description based conversation and a problem solving task, was used to obtain data from the subjects. The data from the subjects was tape-recorded. The findings of the study revealed that L2-based communication strategies were used more frequently than L1-based communication strategies, which was attributed to the impact of linguistic proficiency of the subjects who were students of Language Teaching

Department at the time of the study. Thus, the data revealed that, the frequency and quality of communication strategy use vary according to the linguistic proficiency of learners.

In conclusion, research into the impact of proficiency level (Wannaruk, 2002; Sümmen, 2001; Fernández Dobao, 1999; Özarı, 1997; Kebir, 1994; Karatepe, 1993; Chen, 1990; Poulisse and Schills, 1989; Paribakht, 1985; Faerch, et. al., 1983; Fröhlich and Bialystok, 1980) on the use of communication strategies has revealed that **communication strategy use varies according to different proficiency levels.**

Data from various studies in the literature affirmed the assertions that

- **there is a significant relationship between learners' linguistic proficiency and the quantity of communication strategies.** Thus, low-proficiency-level learners make use of communication strategies more frequently than high-proficiency level learners whereas high-proficiency-level learners employ fewer communication strategies than low-proficiency- learners. (Karatepe, 1993; Phillipson et al. , 1984)

- **there is a significant relationship between learners' linguistic proficiency and the quality of communication strategies.** Thus, low-proficiency-level learners make more frequent use of L1-based communication strategies than L2-based communication strategies whereas high-proficieny-learners make more frequent use of L2-based communication strategies than L1-based communication strategies. (Sümmen, 2001; Özarı, 1997; Poulisse and Schills; 1989; Paribakht, 1985; Fröhlich & Bialystok, 1980; Phillipson et. al. , 1984).

2.3 CHAPTER SUMMARY

This chapter attempted to reveal the place of communication strategies within the language learning strategy research. Firstly, it tried to explain the major arguments over communication strategy research in terms of their functions and contributions to IL development. Secondly, it gave definitions of communication strategies from divergent researchers. Finally, it introduced the empirical research focused on the impact of language proficiency in the EFL/SLA literature. The next chapter will present the methodology adopted in the study.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter depicts the methodology implemented in this study. First, the objectives and research questions of the study are stated and research design is analysed. Next, the methodological process of the study is clarified. Then, the chapter focuses on the presentation and data analysis of the Pilot Study. Finally, the chapter introduces the methodology of the Main Study.

3.1 OBJECTIVES

The main objective of the study is to explore the communication strategies used by students of an Anatolian high school in Ayvalık, Balıkesir. This study also aimed to investigate the influence of linguistic proficiency on the communication strategy use of the students learning English as a foreign language. In addition to this, this study was an attempt to try to make EFL learners aware of the fact that among the four skills of any language, speaking is available even with a little knowledge either in grammar or vocabulary of that language.

This study tried to find out answers to these research questions.

RQ1- What communication strategies are employed by Turkish Anatolian High School learners?

RQ1a-What are the most frequent/least frequent communication strategies used by the learners?

RQ2- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of communication strategies?

RQ2a- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of L1-based communication strategies?

RQ2b- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of L2-based communication strategies?

RQ3- Does perceived proficiency of English influence the use of communication strategies?

3.2 RATIONALE FOR THE STUDY

The aim of this study was to determine the communication strategies used by Anatolian high school learners. Thus, it was necessary to elicit learners' beliefs about their tendencies to use these communication strategies. However, learners' beliefs about their strategical tendency would be sufficient neither to claim that the reported strategies were actually employed nor EFL learners used these strategies with the indicated frequency. For this reason, a triangulation of the quantitative data was essential. Thus, the study made use of both quantitative and qualitative methods in the elicitation of the data. This part of the chapter will depict the reasons for which this study employed a combination of quantitative and qualitative data collection methods by means of references to the literature.

3.2.1 INVENTORY

This study required data about EFL learners' approaches to communication strategies. Learners' reports over communication strategy use would constitute "valid data which are necessary for a full understanding of how second and foreign language development progress and in what ways they vary from individual to individual" (McDonough, 1995: 8). It was also observed that research into learning strategies best exploited inventories which included behavioural questions related to the frequency of use of any particular strategy (Dörnyei, 2003). Finally, the implementation of an inventory was apt for the present study as the researcher and the learners had actually limited time to carry out the study.

3.2.2 COMMUNICATION TASK PERFORMANCE

Yule (1997) suggests that research on referential communication differs with its dependence on cognition from other research of second language acquisition mostly focused on the understanding that language achievement bases on the structural acquisition of syntax and lexis. It has its roots in Piaget's studies of children's development about verbal abilities. Piaget and associates (Piaget, 1959; Piaget and Inhelder, 1956, cited in Yule, 1997) devised tasks in which children were expected to exchange information in order to explore egocentric speech in the cognitive development of children around 6-7 years of age. These studies aimed to analyze subjects' abilities to adapt the message to another's perspective. Though the tasks prepared to carry out analysis were not labeled as such, it was the referential communication task used by the cognitive scientists. In addition to Piaget's works, it was understood in the 1950s that range of factors which affect children's communicative competence are not restricted but variable. Investigators started to

interpret referential communication as a psychological concept which needs to be explored from the perspective of social knowledge. This awareness coincided with the appearance in linguistic fields that there is a distinction between linguistic competence and communicative competence which effects one's achievement in expressing meaning, that is communicative effectiveness. According to this view, performing effective utterances is related with efficiency in four sub-components of communicative competence which results from the consideration of interdepence between the nature of the speaker, the listener and the task (Hymes, 1972). It is strategic competence which composes the devices that EFL learners make use of when their communicative effectiveness are threatened by syntactical or lexical deficiencies. Since this study is based on the analysis of strategic devices of high school learners, the task that will be used within the study should enable the researcher to observe and investigate the linguistic means that the subjects use in order to compansate their deficiencies during the exchange of information. This exchange of information is essential in referential communication tasks. By means of these tasks subjects exchange information by taking the required communicative role to meet the ends of communication. Yule (1997:1) suggests that "referential communication is the term given to communicative acts, generally spoken, in which some kind of information is exchanged between two speakers. This information exchange is typically dependent on successful acts of reference, whereby entities (human or nonhuman) are identified by (naming or describing), are located or moved relative to other entities by giving instructions or directions), or are followed through sequences of locations and events by recounting an incident or a narrative" In relation to this, participants of referential communication tasks should be able to meet the criteria for the role-taking dimension of referential communication. Thus, the learner must be able to

- consider the other's perspective
- make reasonably accurate inferences about the other's perspective
- use those inferences to edit the developing message
- continually monitor the other and attend to feedback

Yule (1997:12)

Taking these criteria into account, semi-structured conversation was preferred for the study as the communicative task to obtain the data from the subjects for the analysis of the use of communication strategies. Two factors were taken into consideration in the preference of semi-structured conversation.

1. Subjects might be able to cope better with the task in a semi-structured conversation carried out with their EFL teacher who would be aware of their capabilities and restrictions.

2. The interlocutor would be able to lead the conversation to challenging issues on which subjects feel the necessity to make use of communication strategies in order to carry out communication.

These factors are emphasized by Sümmen (2001) whose study includes an unstructured oral interview as the referential task. Sümmen emphasizes the must to use guided interview which enables researchers to control the destination of the conversations to be able to focus on communication problems which are likely to lead to the use of strategic devices by the learners in referential communication tasks. Sümmen also, reports that guiding learners by means of questions in communication tasks results in much more use of communication strategies than in an unstructured oral interview, since too broad question types might keep learners away from communicative problems, that is the use of strategic competence.

3.3 PILOT STUDY

3.3.1 OBJECTIVES

The study was carried out to pre-determine problems that could appear during the implementation of the Main Study. The Pilot Study was mainly concerned with two subjects; whether wordings in inventory items were understandable to students and whether statements were taken seriously by the students.

3.3.2 SETTING

The Pilot Study was performed with EFL learners from the same Anatolian High School in Ayvalık, Balıkesir. Any other school was not preferred for the Pilot Study because the new regulation of the MEB caused all of the schools with intensive EFL teaching program to be brought together as Anatolian High School, which led all students of Super High Schools to attend the Anatolian High School within their locations. Thus, The Pilot Study was accomplished at Ayvalık Anatolian High School at 12. 45 p.m. on 19th March 2005 with 9th grade EFL learners from two classes; as one prep. class and one non-prep. class among the three prep. and six non-prep. classes of the school.

3.3.3 PARTICIPANTS

As the study intended to explore the effect of linguistic proficiency on the use of communication strategies, subjects of the study included totally 59 EFL students from a prep. class and a non-prep. class. One of the classes included 24 female and 6 male, totally 30 9th graders who had completed their prep. class education in the previous academic year, whereas the other class included 20 female and 9 male

learners, 29 9th graders who didn't start to have a prep. class education because of the new regulations of Ministry of Education for EFL instruction at Anatolian High Schools. In sum, the address line for the Pilot Study was 44 female and 15 male, 59 EFL learners. Table 13 shows the gender distribution for the Pilot Study.

Table 13. Gender Distribution of Students for the Pilot Study.

CLASS	FEMALE	MALE	TOTAL
9/A	24	6	30
9/G	20	9	29
TOTAL	44	15	59

3.3.4 INSTRUMENTS

Two different inventories were employed as wide-scale data collection method. The first inventory (Appendix A) aimed to find out demographic data about the subjects. The second inventory (Appendix C) was designed to collect data about the strategical tendency of the subjects. These inventories are described below.

3.3.4.1 Background Inventory

The Background Inventory attempted to obtain data about the students' exposure to English as a foreign language in terms of time, proficiency level, initiative to private tuitition and any other English courses except school. The Background Inventory included 13 items. However, the implementation of this

inventory in the Pilot Study did not aim at obtaining the data essential for study. It tried to lay out and find solutions to problems which could appear in the Main Study.

3.3.4.2 Communication Strategies Inventory

The Communication Strategies Inventory was formed as a result of the intensive analyses of both the taxonomies of communication strategies in the literature (Dörnyei & Scott, 1995a, 1995b; Yarmohammadi & Seif, 1992; Oxford, 1990; Paribakht, 1985; Politzer & McGroarthy, 1985; Corder, 1983; Tarone, Cohen, Dumas, 1983; Tarone, 1983; Faerch & Kasper, 1983, 1983b) and the previous research carried out in Turkey into communication strategy use (Konuşmaz, 2003; Wannaruk, 2002; Doğruöz, 2001; Sümmen, 2001; Dikdere, 1999). The items inspired from the taxonomies of these researchers are described through Tables 15-28 in Section 3.4.1.4.2. In addition to this, items *29, 37, 85* and *86* were not observed in the taxonomies, however these items were prepared and included in the inventory as a result of the learners' attempts to compensate for their deficiencies during the EFL classes. In sum, the Communication Strategies Inventory (Appendix C) included items below:

- examples taken from the available taxonomies in the literature
- examples taken from the pioneering research in Turkey
- examples taken from the communication strategy use by the EFL learners of the school chosen for the study.

3.3.4.2.1 The scale of the Inventory

A likert scale was preferred for the inventory seeking the level of frequency of use of strategies by the participants. The " Likert Scale" of this inventory asked the participants to self-evaluate their tendency to use each statement as a communication strategy and choose among the five options ranging from *always* to *never.*

3.3.4.2.2 The Variation of Care-Check Items

This inventory was formerly designed as 93 statements. All the taxonomies in the EFL/ESL literature were analyzed in order to determine these statements. The differences between the taxonomies were compared and statements intending to measure these differences were developed. However, it was observed that, while trying to determine and measure these differences, it became unavoidable to develop statements measuring the same strategical behaviour. In addition, there were totally eight care-check statements, twice for each page in the first draft of the inventory. However, all of the care-check items were designed as no-response statements. As a result, 63th and 64th statements measuring "appeal to friends" and 72nd statement measuring "mimicry for stalling" were excluded and the care-check statements were developed in a way which would attract students' attention. There were still two care-check statements on each page. These were 18, a positive statement, and 3 & 8, 44 & 25, 65 & 42, 57 & 58, 67 & 68, 88 & 75, 80 & 83 opposite statements. As a result of these changes made in the design of the inventory, the final number of statements was 90 for the piloting phase.

3.3.5 PROCEDURES FOR DATA COLLECTION

The researcher was with the learners during the implementation of the Pilot Study. The students of both classes would accomplish such a task for the first time. Before the implementation process, the reasons for which data were required from them were explained. The reasons why they should be honest were emphasized. The participants of the study were informed that their names were needed by the researcher to be able to make deeper analyses on the frequencies of various communication strategies and accurate interpretations about their reasons. The paticipants were really willing to participate in the study and did not consider confidentiality as a problem. Moreover, they asked the researcher to conduct the analyses of the data altogether. This willingness of the participants were encouraging however, enabled the researcher to put the emphasis on the confidentiality of the data. So, the participants were told that the data would only be evaluated by the researcher, that is, their teacher. In congruence with their willingness for contribution, students of both classes co-operated well with the researcher; did not need further explanation to accomplish the task. Both the prep. and the non-prep. students seemed to take the implementation process rather seriously.

3.3.6 DATA ANALYSIS

The data obtained from the Pilot Study was based on the researcher's observations and data generated by the implementation of the Communication Strategies Inventory. The data was analysed by means of SPSS 10.01 for Windows (Statistical Package for Social Sciences).

3.3.7 FINDINGS FROM THE PILOT STUDY

The researcher observed that students were highly motivated to fill in the questionnaire and they were truly helpful. This was encouraging in that students did not find the questionnaire boring, implying that it could be used in the Main Study. The students of the prep. class evaluated the questions in a more conscious way. They sometimes gave examples of each communication strategy they found out that they themselves used once. The students of the non-prep. class questioned the existence of statements of "Do not answer these question"and opposite use, which proved them to be rather careful. Finally, it took both the prep. class and non-prep. class participants 35 minutes to fill in the inventory. The participants' questions were noted down to be taken into consideration for the revision of the inventory for the Main Study.

As for the carecheck questions, some items did not seem to work. Some synonymous items were supposed to have high correlation coefficients but they failed to do so. This was probably due to some wording problems. Table 14 reveals these items which were replaced by new the new carecheck statements.

Table 14. The Care-Check Statements Excluded after the Pilot Study
The Care-Check Statements Excluded from the Inventory after the Pilot Study

No	Type	Statement
42	Opposite	While talking, I do not ask for repetition if I cannot understand what has been said.
58	Opposite	In the course of speech, if I cannot remember a word, I do not ask it to my friend.

3.3.8 CONCLUSIONS AND IMPLICATIONS

3 new statements as two carecheck statements and two strategical behaviour items were included in the inventory as a result of analysis of the inventory after the Pilot Study. These items are introduced in Table 15.

Table 15. Items Included in the Inventory after the Pilot Study

The Distribution of the New Items in the Inventory after the Pilot Study

No	Type	Statement
85	New Item	If I do not get the meaning while talking, I try to gain time by asking wh- questionsrelated to the parts I have understood sufficiently.
86	New Item	If I do not get the meaning while talking, I try to gain time by asking wh- questionsrelated to the parts I have understood sufficiently.
57	No- Response Care-Check Item	Do not answer this question.

With the inclusion of item 57, a no response statement, the total number for the care-checks in the inventory were four. These carecheck statements were distributed in the inventory as one care-check item on each page. Table 16 displays these statements.

Table 16. The Distribution of Care-Check Statements in the Inventory

The Care-check Statements in the Communication Strategies Inventory

No	Type	Statement
17	Opposite	I **do not** stop talking, if I do not remember a word.
34	Positive	It is necessary to practise English in order to speak it well.
57	No Response	Do not answer this question.
75	Opposite	While talking, if I make a mistake, I **do not** correct it.

In conclusion, the Communication Strategies Inventory consisted of 86 statements for the Main Study.

3.4 MAIN STUDY

The main study was composed of two independent studies. First, to elicit the data about communication strategy use of the learners, two questionnaires were implemented to the subjects and then, in order to find out communication strategy use by the learners in practice, a communication task was performed with the subjects. The Implementation of Background Questionnaire and the Communication Strategies Inventory will be referred as Study 1 and The Communication Task Performance will be referred as Study 2 hereafter.

3.4.1 STUDY 1

3.4.1.1 Objectives

Study 1 aimed to elicit data on how frequently the participants report using communication strategies included in the inventory. It also aimed to compare the prep. class and non-prep. class students in terms of their use of communication strategies.

3.4.1.2 Setting

Study 1 was conducted at Ayvalık Anatolian High School. This school was the single state high school with intensive EFL program in that academic year within its location. Moreover, the researcher was a teacher of English at this school and the

research area and design had been determined according to the potentials of the learners of this school and needs of the proceeding EFL program.

3.4.1.3 Participants

There were 175 students in **Study 1**. 53 female and 35 male students from three prep. classes and 52 female and 35 male students from three non-prep. classes participated in the study. The total number for the female was 105 and 70 for the male. Table 17 below shows the distribution of the participants.

Table 17. Distribution of the Participants of Study 1

CLASS	Language Proficiency	FEMALE	MALE	TOTAL
9-A	Prep.	23	7	30
9-B	Prep.	19	11	30
9-C	Prep.	11	17	28
Total Number for Prep.		*53*	*35*	*88*
9-F	Non-prep.	15	14	29
9-G	Non-prep.	20	9	29
9-I	Non-prep.	17	12	29
Total Number for Non-Prep.		*52*	*35*	*87*
TOTAL		105	70	175

3.4.1.4 Instruments

3.4.1.4.1 Background Questionnaire

The Background Questionnaire was given to the participants to obtain the data to the study. It consisted of 13 items. The questions in the questionnaire intended to get chronological data about the participants' exposure to EFL instruction. The 6th item was designed to get relatively introspected data about the participants' perception of success (See Appendix E). The items were designed as follows:

Item 1, Item 2, Item 3, and Item 4 required the participants to give identical information. Item 5 was about the period through which the participants had been exposed to English. Items 8, 9, 10 and Item 11 were prepared to obtain qualitative data about the participants' EFL learning. Item 12 and 13 attempted to find out whether the participants could practice English outside the school or not.

3.4.1.4.2 Communication Strategies Inventory

The second instrument used for Study 1 was The Communication Strategies Inventory which had also been used in the Pilot Study. The inventory consisted of 86 items and was largely based upon the classification of communication strategies proposed by Dörnyei and Scott (1995a; 1995b; cited in 1997: 197). The inventory used for this study was created by taking Dörnyei and Scott's taxonomy as a base list of strategies and classifying strategies reported by other researchers (Onat-Konuşmaz, 2003; Wannaruk, 2002; Doğruöz, 2001; Sümmen, 2001; Dikdere, 1999; Dörnyei & Scott, 1995a, 1995b; Yarmohammadi & Seif, 1992; Oxford, 1990;

Paribakht, 1985; Politzer & McGroarthy, 1985; Corder, 1983; Tarone, Cohen, Dumas, 1983; Tarone, 1983; Faerch & Kasper, 1983, 1983b) as well as those observed by the researcher herself. Details of these additions can be seen in Appendix I. These items were organized in fourteen categories.

The tables below display the organization of the Communication Strategies Inventory in terms of items within the categories. Tables 18 and 19 introduce the item numbers and examples of each strategy within the functional reduction group.

Table 18. Organization of Functional Reduction Strategies within the Communication Strategies Inventory

FUNCTIONAL REDUCTION	
Item No: 1, 2, 3, 4	
Item 1 Topic Avoidance (lexical level)	S: Yeah. That is what they are calling I think. I am not familiar with the words, the terminology. I: But you introduce the topic now. S: I know but I don't know maybe I don't want to talk. Sunkar-Koçoğlu (1997: 49)
	If I need a word which I don't know, I don't talk about this topic. Tarone (1983
Item 2 Topic Avoidance (syntactical level)	I: What do you know about the commercials? Did you watch any commercial on MTV? S: On MTV sometimes yes, but I really I, I don't know anything about them. I, I change the topic? Sunkar-Koçoğlu (1997: 49)
	If I need structure which I don't know, I don't talk about this topic. Tarone (1983)
Item 3 Message Abandonment (Lexical Level)	S: She... she gave she gave us some topics about uh uh like advertisement? I: Uh uh S: And commercials and I can't remember. Sunkar-Koçoğlu (1997: 38)
	If I can't remember the word I need while talking, I cut the conversation.
Item 4 Message Abandonment (Syntactical Level	S: There were many items, they provided, but I think I thought it's uh hhhmm very those very those are very useful I:Hhmm S: But I just thought, hhmm that's all. Sunkar-Koçoğlu (1997: 38)
	If I can't remember the structure I need while talking, I cut the conversation. Tarone (1983)

Table 19. Organization of Functional Reduction Strategies within the Communication Strategies Inventory (continued)

FUNCTIONAL REDUCTION	
Item No: 12, 13, 77, 78	
Item 12 Functional Reduction	S: Speaking Turkish! Speaking Turkish! I: Who? S: Ozan Konuşmaz (2003: 30)
	If I can't remember a grammatical structure while talking, I use an easier structure that expresses the same meaning. For example, It's twenty minutes instead of It takes twenty minutes to go there. Faerch & Kasper (1983b)
Item 13 Restructuring	S: Turn right. Go down the stairs. Eee turn right eee right. Then eee turn right. Go down the stairs and go along the- eee turn eee right. Eee go past the cafeteria. Onat-Konuşmaz (2003: 35)
	If I can't recall the word to complete my statement, I transform my sentence. For example, I am hungry instead of I must eat something. Faerch & Kasper (1983b)
Item 77 Message Adjustment (Lexical Level	I: There's a mobile phone in it. OK. What are they? (showing the buttons on it) S1:Fifty six, double zero, this model. Target Item: Key **Study 4 (Prep)**
	While talking, if it's needed to use a word which I don't know, I change the topic. **Corder (1983)**
Item 78 Message Adjustment (Syntactical Level)	I: What happened yesterday? S: I like to swim. **Tarone, Cohen, Dumas (1983)**
	While talking, if it's needed to use a structure which I don't know, I change the topic. **Corder (1983)**

Table 20 introduces the organization of formal reduction strategies and presents examples from their employment through the literature.

Table 20. Organization of Formal Reduction Strategies within the Communication Strategies Inventory.

FORMAL REDUCTION	
Item No: 7, 8, 9, 10	
Item 7 Phonological Level	Overgeneralizing the use of */d/* or borrowing a L1 phoneme **Faerch and Kasper (1983: 41)**
	If I have difficulty in pronouncing a word while talking, I pronounce another sound from **English** phonemes **instead of the sound** I have difficulty. **Tarone, Cohen, and Dumas, 1983**
Item 8 Lexical Level	**I**: And what's her father's job? **S**: He- *cinema.* Target item: Director **(Konuşmaz, 2003: 57)**
	If I can't recall a word that I have to use, I express myself by using a semantically related word. For example, My father is… a cinema, instead of My father is a film-director. **Faerch & Kasper (1983b)**
Item 9 Syntactical Level	**I**: What did you do at home? In the evenings? **S**: Sleep. **(Konuşmaz, 2003: 66)**
	If I have difficulty in the use of a structure, I avoid it, by expressing my meaning with an easier structure. For example, My birthplace is Denizli instead of I was born in Denizli. **Faerch & Kasper (1983b)**
Item 10 Morphological Level	**I**: And the other man? S3: (plays with chin) But when the woman smiles, man ***will sad***… (self-repairs immediately) man would be sad **I**: When the woman smiles? S2: Maybe, S3: Man would be (plays with ear) sad. **Study 2 (Prep)**
	If I have difficulty in expressing my meaning with a special usage, I express it in an easier way. For example, I want to drink coffee instead of I would like to drink coffee. **Faerch & Kasper (1983b)**

The two items intending to measure overgeneralization are introduced in Table 21.

Table 21. Organization of Overgeneralization Strategies within the Communication Strategies Inventory.

OVERGENERALIZATION	
Item No: 5, 11	
Item 5 Epenthesis (Phonological Level)	Adding **schwa** between the consonants in the pronounciation of the word **stray** . **Tarone, Cohen, Dumas (1983: 6)**
	If I have difficulty in pronouncing a word while talking, I add a vowel between the sounds I have difficulty in pronunciation. **Tarone, Cohen, and Dumas (1983)**
Item 11 Overgeneralization (Syntactical Level)	**S:**You will have seventeen babies from Hamdi (laughter) You will get married in **the** Çırağan Palace. Eee. You won't get a job. **Konuşmaz (2003: 40)**
	If I don't remember the word I need, I use an easier structure which expresses the same. For example, The sisters and mum goes to the concert instead of The sisters and mum go to the concert. **Tarone, Cohen, and Dumas (1983)** **Konuşmaz (2003: 27)**

Statements for circumlocution strategies are explained and samplified in Tables 22 and 23 below.

Table 22. Organization of Circumlocution Strategies within the Communication Strategies Inventory.

CIRCUMLOCUTION	
Item No: 18, 19	
Item 18 **Physical Description**	**S**: ... some people have a car – and some people have a er bicycle – and some people have a er erm –**a cykel there is a m motor.** Target word: Moped **Faerch and Kasper (1983: 49)**
	If I don't remember a word, I describe it with its physical properties such as size, colour, material… For example, We put cups on it, err, it is wooden instead of Coffee table. **Paribakht (1985)**
Item 19 **Elaborated features**	S: It is an insect which has 40 legs instead of Caterpillar. **Dikdere (1999: 75)**
	If I don't remember a word, I express it by means of its distinguishing features. For example, Its neck is tall instead of Giraffe. **Paribakht (1985)** **Sümmen (2001: 30)**

Table 23. Organization of Circumlocution Strategies within the

Communication Strategies Inventory

CIRCUMLOCUTION	
Item No: 20, 21, 27, 28	
Item 20 **Locational Property**	**I**: 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. Target Item: Waterpipe **Tarone (1983: 62)**
	If I don't remember the name of an object, I express it by means of its location. For example, You can see lots of them in Bursa instead of Tombs. **Paribakht (1985)**
Item 21 **Historical Property**	That thing didn't work on Tuesday, you know, it was cold instead of Central Heating.
	If I don't remember the name of an object, I express it by means of historical associations. For example, That thing didn't work on Tuesday, you know, it was cold instead of Central Heating**.** **Paribakht (1985)**
Item 27 **Use of All Purpose Words**	**S**: Yes, there is (uhm) **something,** (uhm) **something. (**Uhm) it's yellow but (uhm) like black. It's **something** (laughs). **Doğruöz (2001: 57)**
	If I don't remember a word, I use a general word instead of it. For example The man is lying on a pink thing instead of Pink cushion. **Dörnyei & Scott (1995a, 1995b)**
Item 28 **Functional Description**	**S**: **We use it when we walk... when we don't want to** (uhm) **press the grass.** **I**: Grass? **S**: Grass. **We walk on them.** Target item: stone **Doğruöz (2001: 55**)
	If I can't remember a word, I try to express what it is used for. For example, A thing you dry your hands instead of Towel. **Paribakht (1985**)

The table below displays the organization of approximation strategies and gives relevant examples.

Table 24. Organization of Approximation Strategies within the Communication Strategies Inventory.

APPROXIMATION	
Item No: 15, 16, 22, 23, 24, 25	
Item 15 **Use of Super-ordinate Term**	If I can't recall a word, I use another word which expresses it generally. For example, Toy instead of Doll. **Yarmohammadi & Seif (1992)**
Item 16 **Use of Contextually Different Words**	**S**: It doesn't so important for me to discuss with him because he's little not too litle, he is 15 years old! Target Item: Young **Dikdere (1999: 110)**
	If I can't recall a word that I have to use, instead of it, I use another word which is different in context, but semantically similar. For example, Boy instead of Son **Yarmohammadi & Seif (1992)**
Item 22 **Positive Comparison: Analogy**	**S**: He looks like **Atom Karınca.** He has a cowboy hat (uhm) a brown cowboy hat. **Doğruöz (2001: 58)**
	If I can't recall a word I need, I express it by means of similes. For example, He looks like Atom Karınca instead of He is very energetic **Paribakht (1985)**
Item 23 **Overelaboration**	**S**: Those people next door are rather **indigent** instead of Poor. **Tarone, Cohen, Dumas (1983)**
	In the course of speech, I use exaggerated words to make my meaning clear. For example, Those people are indigent instead of Those people are poor. **Tarone, Cohen, and Dumas (1983)**
Item 24 **Positive Comparison: Synonymy**	Charming instead of Attractive
	If I can't remember a word, I use a synonym instead of it. For example, Charming instead of Attractive **Paribakht (1985)**
Item 25 **Negative Comparison: Antonymy**	It's not an old painting instead of It's a modern painting.
	If I can't remember the name of an object, I express it by using its antonym. For example, It's not an old painting instead of It's a modern painting **Paribakht (1985)**

Wordcoinage strategies are measured with two statements in the inventory. Below is the organization within the inventory.

Table 25. Organization of Wordcoinage Strategies within the Communication Strategies Inventory.

WORD COINAGE	
Item No: 14, 29	
Item 14 **Wordcoinage**	**S**: Near the window, there is a (uhm). There is two (uhmm) I think they are **twices.** Target item: Twins **Doğruöz (2001: 55)**
	If I can't recall a word, I make up a new word in place of it. For example, instead of Chef, Cooker, for Twins, Twices. **Dörnyei & Scott (1995a, 1995b) Sümmen (2001: 35)**
Item 29 **Use of Onomatopeic Words**	**S**: On the street, there was... ehh *carboom*. There is (self-repairs) was blood at that place. (1) Target Item: Carcrash
	If I can't remember a word, I express it by combining words and sounds.

(1) This strategical behaviour does not exist in the literature; however it was observed in English classes by the researcher that EFL learners employ this strategy.

Table 26 describes the organization of literal translation strategies and gives examples for them.

Table 26. Organization of Literal Translation Strategies within the Communication Strategies Inventory.

LITERAL TRANSLATION	
Item No: 30, 31	
Item 30 **Syntactical Level**	**S**: He invites him to drink. Target Item: to toast one another **Tarone (1983)**
	If I can't remember the English equivalent of a structure I translate its use from Turkish. For example, instead of She took a decision, She gave a decision. **Dörnyei & Scott (1995a, 1995b)**
Item 31 **Lexical Level**	**S**: Middle Anatolia Target Item: Central Anatolia **Sümmen (2001: 33)**
	If I can't remember the English equivalent of a word, I translate it from Turkish. For example, Middle Anatolia instead of Central Anatolia **Dörnyei & Scott (1995a, 1995b)**

In the Communication Strategies Inventory, there are three items intending to measure codeswitching. Table 27 introduces these items.

Table 27. Organization of Codeswitching Strategies within the Communication Strategies Inventory.

CODESWITCHING	
Item No: 6, 32, 33	
Item 6 **Phonological Level**	Overgeneralizing the use of /v/ instead of /w/.
	If I have difficulty in pronouncing a word while talking, I pronounce another sound from my **native** tongue **instead of the sound** I have difficulty in pronunciation. **Tarone, Cohen, and Dumas (1983)**
Item 32 **Syntactical Level**	**S**: The person, who is lying in the middle of trees. He has (to himself with a low voice) (uhm) (to himself with a low voice) he is ... (uhm) **I**: What did you say? I didn't hear. **S**: (uhm) **Belinde kemerin ucunda kurşunlar var** (laughs). OK? **Doğruöz (2001: 52)**
	If I have difficulty in expressing my meaning, I express it in Turkish. **Dörnyei & Scott (1995a, 1995b)**
Item 33 **Lexical Level**	**S**: I have graduated from a high school in Aydın. It was a... **yatılı**. **Sümmen (2001:126)**
	If I don't recall a word, I immediately refer to Turkish. For example, instead of My school in Aydın was a... yatılı... school instead of Boarding school. **Dörnyei & Scott (1995a, 1995b)**

Foreignizing is measured at lexical level. The table below gives an example from the literature.

Table 28. Organization of Foreignizing Strategy within the Communication Strategies Inventory

FOREIGNIZING	
Item No: 35	
Item 35 **Lexical Level**	**S**: I don't like watching films on TV or dizi (es) (sounded English) **Dikdere (1999: 52)**
	In the course of speech, if I don't remember a word, I pronounce its Turkish equivalent in English. For example, Diiziis instead of TV series. **Dörnyei & Scott (1995a, 1995b)**

Guessing as a communication strategy consists considerably various ways for EFL learners. Table 29 introduces items for communication strategies of guessing.

Table 29. Organization of Guessing Strategies within the Communication Strategies Inventory

GUESSING	
Item No: 70, 71, 72, 73, 74, 76	
Item 70 **By means of Speaker's Mimicry (Lexical Level)**	**I**: Nowadays; do you think that magazines are full of perfect people? **S1& S2 & S6**: No. **S5**: (turns to teacher) **Study 2 (Prep.)**
	When an unknown word is used in a sentence, I try to infer its meaning from the speaker's face. **Dörnyei& Scott (1995a, 1995b)**
Item 71 **By means of Speaker's Mimicry (Syntactical Level)**	**S3**: (looks at the teacher's face) Sanırım... sormak istediğiniz nereden geliyor (looks at the desk) eeeahh... Gündoğan... Gündoğan. My surname... Gündoğan... sonradan değişti... derken... (falling intonation) (pauses for assistance) **Study 1 (Non-prep.)**
	When an unknown structure is used, I try to infer its meaning from the speaker's face. **Dörnyei & Scott (1995a, 1995b)**
Item 72 **By means of Speaker's Actions (Lexical Level)**	**I**: In this decade *(demonstrates)* ten years. Ten years of time. Let's think about this decade! Is it difficult or easy, and... ... *(S2 looks at the direction the interlocutor points)* **Study 1 (Non-prep.)**
	When somebody uses a word I haven't learnt well in a sentence, I try to infer the meaning of the sentence from the speaker's actions. **Dörnyei & Scott (1995a, 1995b)**
Item 73 **By means of Speaker's Actions (Syntactical Level)**	*The learner tries to infer the meaning of the sentence by means of speakers actions. (1)*
	When somebody uses a structure whose meaning I don't know, I try to infer its meaning from the speaker's actions. **Dörnyei & Scott (1995a, 1995b)**
Item 74 **By means of Speaker's Intonation (Lexical Level)**	**I**: I bought it eight years ago, before eight years I bought it, and I want to use it, at home, I want to use it as a cassette player. What am I going to do? (Ss try to infer meaning by means of the words the interlocutor emphasized) **I:** What am I going to buy? **Study 3 (Non-prep.)**
	When somebody uses a structure I haven't learnt well in a sentence, I try to infer the meaning of the sentence from the speaker's intonation. **Dörnyei & Scott (1995a, 1995b)**
Item 76 **By means of Speaker's Intonation (Syntactical Level)**	*The learner tries to infer the meaning of the sentence by means of speakers intonation. (1)*
	When somebody uses a word whose meaning I don't know, I try to infer its meaning from the speaker's intonation. **Dörnyei & Scott (1995a, 1995b)**

(1) An example of this communication strategy cannot be found in the literature by the researcher. Thus, only the description of the strategical tendency can be introduced.

Appealing strategies form the biggest communication strategy group within the inventory. Tables 30 and 31 introduce the organization of appealing strategies and give examples for each item.

Table 30. Organization of Appeal for Assistance Strategies within the Communication Strategies Inventory.

APPEAL FOR ASSISTANCE	
Item No: 51, 52, 53, 54, 55, 56, 58	
Item 51 **Rising Intonation (lexical level)**	**S**3: Dersane **S2:** Dersane (plays with sleeves) Dershane? (rises intonation) **Study 4 (Prep)**
	In the course of speech, if I can't remember a word, I ask for help to my interlocutor, by rising my intonation **Yarmohammadi & Seif (1992)**
Item 52 **Rising Intonation (syntactical level)**	**I**: Hıhı, Günebakan. S3 Gündoğan. **S2:** (looks at S1 in order to give the turn) **S:** Your... surname. (points to S3, **rising intonation**) **I:** Your surname (looks at S3) Is Günebakan your surname? **Study 1 (Non-prep.)**
	In the course of speech, if I can't remember a grammatical structure, I ask for help to my interlocutor, by rising my intonation. **Yarmohammadi & Seif (1992)**
Item 53 **Appeal to Authority (lexical level)**	**S**: Welcome. This is our famous quiz show. And these are our... (asks for assistance by pointing to the teacher) Target item: Guests **Konuşmaz (2003: 44)**
	In the course of speech, if I can't remember a word, I ask it to my teacher. **Yarmohammadi & Seif (1992)**
Item 54 **Appeal to Authority (syntactical level)**	**I:** Where are the big shoes? **S**: On the left, I think. In the center on the left. Near the television, I think, he was watching TV but... hamak neydi? (laughs) **Doğruöz (2001: 60)**
	In the course of speech, if I can't remember a grammatical structure, I ask it to my teacher. **Yarmohammadi & Seif (1992)**
Item 55 **Appeal to Friends (lexical level)**	**S1:** Ne anlama geldiği değil mi? (whispers to friend) **S2:** Hayır. Bakan nereden geliyor? **Study 1 (Non-prep.)**
	In the course of speech, if I can't remember a word, I ask it to my friend. **Yarmohammadi & Seif (1992)**
Item 56 **Appeal to Friends (syntactical level)**	**S2:** (laughs) Kürek row muydu, neydi? **T:** OK. How can you describe olta in English? **Study 4 (Prep)**
	In the course of speech, if I can't remember a grammatical structure, I ask it to my friend. **Yarmohammadi & Seif (1992)**
Item 58 **Appeal to Authority TR Translation**	**T:** Screen and what are they? **S2:** Numbers mı o? **Study 4 (Prep)**
	In the course of speech, if I can't get the meaning, I ask it to my teacher. **Yarmohammadi & Seif (1992)**

Table 31. Organization of Appeal for Assistance Strategies within the

Communication Strategies Inventory (Continued).

APPEAL FOR ASSISTANCE	
Item No: 59, 60, 61, 62, 63, 64, 65, 66 67	
Item 59 **Appeal to Authority: Asking for Verification**	**S3:** It's (emphasis with mimicry) You are alw, always waiting but fish you can't catch the fishes. (looks at the interlocutor to be verified) **I:** Aha, and, **S2:** And, (emphasis with mimicry) I don't like it. **Study 4 (Prep)**
	While talking, I would like my teacher to check if I'm correct. For example, The woman was frightened... , yes? **Yarmohammadi & Seif (1992)**
Item 60 **Appeal to Interlocutor: Asking for Verification**	**I:** OK, by the way, who knitted it? **S3:** Efendim? **T:** Who knitted it? (*S3 looks at S2 for assistance*) **Study 4 (Prep)**
	While talking, I would like the interlocutors confirm what I say. **Yarmohammadi & Seif (1992)**
Item 61 **Appeal to Dictionary (Referring)**	The learner appeals to dictionary. **Yarmohammadi&Seif (1992)**
	I refer to the dictionary when I need. **Yarmohammadi & Seif (1992)**
Item 62 **Appeal to Dictionary (Carrying)**	*The learner carries a dictionary in order to refer when a communication problem occurs. (1)*
Item 63 **Direct Appeal: Asking for Repetition**	**S**: Would you repeat that, please? **Oxford (1990: 169)**
	While talking English, I ask for repetition if I can't understand. **Oxford (1990)**
Item 64 **Direct Appeal: Asking for Slow Speech**	**S**: Please speak more slowly? **Oxford (1990: 169)**
	While talking, I ask for slowing down the speech, if I don't understand what has been said. **Oxford (1990)**
Item 65 **Direct Appeal: Asking for Clarification**	**S**: I'm sorry, I don't understand. What was that again? **Oxford (1990: 169)**
	While talking, if I don't understand what has been said, I ask people to express it again in an easier way. **Oxford (1990)**
Item 66 **Indirect Appeal: Dazzled Look**	**I**: Did you stay there? **S**: Yes, but only nights not eee... (cannot find the proper word and asks for assistance by eyes) **(Konuşmaz, 2003: 58)**
	While talking, if I don't understand what has been said I look at the speaker to make him/her feel that I haven't understood. **Dörnyei & Scott (1995a, 1995b)**
Item 67 **Direct Appeal: Asking Questions**	**S**: Did you say... ? **Oxford (1990: 169)**
	While talking, if I don't understand what has been said I ask questions to understand it better. **Oxford (1990)**

There are 11 items measuring stalling strategies in the inventory. These items are introduced and samplified in Tables 32 and 33 below.

Table 32. Organization of Stalling Strategies within the Communication Strategies Inventory.

STALLING	
Item No: 41, 42, 43, 44, 45	
Item 41 **Slow Speech** **(lexical level)**	**S2**:Heart ilnesses.(rising intonation) (plays with hands) and (demonstrates with fingers) (waits) and... (rising intonation) I-pods and MP3 (TR pronuncation for three) play (points to ears) have (pauses) eee (pauses) heard... Target Item: Hearing Impairment **Study 1 (Non-prep.)**
	In the course of speech, if I can't remember a word, I slow down my speech, and try to gain time. **Dörnyei & Scott (1995a, 1995b)**
Item 42 **Slow Speech** **(syntactical level)**	**S1:** Items. For example, (looks up) (counts by finger) eeeh, mobile phone and eee I-pod because (pauses) the mobile phones (self-repairs) mobile phones (plays with her hands) ııh, eee (looks up) can be cancer. It, ııı (plays with hands) **S3:** Zararlı, zararlı **Study 1 (Non-prep.)**
	In the course of speech, if I can't remember a structure, I slow down my speech, and try to gain time. **Dörnyei & Scott (1995a, 1995b)**
Item 43 **TR Mumbling Words** **(lexical level)**	**I**: Is communication (Ss look) is communicating easy nowadays? **S1**: ... not easy (looks around, to S2) it is, *yani*... zor... hard **S1**:Difficult (nods) **Study 1 (Non-prep.)**
	In the course of speech, if I can't remember a word, I use some Turkish mumbling words to gain time. For example, Şey, Var ya, Aman, İşte. **Dörnyei & Scott (1995a, 1995b)**
Item 44 **TR Mumbling Words** **(syntactical level)**	**I**: Why do you think it is very good? **S3**: Very very good **da**... eee haberleşme olarak diyorum (looks at the teacher) **Study 1 (Non-prep.)**
	In the course of speech, if I can't remember a grammatical structure, I use some Turkish mumbling words to gain time. For example, Şey, Var ya, Aman, İşte. **Dörnyei & Scott (1995a, 1995b)**
Item 45 **ENG Fillers** **(lexical level)**	**I**: How many friends have you got? **S1**: Oh. Eeh, emm, yanılmıyorsam... **Study 1 (Non-prep.)**
	In the course of speech, if I can't remember a word, I use some mumbling words to gain time. For example, Err... , Um**...** **Dörnyei & Scott (1995a, 1995b)**

Table 33. Organization of Stalling Strategies within the Communication Strategies Inventory (Continued)

STALLING	
Item No: 47, 48, 49, 50, 85, 86	
Item 47 **Use of Repetitions (lexical level)**	**S3**: Match. **I**: Football matches. **S2**: (looks at teacher) Football matches, Kurtlar Vadisi (laughter). **Study 1 (Non-prep.)**
	If I can't remember a word, in order to gain time, I repeat what I have said before. **Dörnyei & Scott (1995a, 1995b)**
Item 48 **Use of Repetitions (syntactical level)**	**S1**: A family… a family eat… eat somethings. Eat… a family eat dinner. **Study 1 (Non-prep.)**
	If I can't remember a grammatical structure, in order to gain time I repeat what I have said before. **Dörnyei & Scott (1995a, 1995b)**
Item 49 **Lengthening Sylabbles (lexical level)**	**I**: Calls him what (emphasis)? Says what? **S1**:Saaay (Self-repairs) says... **I**: What do I call him? (points to G) **Study 1 (Non-prep.)**
	If I can't remember a word, I lengthen sylabbles to gain time. **Yarmohammadi&Seif (1992)**
Item 50 **Lengthening Sylabbles (syntactical level)**	**S1**: (rising intonation) Yaaani, eee, not... not right (plays with both lips) doğru değil, not doğru... correct (shouts) not correct! **Study 1 (Non-prep.)**
	If I can't remember a grammatical structure, I lengthen sylabbles to gain time. **Yarmohammadi & Seif (1992)**
Item 85 **Use of Tag Questions**	**I**: Risking or risk taking. (Ss look) So... risk taking. You are a... **S3**:Başka bir şey daha va... demiştik, *miş miydik?* (looks at the teacher) (1) **Study 1 (Non-prep.)**
	If I don't get the meaning while talking, I try to gain time by asking tag questions related to the parts I have understood sufficiently.
Item 86 **Use of Wh- Questions**	**I**: Because it's difficult and you don't like studying. For this reason? **S2**: What? (1) **Study 3 (Non-prep.)**
	If I don't get the meaning while talking, I try to gain time by asking wh- questions related to the parts I have understood sufficiently.

(1) This strategical behaviour does not exist in the literature; however it was observed in English classes by the researcher that EFL learners employ this strategy.

Tables 34 and 35 below introduce items measuring the use of modification devices.

Table 34. Organization of Use of Modification Devices within the Communication Strategies Inventory.

MODIFICATION DEVICES	
Item No: 68, 69, 79, 80, 81	
Item 68 **Feigning Understanding**	*The learner pretends to understand the message given.*
	While talking, if I don't understand what has been said, I pretend to have understood it. **Dörnyei &Scott (1995a, 1995b)**
Item 69 **Use of Memorized Statements**	**S1:** A man… was go... was to the dentist. **I:** Going? **S1:** *I think.* **Study 1 (Non-prep.)**
	While talking, I use a sentence which I have learnt before in order to carry on the conversation. **Politzer & McGroarthy (1985)**
Item 79 **Comprehension Check**	**I:** What language do you speak at home? **S:** If speak to my friend, I speak Isan language, okay? But in my family, I use Thai language. **Wannaruk (2002)**
	While talking, I use terms that will enable me to check the correctness of what I have said. For example, Right, Okay, Do you understand? **Wannaruk (2002)**
Item 80 **Backchannel Cues**	**I**: What about playing games? **S3**: Yes. **S2**: Yes. **I**: So, do you usually play games... ? **Study 3 (Non-prep.)**
	While talking, I use terms that will assure my listeners that I have understood what they have told me. For example, Yes, Sure. **Wannaruk (2002)**
Item 81 **Confirmation Check**	**I:** Have you been on the co-op education program? **S:** Again please. **I:** Have you been on the co-op program? **S:** (2 seconds) Co-op program? **I:** (nodding) **Wannaruk (2002)**
	While talking, I repeat what I have been told, to check myself if I have understood well. **Wannaruk (2002)**

Table 35. Organization of Use of Modification Devices within the

Communication Strategies Inventory (Continued).

MODIFICATION DEVICES	
Item No: 82, 83, 84	
Item 82 **Interpretive Summary**	**I:** It's useless like this as a CD-player. It's useless. (holds earphones) Suppose that it's a CD- player. It's useless. **S:** Kulaklık. **I:** I don't use it. **S1 & S3:** Kullanamıyorsunuz. **I:** OK. I can't use it. **Study 3 (Non-prep.)**
	While talking, I summarize what I have been told, to make my listeners verify if I have understood well. **Dörnyei & Scott (1995a, 1995b)**
Item 83 **Other-Repair**	**S2:** Enjoying things… in the club and I think I remember a fire. **S1:** Evet, kitchen. **S2:** In the kitchen. **Study 2 (Prep)**
	While talking, if my friend can't complete his/her sentence, I complete it instead of him/her. **Dörnyei & Scott (1995a, 1995b)**
Item 84 **Self-Repair**	**S3:**Yes, because, I couldn't understand what they're talking about (knocks on desk with fingers) what *they're* saying, what they were saying **Study 4 (Prep)**
	While talking, if I make a mistake I correct it. **Dörnyei & Scott (1995a, 1995b)**

Finally, Tables 36 and 37 introduce the items for the use of nonlinguistic devices as a strategy of communication.

Table 36. Organization of Use of Nonlinguistic Devices within the

Communication Strategies Inventory

NONLINGUISTIC DEVICES	
Item No: 26, 36	
Item 26 Pointing	**S**: Like when you (points to the plaster) **I**: If you fall down you can use that. Target item: Plaster **(Konuşmaz, 2003: 61)**
	In the course of speech, if I can't remember the name of an object, I point to it. **(Konuşmaz, 2003)**
Item 36 Mimicry	**I:** Was it a chicken or a real turkey? **S2:** No turkey. (lifts eyebrows for negation) **Study 3 (Non-prep.)**
	In the course of speech, if I can't recall a word, I express it by means of my facial expression. **Paribakht (1985)**

Table 37. Organization of Use of Nonlinguistic Devices within the

Communication Strategies Inventory(Continued).

NONLINGUISTIC DEVICES	
Item No: 37, 38, 39, 40	
Item 37 Drawing	*The learner makes use of drawings in order to express the intended meaning. (1)*
	In the course of speech, if I don't remember a word, I express it by drawing.
Item 38 Gestures	**I**: Crossing the street. Were there any animals in the picture? **S2***: (demonstrates negation with hands)* **Study 2 (Prep.)**
	In the course of speech, if I can't remember a word, I express it by means of gestures. **Paribakht (1985)**
Item 39 Demonstration (lexical level)	**I:** What's knitting? What's knitting? **S3:** Knitting (S2 holds the knitted phone cup) **I:** OK. What is knitting? **S2:** Örgü. **Study 4 (Prep.)**
	In the course of speech, if I can't remember a word, I demonstrate the word I want to express. **Paribakht (1985)**
Item 40 Demonstration (syntactical level)	**I:**Yes, why do you think so? **S3:** Because, (points) here is a name. **I:** Hıhı **S3:** On the **S2:** Şeyy, (demonstrates) (moves hand) (negative look) **I:**Yes, what is it? (S3 points to the picture) (S1 & S4 try to read the name) **I:** What are they doing? **S2:** Ehm (moves hands forward). Denizde yüzüyorlardı ama. **S2:** Swimming. **Study 4 (Prep.)**
	In the course of speech, if I can't remember a structure, I demonstrate the thing I want to express. **Paribakht (1985)**

(1) This strategical behaviour does not exist in the literature; however it was observed in English classes by the researcher that EFL learners employ this strategy.

3.4.1.5 Procedures for Data Collection

The Communication Strategies Inventory was carried out at an Anatolian High School with six classes from intermediate level. The teachers of English delivered the inventories to the students of three prep. and three non-prep classes. The participants completed the inventories within 35-minute time. The colleagues who would assist the researcher were informed about the aims and the design of the study. Since almost all of the participants were students of the researcher, they were willing to participate in the study sooner. Participants knew that their names would not be kept confidential and this did not cause any trouble.

The data obtained by means of the inventories was fed into a computer using SPSS 10.01 (Statistical Package for Social Sciences) data editor for Windows.

3.4.1.6 Data Analysis

As a result of the analysis of the data from Study 1, it was found out that some of the participants did not fill in the inventories carefully. Thus, in an attempt to obtain more reliable data, 26 participants were excluded from the study, resulting in a final total of 149 respondents.

Table 38 below illustrates the participants and the number of the care-check statements for whose reliability they were excluded from the study.

Table 38. The Participants Excluded from Study 1

Carecheck	Type	Participant Number
34	Positive	62, 72, 75, 82, 102, 161, 163, 166, 169
57	No response	79, 87, 104, 115, 157
75	Opposite	38, 53, 61, 63, 70, 78, 121, 129, 131, 144, 149, 169

The data analysis was accomplished by means of SPSS 10.01 (Statistical Package for Social Sciences) for Windows. However, various analyses were conducted to address identical research questions of the study. Descriptive statistics was conducted in order to find out the communication strategies employed by the subjects. The mean frequencies obtained by means of descriptive statistics made it possible to determine the most frequent and the least frequent communication strategies both among the major groups and within themselves. An independent Samples T-Test was conducted to compare communication strategy use between prep. and non-prep. learners. Analyses of Variance (ANOVA) made it possible to explore the impact of perceived proficiency on communication strategy use. Finally, further analysis of the data with Post-Hoc Scheffe and LSD Tests determined the differences of communication strategy use between various levels of perceived proficiency.

3.4.2 STUDY 2

3.4.2.1 Objectives

The second part of the Main Study aimed to find out the communication strategies used by the students by means of a semi-structured communication task.

3.4.2.2 Setting

Study 2 was accomplished at Ayvalık Anatolian High School at 10.00 a.m. on 24 th November 2007. The study was conducted in one of the classrooms of the school in which the subjects carried out the communication task only with interaction with the researcher.

3.4.2.3 Participants

12 female and 7 male, totally 19 students participated in Study 2. Their ages were ranged from 15 to 17. There were two groups of participants according to their exposure to EFL instruction. There were 5 female and 3 male learners from the non-prep. classes and 7 female and 4 male learners from prep. classes. The marks of the learners were taken into consideration while determining the subjects. However, essential criteria for the determination of the participants of Study 2 were the willingness to communicate and the intelligence to determine the future route for the

foreign language having been learnt. The distribution of the participants is shown in Table 39.

Table 39. The Distribution of Students Participating in Study 2

Study Number	Grade	Female	Male	Total
Study 1	Non-prep.	4	1	5
Study 2	Prep.	4	2	6
Study 3	Non-prep.	1	2	3
Study 4	Prep.	3	2	5
TOTAL		12	7	19

3.4.2.4 Instruments

Two types of tasks were used in Study Two. One of them was a collection of pictures by a Turkish artist and the second one was a text about the net to recall subjects' lexicon about the discussion topics which they would encounter during the discussion sessions.

3.4.2.5 Procedures for Data Collection

Study 2 was conducted with four groups; two groups from prep. classes and two groups from non-prep classes. One of the colleagues, a teacher of German

assisted the researcher to carry out the study. Participants were gathered together at the canteen of the school. The group which would start the communication task was given ten minutes total; five minutes for reading the text, and five minutes for investigating the pictures. They were then let to the class in which the study would be conducted.

The communication tasks were conducted in the form of semi-structured oral interviews between the subjects. The researcher participated in the study as an observer. In order to record the performance of the subjects in the communication tasks, a video camera was used. The participants were informed about the use of the video camera. All of the participants were asked whether they would be disturbed by the use of the camera. None of them showed negative attitude for being visually recorded.

3.4.2.6 Data Analysis

The data obtained from the communication tasks were transcribed verbatim. The occurences of the use of Communication Strategies were determined according to the 86 strategies targeted in Communication Strategies Inventory. Occurences were tallied to find frequency of use of each kind of strategy. Examples of these strategies can be seen in Section 4.1.1.2.

Interrater reliability: In order to carry out the inter-rater reliability procedure, Coder S who was carrying a study into nonlinguistic communication strategies was invited. He was given training on the samples of communication strategy types as both of the researchers depended on the comprehensive taxonomy of Dörnyei and Thurrel (1995a, 1995b) for their studies. Approximately 15% of the corpus data was

introduced to Coder S and he was asked to assign code(s) for each sampler. Once the codings were complete, inter-rater reliability of the coding process was analyzed by means of the formulae provided by Young (1996: 132; cited in Erten, 1998: 201) through which the codings of both coders were compared to each other. The formulae can be seen below.

No of strategies coded the same by S & P / No of strategies coded by P x100

Coder S coded a total of 44 strategy incidences 42 of which were the same with the researcher's, resulting in the consistency value of 95% for the study, which was highly reliable. This consistence level was considered reliable enough for further analysis.

3.5 CHAPTER SUMMARY

This chapter described the methodology implemented in the study. First, the aim of the research and research questions were introduced. Next, the rationale for the study was explained. Then, the Pilot study was described. Finally, the methodology of the Main Study was presented. The next chapter will focus on the analyses of the data obtained from the Main Study

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CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0 INTRODUCTION

This chapter presents findings from the statistical analysis and exampler data from the communication task. The findings will be presented in order of research questions and discussed in relation to current literature.

4.1 ANALYSIS OF THE STUDY AND DISCUSSIONS

The key concern of this study was to investigate the communication strategy use of high school students. It aimed to lay out a comprehensive description of the communication strategies employed by them. The second aim was to find out the impact of language proficiency on the use of communication strategies. Thus, this study addresses the research questions below.

RQ1- What communication strategies are employed by Turkish Anatolian High School learners?

RQ1a-What are the most frequent/least frequent communication strategies used by the learners?

RQ2- Is there a difference between the non-prep.group and the prep.group in terms of the frequency of use of communication strategies?

RQ2a- Is there a difference between the non-prep.group and the prep.group in terms of the frequency of use of L1-based communication strategies?

RQ2b- Is there a difference between the non-prep-group and the prep.group in terms of the frequency of use of L2-based communication strategies?

RQ3- Does perceived proficiency of English influence the use of communication strategies?

4.1.1 ANALYSIS OF THE USE OF COMMUNICATION STRATEGIES

One of the main concerns of this study was to find out the communication strategies employed by EFL students of a Turkish Anatolian High School. Hence, the first analysis and findings obtained by means of the data address the research questions below.

RQ1- What communication strategies are employed by Turkish Anatolian High School learners?

4.1.1.1 Analysis of the Communication Strategies Inventory

A descriptive analysis of reported communication strategies revealed how frequently different sets of strategies were used. Table 40 presents these mean values resulting from this analysis.

Table 40. Descriptive Statistics for Groups of Communication Strategies

	N	Mean	Std. Deviation
Appeal for Assistance	145	3,4103	,5505
Inferencing	149	3,1834	,9255
Formal Reduction	149	3,1023	,7449
Stalling Strategies	148	3,0681	,8386
Literal Translation	150	2,9700	,9835
Approximation	146	2,9532	,6640
Overgeneralization	150	2,9367	,8695
Use of Modification Devices	149	2,8750	,5901
Functional Reduction	148	2,8370	,5740
Codeswitching	148	2,8311	,9848
Circumlocution	150	2,7511	,7123
Use of Nonlinguistic Devices	149	2,7036	,8582
Wordcoinage	148	2,5541	,8751
Foreignizing	149	2,2617	1,1648

According to the table, the mean values of communication strategies range from 3,4 to 2,2 indicating that none of the communication strategy types are reported to be used frequently by the learners. In addition, Anatolian High School learners are moderate users of all communication strategy types according to SILL Profile of Results (Oxford 1990:300). And yet, the evaluation of findings in terms of statistical differences within major groups indicates that the most frequently used group of communication strategies is appeal for asssistance (mean: 3,4103, SD: ,5505). This is followed by inferencing strategies (mean: 3,1834, SD: ,9255) as the second group of extensive use. Formal reduction is the third communication strategy widely used by the learners (mean: 3,1023, SD: ,7449) Stalling strategies are also reported to be highly used by the learners (mean: 3,0681 SD: ,8386). Learners report to use literal translation as the last communication strategy group of frequent use (mean: 2,9700, SD: ,9835). The table also shows that the least frequently used strategy groups are circumlocution (mean: 2,7511, SD: ,7123), use of nonlinguistic devices (mean: 2,7036, SD: ,8582) wordcoinage (mean: 2,5541, SD: ,8751) and foreignizing (mean: 2,2617, SD: 1,1648).

The table also revealed some strategy groups which demonstrate high standard deviation indicating that use of these communication strategies significantly vary in terms of frequency among learners. According to the table, foreignizing (SD: 1,1648), codeswitching (SD: ,9848), literal translation (SD: ,9835) and inferencing (SD: ,9255) demonstrate significant difference in terms of frequency of use among learners.

4.1.1.1.1 Appeal for Assistance

Accordingly, as for individual strategies in each major groups of strategies, varying frequencies of communication strategy use have been reported by the participants. These variations within the groups will be presented in descending order of mean scores of individual strategies. Firstly, table 41 introduces the mean values of minor groups within appealing strategies.

Table 41. Mean Values for Communication Strategies of Appeal for Assistance

STRATEGIES	N	Mean	Std. Deviation
Direct Appeal to Authority (L)	150	**3,86**	1,00
Direct Appeal: Asking for Repetition	149	**3,85**	,85
Direct Appeal to Authority (S)	149	**3,81**	1,08
Direct Appeal: Asking for Slow Speech	150	**3,69**	,85
Indirect Appeal: Dazzled Look	150	**3,57**	1,11
Direct Appeal: Referring to Dictionary	149	**3,56**	1,19
Direct Appeal: Asking for Clarification	150	**3,55**	,92
Direct Appeal for Assistance: Friends (L)	149	**3,53**	1,05
Direct Appeal: Authority: TR Translation	149	**3,49**	1,08
Direct Appeal for Assistance: Friends (S)	150	**3,47**	1,08
Direct Appeal: Asking Questions	150	**3,45**	1,04
Direct Appeal: Authority: Asking for Verification	150	3,19	1,15
Direct Appeal: Friends: Asking for Verification	150	3,11	1,14
Direct Appeal: Carrying Dictionary	150	3,09	1,37
Indirect Appeal for Assistance: Intonation (L)	150	**2,57**	1,15
Indirect Appeal for Assistance: Intonation (S)	150	**2,51**	1,15

Descriptive statistics of the data revealed a mean score of 3,41 for appealing strategies, which indicates that high school learners are moderate users of these strategies.

However, when the frequency of the use of the individual strategies are considered, it can be suggested that direct appeal to authority for lexical deficiencies is the most frequently employed appealing strategy (mean value: 3,86). Learners report frequent use of direct appeal for assistance for repetition (mean value: 3,85) and direct appeal to authority for syntactical deficiencies (mean value: 3,81). The least frequent appealing strategies are indirect appeal for assistance through intonation for lexical deficiencies (mean value: 2,57) and indirect appeal for assistance through intonation for syntactical deficiencies (mean value: 2,51).

4.1.1.1.2 Guessing

Data from the descriptive statistics reveals that learners employ guessing as the second frequent communication strategy (mean value: 3,18). Illustrated below are the mean values which show use of each communication strategy within this group.

Table 42. Mean Values for Communication Strategies of Guessing

	N	Mean	Std. Deviation
Facial Expressions (L)	150	3,37	1,09
Speaker's Actions (L)	150	3,33	1,03
Speaker's Actions (S)	150	3,24	1,04
Facial Expressions (S)	150	3,20	1,14
Intonation (L)	149	3,05	1,10
Intonation (S)	150	2,88	1,07

According to the table, the most frequently used communication strategy of this group is guessing by means of mimicry at the lexical level (mean value: 3,37).

Learners report to guess by means of gestures for lexis as another communication strategy of frequent use (mean value: 3,33). The table reveals that guessing by means of intonation is not usually preferred by the learners, since it is a rare strategy of communication at the lexical level (mean value: 3,05) whereas it is the least frequently used guessing strategy at the syntactical level (mean value: 2,88).

4.1.1.1.3 Formal Reduction

Descriptive statistics reveals that learners employ formal reduction as the third most frequent communication strategy (mean value: 3,10). The following table displays the mean frequencies of sub-categories in formal reduction group.

Table 43. Mean Values for Communication Strategies of Formal Reduction

	N	Mean	Std. Deviation
Formal Reduction (M)	150	3,53	1,05
Formal Reduction (S)	149	3,28	1,15
Formal Reduction (L)	150	3,01	1,18
Formal Reduction (P)	150	2,56	1,13

According to the mean values, morphological formal reduction is the most frequently used communication strategy (mean value: 3,53) among formal reduction strategies. Syntactical formal reduction is the second frequently employed strategy (mean value: 3,28) by the Turkish EFL learners of Anatolian High School. Lexical formal reduction is rarely employed by the learners (mean value: 3,01). The least frequently preferred or employed communication strategy among formal reduction strategies is phonological formal reduction (mean value: 2, 56).

4.1.1.1.4 Stalling Strategies

Data from descriptive statistics reveals that stalling strategies are the fourth frequently employed communication strategy group (mean value: 3,07). Below is the table which illustrates the mean frequencies of various stalling strategies.

Table 44. Mean Values for Communication Strategies of Stalling

	N	Mean	Std. Deviation
Slow Speech (L)	148	3,37	1,15
Slow Speech (S)	150	3,31	1,13
Use of Fillers (L)	150	3,29	1,20
Use of Fillers (S)	150	3,17	1,21
Use of Repetition (L)	150	3,12	1,01
Use of Repetition (S)	150	3,07	1,02
Asking Tag Questions	150	2,96	1,13
Use of TR Mumbling Words: (L)	150	2,92	1,24
Use of TR Mumbling Words: (S)	150	2,89	1,23
Lengthening Sylabbles (S)	150	2,87	1,16
Lengthening Sylabbles (L)	150	2,86	1,12
Asking Wh-Questions	150	2,85	1,14

The table reveals that use of slow speech at the lexical level is the most frequently used communication strategy (mean value: 3,37) among stalling strategies. Making use of slow speech at the syntactical level is the second frequent communication strategy in this group (mean value: 3,31). In addition, learners indicate frequent employment of fillers both at the lexical level (mean value: 3,29) and syntactical level (mean value: 3,17). The table also reveals that the rarely employed communication strategies within this group are use of TR mumbling words for syntactical deficiencies (mean: 2,89), lengthening sylabbles both for syntactical deficiencies (mean: 2,87) and for lexical deficiencies (mean: 2,86). Learners indicate that use of wh- questions is the least frequently employed communication strategy of this group. (mean value: 2,85).

4.1.1.1.5 Literal Translation

Literal translation is reported to be a communication strategy of moderate employment (mean value: 2,97). The table below reveals the mean value of each strategy within this group.

Table 45. Mean Values for Communication Strategies of Literal Translation

	N	Mean	Std. Deviation
Literal Translation (L)	150	2,99	1,06
Literal Translation (S)	150	2,95	1,06

According to the table, literal translation at the lexical level (mean value: 2,99) is employed much more frequently than literal translation at the syntactical level (mean value: 2,95).

4.1.1.1.6 Approximation

Descriptive statistics reveals that approximation is a communication strategy of average use (mean value: 2, 95). The mean value for each individual strategy is revealed in Table 45.

Table 46. Mean Values for Communication Strategies of Approximation

	N	Mean	Std. Deviation
Positive Comparison: Synonymy	150	3,40	1,04
Use of Super-ordinate Terms	150	3,22	1,02
Use of Contextually Different Terms	149	3,13	,98
Analogy	148	2,88	1,06
Negative Comparison: Antonymy	150	2,71	1,13
Overelaboration	149	2,40	,99

The table reveals that, approximation by means of synonymy is the most frequently used communication strategy of this group (mean value: 3,40). According to the table, another communication strategy of frequent use is approximation through super-ordinate terms (mean value: 3,22). Learners rarely approximate by means of negative comparison (mean value: 2,71). The least frequently employed communication strategy of approximation is overelaboration (mean value: 2,40).

4.1.1.1.7 Overgeneralization

Descriptive statistics reveals that overgeneralization is the second communication strategy of medium employment by high school learners (mean value: 2,94). Table 47 reveals the mean frequencies of communication strategies in overgeneralization group.

Table 47. Mean Values for Communication Strategies of Overgeneralization

	N	Mean	Std.Deviation
Overgeneralization (S)	150	3,16	1,06
Epenthesis (P)	150	2,71	1,23

According to the table, overgeneralization at the syntactical level is used much more frequently (mean value: 3,16) than epenthesis, a strategy of overgeneralization at the phonological level (mean value: 2,71).

4.1.1.1.8 Use of Modification Devices

Analysis of the data from the Communication Strategies Inventory reveals that high school learners do not employ modification devices very often (mean value: 2, 88). Descriptive statistics revealed the following mean values for the use of modification devices.

Table 48. Mean Values for Communication Strategies of Use of Modification Devices

	N	Mean	Std. Deviation
Selfrepair	150	3,84	1,06
Backchannel Cues	150	3,33	1,05
Use Of Memorized Statements	150	2,95	1,09
Confirmation Check	150	2,87	1,18
Other Repair	149	2,64	1,03
Comprehension Check	150	2,61	1,04
Feigning Understanding	150	2,41	1,08
Interpretive Summary	150	2,36	1,06

Among modification devices, self repair is the most frequently used communication strategy (mean value: 3,84). Learners also make extensive use of backchannel cues (mean value: 3,33) Use of memorized statements is not employed very often (mean value: 2,95). Learners rarely employ feigning understanding (mean value: 2,41). The least frequently used communication strategy of this group is interpretive summary (mean value: 2,36)

4.1.1.1.9 Functional Reduction

A mean value of 2,84 reveals that functional reduction is not usually preferred by the learners. Below is the table for the mean values of the communication strategies in the functional reduction group.

Table 49. Mean Values for Communication Strategies of Functional Reduction

	N	Mean	Std. Deviation
Functional Reduction	150	3,64	,91
Restructuring	150	3,42	,94
Topic Avoidance (S)	149	3,07	1,02
Topic Avoidance (L)	150	2,77	1,08
Message Abandonment (S)	150	2,51	1,09
Message Abandonment (L)	149	2,46	1,12
Message Adjustment (S)	150	2,41	1,06
Message Adjustment (L)	150	2,39	1,08

The mean frequencies reveal that functional reduction is the most frequently employed communication strategy (mean value: 3,64) within this group. Restructuring is another strategy which is frequently used by the learners (mean value: 3,42). At the syntactical level, learners employ topic avoidance as the last strategy of frequent use (mean value: 3,07). Message adjustment at the syntactical level is a rare strategy (mean value: 2,41) The least frequently employed communication strategy of this group is message adjustment at the lexical level (mean value: 2,39)

4.1.1.1.10 Codeswitching

The last communication strategy of average employment by the learners is codeswitching (mean value: 2,83). Table 50 reveals the mean values of codeswitching strategies.

Table 50. Mean Values for Communication Strategies of Codeswitching

	N	Mean	Std. Deviation
Codeswitching (S)	150	3,07	1,27
Codeswitching (L)	150	2,78	1,32
Codeswitching (P)	148	2,64	1,17

Codeswitching at the syntactical level is the most frequently used communication strategy within this group (mean value: 3,07) whereas codeswitching at the phonological level is the least frequently employed strategy of all in this group (mean value: 2,64).

4.1.1.1.11 Circumlocution

Analysis of the data from the Communication Strategies Inventory showed that circumlocution is a rarely employed communication strategy (mean value: 2,75). The table below reveals the mean values for different strategy types within this group.

Table 51. Mean Values for Communication Strategies of Circumlocution

	N	Mean	Std. Deviation
Functional Properties	150	2,97	1,00
All Purpose Words	150	2,85	,93
Physical Properties	150	2,78	1,08
Distinguishing Features	150	2,67	1,00
Locational Property	150	2,65	,99
Historical Associations	150	2,58	1,02

According to the mean values, circumlocution by means of functional properties is the most frequently used communication strategy of this group (mean value: 2,97). All purpose words are reported to be employed frequently by the learners (mean value: 2,85). The table reveals that circumlocution by means of locational property is rarely employed by the learners (mean value: 2,65) whereas the least frequently employed communication strategy of this group is circumlocution by means of historical associations (mean value: 2,58).

4.1.1.1.12 Use of Nonlinguistic Devices

Data from descriptive statistics revealed that nonlinguistic devices are rarely employed by the learners (mean value: 2,70). The mean value for each type of nonlinguistic device is illustrated below.

Table 52. Mean Values for Communication Strategies of Nonlinguistic Devices

	N	Mean	Std. Deviation
Pointing (L)	149	3,39	1,18
Mimicry (L)	150	2,98	1,06
Facial Expressions (L)	150	2,83	1,20
Demonstration (L)	150	2,51	1,07
Demonstration (S)	150	2,38	1,12
Drawing	150	2,09	1,07

Mean values reveal that frequent communication strategies among nonlinguistic devices are pointing (mean value: 3,39) and use of mimicry (mean value: 2,98) whereas the least frequently used communication strategy within this group is drawing (mean value: 2,09).

4.1.1.1.13 Wordcoinage

Descriptive statistics reveals that, wordcoinage is rarely employed by the learners (mean value: 2,55) Table 53 reveals the mean frequencies of sub-categories in wordcoinage group.

Table 53. Mean Values for Communication Strategies of Word-Coinage

	N	Mean	Std. Deviation
Word coinage	148	2,81	1,14
Use of Onomatopeic Words	150	2,29	1,03

According to the table, wordcoinage is employed more frequently (mean value: 2,81) than use of onomatopeic words (mean value: 2,29).

4.1.1.1.14 Foreignizing

A mean value of 2,26 indicate that foreignizing is the least frequently employed communication strategy within the inventory.

4.1.1.2 Analysis of the Communication Task Performance

The analysis of the data obtained from the communication task performance revealed both the use of major strategy groups and the individual communication strategies within these groups.

According to the results, learners actually use a wide variety of communication strategies from all major communication strategy groups. Table 54 below reveals these communication strategies.

Table 54. The Communication Strategies Employed by EFL Learners

Communication Strategies in Actual Use	
Reductional Strategies	Formal Reduction
	Message Abandonment
	Message Adjustment
	Topic Avoidance
Achievement Strategies	Overgeneralization
	Restructuring
	Inferencing
L1-Based Strategies	Codeswitching
	Literal Translation
	Foreignizing
L2-based Strategies	Approximation
	Circumlocution
	Wordcoinage
Use of Modification Devices	Use of Backchannel Cues
	Confirmation Check
	Interpretive Summary
	Self-repair
	Other Repair
Use of Nonlinguistic Devices	Gesture
	Demonstration
Appealing Strategies	Rising Intonation (IN)
	Gesture (IN)
	Dazzled Look (IN)
	Appeal for Assistance to Authority (D)
	Appeal for Assistance to Friends (D)
	Appeal for Assistance by means of Analogy (D)
Stalling Strategies	Use of Gestures
	Use of Paraphrases
	Slow Speech
	Use of Mumbling Words
	Use of Fillers
	Use of Repetitions
	Use of Memorized Statements
	Lengthening Sylabbles
	Asking for Repetition
	Asking Tag/Wh-Questions

The findings due to this analysis will be presented from the most frequently employed communication strategy group to the least. Before elaborating on the use

of individual strategies within main groups, the table below reveals the use of each major communication strategy group.

Table 55. Communication Strategy Use in Major Groups

Communication Strategy	Occurrence	Percentage
Stalling Strategies	697	41,66%
L1-Based Communication Strategies	228	13,63%
Reductional Communication Strategies	202	12,07%
Use of Modification Devices	175	10,46%
Achievement Strategies	154	9,21%
Use of Nonlinguistic Devices	122	7,29%
Appealing Strategies	63	3,77%
L2-Based Communication Strategies	32	1,91%
TOTAL	1673	100, 00%

According to the table, the most frequent communication strategy type is stalling (41,66%). L1-based communication strategies are frequently employed by the learners (13,63%). Learners also make frequent use of reductional strategies (12,07%). The communication strategies which are of medium employment are use of modification devices (10,46%), achievement strategies (9,21%) and use of nonlinguistic devices (7,29%). The table reveals that appealing strategies are rarely used by the learners (3,77%) whereas L2-based communication strategies are employed the least frequently (1,91%). Below is the figure illustrating the distribution of communication strategy use into major groups.

Figure 1. Distribution of Communication Strategy Use into Main Groups in the Task

Distribution of Communication Strategy Use into Main Groups in Communication Task Performance

41,66%

13,63% 12,07% 10,46%

9,21%

7,29%

3,77%

1,91%

□ %

Stalling

L1-based

Reductional

Modification

Achievement

Mime

Appeal

L2-based
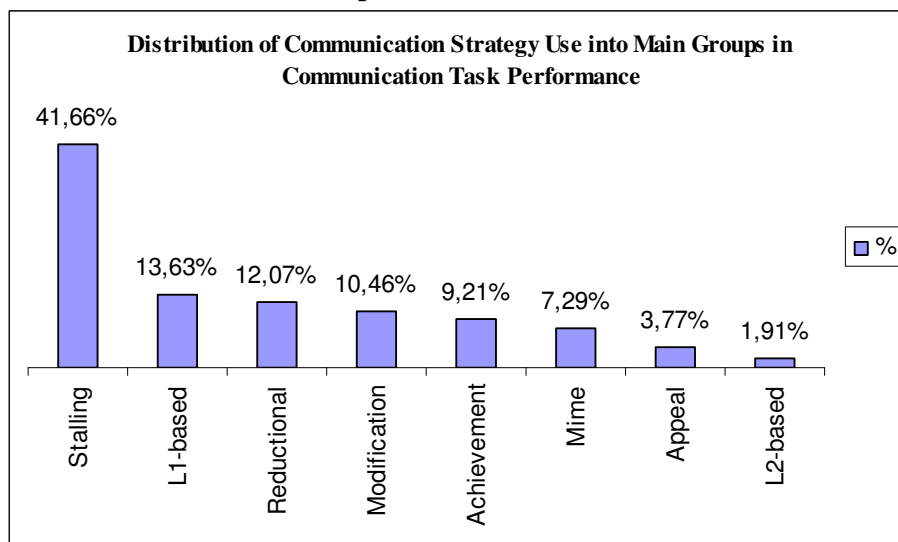
Taking into consideration the use of each strategy in the communication task performance, six frequently employed communication strategies were determined. Following is the table which displays these frequently employed communication strategies by the learners.

Table 56. Distribution of the Use of Six Frequent Communication Strategies

Communication Strategy	%
Stalling: gestures	13, 09%
Codeswitching	12, 07%
Stalling: use of fillers	8, 25%
Formal reduction	7, 95%
Stalling: use of repetitions	7, 53 %
Overgeneralization	7,05%
Rest of the Strategies	44, 05%
TOTAL	100,00%

According to the table the most frequent communication strategy used by the participants is use of gestures as a stalling strategy (13,09%). Codeswitching is the next strategy of frequent use (12,07%) which is followed by another stalling strategy of communication, use of fillers, (8,25%). Formal reduction is the fourth

communication strategy frequently employed by the participants (7,95%,). Use of repetitions is the fifth frequent communication strategy (7,53%). Overgeneralization is the last frequently employed communication strategy in the task (7,05%). The rest of the communication strategies stands for a sum of 44,05%. Below is the figure illustrating the distribution of the use of these communication strategies in the communication task by the learners.

Figure 2. Distribution of the Use of the Six Frequently Employed Communication Strategies in the Communication Task.
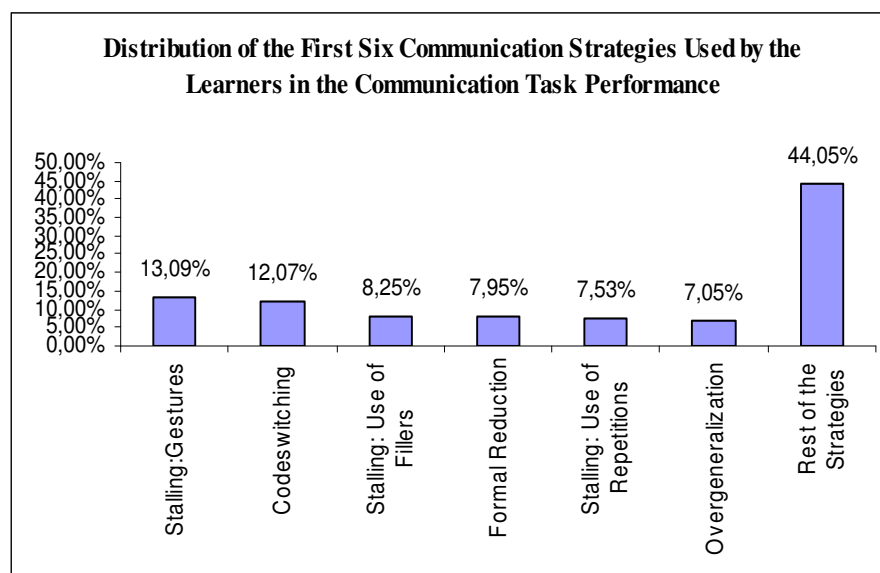
Data from the communication task reveals that stalling strategies are the most frequently used communication strategies with almost half of the total use observed during the task (41,66%).

Following is the table which reveals the distribution of the use of stalling strategies in sub-categories.

Table 57. Distribution of the Use of Stalling Strategies in

the Communication Task Performance

Communication Strategy	Total Use	%
Stalling: Gestures	219	13,09%
Stalling: Use of Fillers	138	8,25%
Stalling: Use of Repetitions	126	7,53%
Stalling: Slow Speech	99	5,92%
Stalling: Lengthening Syllables	62	3,71%
Stalling: Use of Mumbling Words	27	1,61%
Stalling: Use of Memorized Statements	11	0,66%
Stalling: Paraphrasing	9	0,54%
Stalling: Asking Questions	5	0,30%
Stalling: Asking for Repetition	1	0,06%

The table reveals that, use of gestures is the most frequent strategy among stalling strategies (13,09). Learners make frequent use of fillers (8,25%) and repetitions (7,53%) Slow Speech (5,92%), lengthening sylabbles (3,71%) and use of mumbling words (1,61%) are strategies of medium employment. Learners very rarely use memorized statements (0,66%), paraphrases (0,54%) and questions (0,30%). The least frequently employed communication strategy in this group is asking for repetition for stalling means (0,06%). Below are some exampler extracts of the use of stalling strategies in the task.

Figure 3. Example of Use of Gestures

	Communication Strategy
I:Good. Eee, what do you think about loud-reading periods. Do you have time for loud-reading? S2:(makes a gesture meaning *so so)* I:Nowadays. S3:We have to have.	**Stalling: Use of Gesture**

Figure 4. Example of Use of Fillers

	Communication Strategy
S1:Items. For example, (looks up) (counts by finger) *eeeh*, mobile phone and *eee* (TR) I-pod because (pauses) the mobile phones (self-corrects) mobile phones (plays with her hands) *ııh* (TR) Eee (TR) (looks up) can be cancer. It, *ııı* (plays with hands) S3:Zararlı, zararlı **Study 1 (Non-prep.)**	**Stalling: Use of Fillers**

Figure 5. Example of Asking for Repetition

	Communication Strategy
S2: Phone the friends (coughs) phone now (points) home. (laughter) S2: Not our home. In our home. S3: In our home. *Me using the home telephone?* S2: Yes **Study 2 (Prep.)**	**Stalling: Asking for Repetition**

Learners employ L1-based communication strategies as the second group of extensive use (13,63%). Table 58 displays the use of each L1-based communication strategy within this group.

Table 58. Distribution of the Use of L1- Based Communication Strategies in the Communication Task Performance

Communication Strategy	Total Use	%
Codeswitching	202	12,07%
Literal Translation	25	1,49%
Foreignizing	1	0,06%

According to the table, the most frequently employed communication strategy in this group is codeswitching (12,07%). Learners rarely employ literal translation (1,49%) Foreignizing is the least frequently employed (0,06%) communication

strategy among L1-based communication strategies. Below are the examples of the L1-based communication strategy use.

Figure 6. Example of Codeswitching

	Communication Strategy
S2:böbrek (shows their places) (asks for assistance) (silently) *rahatsızlığa yol açabilir* (silently) kalp... kalp... heart... heart (rising intonation) *neydi o yaa!* **Study 1 (Non-prep.)**	**Codeswitching: Syntactical Level**

Figure 7. Example of Literal Translation

	Communication Strategy
S6: There are …a lot of unknown words. T: Yes. S6: So, we can't understand them. S1: *For*… eeh, *we understand them*, we need dictionaries very much. **Study 2 (Prep.)**	**Literal Translation**

Figure 8. Example of Foreignizing

	Communication Strategy
I: There was a picture in the restaurant. S6: No, house. In a house, there was a *garson*. The table, the things that are on the table. (looks around) **Study 2 (Prep.)**	**Foreignizing**

The analysis of the communication task performance reveals that reductional strategies are frequently used by Turkish high school EFL learners (12,07%). The table below, reveals the distribution of the use of reductional strategies in the task.

Table 59. Distribution of the Use of Reductional Communication Strategies

in the Communication Task Performance

Communication Strategy	Total Use	%
Formal Reduction	133	**7,95%**
Message Abandonment	55	**3,29%**
Message Adjustment	12	**0,72%**
Topic Avoidance	2	**0,12%**

According to the table, the most frequent communication strategy of this group is formal reduction (7,95%). Learners also make frequent use of message abandonment (3,29%). Message adjustment is very rarely used by the learners (0,72%) whereas topic avoidance is the least frequently employed communication strategy of this group (0,12%).

Figure 9. Example of Formal Reduction

	Communication Strategy
S4: Aaa, she is very famous. But, she didn't, don't, doesn't do anything important for her or for our country. But, we can see she, we can see her *all of channels*. **Study 2 (Prep.)**	**Formal Reduction:** **Syntactical Level**

Figure 10. Example of Message Abandonment

	Communication Strategy
I: When? You are going to go to school and? S2:... S1: When… when, ne zaman? *Eee*… I: If the teacher allows us to go. S1: Tomorrow, tomorrow. **Study 4 (Prep.)**	**Message Abandonment**

Figure 11. Example of Message Adjustment

	Communication Strategy
S3: When they got more advertisement, they got more money and they are using like Ajdar and Semra Hanım something for that, eeh, something for money and I think, they're trying to sleep (looks up) try to get sleep the people. S1: *Semra Hanım's husband...* I: What about Semra Hanım's husband? **Study 2 (Prep.)**	**Message Adjustment**

Figure 12. Example of Topic Avoidance

	Communication Strategy
I: Every disgusting thing that you can imagine. Now, S5, Let's talk about you! Do you like English classes? S5: (silence) **Study 2 (Prep.)**	**TopicAvoidance**

Use of modification devices is a moderately employed communication strategy (10,46%). The distribution of the use of each modification device is revealed in Table 60.

Table 60. Distribution of the Use of Modification Devices

in the Communication Task Performance

Communication Strategy	Total Use	%
Mod. Devices: Self-repair	60	3, 59%
Mod. Devices: Other Repair	48	2, 87%
Mod. Devices: Backchannel Cues	38	2, 27%
Mod. Devices: Confirmation Check	21	1, 26%
Mod. Devices: Interpretive Summary	8	0, 48%

Table **60** reveals that self-repair is the most frequently used communication strategy in this group (3,59%). Learners also make frequent use of other repair (2,87%) and backchannel cues (2,27%). The least frequently employed

communication strategy in this group is interpretive summary (0,48%). The figures below introduce the examples of the use of modification devices in the task.

Figure 13. Example of Self-repair

	Communication Strategy
S3: Yes, but you can use the new communication techniques easily, in two hundred and five, (*self-repairs*) in two thousand and five. **Study 2 (Prep.)**	**Self-repair**

Figure 14. Example of Other Repair

	Communication Strategy
S2: I think, all of the students are racing, eee like… I: Why? S2: Eeeh S1: Racing I: Racing S2: Racing *horse.* **Study 2 (Prep.)**	**Other Repair**

Figure 15. Example of Backchannel Cues

	Communication Strategy
S1: (demonstrates) Böyle gitçek daha çok (silently)baya baya I: So more than a hundred. S3:Yes. S1:Yes. **Study 3 (Non-prep.)**	**Use of Backchannel Cues**

Another group of moderate employment is composed of achievement strategies (9,21%). Table 61 displays the distribution of each communication strategy type within the main group.

Table 61. Distribution of the Use of Achievement Strategies in

the Communication Task Performance

Communication Strategy	Total Use	%
Overgeneralization	118	**7,05%**
Inferencing	27	**1, 61%**
Restructuring	9	**0, 54%**

The table displays that overgeneralization is the most frequently employed communication strategy in this group (7,05%). Learners make rare use of inferencing (1,61%). Re-structuring is the least frequently employed communication strategy in this group (0,54%) Below are the figures illustrating the examples of achievement strategies.

Figure 16. Example of Overgeneralization

	Communication Strategy
S1: Because I (shows herself) (plays with hands) *I'm not*... enough *vocabulary*, and... I don't (plays with hands) understand (looks at fingers) (nods) in test (nods) **Study 2 (Prep.)**	**Overgeneralization:** **Phonological&Syntactical Level**

Figure 17. Example of Inferencing

	Communication Strategy
I: What kind of plant is marul ? How can you describe marul? How can you describe marul? *(Ss look at the interlocutorr)* **Study 1 (Non-prep.)**	**Inferencing**

Figure 18. Example of Re-Structuring

	Communication Strategy
S6: *Now, that was the… She was famous, she is famous but* aaa*, this is for rating.* You know, the TV channels wants more … advertisement from… the…what do you say… like Sony, or IBM? **Study 2 (Prep.)**	**Restructuring**

Use of nonlinguistic devices is the final communication strategy which is moderately employed by the learners. (7,29%). Table **62** shows the use of the nonlinguistic devices observed in the communication task performance.

Table 62. Distribution of the Use of Nonlinguistic Devices in

the Communication Task Performance

Communication Strategy	Total Use	%
Gesture	112	**6,69%**
Demonstration	10	**0,60%**

According to the analysis of the data, learners make use of only two nonlinguistic devices. Gesture is the most frequently employed nonlinguistic device (6,69%) whereas demonstration is another nonlinguistic device used by the learners, however with few occurrences (0,60%).

Figure 19. Example of Use of Gesture

	Communication Strategy
S3: Well, I think, the author of that book wasn't brought professional people. And maybe O would do better. T: Maybe and S2? S2: I think, not now. Because I can't learn a lot of things *(plays with sleeves)* in last year. **Study 2 (Prep.)**	**Nonlinguistic Devices: Gesture**

Figure 20. Example of Demonstration

	Communication Strategy
T:I-Pods. Do you have your I-Pods with you? S2:No, no, no, no. T:No, not yet, you say. S3:Yes (smiles) T:Are you going to buy? S2:Yes. S3:(holds and shows S4's I-Pod.) **Study 2 (Prep.)**	**Nonlinguistic Devices: Demonstration**

Learners rarely employ appealing strategies (3,77%) . Below is the table for the distribution in the group**.**

Table 63. Distribution of the Use of Appeal for Assistance in
the Communication Task Performance

Communication Strategy	Total Use	%
Indirect Appeal for Assistance: Gesture	20	**1, 20%**
Direct Appeal for Assistance: AUT	15	**0, 90%**
Direct Appeal for Assistance: FR	14	**0, 84%**
Indirect Appeal for Assistance: Int.	6	**0, 36%**
Indirect Appeal for Assistance: Dazzled Look	5	**0, 30%**
Direct Appeal for Assistance: Making Use of Analogy	3	**0, 18%**

The table reveals that the most frequent communication strategy among appealing strategies is indirect appeal for assistance by means of gestures (1,20) whereas the least frequent appealing strategy is direct appeal for assistance by means of analogies. Below are the figures giving examples of the use of appealing strategies.

Figure 21. Example of Indirect Appeal for Assistance

	Communication Strategy
I:Who knitted it? (S3 looks at S2 for assistance.) **Study 4 (Prep.)**	**Indirect Appeal for Assistance: Gesture**

Figure 22. Example of Direct Appeal for Assistance

	Communication Strategy
S2:(looks at friend) (plays with the tie) (looks down) Because I'm… *ulaşmak için neydi?* Combination, communication my friend I:Communicate. **Study 3 (Non-prep.)**	**Direct Appeal for Assistance: Friend(s):** **L1**

Figure 23. Example of Direct Appeal for Assistance

	Communication Strategy
S6: Now, that was the…She was famous, she is famous but aaa, this is for rating.You know, the TV channels wants more …advertisement from…the…what do you say…*like Sony, or IBM?* **Study 2 (Prep.)**	**Direct Appeal for Assistance: Use of Analogy**

The least frequently employed communication strategies are L2-based communication strategies (1,91%). The use of each L2-based communication strategy is revealed in Table 64 below.

Table 64. Distribution of the Use of L2-Based Communication Strategies in the Communication Task Performance

Communication Strategy	Total Use	%
Approximation	16	0,96%
Circumlocution	12	0,72%
Word Coinage	4	0,24%

According to the table, approximation is the most frequently preferred communication strategy within this group in comparison to the other L2-based communication strategies (0,96%) whereas the least frequently employed communication strategy is word coinage (0,24%).

Figure 24. Example of Approximation

	Communication Strategy
I:What do they use? S2: (smiles) S3: (looks at teacher) *Ships*. I:Ships. OK. Fishing boats. **Study 4 (Prep.)**	**Approximation: Super-Ordinate Terms**

Figure 25. Example of Circumlocution

	Communication Strategy
S3: My first *thing*, my computer haven't got a best CPU. (laughter) **Study 2 (Prep.)**	**Circumlocution: Use of All-Purpose Words**

Figure 26. Example of Wordcoinage

	Communication Strategy
S2: A man… have *armage* (demonstrates) broken his arm and the doctor is … (demonstrates) S1: Blaster. **Study 2 (Prep.)**	**Wordcoinage**

4.1.1.3 The Comparison of the Reported Use and Actual Use of Communication Strategies

In order to find out the compatibility between the learners' tendencies about communication strategy use and their actual use of communication strategies, findings obtained from the Communication Strategies Inventory and the communication task performance were compared. The comparisons were conducted in two ways. First, the individual communication strategies in each group were compared. Then, a comparison was made between the learners' reports and the findings of the communication task performance in terms of the most frequent communication strategy in each main group.

The table below displays the numerical criteria according to which the frequency of the communication strategy use was determined.

Table 65. The Criteria for the Determination of the Frequency of

Communication Strategies

Mean Interval	Frequency
0,00-5,00	Rare
5,01-10,00	Moderate
10,01-25,00	Frequent
25,01-More	The Most Frequent

According to the table, the frequency of the communication strategies will be considered as follows:

The Least Frequently-Rarely Used Communication Strategies: The communication strategies whose mean values range between 0 and 5;

Communication Strategies of Moderate Use: The communication strategies whose mean values range between 5,1 and 10;

Communication Strategies of Frequent Use: The communication strategies whose mean values range between 10,1 and 25;

The Most Frequently Used Communication Strategies: The communication strategies whose mean values range between 25,1 and more.

4.1.1.3.1 The Comparison of the Reported Use and Actual Use of Communication Strategies in the Major Communication Strategy Groups

Table 66 demonstrates the findings of the comparison between learners' reports and their actual use in terms of the use of major groups.

Table 66. The Reported and Actual Use of Communication Strategies in Major Communication Strategy Groups

The Reported and Actual Communication Strategy Use in Major Groups

Communication Strategy	Communication Strategies Inventory Result	Mean	The Communication Task Performance Result	%
Appeal for Assistance	The most frequent	3,4103	Rare	3,77%
Inferencing	Frequent	3,1834	Rare	1,61%
Reductional Strategies	**Frequent**	3,1023	**Frequent**	12,07%
Literal Translation	Frequent	2,9700	Rare	1,49%
Stalling Strategies	**Frequent**	3,0681	**The most frequent**	41,66%
Approximation	Moderate	2,9532	Rare	0,96%
Overgeneralization	**Moderate**	2,9367	**Moderate**	7,05%
Use of Modification Devices	**Moderate**	2,8750	**Moderate**	10,46%
Codeswitching	Moderate	2,8311	Frequent	12,07%
Circumlocution	**Rare**	2,7511	**Rare**	0,72%
Use of Nonlinguistic Devices	Rare	2,7036	Moderate	7,29%
Wordcoinage	**Rare**	2,5541	**Rare**	0,24%
Foreignizing	**The least frequent**	2,2617	**The least frequent**	0,06%

The data from two different studies revealed that Anatolian High School learners use stalling strategies the most frequently. Learners employ reductional strategies and codeswitching frequently. Overgeneralization, modification and nonlinguistic devices are employed with a moderate frequency. The rarely used communication strategies are L2-based communication strategies, literal translation, and inferencing. Foreignizing is the least frequently employed communication strategy.

4.1.1.3.2 The Comparison of the Reported Use and Actual Use of Communication

Strategies in terms of the Most Frequent Strategies in the Major Groups

Table 67 displays the results of the comparison.between the learners' reports and the findings of the communication task performance in terms of the most frequent communication strategy in each group.

Table 67. The Reported and Actual Most Frequently Used Communication Strategies in The Major Communication Strategy Groups

	The Compatibility between the Findings			
	The Communication Strategies Inventory		The Communication Task Performance	
Major Strategy Group	The Most Frequent	Mean	The Most Frequently Used	Percentage
Stalling Strategies	Slow Speech	3,37	Gestures	13,09%
L1-Based	**Codeswitching**	3,07	**Codeswitching**	12,07%
Reductional Strategies	**Formal Reduction**	3,53	**Formal Reduction**	7,95%
Modification Devices	**Self-repair**	3,84	**Self-repair**	3,59%
Achievement Strategies	Restructuring	3,42	Overgeneralization	7,05%
Nonlinguistic Devices	Pointing	3,39	Gesture	6,69%
Appealing Strategies	Direct Appeal to Authority	3,86	Indirect Appeal for Assistance: Gesture	1,20%
L2-Based	**Approximation**	3,40	**Approximation**	0,96%

The table reveals that the findings of the Communication Strategies Inventory and the communication task performance are compatible with each other in four major types of communication strategies. The participants of the study indicated that codeswitching, formal reduction, self-repair and approximation were the most frequently used communication strategies in their groups. The communication task performance affirmed this finding of the Communication Strategies Inventory; that

Anatolian high school learners employ these communication strategies the most frequently.

Further analysis of the data from the inventory and the task performance revealed the similarities and the differences in the main strategy groups.

4.1.1.3.2.1 Stalling Strategies

Anatolian High School learners reported use of slow speech as the most frequent stalling strategy. The communication task performance revealed that the participants employ gestures as the most frequent stalling strategies. However, findings from the both studies confirmed that fillers and repetitions are among the most frequent stalling strategies employed by EFL learners.

Learners also indicated the rare use of lengthening sylabbles for stalling means, however the communicative task performance revealed that lenghtening sylabbles is employed by EFL learners at a considerable frequency.

4.1.1.3.2.2 L1-Based Communication Strategies

The findings of both studies revealed that EFL learners use codeswitching the most frequently; literal translation at a moderate level and foreignizing the least frequently.

4.1.1.3.2.3 Reductional Communication Strategies

Anatolian High School learners indicated frequent use of formal reduction and moderate use of message abandonment in the Communication Strategies Inventory. In line with these findings, the communicative task performance revealed that formal reduction is the most frequent reductional strategy whereas message abandonment demonstrates use at a moderate level. In addition, EFL learners reported the rare use of message adjustment strategy and the communication task performance revealed that learners use message adjustment strategy very rarely. Finally, learners indicated the frequent use of topic avoidance in the inventory. However, they used this strategy as the least frequent reductional strategy.

4.1.1.3.2.4 Use of Modification Devices

The findings of the Communication Strategies Inventory and the communication task performance are congruent with each other in terms of the most frequently used modification device. That is, self-repair is the most frequently employed modification device. Backchannel cues were reported to be used very frequently, however the communicative task performance revealed that EFL learners employ backchannel cues at a moderate level. On the other hand, participants indicated moderate use of other repair , however the communicative task performance revealed that EFL learners employ this strategy frequently. Finally, both the findings of the inventory and the communicative task performance revealed that interpretive summary is the least frequent modification device used by EFL learners.

4.1.1.3.2.5 Achievement Strategies

The findings of the Communication Strategies Inventory and the communication task performance on achievement strategies do not seem to be congruent with each other. That is, learners reports' and actual use of communication strategies demonstrate congruence only in the use of inferencing strategy. Learners indicated that inferencing was a communication strategy of moderate use. In addition, the communication task performance also proved that learners employ inferencing at a moderate frequency. However, the participants reported restructuring as the most frequent communication strategy but employed this strategy the least frequently. Finally, overgeneralization was reported to be used as the least frequently but the findings of the communication task performance indicated that overgeneralization is employed the most frequently of all achievement strategies in this group.

4.1.1.3.2.6 Nonlinguistic Devices

Learners reports' and the actual use of communication strategies are not compatible with each other. Pointing was indicated to be the most frequently used nonlinguistic device whereas the communication task performance revealed that gesture is the most frequently used nonlinguistic device by Turkish EFL learners.

4.1.1.3.2.7 Appealing Strategies

The findings from the Communication Strategies Inventory indicated that appealing strategies composed the most frequently employed communication strategy type among other communication strategies, however, the communication task performance revealed that appealing strategies are rarely employed by Turkish EFL learners of this study.

4.1.1.3.2.8 L2-Based Communication Strategies

The findings from the Communication Strategies Inventory and the communication task performance are compatible with each other in terms of the use of three L2-based communication strategies. That is, the learners indicated approximation as the most frequent, circumlocution as a communication strategy of moderate use and wordcoinage as the least frequently employed communication strategy. The communicative task performance affirmed this finding that L2-based communication strategies are employed by Anatolian High School learners with the same frequency.

4.1.1.4 Discussion of the Use of Communication Strategies

The analysis of the data from the **Communication Strategies Inventory indicated that high school students tend to use communication strategies at a moderate frequency. Of the major types of strategies,** appeal for assistance, guessing, formal reduction and stalling strategies were the most frequent communication strategies while the least frequent ones were wordcoinage and

foreignizing. Interesting enough, stalling strategies, codeswitching, non-linguistic devices were not reported to be used often. Learners do not resort to literal translation and overgeneralization very often. In addition, although actual use of each communication strategy was reported in the Communication Strategies Inventory, it was observed through communication task performance that not all of these individual communication strategies were actually employed by EFL learners.

The results of the **communication task performance revealed** that, high school learners tend to use stalling strategies, L1-based communication strategies and reductional communication strategies very often. Modification and non-linguistic devices are employed at a moderate frequency. The least frequent communication strategies are appealing and L2-based strategies.

As for individual strategies in major communication strategy groups, learners use codeswitching, fillers, formal reduction, repetitions and overgeneralization very often. Gesture as a stalling strategy is used as the most frequently of all. The least frequent communication strategies, on the other hand, are asking for paraphrases for stalling means, circumlocution, wordcoinage and restructuring. Though, it is an L1-based communication strategy, prep. learners make very little use of foreignizing. Non-prep. learners, on the other hand, do not use it at all. Zhang (2007) reported the little use of foreignizing among Chinese EFL learners due to the difficulty of substituting Chinese phonemes with English ones. Though the case in the present study is not so strong as it is with Chinese and English, "typological-relatedness" might have influence on the little use of this strategy (Kellerman, 1977, Doğruöz, 2001: 88).

Learners do not make use of overelaboration and epenthesis strategies. Parallel to this finding of the study, Konuşmaz (2003) reports that overelaboration and epenthesis strategies are not employed by the learners in her research into the communication strategy use of elementary school learners of EFL.

4.1.2 THE IMPACT OF LANGUAGE PROFICIENCY ON THE USE OF
COMMUNICATION STRATEGIES

In relation with the aim to define the communication strategies used by high school EFL learners, one of the main concerns of this study was to find out if any impacts of language proficiency can be claimed over the use of communication strategies. Accordingly, further analysis of the data addresses the second research question of this study.

RQ2- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of communication strategies?

4.1.2.1 Analysis of the Communication Strategies Inventory

An Independent Samples T-Test was carried out in order to find out whether language experience influences communication strategy use or not. The results of this analysis are illustrated in Table 68.

Table 68. Differences between Prep. and Non-prep. Students in terms of Communication Strategy Use.

	Prep.	N	Mean	Std. Dev.	Mean Difference	t	df	Sig.
CIRCUMLOCUTION	yes	75	2,8067	,7342	,1111	,955	148	,341
	no	75	2,6956	,6901				
APPROXIMATION	yes	71	3,0563	,6684	,2008	1,841	144	**,068**
	no	75	2,8556	,6492				
WORDCOINAGE	yes	73	2,5822	,8859	5,553E-02	,385	146	,701
	no	75	2,5267	,8695				
LITERAL TRANSLATION	yes	75	3,0200	1,0668	,1000	,621	148	,535
	no	75	2,9200	,8968				
FOREIGNIZING	yes	74	2,0946	1,1840	-,3321	-1,752	147	**,082**
	no	75	2,4267	1,1291				
INFERENCING	yes	74	3,1104	,9275	-,1452	-,957	147	,340
	no	75	3,2556	,9240				
APPEAL FOR ASSISTANCE	yes	71	3,3512	,5717	-,1158	-1,269	143	,206
	no	74	3,4671	,5270				
STALLING	yes	73	2,9852	,8569	-,1637	-1,189	146	,236
	no	75	3,1489	,8181				
MODIFICATION DEVICES	yes	74	2,7534	,5218	-,2416	-2,545	147	**,012**
	no	75	2,9950	,6312				
NONLINGUISTIC DEVICES	yes	74	2,6194	,8783	-,1673	-1,191	147	,235
	no	75	2,7867	,8354				
FORMAL REDUCTION	yes	74	3,2061	,6455	,2061	1,699	147	**,091**
	no	75	3,0000	,8230				
FUNCTIONAL REDUCTION	yes	74	2,8378	,5209	1,689E-03	,018	146	,986
	no	74	2,8361	,6262				
OVER-G.	yes	75	2,8867	,9063	-,1000	-,703	148	,483
	no	75	2,9867	,8341				
CODESWITCHING	yes	75	2,7156	,9455	-,2342	-1,452	146	,149
	no	73	2,9498	1,0163				

The analysis of the data reveals that prep. and non-prep. learners vary significantly in terms of the use of modification devices (p≥.012). Non-prep. learners employ modification devices more frequently than prep. learners (mean difference: ,2416). In addition, non-prep. students use foreignizing, inferencing, stalling strategies, appeal for assistance, nonlinguistic devices, overgeneralization and codeswitching more frequently than prep. learners whereas prep. learners employ, circumlocution, approximation, wordcoinage, literal translation, formal reduction and functional reduction strategies more frequently than non-prep. learners.

4.1.2.2 Analysis of the Communication Task Performance

Results of the analysis of the qualitative data revealed that non-prep. learners employed communication strategies more frequently than prep. learners. The table below compares communication strategy use between two groups.

Table 69. The Comparison of Communication Strategy Use between Prep. and Non-Prep. Learners

Comparison of Communication Strategy Use		
Group	Instance	%
Prep.	772	46,1%
Non-Prep	901	53,8%
Total	1673	100%

In order to arrive at the differences between prep. and non-prep. learners in terms of communication strategy use, percentage of each communication strategy group was calculated by means of occurrences.

Following is the table which reveals the distribution of the communication strategies employed in the communication task by the prep. and non-prep. learners.

Table 70. Distribution of the Use of Communication Strategies Between Prep. and Non-Prep. Learners

Communication Strategy	Prep. learners		Non-prep. learners		Difference in Use	Overall Use	
	No	%	No	%	No	No	%
Stalling Strategies	321	41,58%	376	41,73%	55	697	41,66%
L1-based strategies	80	10,36%	148	16,43%	**68**	228	13,63%
Reductional Strategies	83	10,75%	119	13,21%	36	202	12,07%
Use of Modification Devices	86	11,14%	89	9,88%	3	175	10,46%
Achievement Strategies	88	11,40%	66	7,33%	-22	154	9,21%
Use of Nonlinguistic Devices	58	7,51%	64	7,10%	6	122	7,29%
Appeal for Assistance	32	4,15%	31	3,44%	-1	63	3,77%
L2-based strategies	24	3,11%	8	0,89%	-16	32	1,91%
TOTAL	**772**	100,00%	**901**	100,00%	**129**	1673	100,00%

Analysis of the data obtained from the communication task reveals that communication strategy use varies considerably between prep. and non-prep. learners only in terms of the use of L1-based communication strategies (non-prep/prep: 68). This indicates that linguistic proficiency does not have any significant effects on the communication strategy use of prep. and non.prep. learners. Figure 27 displays use of communication strategies by prep. and non-prep. learners.

Figure 27. Use of Communication Strategies by Prep. and Non-Prep. Learners
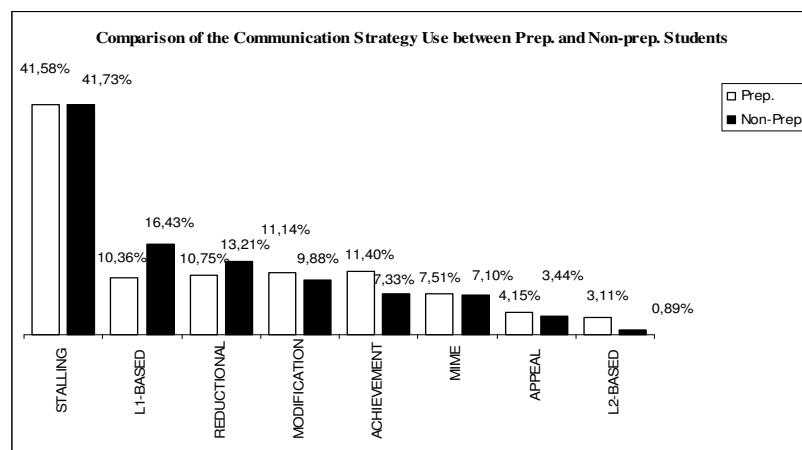
4.1.2.3. The Comparison of the Findings in terms of the Impact of Language Proficiency on the Use of Communication Strategies

To prove whether the actual use of communication strategies vary between prep. and non-prep. learners according to the findings of the Communication Strategies Inventory, findings from both studies were compared. Table 69 reveals the findings of this comparison.

Table 71. **The Reported and Actual Communication Strategy Use in terms of the impact of language proficiency**

	The Reported and Actual Communication Strategy Use			
	The Communication Strategies Inventory		The Communication Task Performance	
Major Strategy Group	Superior Use	Sig.	Superior Use	Difference in Use
Modification Devices	Non-prep.	.012	Prep.	3
Formal Reduction	Prep.	.091	Non-prep.	26

According to the table, the analysis of the quantitative data revealed that prep. and non-prep. learners significantly vary in the use of modification devices. That is, non-prep. learners indicated more frequent use of modification devices. However, analysis of the communication task performance demonstrate contradiction to this finding of the Communication Strategies Inventory as the use of modification strategies by prep. and non-prep. learners do not seem to differ considerably in actual communication.

The analysis of the data from the Communication Strategies Inventory indicated considerable difference in the use of formal reduction. Acccording to the data, formal reduction was reported to be used more frequently by prep. learners. However, analysis of the qualitative data revealed a contradictory result to this finding of the inventory. Despite the minority of the difference in use, the analysis of

the qualitative data revealed that prep. learners employ modification devices more frequently than non-prep. learners.

4.1.2.4 Discussion of the Findings on the Impact of Language Proficiency on the Use of Communication Strategies

Results from the **Communication Strategies Inventory** for the impact of linguistic proficiency on communication strategy use reveal that there is significant difference between prep. and non-prep learners in the use of modification devices. According to the findings, high school non-prep. learners employ modification devices more frequently than prep. learners (mean difference: ,2416) . In congruent with the findings of the this study, strong evidence comes from the Wannaruk (2002) study which pointed out that low level learners made use of modification devices more often than high level students.

The analysis of the **qualitative data** revealed that non-prep. learners (54%) employ communication strategies more frequently than prep. learners (46%). Further, they approximately tend to use similar communication strategies the most frequently. Gesture as a stalling strategy, fillers, codeswitching and formal reduction are the most frequent strategies employed by two groups of learners. Moreover, gestures are used by both groups with the same frequency. In addition, use of fillers and formal reduction demonstrate aproximately the same frequency by the two groups of learners. On the other hand, there are some differences; prep. learners employ slow speech very frequently while non-prep. learners resort to repetitions as a stalling strategy.

Prep. and non-prep learners vary only in the use of L1-based communication strategies. Despite considerable difference, non-prep. learners employ L1-based communication strategies more frequently than prep. learners. As for individual strategies, prep. and non.prep learners differ especially in the use of codeswitching, overgeneralization, use of repetitions and formal reduction strategies. The employment of inferencing by high school learners is rather interesting that non-prep. learners use it frequently whereas prep. learner do not appeal to it at all. Codeswitching is employed more frequently by non-prep. learners whereas overgeneralization is used more frequently by non-prep. high school learners. The difference in terms of codeswitching will be discussed in Section 4.1.3.1.

The lack of difference in terms of communication strategy use except modification devices between prep. and non-prep. learners might be due to both instructional and affective issues. As the EFL instruction program has changed for approximately two academic years at the time of this study, prep. learners have had to tailor their learning styles and four-skills management according to these methodological changes. Four-skills of the language, especially speaking and listening have been practised less due to time deficiency. In relation, prep. class learners started to feel themselves less skillful because of their relatively short–period exposure to the foreign language. Meanwhile, non-prep. learners might have appealed to private tuition in order to compensate for their linguistic deficiencies. Thus, management of the foreign language might have converged, decreasing the differences in communication strategy use.

Results from research into communication strategy use revealed that there is a descending relationship between linguistic proficiency and use of communication strategies (Bialystok & Fröhlich and Howard, 1980; Karatepe, 1993; Paribakht, 1985; Poulisse and Schills, 1989; Si- Qing, 1990; Fernández Dobao, 1999; Wannaruk, 2002) Hence, learners with higher levels of linguistic proficiency employ language learning strategies more frequently than learners with lower linguistic proficiency. However, lower proficiency learners make use of communication

strategies more frequently than higher proficiency learners. In sum, linguistic proficiency increases language learning strategy use in general, however, it lowers communication strategy use both in quantity (avoidance of communication strategy use in relation with prediction of communication breakdowns) and quality (L1 versus L2).

Karatepe (1993) found out that learners with low linguistic proficiency use communication strategies more frequently than learners with high linguistic proficiency. Paribakht (1985) supported the same finding that communication strategy use reduces along with linguistic proficiency as learners confront less communication problems. Poulisse and Schills (1989) reported that linguistic proficiency does not influence variation of communication strategies however it affects the quantity. Results from the study (1989) revealed that lower proficiency learners employ communication strategies more frequently than higher proficiency learners. In parallel to these findings, Si- Qing (1990) found out that communication strategy use decreases as linguistic proficiency increases. Fernández Dobao (1999) supported this finding in her study with Galician learners. Bilingual elementary level learners employed communication strategies more than advanced learners. In line with this finding, Wannaruk (2002) reported that learners with low linguistic proficiency appeal to communication strategies more often because of communication problems due to their limited command of L2, learners with high linguistic proficiency, on the other hand, resort to less communication strategies as they are better equipped.

4.1.3 THE IMPACT OF LANGUAGE PROFICIENCY ON THE USE OF L1-
BASED COMMUNICATION STRATEGIES

Another main consideration of the study was to determine the impact of linguistic proficiency on the use of L1-based communication strategies. Thus, the next analysis of the data answers the question below:

RQ2a- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of use of L1-based communication strategies?

4.1.3.1 Analysis of the Communication Strategies Inventory

As this study aimed to find out whether linguistic proficiency effects the use of L1-based communication strategies, the analysis of the data was conducted through Independent Samples T-Test. Table 72 displays the use of L1-based communication strategies by prep. and non-prep learners.

Table 72. Means and Independent Samples T-Test for The Categorical Use of L1-Based Communication Strategies of Prep. and Non-Prep. Class Students

	PREP.	N	Mean	SD	Mean difference	t	df	Sig.
LITERAL TRANSLATION	yes	75	3,0200	1,0668	,1000	,621	148	.535
	no	75	2,9200	,8968				
FOREIGNIZING	yes	74	2,0946	1,1840	-,3321	-1,752	147	**.082**
	no	75	2,4267	1,1291				
CODE-SWITCHING	yes	75	2,7156	,9455	-,2342	-1,452	146	.149
	no	73	2,9498	1,0163				

The results of the analysis did not bring about any significant differences in the use of L1-based communication strategies. However, considerable differences occur in the further analysis of the data. Table 73 reveals the use of the three L1-based communication strategies by prep. and non-prep. learners.

Table 73. Means and Independent Samples T-Test for The Use of L1-Based Communication Strategies of Prep. and Non-Prep. Class Students

	PREP.	N	Mean	Std. Deviation	Mean difference	t	df	Sig.
Literal Translation (S)	yes	75	3,03	1,16	,15	,843	148	.400
	no	75	2,88	,96				
Literal Translation (V)	yes	75	3,01	1,11	5,33E-02	,309	148	.758
	no	75	2,96	1,01				
Codeswitching (P)	yes	75	2,52	1,17	-,25	-1,285	146	.201
	no	73	2,77	1,17				
Codeswitching (S)	yes	75	3,04	1,26	-5,33E-02	-,257	148	.798
	no	75	3,09	1,29				
Codeswitching (L)	yes	75	2,59	1,35	-,39	-1,814	148	**.072**
	no	75	2,97	1,26				
Foreignising	yes	74	2,09	1,18	-,33	-1,752	147	**.082**
	no	75	2,43	1,13				

According to the results, non-prep. learners considerably vary from prep.learners in terms of the use of codeswitching (p≥.072) and foreignizing (p≥.082) strategies. That is, non-prep. learners make use of codeswitching (mean difference: -,39) and foreignizing (mean difference -,33) more frequently than prep. learners. Nevertheless, the analysis of the data from the Communication Strategies Inventory reveals no significant relationship between language proficiency and the use of L1-based communication strategies.

4.1.3.2 Analysis of the Communication Task Performance

In order to investigate the impact of linguistic proficiency on the use of L1-based communication strategies, a comparison was made between the communication task performances of prep. and non-prep. learners. Table **74** reveals the use of L1-based communication strategies in both groups.

Table 74. Comparison of the Use of L1-Based Communication Strategies between Prep. and Non-Prep. Learners.

Comparison of L1-Based Communication Strategies					
Prep.		**Non-prep.**		**Total**	
Occurrence	**%**	**Occurrence**	**%**	**Occurrence**	**%**
80	10,36%	148	16,43%	228	13,63%

According to the table, L1-based communication strategy use considerably differs between prep. and non-prep. learners. That is, non-prep learners employ L1-based communication strategies more frequently than prep. learners (non-prep./prep: 6,07%). Figure 28 illustrates the distribution of each communication strategy type within L1-based communication strategies.

Figure 28. Use of L1-Based Communication Strategies between Prep. and Non-Prep. Learners

4.1.3.3 The Comparison of the Findings in terms of the Impact of Language Proficiency on the Use of L1-Based Communication Strategies

To find out whether two kinds of data are compatible with each other, a comparison was made between the data from the Communication Strategies Inventory and the communication task performance, Table 75 displays the results of the comparison.

Table 75. **The Comparison of the Reported and Actual Communication Strategy Use in terms of the Impact of Language Proficiency on the Use of L1-Based Communication Strategies**

The Reported and Actual Communication Strategy Use

Major Strategy Group	The Communication Strategies Inventory		The Communication Task Performance	
	Superior Use	Sig.	Superior Use	Difference in Use
Foreignizing	Non-prep.	.082	Prep.	1

According to the table, non-prep. learners indicated more frequent use of foreignizing, however, the communication task performance revealed that the use of foreignizing by prep. and non-prep. learners do not vary at all as foreignizing is the least frequently used communication strategy in the communication task performance. Foreignizing was used by a prep. learner for a single case in the communication task performance whereas this strategy was not used by non-prep. learners at all.

4.1.3.4 Discussion of the Findings on the Impact of Language Proficiency on the Use of L1-Based Communication Strategies

According to the analysis of the data from the **Communication Strategies Inventory**, a positive relationship between language proficiency and use of L1-based communication strategies cannot be asserted. However, there are considerable differences in the use of individual strategies within L1-based group. Non-prep. learners employ lexical codeswitching (mean difference: -39) and foreignising (mean difference: -33) strategies more frequently than prep. learners.

Considerable evidence from the **communication task performance** revealed that high school learners considerably differ in the use of L1-based communication strategies. Non-prep. learners employ L1-based communication strategies more frequently than prep. learners (6,07%). The use of code-switching by non-prep. learners outnumbers the use of code-switching by prep. learners, which reveals higher contribution than the sum of the use of L1-based communication strategies by prep. learners. To sum up, findings from none of the studies bring about the significant evidence to claim the impact of linguistic proficiency over L1-based communication strategy use. Despite the fact that, findings from this study in terms of the impact of linguistic proficiency over the use of L1-based communication strategies are considerable, research from the literature points out a significant relationship between linguistic proficiency and communication strategy use. Bialystok (1983) reported that lower proficiency learners employed L1-based communication strategies more frequently than L2-based communication strategies. Si-Qing (1990) found evidence for the relationship between linguistic proficiency and communication strategy choice. Findings from the study revealed that high-proficiency learners employ more linguistic-based communication strategies whereas low- proficiency learners employ more knowledge based communication strategies. In line with evidence from Si-Qing (1990) study, Wannaruk (2002) confirmed the significant impact of linguistic proficiency over communication strategy choice in

her study with 15 university students of EFL. Low level students employed not only L1-communication strategies but also modification and nonlinguistic devices more frequently than moderate and high level learners did. Parallel to Wannaruk (2002) in her study into communication strategy use of Galician bilingual EFL learners, Fernández Dobao (1999) reported more frequent use of conscious transfer strategies by less proficient learners. The impact of linguistic proficiency on communication strategy use can be strenghened with another evidence from Fernández Dobao (1999) study. Less proficient EFL learners, compared with their more proficient counterparts, appealed to message abandonment or topic avoidance far more frequently. Fernández Dobao (1999) suggested that more proficient students did not resort to avoidance strategies so much frequently as less proficient learners due to their much more developed linguistic command of target language.

4.1.4 THE IMPACT OF LANGUAGE PROFICIENCY ON THE USE OF L2-BASED COMMUNICATION STRATEGIES

This study was also an attempt to explore the impact of linguistic proficiency on the use of L2-based communication strategies. For this reason, the following analysis is going to address the following research question:

RQ3b- Is there a difference between the non-prep.group and the prep. group in terms of the frequency of L2-based communication strategies?

4.1.4.1 Analysis of the Communication Strategies Inventory

An Independent Samples T-Test was conducted in order to find out whether language proficiency influences the use of L2-based communication strategies or not. The results of this analysis are introduced through Table 76 below.

Table 76. Means and Independent Samples T-Test for the Categorical Use of L2-Based Communication Strategies between Prep. and Non-prep. Class Students

	PREP.	N	Mean	Std. Deviation	Mean difference	t	df	Sig.
WORD COINAGE	yes	73	2,5822	,8859	5,553E-02	,385	146	.701
	no	75	2,5267	,8695				
APPROXIMATION	yes	71	3,0563	,6684	,2008	1,841	144	**.068**
	no	75	2,8556	,6492				
CIRCUMLOCUTION	yes	75	2,8067	,7342	,1111	,955	148	.341
	no	75	2,6956	,6901				

The analysis of the data from the Communication Strategies Inventory reveals no significant difference in the use of L2-based communication strategies between prep. and non-prep students. Still, a considerable difference can be claimed in the use of approximation by prep. and non-prep. learners (p≥.068). Table 77 illustrates the use of individual L2-based communication strategies by the prep. and non-prep. learners.

Table 77. Means and Independent Samples T-Test for The Use of L2-Based Communication Strategies of Prep. and Non-prep. Class Students

	PREP	N	Mean	Std. Dev.	Mean dif.	t	df	Sig.
Wordcoinage	yes	73	2,89	1,10	,16	,838	146	.403
	no	75	2,73	1,18				
Use of Onomatopeic Words	yes	75	2,27	1,00	-5,33E-02	-,315	148	.753
	no	75	2,32	1,07				
Circumlocution: Physical Properties	yes	75	2,84	1,07	,12	,679	148	.498
	no	75	2,72	1,10				
Circumlocution: Distinguishing Features	yes	75	2,71	1,01	6,67E-02	,407	148	.685
	no	75	2,64	1,00				
Circumlocution: Locational Properties	yes	75	2,75	,95	,19	1,156	148	.249
	no	75	2,56	1,03				
Circumlocution: Historical Associations	yes	75	2,64	1,09	,12	,716	148	.475
	no	75	2,52	,96				
Circumlocution: Functional Properties	yes	75	3,01	,92	8,00E-02	,490	148	.625
	no	75	2,93	1,07				
Circumlocution: Use of All-purpose Words	yes	75	2,89	,92	9,33E-02	,612	148	.542
	no	75	2,80	,94				
Approximation: Synonymy	yes	75	3,55	1,00	,29	1,745	148	**.083**
	no	75	3,25	1,05				
Approximation: Antonymy	yes	75	2,87	1,07	,31	1,670	148	**.097**
	no	75	2,56	1,18				
Approximation: Analogy	yes	73	3,01	,98	,27	1,536	146	.127
	no	75	2,75	1,13				
Approximation: Overelaboration	yes	74	2,43	,94	7,24E-02	,448	147	.655
	no	75	2,36	1,04				
Approximation Use of Super-ordinate Terms	yes	75	3,21	,90	-1,33E-02	-,080	148	.936
	no	75	3,23	1,12				
Approximation: Use of General Terms	yes	74	3,27	,94	,28	1,776	147	**.078**
	no	75	2,99	1,01				

According to the table, there are considerable differences between the two groups of learners in terms of the use of approximation by means of general terms (p≥.078), synonymy (p≥.083) and antonymy(p≥.097). According to the results of the analysis, prep. students report the use of approximation by means of general terms (mean: 3,27) more frequently than non-prep. students (mean: 2,99). Moreover, prep. learners employ approximation through positive comparison more frequently (mean: 3,55) than non-prep. students do (mean: 3,25). Finally, prep. students employ approximation by means of negative comparison (mean: 2,87) more frequently than non-prep. class students (mean: 2,56). To conclude, analysis of the data from the Communication Strategies Inventory does not provide any evidence to claim any effects of linguistic proficiency on the use of L2-based communication strategies.

4.1.4.2 Analysis of the Communication Task Performance

In order to obtain an analysis of the data from the communication task in terms of the impact of linguistic proficiency on the use of L2-based communication strategies, a comparison was made over communication task performances between prep. and non-prep. learners. Table 78 displays the results of the comparison.

Table 78. The Comparison of L2-Based Communication Strategy Use between Prep. and Non-Prep. Learners.

Comparison of L2-Based Communication Strategies					
Prep.		**Non-prep.**		**Total**	
Occurrence	**%**	**Occurrence**	**%**	**Occurrence**	**%**
24	3,11%	8	0,89%	32	1,91%

The results of the analysis revealed that the differences in the use of L2-based communication strategies are rather minute that any significance cannot be asserted over L2-based communication strategy use between prep. and non-prep. students. Figure 29 illustrates the use of L2-based communication strategies between prep. and non-prep. learners.

Figure 29. Use of L2-Based Communication Strategies between Prep. and Non-Prep. Learners

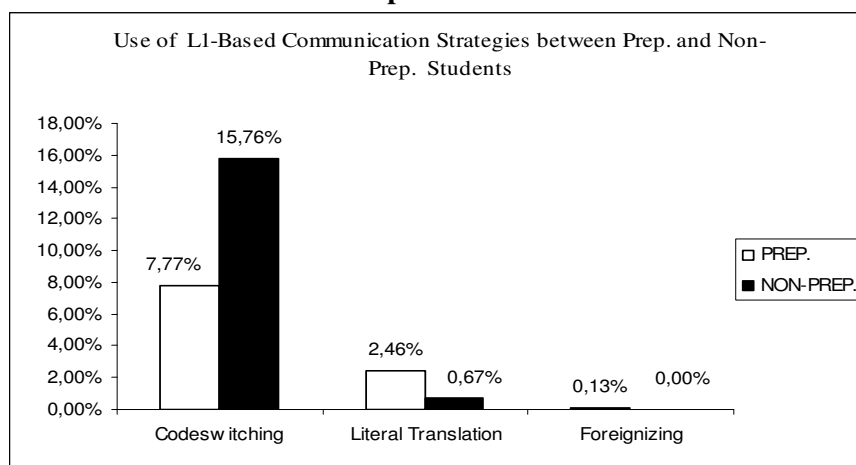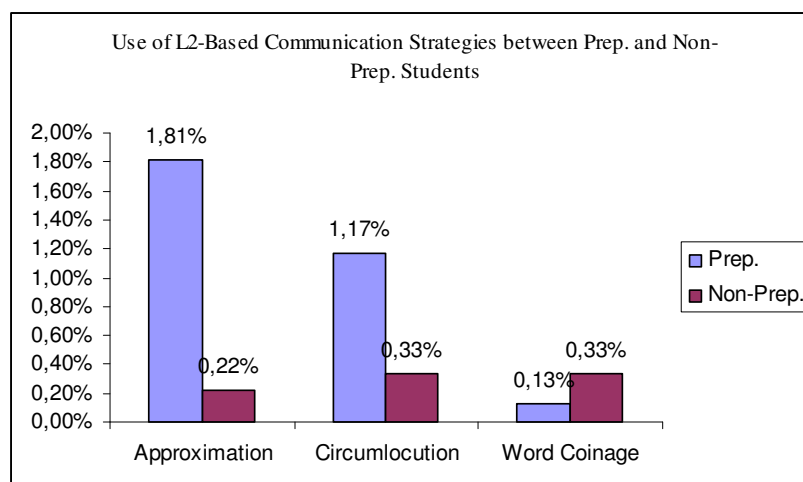**4.1.4.3 The Comparison of the Findings on the Impact of Language Proficiency on the Use of L2-Based Communication Strategies**

A comparison was made between the data from the Communication Strategies Inventory and the communication task performance, in order to determine the compatibility of the data obtained from these studies. Table 79 reveals findings of this comparison.

Table 79. **The Comparison of the Reported and Actual Communication Strategy Use in terms of the Impact of Language Proficiency on the Use of L2-Based Communication Strategies**
The Reported and Actual Communication Strategy Use

Major Strategy	The Communication Strategies Inventory Superior Use	Sig.	The Communication Task Performance Superior Use	Difference
Approximation	Prep.	.068	Prep.	16

The table reveals that, prep. learners indicated more frequent use of approximation in the Communication Strategies Inventory. In line with this finding of the inventory, the communication task performance revealed that use approximation is employed more frequently by prep. learners. However, it should not be ignored that the difference in use does not seem to be so meaningful.

4.1.4.4 The Discussion of the Findings on the Impact of Language Proficiency on the Use of L2-Based Communication Strategies

Results from both **communication task performance** and **the Communication Strategies Inventory** seem to be congruent to each other in that

they both indicate more frequent use of L2 based communication strategies by prep students.

The findings of the present study contradict the findings of the concurrent research into the impact of linguistic proficiency over L2-based strategy use. According to the results from the Communication Strategies Inventory, high school EFL learners vary considerably in the use of individual strategies of approximation. According to the findings, prep. learners use general terms (mean difference: 3,27) synonymy (mean difference: 3,55) and antonymy (mean difference: 2,87) more frequently than non-prep.learners. However, the results from the communication task performance reveal no significant difference in the use of L2-based communication strategies between prep and non-prep. learners. Contradictory to the findings of this study, Bialystok et. al (1980) suggested that more proficient learners are more effective in communication since they show far more greater skill in the general inferencing strategy in L2, which enables the L2 learner employ L2-based communication strategies more frequently and efficiently. In addition, Paribakht (1985) pointed out that high proficiency learners employ L2-based communication strategies more frequently than low-proficiency learners, which might be due to abandonment of L1-based strategies as language proficiency increases. In line with concurrent research Sümmen (2001) reports the relationship between language proficiency and use of communication strategies with a study in which Turkish EFL students of Uludağ University students make frequent use of L2-based communication strategies (49.7%) rather than L1-based communication strategies (38.5%).

Sümmen (2001) argued that the frequency of L2-based communication strategies over L1-based communication strategies might be due to subjects' proficiency level. The subjects of her study (2001) were first year students of English language teaching department at high-intermediate level of English. Depending on the undeniable proficiency of her subjects in EFL, Sümmen (2001) suggests that the more competent subjects in L2 are, the more they rely on their linguistic resources.

Additionally, Wannaruk (2002) reported that L2-based communication strategies are more frequently employed by moderate and high proficiency EFL learners.

4.1.5 THE IMPACT OF PERCEIVED LANGUAGE PROFICIENCY ON THE USE OF COMMUNICATION STRATEGIES

As the aim of this study is to define the impact of linguistic proficiency on the use of communication strategies, it was necessary to find out whether perceived proficiency of the EFL learner contributes to communication strategy use. Hence, the analysis of the data from the Communication Strategies Inventory addresses the last research question.

RQ4- Does perceived proficiency influence the use of communication strategies?

4.1.5.1 Analysis of the Communication Strategies Inventory

A OneWay ANOVA analysis was conducted in order to find out whether perceived proficiency does have an influence on the use of communication strategies or not. The results of the analysis are illustrated in Tables 80 and 81.

Table 80. OneWay ANOVA of Perceived Language Proficiency Groups for Communication Strategy Use

		Sum of Squares	df	Mean Square	F	Sig.
Circumlocution	Between Groups	,376	3	,125	,244	.866
	Within Groups	75,221	146	,515		
	Total	75,597	149			
Approximation	Between Groups	1,076	3	,359	,810	.490
	Within Groups	62,854	142	,443		
	Total	63,930	145			
Wordcoinage	Between Groups	,942	3	,314	,405	.750
	Within Groups	111,626	144	,775		
	Total	112,568	147			
Literal Translation	Between Groups	2,896	3	,965	,998	.396
	Within Groups	141,219	146	,967		
	Total	144,115	149			
Foreignising	Between Groups	6,820	3	2,273	1,699	.170
	Within Groups	193,972	145	1,338		
	Total	200,792	148			
Inferencing	Between Groups	2,835	3	,945	1,106	.349
	Within Groups	123,929	145	,855		
	Total	126,764	148			
Appealing	Between Groups	1,030	3	,343	1,136	.337
	Within Groups	42,609	141	,302		
	Total	43,639	144			
Stalling	Between Groups	1,548	3	,516	,730	.536
	Within Groups	101,841	144	,707		
	Total	103,389	147			
Use of Modification Devices	Between Groups	1,569	3	,523	1,518	.212
	Within Groups	49,962	145	,345		
	Total	51,531	148			

Table 81. OneWay ANOVA of Perceived Language Proficiency Groups for Communication Strategy Use (Continued)

		Sum of Squares	df	Mean Square	F	Sig.
Use of Nonlinguistic Devices	Between Groups	2,782	3	,927	1,266	.288
	Within Groups	106,209	145	,732		
	Total	108,991	148			
Formal Reduction	Between Groups	1,618	3	,539	,971	.408
	Within Groups	80,509	145	,555		
	Total	82,127	148			
Functional Reduction	Between Groups	2,837	3	,946	2,987	**.033**
	Within Groups	45,590	144	,317		
	Total	48,427	147			
Overgeneralization	Between Groups	8,951	3	2,984	4,201	**.007**
	Within Groups	103,697	146	,710		
	Total	112,648	149			
Codeswitching	Between Groups	13,606	3	4,535	5,065	**.002**
	Within Groups	128,949	144	,895		
	Total	142,555	147			

According to the results of Oneway ANOVA Analysis, there is significant difference among the learners with different levels of perceived language proficiency in terms of

- codeswitching
- overgeneralization
- functional reduction

In order to find out the levels of perceived language proficiency between which difference exists in terms of the use of these communication strategies, Post-Hoc: Scheffe Analyses were conducted on the data. Descriptive Analysis of the data revealed the mean frequencies of the use of codeswitching strategy according to the levels as in table 82.

Table 82. Mean Frequencies of Codeswitching Strategy according to Levels of Perceived Language Proficiency

Mean Frequencies of Codeswitching		
Level	Mean	Std. Deviation
Weak	3,3333	,96439
Average	2,8584	,98275
Good	2,5397	,88331
Very Good	2,0667	,76012
Total	2,8311	,98476

Data from the Post-Hoc Scheffe Test reveals that use of codeswitching reduces as perceived proficiency of language learners increases. Table **83** displays the use of codeswitching strategy among levels of perceived proficiency.

Table 83. The Use of Codeswitching according to the Levels of Perceived Language Proficiency

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.
very good	good	-,4730	,4477	.773
	average	-,7918	,4375	.355
	weak	-1,2667	,4594	.059
good	very good	,4730	,4477	.773
	average	-,3188	,1833	.391
	weak	**-,7937**	,2309	**.010**
average	very good	,7918	,4375	.355
	good	,3188	,1833	.391
	weak	-,4749	,2104	.170
weak	very good	1,2667	,4594	.059
	good	**,7937**	,2309	**.010**
	average	,4749	,2104	.170

The table reveals that learners with a weak level of perceived proficiency vary significantly from learners with a good perceived proficiency (p≥.05). According to the table, learners with a weak level of perceived proficiency use codeswitching strategies more frequently than learners with a good level of perceived proficiency (mean difference -,7937) Figure 30 illustrates use of codeswitching strategy according to levels of perceived proficiency.

Figure 30. Use of Codeswitching according to the Levels of Perceived Language Proficiency
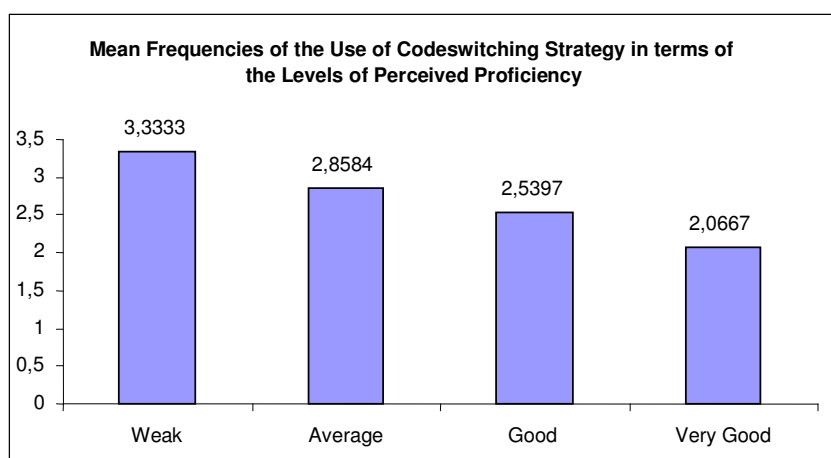
Another significant difference was observed in the use of overgeneralization strategy (p≥.05). The table below displays the use of overgeneralization strategy among different levels of perceived proficiency.

Table 84. Mean Frequencies of Overgeneralization

Mean Frequencies of Overgeneralization		
Level	Mean	Std. Deviation
Weak	3,2321	,71339
Average	3,0338	,84938
Very Good	3,0000	1,17260
Good	2,5698	,87001
Total	2,9367	,86950

The table indicates a descending relationship between perceived proficiency and use of overgeneralization. According to the table, the use of overgeneralization decreases as language learners attain higher levels of self-perceived proficiency. The table below displays these diferences.

Table 85. Use of Overgeneralization according to the Levels of Perceived Language Proficiency

(I) LEVEL	(J) LEVEL	Mean Difference (I-J)	Std. Error	Sig.
Very good	good	,4302	,3982	761
	average	-3,3784E-02	,3894	1,000
	weak	-,2321	,4092	,956
good	very good	-,4302	,3982	,761
	average	**-,4640**	,1616	**,045**
	weak	**-,6624**	,2047	**,017**
average	very good	3,378E-02	,3894	1,000
	good	**,4640**	,1616	**,045**
	weak	-,1984	,1870	,771
weak	very good	,2321	,4092	,956
	good	**,6624**	,2047	**,017**
	average	,1984	,1870	,771

According to the table, learners with a weak level of perceived proficiency employ overgeneralization strategies far more frequently than learners with a good level of perceived proficiency with a mean difference of **-,6624.** In addition, learners

with an average level of perceived proficiency use overgeneralization strategies more frequently than learners with good level of perceived proficiency with a mean difference of -,4640 (p≥.05).

According to the results of the Post-Hoc Scheffe Analysis, it is possible to say that the higher the level of the learners' perceived proficiency is, the less frequently they employ overgeneralization strategies. Figure 31 illustrates the differences in the use of overgeneralization strategy among the levels of perceived proficiency.

Figure 31. Use of Overgeneralization according to the Levels of Perceived Language Proficiency
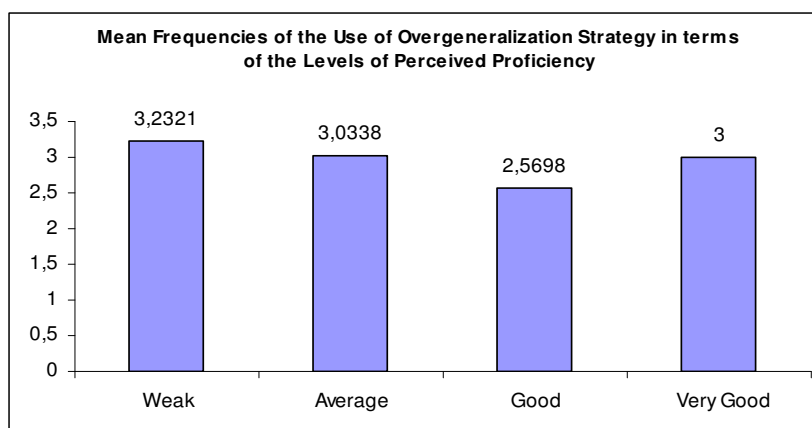
In relation to the findings of the OneWay Anova Test, descriptive analysis of the data revealed the mean frequencies of the use of functional reduction strategy according to the levels of perceived proficiency as in the table below.

Table 86. Mean Frequencies of Functional Reduction

Mean Frequencies of Functional Reduction		
Level	Mean	Std. Deviation
Weak	3,0089	,59699
Average	2,8818	,57956
Good	2,6994	,51284
Very Good	2,3750	,50000
Total	2,8370	,57396

Further analysis of the data with the LSD Test revealed that considerable differences occurred in the use of functional reduction strategies in terms of the levels of perceived proficiency. Following is the table which reveals the use of functional reduction strategy among levels of perceived proficiency.

Table 87. The Use of Functional Reduction according to the Levels of Perceived Language Proficiency

(I) levell	(J) levell	Mean Difference (I-J)	Sig.
Very Good	Good	-,32440	,225
	Average	-,50685	,053
	Weak	-,63393	,022
Good	Very Good	,32440	,225
	Average	-,18244	,096
	Weak	-,30952	,026
Average	Very Good	,50685	,053
	Good	,18244	,096
	Weak	-,12708	,311
Weak	Very Good	,63393	,022
	Good	,30952	,026
	Average	,12708	,311

According to the table, learners with a weak level of perceived proficiency use functional reduction strategies more frequently than learners with a very good level of perceived proficiency with a mean difference of -,63393 (p≥.05) and learners with a good level of perceived proficiency -,30952 (p≥.05). Moreover, learners with an average level of perceived proficiency employ functional reduction strategies more frequently than learners with a very good level of perceived proficiency with a mean difference of -,50685 (p≥.05). Figure 32 compares the use of functional reduction strategy among the levels of perceived proficiency.

Figure 32. Use of Functional Reduction according to the Levels of Perceived Language Proficiency

Mean Frequencies of the Use of Functional Reduction Strategy in terms of the Levels of Perceived Proficiency
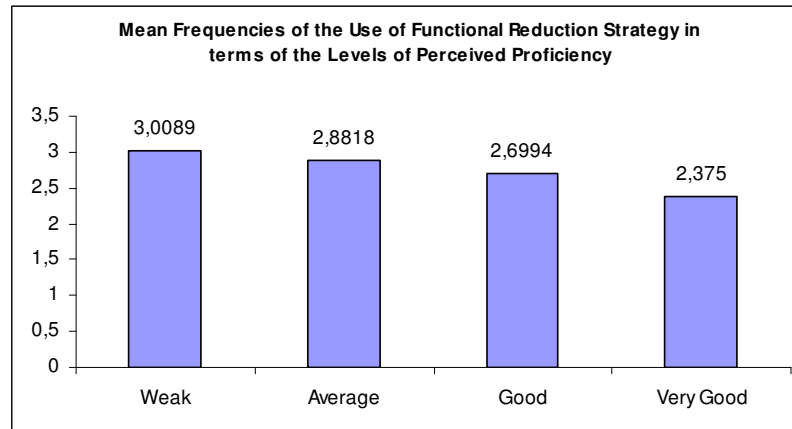
As a result of the findings from the Post Hoc Scheffe and LSD Analyses, it is apt to suggest that, the lower the perceived proficiency of the EFL learner is, the more frequently employed codeswitching, overgeneralization and functional reduction strategies are.

4.1.5.2 The Discussion of the Findings on the Impact of Perceived Language Proficiency on Communication Strategy Use

According to the results drawn from the analysis of the data, perceived proficiency of the EFL learner affects the use of communication strategies. EFL learners with different levels of perceived English proficiency significantly vary from each other in the use of codeswitching, overgeneralization and functional reduction strategies. Learners with weak level of perceived proficiency employ code-switching strategies more frequently than learners with good level of perceived proficiency. In addition, EFL learners who have average and weak perceptions of linguistic proficiency make more frequent use of overgeneralization strategies than

learners who have good perceptions about linguistic proficiency of the target language. Similar variance is observed in the use of functional reduction strategy. The employment of functional reduction strategy is reduced as the perceived proficiency about the target language increases. Results show superior use of functional reduction strategy by learners who have weak perceived proficiency over learners with good and very good levels. Also, learners with average level of perceived proficiency use functional reduction more frequently than EFL learner with very good level of perceived proficiency. Finally, results of this study reveal that use of code-switching, overgeneralization and functional reduction strategies decreases as the EFL learner's linguistic proficiency perception increases. Findings of this study in terms of the impact of perceived proficiency on communication strategy use prove their validity by their nature since two of them are somewhat reductional whereas the other one is L1-based. However, little research has been found into the impact of perceived proficiency on the use of communication strategies by EFL learners. As a result of the study into strategy use by 1200 university students in US, Oxford & Nyikos (1989) pointed out that strategy use by learners who have higher perceptions of language outnumbers strategy use by learners with lower self-perceptions of proficiency. Min-Hsun (2005) investigated the relationship between perceived language proficiency and language learning strategy use of 419 Taiwanese technological and vocational school EFL students majoring in Applied Foreign languages. Results from the study revealed that there is a significant relationship between self-perceived proficiency and compensation-strategy use by learners especially who have very bad perception of the target language.

4.2 CHAPTER SUMMARY

This chapter firstly introduced the findings of the study. Then it discussed the findings of the study by means of references to the literature presented in the second chapter. The next chapter is going to draw the conclusions from the study.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

5.0 INTRODUCTION

This chapter firstly makes a summary of the study in terms of its objectives, methodology and major findings. Next, the conclusions of the study will be introduced. Then, the pedagogical and methodological implications will be presented. Finally, suggestions for further research will be given.

5.1 SUMMARY OF THE STUDY

In this section of the chapter, a brief summary of the study will be introduced**.**

5.1.1 OBJECTIVES

This study targeted to determine the communication strategies used by EFL learners of an Anatolian High School in Balıkesir. The study also attempted to explore the impact of language proficiency on the communication strategy use of these learners. The study sought answers to these research questions:

RQ1- What communication strategies are employed by Turkish Anatolian High School learners?

RQ1a- What are the most frequent/least frequent communication strategies used by the learners?

RQ2- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of use of communication strategies?

RQ2a- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of use of L1-based communication strategies?

RQ2b- Is there a difference between the non-prep. group and the prep. group in terms of the frequency of use of L2-based communication strategies?

RQ3- Does perceived proficiency of English influence the use of communication strategies?

5.1.2 METHODOLOGY

As the study simply aimed to understand the nature of communication strategy use by EFL learners, it was descriptive. It firstly made use of a quantitative data collection instrument to elicit the data. Thus, an inventory was developed to measure the strategical group tendency of the participants. The Communication Strategies Inventory was implemented in six classes of Ayvalık Anatolian High School to 175 participants. Since the study also targeted to determine the impact of linguistic proficiency on communication strategy use, academic language experience was considered as an indicator of language proficiency. Thus, 88 prep. and 87 non-prep 9th grade EFL learners participated in the study. The data from the Communication Strategies Inventory was analysed by means of SPSS (Statistical Package for Social Sciences) 10.01. The findings obtained through the inventory was triangulated by a communicative task performance. The task performances were conducted with 19 9th grade EFL learners randomly chosen between the participants of Study 1, that is the implementation of the inventory. The 30-minute group performances of the 11 prep. and 8 non-prep. learners were visually recorded. The recordings were

transcribed and these transcriptions were coded according to the Communication Strategies Taxonomy by Dörnyei and Scott (1995a/1995b, cited in 1997).

5.1.3 SUMMARY OF THE FINDINGS

The main findings of the study will be introduced in this section of the chapter under two main-headings.

5.1.3.1 The Findings of the Communication Strategies Inventory

The findings obtained through the Communication Strategies indicated that all types of communication strategies are employed by EFL learners of Anatolian High School learners at a moderate level with reference to the SILL Profile of Results (Oxford, 1990) According to the indicated results by the EFL learners through the inventory, appeal for assistance, inferencing, formal reduction, stalling strategies and literal translation are the most frequently used communication strategies. Learners use approximation, overgeneralization, modification devices, functional reduction and codeswitching at a moderate level. Circumlocution and use of nonlinguistic devices are not appealed to very often. The least frequently employed communication strategies by the 9th grade EFL learners are wordcoinage and foreignizing. As for the effect of linguistic proficiency on the use of communication strategies, the results from the inventory indicated a significant difference in the use of modification devices between the prep. and non-prep. learners. The results revealed that non-prep.

learners use modification devices more frequently than prep. learners. Another finding of the Communication Strategies Inventory was that, prep. learners make considerably more frequent use of formal reduction than nonprep. learners.

The findings from the inventory did not indicate a significant effect of language proficiency on the use of L1-based and L2-based communication strategies. However, some evidence indicated that, prep. learners use approximation considerably more frequent than non-prep. learners whereas non-prep. learners employ foreignizing more frequently than prep. learners at a considerable frequency.

The most importantly of all, evidence from the analysis of the Communication Strategies Inventory indicated that there is significant relationship between perceived linguistic proficiency and the use of communication strategies. According to the results, EFL learners employ some communication strategies such as codeswitching, overgeneralization and functional reduction less frequently as they attain higher perceptions about their own language proficiency.

5.1.3.2 The Findings of the Communication Task Performance

According to the results of the communicative task performance, learners employ stalling strategies the most frequently. L1-based communication strategies, reductional strategies are frequently employed by the learners. Learners use modification devices, achievement strategies and nonlinguistic devices at a moderate frequency. Appealing strategies are rarely used by the

learners and L2-based communication strategies are the least frequently employed communication strategies. The frequency of the communication strategies by the nonprep learners exceeds that of the prep. learners, however the difference does not seem to be so significant. Rather, the quality of the communication strategy use differs between them. That is, nonprep. learners employ L1-based communication strategies more frequently than prep. learners.

5.1.3.3 The Comparison of the Findings

The data from both of the studies revealed that Anatolian High School learners employ stalling and reductional strategies frequently. Modification devices and nonlinguistic devices are the communication strategies which are used at a moderate frequency. EFL learners make rare use of circumlocution and wordcoinage. Foreignizing is the least frequently employed communication strategy.

However, the findings also revealed some contradictory results. Learners indicated frequent use of appeal for assistance, inferencing and literal translation through the inventory. The findings from the communication task performance, on the other hand, revealed that these communication strategies are rarely used by the EFL learners. Moreover, appealing strategies are the least frequent communication strategies in the actual use by the EFL learners. Approximation and codeswitching were reported to be employed at a moderate level. However, the qualitative data revealed that these strategies are employed at a moderate frequency. Finally, learners indicated very rare use of nonlinguistic devices, however, the quantitative data revealed that these communication strategies are used with a considerable frequency.

5.2 CONCLUSIONS

This study indicated that Turkish learners tend to use a wide variety of communication strategies however with a moderate frequency of use.

Linguistic proficiency seems to be a factor that considerably influences communication strategy use. In line with a number of studies, the findings of the study revealed that communication strategy use differs between prep. and non-prep classes in terms of modification devices (Wannaruk, 2002) and L1-based communication strategies (Bialystok & Fröhlich, 1980; Karatepe, 1993; Paribakht, 1985; Poulisse and Schills, 1989; Si- Qing, 1990; Fernández Dobao, 1999; Wannaruk, 2002) Non-prep. learners use modification devices more frequent than prep. learners. In addition, non-prep. learners make considerably more frequent use of L1-based communication strategies than prep. learners do.

Parallel to a number of studies (Min-Hsun, 2005; Oxford & Nyikos, 1989), findings of this study revealed that perceived language proficiency has a significant effect on the use of communication strategies. The study revealed that EFL learners use codeswitching, overgeneralization and functional reduction strategies less frequently as their self-perceived linguistic proficiency increase.

5.3 IMPLICATIONS

This study introduces implications which make it possible to have a comprehensive framework of communication strategy use among EFL learners

whose linguistic means are limited. These implications also address the impact of proficiency on the communication strategy use by EFL learners.

5.3.1 PEDAGOGICAL IMPLICATIONS

The results of this study revealed that EFL learners with limited proficiency can achieve well in tasks by means of communication strategies. For this reason, the integration of communication strategies into the foreign language learning classroom is inevitable.

In order to promote communication strategy use by the learners, a number of steps should be followed by the EFL teacher. First of all, language learners should be acknowledged that their inaccuracy is to be tolerated as the main aim of learning a new language is to be able to communicate through it. Language teachers should employ communication strategies in the classroom. This will enable language learners model communication strategy use, providing the language teacher with the necessary baseline for the identification of communication strategies used by the language learners. The definition of communication strategies used by EFL learners will assist language teachers to find out the needs of language learners to further exploit communication strategies. Finally, communicative tasks, enabling language learners practice communication strategies in various similar-to-real contexts should be introduced to EFL classroom.

5.3.2 METHODOLOGICAL IMPLICATIONS

This study aimed to explore communication strategy use of learners within a broad perspective. Thus, an investigation into communication strategy use with a broad perspective required an inventory which was prepared for the study by taking into all of the major categories and subcategories contributed to taxonomies from various researchers in the literature. However, such an analytical inventory caused confusion on the part of the nonprep. learners. For this reason, it can be suggested to future researchers to narrow the scope in terms of the categories of communication strategies.

This study was brought to an end including important changes in the data collection procedure due to the inconvenience of the school chosen for the study. This inconvenience resulted in the impediments to further investigate the factors of communication strategy use despite the motivation of the learners to perform more. For this reason, an important suggestion for future researchers will be to guarantee as far as possibly that no changes or impediments other than foreseen by the researcher will be caused in their data collection process.

In addition, although the Communication Strategies Inventory was administered to subjects in the second term of the 2005-2006 academic year, the communicative task was performed in the first term of the 2006-2007 due to the inconvenience of the school in time. This caused the data to be more meaningful to investigate the impact of perceived proficiency on communication strategy use. The difference between the prep. and non-prep. learners reduced. Hence, it would be better for further research into the impact of linguistic proficiency on communication strategies to collect the qualitative data as soon as possible.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. This study investigated the impact of language proficiency on the use of communication strategies in case of deficiencies in terms of oral production. Thus, it wasn't possible to determine the resource of deficiency for which communication strategy employment occurred. For, this reason, a study narrowing the originating field of communication strategy use might contribute significantly to the research field. This study might be conducted to examine communication strategies employed for lexical deficiencies in comprehension, or communication strategies employed as a result of grammatical deficiencies in writing. This study might be conducted to find out communication strategies employed due to lexical deficiencies. In addition, although the performance of the subjects were recorded on video in this study, it was difficult to identify the types of guessing strategies employed by them. The researcher was unable to understand the characteristics of the interlocutor from which the subjects made inferences, thus identification of guessing strategy was limited. For this reason, handling the contribution of communication strategies to comprehension from the interactional perspective, a study into guessing strategy would be of particular significance to the communication strategy research.

2. Data from the communication performance tasks with study groups was obtained only in a day due to some limitations in time and convenience. Thus, a longitudinal study into the impact of language proficiency would result in better insights into communication strategy use through comparison.

3. This study investigated the impact of proficiency on the use of communication strategies because of its aim to reflect the difference

among learners with and without intensive EFL instruction. However, a study investigating the effect of other factors that contribute to the difference in communication strategy use, such as age, gender, attitude, aptitude, personal traits, task, learning styles and preferences and instructional methods could contribute to the area as well. A promising issue would be the impact of the interlocutor's scaffolding on the use of communication strategies by subjects. In addition, an investigation into the impact of language learner's personality on the use of modification devices such as requests for clarification could be conducted.

4. This study investigated the use of communication strategies by Anatolian High School learners. Replicating study with subjects from other kinds of schools could be conducted.

5. This study addressed intermediate level. Studies could be conducted to investigate the impact of proficiency on the use of communication strategies by learners from different levels of proficiency. Further studies could address subjects either from the same level or different levels.

6. This study did not make use of any introspective or retrospective data from the subjects. Thus, a similar study would be conducted by strenthening data by means of these data collection methods.

7. The difference in EFL program administration peculiar to the academic year of the study made it possible to compare the communication strategy use by learners with closer level of proficiency but different management of EFL skills. For this reason, conversations based on familiar discussion topics and picture description were preferred as a relatively achieveable referential task for the study. However, replicating research could make use of relatively difficult, thus more fruitful task types of referential

communication. In addition, it could compare the use of communication strategies according to different task types used in a study.

8. A study into the effect of instruction on the use of communication strategies would significantly contribute to the area.

9. This study arrived at the investigation of communication strategies in all types of communication strategies in the literature. However, a study could be conducted to find out the factors affecting communication strategy use in groups.

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APPENDICES

APPENDIX A

Background Questionnaire for the Pilot Study (English Version)

	SECTION A: BACKGROUND INVENTORY				
	Please answer these questions correctly.				
1	Name Surname:				
2	Class:				
3	Age:				
4	Gender:				
5	How many years have you been learning English?				
	0-1 ☐	2-3 ☐	4-5 ☐	6-7 ☐	8 and more ☐
6	According to you, which level is your English proficiency ?				
	Very good ☐	Good ☐	Average ☐	Weak ☐	
7	How is your success level in English?				
	Very good ☐	Good ☐	Average ☐	Weak ☐	
8	Did you have preparatory class education?				
	Yes ☐		No ☐		
9	Did you take English from a branch teacher at elementary school?				
	Yes ☐		No ☐		
10	Have you ever taken any private courses ?				
	Yes ☐		No ☐		
	If yes, : Period: Frequency:				
11	Have you ever attended to an English course except school ?				
	Yes ☐		No ☐		
12	Have you got any family members who know English?				
	Yes ☐		No ☐		
13	Is there a field in which you can practise English ?				
	Yes ☐		No ☐		

APPENDIX B

Background Questionnaire for the Pilot Study (Turkish Version)

	BÖLÜM A: ÖZGEÇMİŞ ANKETİ				
	Lütfen aşağıdaki soruları doğru olarak cevaplayınız.				
1	Ad Soyad:				
2	Sınıf:				
3	Yaş:				
4	Cinsiyet:				
5	Kaç yıldır İngilizce öğreniyorsunuz?				
	0-1 ☐	2-3 ☐	4-5 ☐	6-7 ☐	8 ve üstü ☐
6	Size göre İngilizce dil yeterliliğiniz ne seviyededir?				
	Çok iyi ☐	İyi ☐	Orta ☐	Zayıf ☐	
7	İngilizce dersinde başarı seviyeniz nasıldır?				
	Çok iyi ☐	İyi ☐	Orta ☐	Zayıf ☐	
8	Hazırlık sınıfı okudunuz mu?				
	Evet ☐		Hayır ☐		
9	İlköğretim kademesinde İngilizce dersini branş öğretmeninden mi aldınız?				
	Evet ☐		Hayır ☐		
10	İngilizce öğrenmek için özel ders aldınız mı?				
	Evet ☐		Hayır ☐		
	Evet ise, Süresi: Hangi Sıklıkla:				
11	Okul dışında İngilizce kursuna katıldınız mı?				
	Evet ☐		Hayır ☐		
12	Ailenizde İngilizce bilen var mıdır?				
	Evet ☐		Hayır ☐		
13	Okul dışında İngilizce konuşabileceğiniz bir alan var mıdır?				
	Evet ☐		Hayır ☐		

APPENDIX C

Communication Strategies Inventory for the Pilot Study (English Version)

COMMUNICATION STRATEGIES INVENTORY

Name Surname :
Class   : _____
Your Gender   :   Male☐   Female☐

Dear Participant,

This inventory has been developed as an important part of a scientific study which attempts to determine the communication strategies of you, students who learn English as a foreign language, use in language learning experience.The data which will be obtained as a result of this inventory will constitute an important resource of a scientific study. Data demanded from you will only be used to obtain the intended information for this study.

In this inventory, you will be given 86 statements which aim to measure the communication strategies that you use, and you will be asked with which frequency you do these behaviours. Read these statements carefully.

These statements do not have any right or wrong answers. For this reason, do not try to answer these statements thinking how others behave, answer, or how you think they should be answered but please answer these statements by taking the frequency of your strategical behaviours while speaking English both in and out of the classroom The answers you will provide us honestly and sincerely, are very important in order for the study to give correct and valid results.

You will be provided with five choices while answering these statements. These choices will lead you to different frequency levels. These frequency levels have numerical values. These values are given below.

Always	5
Usually	4
Sometimes	3
Rarely	2
Never	1

According to the scale above, tick the option which expresses the frequency you use these strategies. Two examples below are given for you to help you complete the inventory.

COMMUNICATION STRATEGIES	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1 I try to infer the meaning of an unknown word from the facial expression of the speaker.	**5**	4	3	2	1
2 While talking, if I can't remember the grammatical structure I need, I ask it to my teacher.	5	4	3	2	**1**

According to this scale, tick the option which fits you best, by taking into consideration your frequency of implementation of each statement. For example, if you use the strategy which has been defined in the first question usually, please answer **5**, or if you never use the strategy defined in the second question, please tick **1**

Please get in touch with me if you wish to get more information about this study. Thank you very much for the time you devote to this study and your unique participation.

Pelin GÜMÜŞ
English Teacher

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
1	If I need a word which I don't know, I don't talk about this topic.	**5**	**4**	**3**	**2**	**1**
2	If I need structure which I don't know, I don't talk about this topic.	**5**	**4**	**3**	**2**	**1**
3	If I can't remember the word I need while talking, I cut the conversation.	**5**	**4**	**3**	**2**	**1**
4	If I can't remember the structure I need while talking, I cut the conversation.	**5**	**4**	**3**	**2**	**1**
5	If I have difficulty in pronouncing a word while talking, I add a vowel between the sounds I have difficulty in pronunciation.	**5**	**4**	**3**	**2**	**1**
6	If I have difficulty in pronouncing a word while talking, I pronounce another sound from my native tongue instead of the sound I have difficulty in pronunciation.	**5**	**4**	**3**	**2**	**1**
7	If I have difficulty in pronouncing a word while talking, I pronounce another sound from English phonemes instead of the sound I have difficulty.	**5**	**4**	**3**	**2**	**1**
8	I don't stop talking, if I don't remember a word.	**5**	**4**	**3**	**2**	**1**
9	If I can't recall a word that I have to use, I express myself by using a semantically related word. For example, My father is… a cinema, instead of My father is a film-director.	**5**	**4**	**3**	**2**	**1**

		Always	Usually	Sometimes	Rarely	Never
	COMMUNICATION STRATEGIES					
10	If I have difficulty in the use of a structure, I avoid it, by expressing my meaning with an easier structure. For example, My birthplace is Denizli instead of I was born in Denizli.	5	4	3	2	1
11	If I have difficulty in expressing my meaning with a special usage, I express it in an easier way. For example, I want to drink coffee instead of I would like to drink coffee	5	4	3	2	1
12	If I don't remember the word I need, I use an easier structure which expresses the same. For example, The sisters and mum goes to the concert instead of The sisters and mum go to the concert.	5	4	3	2	1
13	If I can't remember a grammatical structure while talking, I use an easier structure that expresses the same meaning. For example, It's twenty minutes, instead of It takes twenty minutes to go there	5	4	3	2	1
14	If I can't recall the word to complete my statement, I transform my sentence and restructure it . For example, I am hungry instead of I must eat something	5	4	3	2	1
15	If I can't recall a word, I make up a new word in place of it. For example, instead of Chef, Cooker for Twins , Twices.	5	4	3	2	1
16	If I can't recall a word, I use another word which expresses it generally. For example, Toy instead of Doll.	5	4	3	2	1
17	If I can't recall a word that I have to use, instead of it, I use another word which is different in context, but semantically similar. For example, Boy instead of Son.	5	4	3	2	1
18	It is necessary to practise in Englishto speak it well.	5	4	3	2	1
19	If I don't remember a word, I describe it with its physical properties such as size, colour, material. For example, We put cups on it, err, it is wooden instead of Coffee table	5	4	3	2	1
20	If I don't remember a word, I express it by means of its distinguishing features. For example, Its neck is tall instead of Giraffe	5	4	3	2	1
21	If I don't remember the name of an object, I express it by means of its location. For example, You can see lots of them in Bursa instead of Tombs.	5	4	3	2	1
22	If I don't remember the name of an object, I express it by means of historical associations. For example, That thing didn't work on Tuesday, you know, it was cold instead of Central Heating	5	4	3	2	1
23	If I can't recall a word I need, I express it by means of similes. For example, He looks like Atom Karınca instead of He is very energetic	5	4	3	2	1
24	In the course of speech, I use exaggerated words to make my meaning clear. For example, Those people are indigent instead of Those people are poor	5	4	3	2	1
25	In the course of speech, when I can't remember a structure, I don't slow my speech.	5	4	3	2	1
26	If I can't remember a word. I use a synonym instead of it. For example, Charming instead of Attractive	5	4	3	2	1

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
27	If I can't remember the name of an object, I express it by using its antonym For example, t's not an old painting instead of It's a modern painting	5	4	3	2	1
28	In the course of speech, if I can't remember the name of an object, I point to it.	5	4	3	2	1
29	If I don't remember a word, I use a general word instead of it. For example The man is lying on a pink thing instead of Pink cushion	5	4	3	2	1
30	If I can't remember a word, I try to express what it is used for. For example, A thing you dry your hands instead of Towel	5	4	3	2	1
31	If I can't remember a word, I express it by combining words and sounds. For example, Carboom instead of Carcrash	5	4	3	2	1
32	If I can't remember the English equivalent of a structure I translate its use from Turkish. For example, instead of She took a decision, She gave a decision	5	4	3	2	1
33	If I can't remember the English equivalent of a word, I translate it from Turkish. For example, Middle Anatolia instead of Central Anatolia	5	4	3	2	1
34	If I have difficulty in expressing my meaning, I express it in Turkish.	5	4	3	2	1
35	If I don't recall a word, I immediately refer to Turkish. For example, My school in Aydın was a. . . yatılı. . . school instead of Boarding school.	5	4	3	2	1
36	In the course of speech, if I don't remember a word, I pronounce its Turkish equivalent in English. For example, Diiziis instead of TV series.	5	4	3	2	1
37	In the course of speech, if I can't remember a word, I express it with by means of mimicry.	5	4	3	2	1
38	In the course of speech, if I don't remember a word, I express it by drawing.	5	4	3	2	1
39	In the course of speech, if I can't recall a word, I express it by means of gestures.	5	4	3	2	1
40	In the course of speech, if I can't remember a word, I demonstrate word I want to express.	5	4	3	2	1
41	In the course of speech, if I can't remember a structure, I demonstrate the thing I want to express.	5	4	3	2	1
42	While talking, I don't ask for repetition if I can't understand what has been said	5	4	3	2	1
43	In the course of speech, if I can't remember a word, I slow down my speech, and try to gain time	5	4	3	2	1
44	In the course of speech, if I can't remember a structure, I slow down my speech, and try to gain time	5	4	3	2	1
45	In the course of speech, if I can't remember a word, I use some Turkish mumbling words to gain time. For example, Şey, Var ya, Aman, İşte.	5	4	3	2	1
46	In the course of speech, if I can't remember a grammatical structure, I use some Turkish mumbling words to gain time. For example, Şey, Var ya, Aman, İşte.	5	4	3	2	1
47	In the course of speech, if I can't remember a word, I use some mumbling words to gain time. For example, Err. . . , Um. . .	5	4	3	2	1
48	In the course of speech, if I can't remember a grammatical structure, I use some mumbling words to gain time. For example, Err. . . , Um. . .	5	4	3	2	1

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
49	If I can't remember a word, I repeat what I have said , in order to gain time.	5	4	3	2	1
50	If I can't remember a grammatical structure, in order to gain time I repeat what I have said before.	5	4	3	2	1
51	If I can't remember a word , I lengthen sylabbles to gain time.	5	4	3	2	1
52	If I can't remember a grammatical structure, I lengthen sylabbles to gain time.	5	4	3	2	1
53	In the course of speech, if I can't remember a word, I ask for help to my interlocutor, by rising my intonation.	5	4	3	2	1
54	In the course of speech, if I can't remember a grammatical structure, I ask for help to my interlocutor, by rising my intonation.	5	4	3	2	1
55	In the course of speech, if I can't remember a word, I ask it to my teacher.	5	4	3	2	1
56	In the course of speech, if I can't remember a grammatical structure, I ask it to my teacher.	5	4	3	2	1
57	In the course of speech, if I can't remember a word, I ask it to my friend .	5	4	3	2	1
58	In the course of speech, if I can't remember a word, I don't ask it to my friend.	5	4	3	2	1
59	In the course of speech, if I can't remember agrammatical structure, I ask it to my friend	5	4	3	2	1
60	In the course of speech, if I can't get the meaning, I ask for its Turkish meaning from my teacher.	5	4	3	2	1
61	While talking, I would like my teacher to check if I'm correct. For example, The woman was frightened. . . yes?	5	4	3	2	1
62	While talking, I would like the interlocutors confirm what I say.	5	4	3	2	1
63	I carry a dictionary to use while talking.	5	4	3	2	1
64	I refer to the dictionary when I need.	5	4	3	2	1
65	While talking English, I ask for repetition if I can't understand.	5	4	3	2	1
66	While talking, I ask for slowing down the speech, if I don't understand what has been said.	5	4	3	2	1
67	While talking, if I don't understand what has been said, I ask people to express it again in an easier way.	5	4	3	2	1
68	In the course of speech, I don't refer to dictionary when I can't recall a word.					
69	While talking, if I don't understand what has been said I look at the speaker to make him/her feel that I haven't understood.	5	4	3	2	1
70	While talking, if I don't understand what has been said I ask questions to understand it better.	5	4	3	2	1
71	While talking, if I don't understand what has been said, I pretend to understand it.	5	4	3	2	1
72	While talking, in order to continue the conversation, I use a sentence which I have learnt before.	5	4	3	2	1

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
73	When somebody uses a word whose meaning I don't know, I try to infer its meaning from the speaker's face.	5	4	3	2	1
74	When somebody uses a structure I haven't learnt well in a sentence, I try to infer the meaning of the sentence from the speaker's face.	5	4	3	2	1
75	If I make a mistake while talking, I don't correct it.					
76	When somebody uses a word whose meaning I don't know, I try to infer its meaning from the speaker's actions.	5	4	3	2	1
77	When somebody uses a structure I haven't learnt well in a sentence, I try to infer the meaning of the sentence from the speaker's actions.	5	4	3	2	1
78	When an unknown word is used, I try to infer its meaning from the speaker's intonation.	5	4	3	2	1
79	When an unknown structure is used in a sentence, I try to infer its meaning from the speaker's intonation.	5	4	3	2	1
80	While talking, if it's needed to use a word which I don't know, I change the topic.	5	4	3	2	1
81	While talking, if it's needed to use a structure which I don't know, I change the topic.	5	4	3	2	1
82	While talking, I use terms that will enable me to check the correctness of what I have said. For example, Right, Okay, Do you understand?	5	4	3	2	1
83	While talking, if it's needed to use a word which I don't know, I don't cut the conversation.					
84	While talking, I use terms that will assure my listeners that I have understood what they have told me. For example, Yes, Sure .	5	4	3	2	1
85	While talking, I repeat what I have been told to assure my that I have understood well.	5	4	3	2	1
86	While talking, I summarize what I have been told, to make my listeners verify if I have understood well.	5	4	3	2	1
87	While talking, if my friend can't complete his/her sentence, I complete it instead of him/her.	5	4	3	2	1
88	While talking, if I make a mistake I correct it.	5	4	3	2	1
89	If I don't get the meaning while talking, I try to gain time by asking –wh questions related to the parts I have understood sufficiently.	5	4	3	2	1
90	If I don't get the meaning while talking, I try to gain time by asking tag questions related to the parts I have understood sufficiently.	5	4	3	2	1

SUGGESTIONS:
   If you think that there are more communication strategies that might be used other than presented in this inventory, please add below.

APPENDIX D

Communication Strategies Inventory for the Pilot Study (Turkish Version)

BÖLÜM B: İLETİŞİM STRATEJİLERİ ANKETİ

Adınız Soyadınız :
Sınıfınız :
Cinsiyetiniz : Bay ☐   Bayan ☐

Sevgili Öğrencim,

Bu anket, İngilizce'yi yabancı dil olarak öğrenen siz öğrencilerin, dil öğrenim sürecinde kullandıkları "iletişim stratejilerini" belirlemek amacıyla yapılmakta olan bilimsel bir araştırmanın önemli bir parçası olarak hazırlanmıştır. Uygulanan bu anketin sonucunda edinilen bilgiler, bilimsel bir çalışmanın önemli bir dayanağını oluşturacaktır. Toplanacak bilgiler sadece bilgi edinmeye yönelik olup sizin değerlendirilmeniz ya da başka bir amaç için kullanılmayacaktır.

Bu ankette sizlere, kullandığınız iletişim stratejilerine yönelik olarak 90 ifade verilip bu ifadelerde açıklanan davranışları ne sıklıkla yaptığınız sorulacaktır. Size sorulan ifadeleri dikkatlice okuyunuz.

Bu ifadelerin doğru ya da yanlış yanıtı bulunmamaktadır. Bu nedenle soruları, başkalarının nasıl davrandığı, cevapladığı, ya da nasıl olması gerektiğini düşündüğünüz gibi değil, sınıfta veya dışarıda arkadaşlarınızla ya da başkalarıyla İngilizce konuşurken, bu stratejileri hangi sıklıkla kullandığınızı göz önünde bulundurarak cevaplayınız. Sorulara vereceğiniz içten ve dürüst cevaplar, çalışmanın doğru ve güvenilir sonuçlar vermesi açısından büyük önem taşımaktadır.

Bu ifadeleri cevaplarken size beş seçenek sunulacaktır. Bu seçenekler size farklı sıklık derecelerini vermektedir. Bu sıklık derecelerin de rakamsal değerleri bulunmaktadır. Bunlar aşağıda verilmektedir.

Daima	5
Genellikle	4
Bazen	3
Nadiren	2
Asla	1

Yukarıdaki ölçeğe göre ifadelerde anlatılan stratejileri ne sıklıkla kullandığınızı anlatan seçeneği işaretleyiniz. Aşağıda size anketin nasıl doldurulacağına dair bir örnek verilmiştir.

İLETİŞİM STRATEJİLERİ	DAİMA	GENELLİKLE	BAZEN	NADİREN	ASLA
1 Bilmediğim bir kelimenin anlamını, konuşanın yüz ifadesinden anlamaya çalışırım.	**5**	4	3	2	1
2 Konuşma anında, kullanmak istediğim dilbilgisi yapısını hatırlayamazsam, öğretmenime sorarım.	5	4	3	2	**1**

Buna göre, her bir ifadenin sizin tarafınızdan uygulanma sıklığını göz önüne alarak, size en çok uyan seçeneği işaretleyiniz. Örneğin, birinci soruda belirtilen stratejiyi her zaman kullanıyorsanız **5**'i, ya da ikinci ifadede belirtilen stratejiyi hiçbir zaman kullanmıyorsanız, **1**'i işaretleyiniz.

Bu çalışma hakkında daha fazla bilgi almak için lütfen benimle iletişime geçiniz. Katılımınız ve ayırdığınız zaman için teşekkür ederim.

Pelin GÜMÜŞ
İngilizce Öğretmeni

[1] Bu çalışma, Çanakkale Onsekiz Mart Üniversitesi, Sosyal Bilimler Enstitüsü Yabancı Diller Ana Bilim Dalında, Yüksek Lisans Tezi olarak Yrd. Doç. Dr. İsmail Hakkı Erten'in (herten@comu. edu. tr) danışmanlığında yürütülmektedir.

İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
1 Bilmediğim bir sözcüğü kullanmam gerekiyorsa, o konuda konuşmam	5	4	3	2	1
2 Bilmediğim bir **dilbilgisi yapısını** kullanmam gerekiyorsa, o konuda konuşmam.	5	4	3	2	1
3 Konuşurken, kullanmam gereken sözcüğü hatırlayamazsam, konuşmayı keserim.	5	4	3	2	1
4 Konuşurken, kullanmam gereken **dilbilgisi yapısını** hatırlayamazsam, konuşmayı keserim.	5	4	3	2	1
5 Konuşma anında, bir sözcüğü telaffuz etmekte zorlanırsam, kolayca okuyabilmek için, çıkarmakta zorlandığım seslerin arasına sesli harf ekler, sözcüğü öyle okurum.	5	4	3	2	1
6 Konuşurken, bir sözcüğü telaffuz etmekte zorlanırsam, çıkarmakta zorlandığım sesin yerine, anadilime ait başka bir ses çıkartırım.	5	4	3	2	1

	İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
7	Konuşurken, bir <u>sözcüğü</u> telaffuz etmekte zorlanırsam, çıkarmakta zorlandığım sesin yerine, İngilizce ses sistemine ait daha kolay başka bir ses çıkartırım.	5	4	3	2	1
8	Konuşurken, kullanmam gereken <u>sözcüğü</u> hatırlayamazsam, konuşmaya devam ederim.	5	4	3	2	1
9	Konuşurken, ihtiyacım olan bir <u>sözcüğü</u> hatırlayamazsam, söylemek istediğimi konuyla ilgisi olan başka bir sözcük kullanarak anlatırım. Örneğin, My father is a film director yerine My father is a . . . cinema	5	4	3	2	1
10	Bir **dilbilgisi yapısını** kullanmakta zorlanırsam, onu kullanmaktan kaçınır, söylemek istediğimi bana kolay gelen yapıyı kullanarak anlatırım. Örneğin, I was born in Denizli yerine My birthplace is Denizli.	5	4	3	2	1
11	İfade etmek istediklerimi özel bir biçimde söylemekte zorlanırsam, cümlemi bana daha kolay gelen şekilde kurarım. Örneğin, I would like to drink coffee yerine I want to drink coffee.	5	4	3	2	1
12	Konuşurken, ihtiyaç duyduğum **dilbilgisi yapısı** aklıma gelmezse, söylemek istediklerimi benzer bir dilbilgisi yapısı kullanarak anlatırım. Örneğin, The sisters and mum go to the concert yerine The sisters and mum goes to the concert.	5	4	3	2	1
13	Konuşurken, ihtiyacım olan **dilbilgisi yapısını** hatırlayamazsam, aynı şeyi ifade eden daha basit bir yapıyı kullanırım. Örneğin, It takes twenty minutes to go there yerine It's twenty minutes.	5	4	3	2	1
14	Konuşurken, cümlemi tamamlamak için ihtiyaç duyduğum <u>sözcüğü</u> hatırlayamazsam, cümlemin yapısını değiştirir, söylemek istediğimi yeniden anlatırım. I must eat something yerine I am hungry.	5	4	3	2	1
15	Bir <u>sözcüğü</u> hatırlayamazsam, onun yerini tutabilecek bir sözcük uydururum. Örneğin, Chef yerine Cooker, Twins yerineTwices.	5	4	3	2	1
16	Bir <u>sözcüğü</u> hatırlayamazsam, onun yerine o sözcüğün anlamını genel olarak karşılayan daha genel başka bir sözcük kullanırım. Örneğin, Doll yerine Toy.	5	4	3	2	1
17	Kullanmam gereken <u>sözcüğü</u> hatırlayamazsam, onun yerine kullanım açısından farklı, anlamca yakın bir sözcük kullanırım. Örneğin, Son yerine Boy.	5	4	3	2	1
18	İyi İngilizce konuşmak için, pratik yapmak gerekir.	5	4	3	2	1
19	Bir <u>sözcüğü</u> hatırlayamazsam, onu fiziksel özellikleriyle (örneğin rengi, boyutu, yapıldığı malzeme gibi)anlatırım. Örneğin, Coffee table yerine We put cups on it , err, it is wooden .	5	4	3	2	1
20	Konuşurken ihtiyacım olan <u>sözcük</u> aklıma gelmezse, o sözcüğün karşıladığı nesneyi diğerlerinden ayıran özelliği söylerim. Örneğin, Giraffe yerine Its neck is tall.	5	4	3	2	1
21	Bir nesnenin ismini hatırlayamazsam, o nesneyi bulunduğu yer yardımıyla anlatırım. Örneğin, Tombs yerine You can see lots of them in Bursa.	5	4	3	2	1
22	Bir nesnenin ismini hatırlayamazsam, o <u>sözcüğü</u> kendisine ait zaman bağlantılarından faydalanarak anlatırım, Örneğin, Central Heating yerine That thing didn't work on Tuesday, you know, it was cold.	5	4	3	2	1
23	İhtiyacım olan bir <u>sözcüğü</u> hatırlayamazsam, anlatmak istediğimi benzetmeler yardımıyla anlatırım. Örneğin, He is very energetic yerine He looks like Atom Karınca.	5	4	3	2	1
24	Konuşma anında söylemek istediklerimin iyi anlaşılması için abartılı sözcükler kullanırım. Örneğin, Those people are poor yerine Those people are indigent.	5	4	3	2	1

		İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
25		Konuşurken, bir **dilbilgisi yapısını** hatırlayamazsam, konuşmamı yavaşlatmam.	5	4	3	2	1
26		Bir sözcüğü hatırlayamazsam, o sözcüğün yerine eşanlamlısını kullanırım. Örneğin, Attractive yerine Charming.	5	4	3	2	1
27		Kullanmak istediğim bir sözcüğü hatırlayamazsam, ifade etmek istediğimi o sözcüğün zıtanlamlısını kullanarak anlatırım. Örneğin, It's a modern painting yerine It's not an old painting.	5	4	3	2	1
28		Konuşurken bir nesnenin ismini hatırlayamazsam, o nesneyi gösteririm.	5	4	3	2	1
29		Bir sözcüğü hatırlayamazsam, onun yerine onu genel olarak karşılayan sözcüğü kullanırım. Örneğin Pink cushion yerine The man is lying on a pink thing .	5	4	3	2	1
30		Bir sözcüğü hatırlayamazsam, o nesnenin ne işe yaradığını anlatmaya çalışırım. Örneğin, Towel yerine A thing you dry your hands .	5	4	3	2	1
31		Bir sözcüğü hatırlayamazsam, onu ses ve kelimeleri birleştirerek anlatırım. Örneğin, Carcrash yerine Carboom.	5	4	3	2	1
32		Bir **yapının** İngilizce karşılığını hatırlayamazsam, onu Türkçe'deki kullanımına göre çeviririm. Örneğin, She took a decision yerine She gave a decision.	5	4	3	2	1
33		Bir sözcüğün İngilizce karşılığını hatırlayamazsam, onu Türkçe'deki kullanımına göre çeviririm. Örneğin, Central Anatolia yerine Middle Anatolia.	5	4	3	2	1
34		Konuşurken söylemek istediklerimi anlatmakta zorlanırsam, anlatmak istediğimi Türkçe anlatırım.	5	4	3	2	1
35		Bir sözcüğü hatırlayamazsam, onun yerine doğrudan Türkçesini kullanırım Örneğin, Boarding school yerine My school in Aydın was a. . . yatılı. . . school .	5	4	3	2	1
36		Konuşurken, bir sözcük aklıma gelmezse onun Türkçe karşılığını İngilizce'nin telaffuzuna göre okurum. Örneğin, TV series yerine Diiziis .	5	4	3	2	1
37		Konuşma anında, bir sözcük aklıma gelmezse, o sözcüğün anlamını yüz ifademle anlatırım.	5	4	3	2	1
38		Konuşma anında, bir sözcüğü hatırlayamazsam, onu çizerek anlatırım.	5	4	3	2	1
39		Konuşma anında, bir sözcüğü hatırlayamazsam, onu el kol hareketlerimin yardımıyla anlatırım.	5	4	3	2	1
40		Konuşma anında, ihtiyaç duyduğum sözcük aklıma gelmezse, ifade etmek istediklerimi canlandırırım.	5	4	3	2	1
41		Konuşma anında, ihtiyaç duyduğum **dilbilgisi yapısı** aklıma gelmezse, ifade etmek istediklerimi canlandırırım.	5	4	3	2	1
42		İngilizce konuşurken, söyleneni anlayamazsam, tekrarlanmasını istemem.	5	4	3	2	1
43		Konuşurken, bir sözcüğü hatırlayamazsam, konuşmamı yavaşlatır, zaman kazanmaya çalışırım.	5	4	3	2	1
44		Konuşurken, **bir yapıyı** hatırlayamazsam, konuşmamı yavaşlatır, zaman kazanmaya çalışırım	5	4	3	2	1
45		Konuşma anında, bir sözcük aklıma gelmediğinde, bana zaman kazandıracak Türkçe ifadeler kullanırım. Örneğin, Şey, Var ya, Aman, İşte.	5	4	3	2	1
46		Konuşma anında, bir **dilbilgisi yapısı** aklıma gelmediğinde, bana zaman kazandıracak Türkçe ifadeler kullanırım. Örneğin, Şey, Var ya, Aman, İşte.	5	4	3	2	1
47		Konuşma anında, bir sözcük aklıma gelmediğinde, bana zaman kazandıracak sesler çıkartırım. Örneğin. Err. . . , Um. . .	5	4	3	2	1

	İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
48	Konuşma anında, bir **dilbilgisi yapısı** aklıma gelmediğinde, bana zaman kazandıracak sesler çıkartırım Örneğin, Err. . . , Um. . .	5	4	3	2	1
49	Konuşurken, ihtiyacım olan bir sözcüğü hatırlamakta zorlanırsam, zaman kazanmak için son söylediğimi tekrar ederim	5	4	3	2	1
50	Konuşurken, ihtiyacım olan bir **dilbilgisi yapısını** hatırlayamazsam, zaman kazanmak için son söylediğimi tekrar ederim.	5	4	3	2	1
51	Konuşurken, kullanmak istediğim bir sözcük aklıma gelmezse, heceleri uzatır, hatırlamak için zaman kazanırım.	5	4	3	2	1
52	Konuşma anında, ihtiyaç duyduğum bir **dilbilgisi yapısını** hatırlamakta zorlanırsam, heceleri uzatır, zaman kazanırım.	5	4	3	2	1
53	Konuşurken, bir sözcük aklıma gelmezse, ses tonumu yükselterek, konuştuğum kişiden yardım isterim.	5	4	3	2	1
54	Konuşurken, bir **dilbilgisi yapısı** aklıma gelmezse, ses tonumu yükselterek, konuştuğum kişiden yardım isterim.	5	4	3	2	1
55	Konuşma anında, bir sözcük aklıma gelmezse, öğretmenime sorarım.	5	4	3	2	1
56	Konuşma anında, bir **dilbilgisi yapısı** aklıma gelmezse, öğretmenime sorarım.	5	4	3	2	1
57	Konuşma anında, kullanmam gereken bir sözcük aklıma gelmezse, arkadaşlarıma sorarım.	5	4	3	2	1
58	Konuşurken, bir sözcüğü hatırlayamazsam, arkadaşlarıma sormam.	5	4	3	2	1
59	Konuşma anında, ihtiyacım olan **dilbilgisi yapısı** aklıma gelmezse, arkadaşlarıma sorarım.	5	4	3	2	1
60	İngilizce konuşurken, ifade edileni anlayamazsam, öğretmenimden Türkçesini söylemesini isterim.	5	4	3	2	1
61	İngilizce konuşurken, öğretmenimin söylediklerimin doğruluğunu kontrol etmesini. isterim Örneğin, The woman was frightened. . . , yes?	5	4	3	2	1
62	Konuşurken, beni dinleyenlerin söylediklerimin doğruluğunu onaylamasını isterim.	5	4	3	2	1
63	Konuşma sırasında hatırlayamadığım sözcüğe bakmak için, yanımda sözlük taşırım.	5	4	3	2	1
64	Konuşurken ihtiyaç duyduğum bir sözcüğü hatırlayamazsam, sözlüğe bakarım.	5	4	3	2	1
65	İngilizce konuşurken, söyleneni anlayamazsam, tekrarlanmasını isterim.	5	4	3	2	1
66	İngilizce konuşurken, söyleneni anlayamazsam, yavaş konuşulmasını ister, anlamak için zaman kazanırım.	5	4	3	2	1
67	İngilizce konuşurken, söyleneni anlamazsam, daha basit olarak yeniden ifade edilmesini isterim.	5	4	3	2	1
68	Konuşurken, kullanmak istediğim sözcüğü hatırlayamazsam, sözlüğe bakmam.	5	4	3	2	1
69	İngilizce konuşurken, söyleneni anlamazsam, konuşan kişiye anlamadığımı hissettirecek şekilde bakarım.	5	4	3	2	1
70	İngilizce konuşurken, söyleneni anlamazsam, konuyu daha iyi anlamak için sorular sorarım.	5	4	3	2	1
71	İngilizce konuşurken, söyleneni anlamasam da, konuşmanın devamını sağlamak için anlamış gibi yaparım	5	4	3	2	1

	İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
72	İngilizce konuşurken, konuşmanın sürekliliğini sağlamak için, önceden öğrendiğim bir cümleyi kullanırım.	5	4	3	2	1
73	Bilmediğim bir sözcük kullanıldığında, anlamını konuşanın yüz ifadesinden çıkarmaya çalışırım	5	4	3	2	1
74	Bilmediğim bir **dilbilgisi yapısı** cümlede kullanıldığında, cümlenin anlamını konuşanın yüz ifadesinden çıkarmaya çalışırım.	5	4	3	2	1
75	Konuşurken, hata yaparsam, düzeltmem.	5	4	3	2	1
76	Bilmediğim bir sözcük kullanıldığında, cümleye kazandırdığı anlamı konuşanın hareketlerinden çıkarmaya çalışırım	5	4	3	2	1
77	Bilmediğim bir **dilbilgisi yapısı** kullanıldığında, cümlenin anlamını konuşanın hareketlerinden çıkarmaya çalışırım.	5	4	3	2	1
78	Bilmediğim bir sözcük kullanıldığında, anlamını, konuşanın ses tonundan çıkarmaya çalışırım.	5	4	3	2	1
79	Bilmediğim bir **dilbilgisi yapısı** kullanıldığında, cümlenin anlamını, konuşanın ses tonundan çıkarmaya çalışırım.	5	4	3	2	1
80	Konuşurken, henüz öğrenemediğim bir sözcüğü kullanmam gerekirse konuyu değiştiririm	5	4	3	2	1
81	Konuşurken, henüz öğrenemediğim bir **dilbilgisi yapısını** kullanmam gerekirse konuyu değiştiririm	5	4	3	2	1
82	Konuşurken, söylediğimin doğru olarak anlaşılıp anlaşılmadığını kontrol etmemi sağlayacak ifadeler kullanırım. Örneğin, Right, Okay, Do you understand?	5	4	3	2	1
83	Konuşma anında, henüz öğrenmediğim bir sözcüğü kullanmam gerekse de, konuşmaya devam ederim.	5	4	3	2	1
84	Konuşurken, iletişimin sağlıklı olarak devam edebilmesi için, söyleneni anladığımı göstermeme yarayacak ifadeler kullanırım. Örneğin, Yes, Sure .	5	4	3	2	1
85	Konuşurken, söyleneni doğru anlayıp anlamadığımı onaylatmak için, söyleneni tekrar ederim.	5	4	3	2	1
86	Konuşma sırasında, doğru anlayıp anlamadığımı onaylatmak için, bana anlatılanları özetlerim.	5	4	3	2	1
87	İngilizce konuşurken, arkadaşım sözünü tamamlayamazsa, onun sözünü ben tamamlarım.	5	4	3	2	1
88	Konuşurken hata yaparsam, hemen düzeltirim.	5	4	3	2	1
89	Konuşurken, söylenenleri anlamazsam, konuşmanın anladığım bölümleriyle ilgili "ne, nerede, nasıl" gibi tek kelimelik sorular sorarak karşımdakini konuşturur, zaman kazanmaya çalışırım.	5	4	3	2	1
90	Konuşurken, söylenenleri anlamazsam, anladığım bölümler hakkında anladıklarımı onaylatmaya yönelik "değil mi?"tipi sorular sorarak, zaman kazanmaya çalışırım.	5	4	3	2	1

ÖNERİLER:

İngilizce konuşurken kullanmakta olduğunuz ve yukarıda belirtilmeyen başka bir sözlü iletişim stratejisi olduğunu düşünüyorsanız lütfen aşağıya ekleyiniz.

APPENDIX E

	SECTION A: BACKGROUND INVENTORY				
	Please answer these questions correctly.				
1	Name Surname:				
2	Class:				
3	Age:				
4	Gender:				
5	How many years have you been learning English?				
	0-1 ☐	2-3 ☐	4-5 ☐	6-7 ☐	8 and more ☐
6	According to you, which level is your English proficiency ?				
	Very good ☐	Good ☐	Average ☐	Weak ☐	
7	How is your success level in English?				
	Very good ☐	Good ☐	Average ☐	Weak ☐	
8	Did you have preparatory class education?				
	Yes ☐		No ☐		
9	Did you take English from a branch teacher at elementary school?				
	Yes ☐		No ☐		
10	Have you ever taken any private courses ?				
	Yes ☐		No ☐		
	If yes, : Period: Frequency:				
11	Have you ever attended to an English course except school ?				
	Yes ☐		No ☐		
12	Have you got any family members who know English?				
	Yes ☐		No ☐		
13	Is there a field in which you can practise English ?				
	Yes ☐		No ☐		

APPENDIX F

Background Questionnaire for the Main Study (Turkish Version)

	BÖLÜM A: ÖZGEÇMİŞ ANKETİ				
	Lütfen aşağıdaki soruları doğru olarak cevaplayınız.				
1	Ad Soyad:				
2	Sınıf:				
3	Yaş:				
4	Cinsiyet:				
5	Kaç yıldır İngilizce öğreniyorsunuz?				
	0-1 ☐	2-3 ☐	4-5 ☐	6-7 ☐	8 ve üstü ☐
6	Size göre İngilizce dil yeterliliğiniz ne seviyededir?				
	Çok iyi ☐	İyi ☐	Orta ☐	Zayıf ☐	
7	İngilizce dersinde başarı seviyeniz nasıldır?				
	Çok iyi ☐	İyi ☐	Orta ☐	Zayıf ☐	
8	Hazırlık sınıfı okudunuz mu?				
	Evet ☐		Hayır ☐		
9	İlköğretim kademesinde İngilizce dersini branş öğretmeninden mi aldınız?				
	Evet ☐		Hayır ☐		
10	İngilizce öğrenmek için özel ders aldınız mı?				
	Evet ☐		Hayır ☐		
	Evet ise, Süresi: Hangi Sıklıkla:				
11	Okul dışında İngilizce kursuna katıldınız mı?				
	Evet ☐		Hayır ☐		
12	Ailenizde İngilizce bilen var mıdır?				
	Evet ☐		Hayır ☐		
13	Okul dışında İngilizce konuşabileceğiniz bir alan var mıdır?				
	Evet ☐		Hayır ☐		

APPENDIX G

Communication Strategies Inventory for the Main Study (English Version)

COMMUNICATION STRATEGIES INVENTORY

Name Surname :
Class   : _____
Your Gender   :   Male☐   Female☐

Dear Participant,

This inventory has been developed as an important part of a scientific study which attempts to determine the communication strategies of you, students who learn English as a foreign language,use in language learning experience.The data which will be obtained as a result of this inventory will constitute an important resource of a scientific study.Data demanded from you will only be used to obtain the intended information for this study.

In this inventory, you will be given 86 statements which aim to measure the communication strategies that you use, and you will be asked with which frequency you do these behaviours.Read these statements carefully.

These statements do not have any right or wrong answers. For this reason, do not try to answer these statements thinking how others behave, answer, or how you think they should be answered but please answer these statements by taking the frequency of your strategical behaviours while speaking English both in and out of the classroom The answers you will provide us honestly and sincerely, are very important in order for the study to give correct and valid results.

You will be provided with five choices while answering these statements. These choices will lead you to different frequency levels. These frequency levels have numerical values. These values are given below.

Always	5
Usually	4
Sometimes	3
Rarely	2
Never	1

According to the scale above, tick the option which expresses the frequency you use these strategies. Two examples below are given for you to help you complete the inventory.

COMMUNICATION STRATEGIES	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1 I try to infer the meaning of an unknown word from the facial expression of the speaker.	**5**	4	3	2	1
2 While talking, if I can't remember the grammatical structure I need, I ask it to my teacher.	5	4	3	2	**1**

According to this scale, tick the option which fits you best, by taking into consideration your frequency of implementation of each statement. For example, if you use the strategy which has been defined in the first question usually, please answer **5**, or if you never use the strategy defined in the second question, please tick **1**

Please get in touch with me if you wish to get more information about this study.Thank you very much for the time you devote to this study and your unique participation.

<div style="text-align:right">

Pelin GÜMÜŞ
English Teacher

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	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
1	If I need a word which I don't know, I don't talk about this topic.	**5**	**4**	**3**	**2**	**1**
2	If I need structure which I don't know, I don't talk about this topic.	**5**	**4**	**3**	**2**	**1**
3	If I can't remember the word I need while talking, I cut the conversation.	**5**	**4**	**3**	**2**	**1**
4	If I can't remember the structure I need while talking, I cut the conversation.	**5**	**4**	**3**	**2**	**1**
5	If I have difficulty in pronouncing a word while talking, I add a vowel between the sounds I have difficulty in pronunciation.	**5**	**4**	**3**	**2**	**1**
6	If I have difficulty in pronouncing a word while talking, I pronounce another sound from my native tongue instead of the sound I have difficulty in pronunciation.	**5**	**4**	**3**	**2**	**1**
7	If I have difficulty in pronouncing a word while talking, I pronounce another sound from English phonemes instead of the sound I have difficulty.	**5**	**4**	**3**	**2**	**1**
8	If I can't recall a word that I have to use, I express myself by using a semantically related word. For example, My father is… a cinema, instead of My father is a film-director.	**5**	**4**	**3**	**2**	**1**
9	If I have difficulty in the use of a structure, I avoid it, by expressing my meaning with an easier structure. For example, My birthplace is Denizli instead of I was born in Denizli.	**5**	**4**	**3**	**2**	**1**

		COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
10		If I have difficulty in expressing my meaning with a special usage, I express it in an easier way. For example, I want to drink coffee instead of I would like to drink coffee.	5	4	3	2	1
11		If I don't remember the word I need, I use an easier structure which expresses the same. For example, The sisters and mum goes to the concert instead of The sisters and mum go to the concert.	5	4	3	2	1
12		If I can't remember a grammatical structure while talking, I use an easier structure that expresses the same meaning. For example, It's twenty minutes, instead of It takes twenty minutes to go there.	5	4	3	2	1
13		If I can't recall the word to complete my statement, I transform my sentence and restructure it . For example, I am hungry instead of I must eat something.	5	4	3	2	1
14		If I can't recall a word, I make up a new word in place of it. For example, instead of Chef, Cooker for Twins , Twices.	5	4	3	2	1
15		If I can't recall a word, I use another word which expresses it generally. For example, Toy instead of Doll.	5	4	3	2	1
16		If I can't recall a word that I have to use, instead of it, I use another word which is different in context, but semantically similar. For example, Boy instead of Son.	5	4	3	2	1
17		I don't stop talking, if I don't remember a word.	5	4	3	2	1
18		If I don't remember a word, I describe it with its physical properties such as size, colour, material. For example, We put cups on it, err, it is wooden instead of Coffee table	5	4	3	2	1
19		If I don't remember a word, I express it by means of its distinguishing features. For example, Its neck is tall instead of Giraffe	5	4	3	2	1
20		If I don't remember the name of an object, I express it by means of its location. For example, You can see lots of them in Bursa instead of Tombs.	5	4	3	2	1
21		If I don't remember the name of an object, I express it by means of historical associations. For example, That thing didn't work on Tuesday, you know, it was cold instead of Central Heating	5	4	3	2	1
22		If I can't recall a word I need, I express it by means of similes. For example, He looks like Atom Karınca instead of He is very energetic	5	4	3	2	1
23		In the course of speech, I use exaggerated words to make my meaning clear. For example, Those people are indigent instead of Those people are poor	5	4	3	2	1
24		If I can't remember a word. I use a synonym instead of it. For example, Charming instead of Attractive	5	4	3	2	1
25		If I can't remember the name of an object, I express it by using its antonym For example, It's not an old painting. instead of It's a modern painting	5	4	3	2	1
26		In the course of speech, if I can't remember the name of an object, I point to it.	5	4	3	2	1

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
27	If I don't remember a word, I use a general word instead of it. For example The man is lying on a pink thing instead of Pink cushion	5	4	3	2	1
28	If I can't remember a word, I try to express what it is used for. For example, A thing you dry your hands instead of Towel	5	4	3	2	1
29	If I can't remember a word, I express it by combining words and sounds. For example, Carboom instead of Carcrash	5	4	3	2	1
30	If I can't remember the English equivalent of a structure I translate its use from Turkish. For example, instead of She took a decision, She gave a decision	5	4	3	2	1
31	If I can't remember the English equivalent of a word, I translate it from Turkish. For example, Middle Anatolia instead of Central Anatolia	5	4	3	2	1
32	If I have difficulty in expressing my meaning, I express it in Turkish.	5	4	3	2	1
33	If I don't recall a word, I immediately refer to Turkish. For example, My school in Aydın was a. . . yatılı. . . school instead of Boarding school.	5	4	3	2	1
34	It is necessary to practise English in order to speak it well.	5	4	3	2	1
35	In the course of speech, if I don't remember a word, I pronounce its Turkish equivalent in English. For example, Diiziis instead of TV series.	5	4	3	2	1
36	In the course of speech, if I can't remember a word, I express it with my facial expression.	5	4	3	2	1
37	In the course of speech, if I don't remember a word, I express it by drawing.	5	4	3	2	1
38	In the course of speech, if I can't recall a word, I express it by means of gestures.	5	4	3	2	1
39	In the course of speech, if I can't remember a word, I demonstrate word I want to express.	5	4	3	2	1
40	In the course of speech, if I can't remember a structure, I demonstrate the thing I want to express.	5	4	3	2	1
41	In the course of speech, if I can't remember a word, I slow down my speech, and try to gain time	5	4	3	2	1
42	In the course of speech, if I can't remember a structure, I slow down my speech, and try to gain time	5	4	3	2	1
43	In the course of speech, if I can't remember a word, I use some Turkish mumbling words to gain time. For example, Şey, Var ya, Aman, İşte.	5	4	3	2	1
44	In the course of speech, if I can't remember a grammatical structure, I use some Turkish mumbling words to gain time. For example, Şey, Var ya, Aman, İşte.	5	4	3	2	1
45	In the course of speech, if I can't remember a word, I use some mumbling words to gain time. For example, Err. . . , Um. . .	5	4	3	2	1
46	In the course of speech, if I can't remember a grammatical structure, I use some mumbling words to gain time. For example, Err. . . , Um. . .	5	4	3	2	1
47	If I can't remember a word, I repeat what I have said , in order to gain time.	5	4	3	2	1
48	If I can't remember a grammatical structure, in order to gain time I repeat what I have said before.	5	4	3	2	1

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
49	If I can't remember a word , I lengthen sylabbles to gain time.	5	4	3	2	1
50	If I can't remember a grammatical structure, I lengthen sylabbles to gain time.	5	4	3	2	1
51	In the course of speech, if I can't remember a word, I ask for help to my interlocutor, by rising my intonation.	5	4	3	2	1
52	In the course of speech, if I can't remember a grammatical structure, I ask for help to my interlocutor, by rising my intonation.	5	4	3	2	1
53	In the course of speech, if I can't remember a word, I ask it to my teacher.	5	4	3	2	1
54	In the course of speech, if I can't remember a grammatical structure, I ask it to my teacher.	5	4	3	2	1
55	In the course of speech, if I can't remember a word, I ask it to my friend .	5	4	3	2	1
56	In the course of speech, if I can't remember agrammatical structure, I ask it to my friend.	5	4	3	2	1
57	Do not answer this question.	5	4	3	2	1
58	In the course of speech, if I can't get the meaning, I ask it to my teacher.	5	4	3	2	1
59	While talking, I would like my teacher to check if I'm correct. For example, The woman was frightened. . . yes?	5	4	3	2	1
60	While talking, I would like the interlocutors confirm what I say.	5	4	3	2	1
61	I carry a dictionary to use while talking.	5	4	3	2	1
62	I refer to the dictionary when I need.	5	4	3	2	1
63	While talking English, I ask for repetition if I can't understand.	5	4	3	2	1
64	While talking, I ask for slowing down the speech, if I don't understand what has been said.	5	4	3	2	1
65	While talking, if I don't understand what has been said, I ask people to express it again in an easier way.	5	4	3	2	1
66	While talking, if I don't understand what has been said I look at the speaker to make him/her feel that I haven't understood.	5	4	3	2	1
67	While talking, if I don't understand what has been said I ask questions to understand it better.	5	4	3	2	1
68	While talking, if I don't understand what has been said, I pretend to understand it.	5	4	3	2	1
69	While talking, in order to continue the conversation, I use a sentence which I have learnt before.	5	4	3	2	1
70	When somebody uses a word whose meaning I don't know, I try to infer its meaning from the speaker's face.	5	4	3	2	1
71	When somebody uses a structure I haven't learnt well in a sentence, I try to infer the meaning of the sentence from the speaker's face.	5	4	3	2	1
72	When somebody uses a word whose meaning I don't know, I try to infer its meaning from the speaker's actions.	5	4	3	2	1

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
73	When somebody uses a structure I haven't learnt well in a sentence, I try to infer the meaning of the sentence from the speaker's actions.	5	4	3	2	1
74	When an unknown word is used, I try to infer its meaning from the speaker's intonation.	5	4	3	2	1
75	While talking, if I make a mistake I don't correct it.	5	4	3	2	1
76	When an unknown structure is used in a sentence, I try to infer its meaning from the speaker's intonation.	5	4	3	2	1
77	While talking, if it's needed to use a word which I don't know, I change the topic.	5	4	3	2	1
78	While talking, if it's needed to use a structure which I don't know, I change the topic.	5	4	3	2	1
79	While talking, I use terms that will enable me to check the correctness of what I have said. For example, Right, Okay, Do you understand?	5	4	3	2	1
80	While talking, I use terms that will assure my listeners that I have understood what they have told me. For example, Yes, Sure .	5	4	3	2	1
81	While talking, I repeat what I have been told to assure my that I have understood well.	5	4	3	2	1
82	While talking, I summarize what I have been told, to make my listeners verify if I have understood well.	5	4	3	2	1
83	While talking, if my friend can't complete his/her sentence, I complete it instead of him/her.	5	4	3	2	1
84	While talking, if I make a mistake I correct it.	5	4	3	2	1
85	If I don't get the meaning while talking, I try to gain time by asking –wh questions related to the parts I have understood sufficiently.	5	4	3	2	1
86	If I don't get the meaning while talking, I try to gain time by asking tag questions related to the parts I have understood sufficiently.	5	4	3	2	1

SUGGESTIONS:
   If you think that there are more communication strategies that might be used other than presented in this inventory, please add below.

APPENDIX H

Communication Strategies Inventory for the Main Study (Turkish Version)

BÖLÜM B: İLETİŞİM STRATEJİLERİ ANKETİ

Adınız Soyadınız :
Sınıfınız   :
Cinsiyetiniz   : Bay ☐ Bayan ☐

Sevgili Öğrencim,

Bu anket, İngilizce'yi yabancı dil olarak öğrenen siz öğrencilerin, dil öğrenim sürecinde kullandıkları "iletişim stratejilerini" belirlemek amacıyla yapılmakta olan bilimsel bir araştırmanın önemli bir parçası olarak hazırlanmıştır. Uygulanan bu anketin sonucunda edinilen bilgiler, bilimsel bir çalışmanın önemli bir dayanağını oluşturacaktır. Toplanacak bilgiler sadece bilgi edinmeye yönelik olup sizin değerlendirilmeniz ya da başka bir amaç için kullanılmayacaktır.

Bu ankette sizlere, kullandığınız iletişim stratejilerine yönelik olarak 86 ifade verilip bu ifadelere açıklanan davranışları ne sıklıkla yaptığınız sorulacaktır. Size sorulan ifadeleri dikkatlice okuyunuz.

Bu ifadelerin doğru ya da yanlış yanıtı bulunmamaktadır. Bu nedenle soruları, başkalarının nasıl davrandığı, cevapladığı, ya da nasıl olması gerektiğini düşündüğünüz gibi değil, sınıfta veya dışarıda arkadaşlarınızla ya da başkalarıyla İngilizce konuşurken, bu stratejileri hangi sıklıkla kullandığınızı göz önünde bulundurarak cevaplayınız. Sorulara vereceğiniz içten ve dürüst cevaplar, çalışmanın doğru ve güvenilir sonuçlar vermesi açısından büyük önem taşımaktadır.

Bu ifadeleri cevaplarken size beş seçenek sunulacaktır. Bu seçenekler size farklı sıklık derecelerini vermektedir. Bu sıklık derecelerin de rakamsal değerleri bulunmaktadır. Bunlar aşağıda verilmektedir.

Daima	5
Genellikle	4
Bazen	3
Nadiren	2
Asla	1

Yukarıdaki ölçeğe göre ifadelerde anlatılan stratejileri ne sıklıkla kullandığınızı anlatan seçeneği işaretleyiniz. Aşağıda size anketin nasıl doldurulacağına dair bir örnek verilmiştir.

	İLETİŞİM STRATEJİLERİ	DAİMA	GENELLİKLE	BAZEN	NADİREN	ASLA
1	Bilmediğim bir kelimenin anlamını, konuşanın yüz ifadesinden anlamaya çalışırım.	**5**	4	3	2	1
2	Konuşma anında, kullanmak istediğim dilbilgisi yapısını hatırlayamazsam, öğretmenime sorarım.	5	4	3	2	**1**

Buna göre, her bir ifadenin sizin tarafınızdan uygulanma sıklığını göz önüne alarak, size en çok uyan seçeneği işaretleyiniz. Örneğin, birinci soruda belirtilen stratejiyi her zaman kullanıyorsanız **5**'i, ya da ikinci ifadede belirtilen stratejiyi hiçbir zaman kullanmıyorsanız, **1**'i işaretleyiniz.

Bu çalışma hakkında daha fazla bilgi almak için lütfen benimle iletişime geçiniz. Katılımınız ve ayırdığınız zaman için teşekkür ederim.

<div align="right">

Pelin GÜMÜŞ
İngilizce Öğretmeni

</div>

[1] Bu çalışma, Çanakkale Onsekiz Mart Üniversitesi, Sosyal Bilimler Enstitüsü Yabancı Diller Ana Bilim Dalında, Yüksek Lisans Tezi olarak Yrd. Doç. Dr. İsmail Hakkı Erten'in (herten@comu. edu. tr) danışmanlığında yürütülmektedir.

	İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
1	Bilmediğim bir <u>sözcüğü</u> kullanmam gerekiyorsa, o konuda konuşmam	**5**	**4**	**3**	**2**	**1**
2	Bilmediğim bir **dilbilgisi yapısını** kullanmam gerekiyorsa, o konuda konuşmam.	**5**	**4**	**3**	**2**	**1**
3	Konuşurken, kullanmam gereken <u>sözcüğü</u> hatırlayamazsam, konuşmayı keserim.	**5**	**4**	**3**	**2**	**1**
4	Konuşurken, kullanmam gereken **dilbilgisi yapısını** hatırlayamazsam, konuşmayı keserim.	**5**	**4**	**3**	**2**	**1**
5	Konuşma anında, bir <u>sözcüğü</u> telaffuz etmekte zorlanırsam, kolayca okuyabilmek için, çıkarmakta zorlandığım seslerin arasına sesli harf ekler, sözcüğü öyle okurum.	**5**	**4**	**3**	**2**	**1**
6	Konuşurken, bir <u>sözcüğü</u> telaffuz etmekte zorlanırsam, çıkarmakta zorlandığım sesin yerine, anadilime ait başka bir ses çıkartırım.	**5**	**4**	**3**	**2**	**1**
7	Konuşurken, bir <u>sözcüğü</u> telaffuz etmekte zorlanırsam, çıkarmakta zorlandığım sesin yerine, İngilizce ses sistemine ait daha kolay başka bir ses çıkartırım.	**5**	**4**	**3**	**2**	**1**
8	Konuşurken, ihtiyacım olan bir <u>sözcüğü</u> hatırlayamazsam, söylemek istediğimi konuyla ilgisi olan başka bir sözcük kullanarak anlatırım. Örneğin, My father is a film director yerine My father is a . . . cinema.	**5**	**4**	**3**	**2**	**1**
9	Bir **dilbilgisi yapısını** kullanmakta zorlanırsam, onu kullanmaktan kaçınır, söylemek istediğimi bana kolay gelen yapıyı kullanarak anlatırım. Örneğin, I was born in Denizli yerine My birthplace is Denizli	**5**	**4**	**3**	**2**	**1**

	İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
10	İfade etmek istediklerimi özel bir biçimde söylemekte zorlanırsam, cümlemi bana daha kolay gelen şekilde kurarım. Örneğin, I would like to drink coffee yerine I want to drink coffee.	5	4	3	2	1
11	Konuşurken, ihtiyaç duyduğum **dilbilgisi yapısı** aklıma gelmezse, söylemek istediklerimi benzer bir dilbilgisi yapısı kullanarak anlatırım. Örneğin, The sisters and mum go to the concert yerine The sisters and mum goes to the concert.	5	4	3	2	1
12	Konuşurken, ihtiyacım olan **dilbilgisi yapısını** hatırlayamazsam, aynı şeyi ifade eden daha basit bir yapıyı kullanırım. Örneğin, It takes twenty minutes to go there yerine It's twenty minutes.	5	4	3	2	1
13	Konuşurken, cümlemi tamamlamak için ihtiyaç duyduğum sözcüğü hatırlayamazsam, cümlemin yapısını değiştirir, söylemek istediğimi yeniden anlatırım. I must eat something yerine I am hungry.	5	4	3	2	1
14	Bir sözcüğü hatırlayamazsam, onun yerini tutabilecek bir sözcük uydururum. Örneğin, Chef yerine Cooker, Twins yerineTwices.	5	4	3	2	1
15	Bir sözcüğü hatırlayamazsam, onun yerine o sözcüğün anlamını genel olarak karşılayan daha genel başka bir sözcük kullanırım. Örneğin, Doll yerine Toy.	5	4	3	2	1
16	Kullanmam gereken sözcüğü hatırlayamazsam, onun yerine kullanım açısından farklı, anlamca yakın bir sözcük kullanırım. Örneğin, Son yerine Boy.	5	4	3	2	1
17	Konuşurken, kullanmam gereken sözcüğü hatırlayamazsam, konuşmayı kesmem.	5	4	3	2	1
18	Bir sözcüğü hatırlayamazsam, onu fiziksel özellikleriyle (örneğin rengi, boyutu, yapıldığı malzeme gibi)anlatırım. Örneğin, Coffee table yerine We put cups on it , err, it is wooden .	5	4	3	2	1
19	Konuşurken ihtiyacım olan sözcük aklıma gelmezse, o sözcüğün karşıladığı nesneyi diğerlerinden ayıran özelliği söylerim. Örneğin, Giraffe yerine Its neck is tall.	5	4	3	2	1
20	Bir nesnenin ismini hatırlayamazsam, o nesneyi bulunduğu yer yardımıyla anlatırım. Örneğin, Tombs yerine You can see lots of them in Bursa.	5	4	3	2	1
21	Bir nesnenin ismini hatırlayamazsam, o sözcüğü kendisine ait zaman bağlantılarından faydalanarak anlatırım. Örneğin, Central Heating yerine That thing didn't work on Tuesday, you know, it was cold.	5	4	3	2	1
22	İhtiyacım olan bir sözcüğü hatırlayamazsam, anlatmak istediğimi benzetmeler yardımıyla anlatırım. Örneğin, He is very energetic yerine He looks like Atom Karınca.	5	4	3	2	1
23	Konuşma anında söylemek istediklerimin iyi anlaşılması için abartılı sözcükler kullanırım. Örneğin, Those people are poor yerine Those people are indigent.	5	4	3	2	1
24	Bir sözcüğü hatırlayamazsam, o sözcüğün yerine eşanlamlısını kullanırım. Örneğin, Attractive yerine Charming.	5	4	3	2	1
25	Kullanmak istediğim bir sözcüğü hatırlayamazsam, ifade etmek istediğimi o sözcüğün zıtanlamlısını kullanarak anlatırım. Örneğin, It's a modern painting yerine It's not an old painting.	5	4	3	2	1
26	Konuşurken bir nesnenin ismini hatırlayamazsam, o nesneyi gösteririm.	5	4	3	2	1

	İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
27	Bir <u>sözcüğü</u> hatırlayamazsam, onun yerine onu genel olarak karşılayan sözcüğü kullanırım. Örneğin Pink cushion yerine The man is lying on a pink thing .	5	4	3	2	1
28	Bir <u>sözcüğü</u> hatırlayamazsam, o nesnenin ne işe yaradığını anlatmaya çalışırım. Örneğin, Towel yerine A thing you dry your hands.	5	4	3	2	1
29	Bir <u>sözcüğü</u> hatırlayamazsam, onu ses ve kelimeleri birleştirerek anlatırım. Örneğin, Carcrash yerine Carboom.	5	4	3	2	1
30	Bir **yapının** İngilizce karşılığını hatırlayamazsam, onu Türkçe'deki kullanımına göre çeviririm Örneğin, She took a decision yerine She gave a decision.	5	4	3	2	1
31	Bir <u>sözcüğün</u> İngilizce karşılığını hatırlayamazsam, onu Türkçe'deki kullanımına göre çeviririm. Örneğin, Central Anatolia yerine Middle Anatolia.	5	4	3	2	1
32	Konuşurken söylemek istediklerimi anlatmakta zorlanırsam, anlatmak istediğimi Türkçe anlatırım.	5	4	3	2	1
33	Bir <u>sözcüğü</u> hatırlayamazsam, onun yerine doğrudan Türkçesini kullanırım Örneğin, Boarding school yerine My school in Aydın was a. . . yatılı. . . school .	5	4	3	2	1
34	İyi İngilizce konuşmak için pratik yapmak gerekir.	5	4	3	2	1
35	Konuşurken, bir <u>sözcük</u> aklıma gelmezse onun Türkçe karşılığını İngilizce'nin telaffuzuna göre okurum. Örneğin, TV series yerine Diiziis.	5	4	3	2	1
36	Konuşma anında, bir <u>sözcük</u> aklıma gelmezse, o sözcüğün anlamını yüz ifademle anlatırım.	5	4	3	2	1
37	Konuşma anında, bir <u>sözcüğü</u> hatırlayamazsam, onu çizerek anlatırım.	5	4	3	2	1
38	Konuşma anında, bir <u>sözcüğü</u> hatırlayamazsam, onu el kol hareketlerimin yardımıyla anlatırım.	5	4	3	2	1
39	Konuşma anında, ihtiyaç duyduğum <u>sözcük</u> aklıma gelmezse, ifade etmek istediklerimi canlandırırım.	5	4	3	2	1
40	Konuşma anında, ihtiyaç duyduğum **dilbilgisi yapısı** aklıma gelmezse, ifade etmek istediklerimi canlandırırım.	5	4	3	2	1
41	Konuşurken, bir <u>sözcüğü</u> hatırlayamazsam, konuşmamı yavaşlatır, zaman kazanmaya çalışırım.	5	4	3	2	1
42	Konuşurken, **bir yapıyı** hatırlayamazsam, konuşmamı yavaşlatır, zaman kazanmaya çalışırım	5	4	3	2	1
43	Konuşma anında, bir <u>sözcük</u> aklıma gelmediğinde, bana zaman kazandıracak Türkçe ifadeler kullanırım. Örneğin, Şey, Var ya, Aman, İşte.	5	4	3	2	1
44	Konuşma anında, bir **dilbilgisi yapısı** aklıma gelmediğinde, bana zaman kazandıracak Türkçe ifadeler kullanırım. Örneğin, Şey, Var ya, Aman, İşte.	5	4	3	2	1
45	Konuşma anında, bir <u>sözcük</u> aklıma gelmediğinde, bana zaman kazandıracak sesler çıkartırım. Örneğin. Err. . . , Um. . .	5	4	3	2	1
46	Konuşma anında, bir **dilbilgisi yapısı** aklıma gelmediğinde, bana zaman kazandıracak sesler çıkartırım.Örneğin, Err. . . , Um. . .	5	4	3	2	1
47	Konuşurken, ihtiyacım olan bir <u>sözcüğü</u> hatırlamakta zorlanırsam, zaman kazanmak için son söylediğimi tekrar ederim	5	4	3	2	1

	İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
48	Konuşurken, ihtiyacım olan bir **dilbilgisi yapısını** hatırlayamazsam, zaman kazanmak için son söylediğimi tekrar ederim.	5	4	3	2	1
49	Konuşurken, kullanmak istediğim bir sözcük aklıma gelmezse, heceleri uzatır, hatırlamak için zaman kazanırım.	5	4	3	2	1
50	Konuşma anında, ihtiyaç duyduğum bir **dilbilgisi yapısını** hatırlamakta zorlanırsam, heceleri uzatır, zaman kazanırım.	5	4	3	2	1
51	Konuşurken, bir sözcük aklıma gelmezse, ses tonumu yükselterek, konuştuğum kişiden yardım isterim.	5	4	3	2	1
52	Konuşurken, bir **dilbilgisi yapısı** aklıma gelmezse, ses tonumu yükselterek, konuştuğum kişiden yardım isterim.	5	4	3	2	1
53	Konuşma anında, bir sözcük aklıma gelmezse, öğretmenime sorarım.	5	4	3	2	1
54	Konuşma anında, bir **dilbilgisi yapısı** aklıma gelmezse , öğretmenime sorarım.	5	4	3	2	1
55	Konuşma anında, kullanmam gereken bir sözcük aklıma gelmezse, arkadaşlarıma sorarım.	5	4	3	2	1
56	Konuşma anında, ihtiyacım olan **dilbilgisi yapısı** aklıma gelmezse, arkadaşlarıma sorarım.	5	4	3	2	1
57	Bu soruyu işaretlemeyiniz.	5	4	3	2	1
58	İngilizce konuşurken, ifade edileni anlayamazsam, öğretmenimden Türkçesini söylemesini isterim.	5	4	3	2	1
59	İngilizce konuşurken, öğretmenimin söylediklerimin doğruluğunu kontrol etmesini. isterim Örneğin, The woman was frightened. . . , yes?	5	4	3	2	1
60	Konuşurken, beni dinleyenlerin söylediklerimin doğruluğunu onaylamasını isterim.	5	4	3	2	1
61	Konuşma sırasında hatırlayamadığım sözcüğe bakmak için, yanımda sözlük taşırım.	5	4	3	2	1
62	Konuşurken ihtiyaç duyduğum bir sözcüğü hatırlayamazsam, sözlüğe bakarım.	5	4	3	2	1
63	İngilizce konuşurken, söyleneni anlayamazsam, tekrarlanmasını isterim.	5	4	3	2	1
64	İngilizce konuşurken, söyleneni anlayamazsam, yavaş konuşulmasını ister, anlamak için zaman kazanırım.	5	4	3	2	1
65	İngilizce konuşurken, söyleneni anlamazsam, daha basit olarak yeniden ifade edilmesini isterim.	5	4	3	2	1
66	İngilizce konuşurken, söyleneni anlamazsam, konuşan kişiye anlamadığımı hissettirecek şekilde bakarım.	5	4	3	2	1
67	İngilizce konuşurken, söyleneni anlamazsam konuyu daha iyi anlamak için sorular sorarım.	5	4	3	2	1
68	İngilizce konuşurken, söyleneni anlamasam da, konuşmanın devamını sağlamak için anlamış gibi yaparım	5	4	3	2	1
69	İngilizce konuşurken, konuşmanın sürekliliğini sağlamak için, önceden öğrendiğim bir cümleyi kullanırım.	5	4	3	2	1
70	Bilmediğim bir sözcük kullanıldığında, anlamını konuşanın yüz ifadesinden çıkarmaya çalışırım	5	4	3	2	1

	İLETİŞİM STRATEJİLERİ	Daima	Genellikle	Bazen	Nadiren	Asla
71	Bilmediğim bir **dilbilgisi yapısı** cümlede kullanıldığında, cümlenin anlamını konuşanın yüz ifadesinden çıkarmaya çalışırım.	5	4	3	2	1
72	Bilmediğim bir <u>sözcük</u> kullanıldığında, cümleye kazandırdığı anlamı konuşanın hareketlerinden çıkarmaya çalışırım	5	4	3	2	1
73	Bilmediğim bir **dilbilgisi yapısı** kullanıldığında, cümlenin anlamını konuşanın hareketlerinden çıkarmaya çalışırım.	5	4	3	2	1
74	Bilmediğim bir <u>sözcük</u> kullanıldığında, anlamını, konuşanın ses tonundan çıkarmaya çalışırım.	5	4	3	2	1
75	Konuşurken, hata yaparsam, düzeltmem.	5	4	3	2	1
76	Bilmediğim bir **dilbilgisi yapısı** kullanıldığında, cümlenin anlamını, konuşanın ses tonundan çıkarmaya çalışırım.	5	4	3	2	1
77	Konuşurken, henüz öğrenemediğim bir <u>sözcüğü</u> kullanmam gerekirse konuyu değiştiririm	5	4	3	2	1
78	Konuşurken, henüz öğrenemediğim bir **dilbilgisi yapısını** kullanmam gerekirse konuyu değiştiririm	5	4	3	2	1
79	Konuşurken, söylediğimin doğru olarak anlaşılıp anlaşılmadığını kontrol etmemi sağlayacak ifadeler kullanırım. Örneğin, Right, Okay, Do you understand?	5	4	3	2	1
80	Konuşurken, iletişimin sağlıklı olarak devam edebilmesi için, söyleneni anladığımı göstermeme yarayacak ifadeler kullanırım. Örneğin, Yes, Sure .	5	4	3	2	1
81	Konuşurken, söyleneni doğru anlayıp anlamadığımı onaylatmak için, söyleneni tekrar ederim.	5	4	3	2	1
82	Konuşma sırasında, doğru anlayıp anlamadığımı onaylatmak için, bana anlatılanları özetlerim.	5	4	3	2	1
83	İngilizce konuşurken, arkadaşım sözünü tamamlayamazsa, onun sözünü ben tamamlarım.	5	4	3	2	1
84	Konuşurken hata yaparsam, düzeltirim.	5	4	3	2	1
85	Konuşurken, söylenenleri anlamazsam, konuşmanın anladığım bölümleriyle ilgili "ne, nerede, nasıl" gibi tek kelimelik sorular sorarak karşımdakini konuşturur, zaman kazanmaya çalışırım.	5	4	3	2	1
86	Konuşurken, söylenenleri anlamazsam, anladığım bölümler hakkında anladıklarımı onaylatmaya yönelik "değil mi?" tipi sorular sorarak, zaman kazanmaya çalışırım.	5	4	3	2	1

ÖNERİLER:

İngilizce konuşurken kullanmakta olduğunuz ve yukarıda belirtilmeyen başka bir sözlü iletişim stratejisi olduğunu düşünüyorsanız lütfen aşağıya ekleyiniz.

APPENDIX I

DEVELOPMENT OF COMMUNICATION STRATEGIES INVENTORY

SECTION B: COMMUNICATION STRATEGIES INVENTORY

Name Surname :
Class   : _____
Your Gender   :   Male☐   Female☐

Dear Participant,

This inventory has been developed as an important part of a scientific study which attempts to determine the communication strategies of you, students who learn English as a foreign language, use in language learning experience.The data which will be obtained as a result of this inventory will constitute an important resource of a scientific study. Data demanded from you will only be used to obtain the intended information for this study.

In this inventory, you will be given 86 statements which aim to measure the communication strategies that you use, and you will be asked with which frequency you do these behaviours. Read these statements carefully.

These statements do not have any right or wrong answers. For this reason, do not try to answer these statements thinking how others behave, answer, or how you think they should be answered, but please answer these statements by taking the frequency of your strategical behaviours while speaking English both in and out of the classroom The answers you will provide us honestly and sincerely, are very important in order for the study to give correct and valid results

You will be provided with five choices while answering these statements.These choices will lead you to different frequency levels.These frequency levels have numerical values.These values are given below.

Always	5
Usually	4
Sometimes	3
Rarely	2
Never	1

According to the scale above, tick the option which expresses the frequency you use these strategies.Two examples below are given for you to help you complete the inventory.

	COMMUNICATION STRATEGIES	ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
1	I try to infer the meaning of an unknown word from the facial expression of the speaker.	**5**	4	3	2	1
2	While talking, if I can't remember the grammatical structure I need, I ask it to my teacher.	5	4	3	2	**1**

According to this scale, tick the option which fits you best, by taking into consideration your frequency of implementation of each statement. For example, if you use the strategy which has been defined in the first question usually, please answer **5**, or if you never use the strategy defined in the second question, please tick **1**.

Please get in touch with me if you wish to get more information about this study.Thank you very much for the time you devote to this study and your unique participation.

Pelin GÜMÜŞ
English Teacher

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
1	If I need a word which I don't know, I don't talk about this topic. **TOPIC AVOIDANCE: lexical level (TARONE, 1983)**	5	4	3	2	1
2	If I need structure which I don't know,I don't talk about this topic. **TOPIC AVOIDANCE: syntactical level (TARONE, 1983)**	5	4	3	2	1
3	If I can't remember theword I need while talking, I cut the conversation **MESSAGE ABANDONMENT: lexical level (TARONE, 1983)**	5	4	3	2	1
4	If I can't remember the structure I need while talking, I cut the conversation. **MESSAGE ABANDONMENT: syntactical level (TARONE, 1983)**	5	4	3	2	1
5	If I have difficulty in pronouncing a word while talking, I **add** a vowel between the sounds I have difficulty in pronunciation. **EPENTHESIS (TARONE, COHEN, DUMAS, 1983)**	5	4	3	2	1
6	If I have difficulty in pronouncing a word while talking, I pronounce another sound from my **native** tongue **instead of the sound** I have difficulty in pronunciation. **CODESWITCHING: Phonological Level (TARONE, COHEN, DUMAS, 1983)**	5	4	3	2	1
7	If I have difficulty in pronouncing a word while talking, I pronounce another sound from **English** phonemes **instead of the sound** I have difficulty. **FORMAL REDUCTION: Phonological level (TARONE, COHEN, DUMAS, 1983)**	5	4	3	2	1
8	If I can't recall a word that I have to use, I express myself by using a semantically related word. For example, My father is… a cinema, instead of My father is a film-director. **FORMAL REDUCTION: lexical level (FAERCH&KASPER, 1983b)**	5	4	3	2	1

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
9	If I have difficulty in the use of a structure, I avoid it, by expressing my meaning with an easier structure. For example, My birthplace is Denizli instead of I was born in Denizli **FORMAL REDUCTION: syntactical level (FAERCH&KASPER, 1983b)**	5	4	3	2	1
10	If I have difficulty in expressing my meaning with a special usage, I express it in an easier way. For example, I want to drink coffee instead of I would like to drink coffee. **FORMAL REDUCTION: morphological level (FAERCH&KASPER, 1983b)**	5	4	3	2	1
11	If I don't remember the word I need, I use an easier structure which expresses the same. For example, The sisters and mum goes to the concert instead of The sisters and mum go to the concert **OVERGENERALISATION (TARONE, COHEN, DUMAS, 1983)**	5	4	3	2	1
12	If I can't remember a grammatical structure while talking, I use an easier structure that expresses the same meaning. For example, It's twenty minutes, instead of It takes twenty minutes to go there **FUNCTIONAL REDUCTION (FAERCH&KASPER, 1983b)**	5	4	3	2	1
13	If I can't recall the word to complete my statement, I transform my sentence and restructure it .For example, I am hungry instead of I must eat something **IL-BASED STRA(S: RESTRUCTURING (FAERCH&KASPER, 1983b)**	5	4	3	2	1
14	If I can't recall a word, I make up a new word in place of it. For example, instead of Chef, Cooker, for Twins, Twices. **IL-BASED STRA(S: WORD COINAGE (FAERCH&KASPER, 1983b)**	5	4	3	2	1
15	If I can't recall a word, I use another word which expresses it generally. For example, Toy instead of Doll. **SUPER-ORDINATE TERM (YARMOHAMMADI &SEIF, 1992)**	5	4	3	2	1
16	If I can't recall a word that I have to use, instead of it, I use another word which is different in context, but similar in meaning. For example, Boy instead of Son. **OVERGENERALIZATION: (YARMOHAMMADI &SEIF, 1992)**	5	4	3	2	1
17	I don't stop talking, if I don't remember a word. **1st CARE-CHECK: 3Opposite 17**	5	4	3	2	1
18	If I don't remember a word, I describe it with its physical properties such as size, colour, material. For example, We put cups on it, err, it is wooden instead of Coffee table. **CIRCUMLOCUTION: Physical Properties (PARIBAKHT, 1985)**	5	4	3	2	1
19	If I don't remember a word, I express it by means of its distinguishing features. For example, Its neck is tall instead of Giraffe **CIRCUMLOCUTION: Distinguishing features. (PARIBAKHT, 1985)**	5	4	3	2	1
20	If I don't remember the name of an object, I express it by means of its location. For example, You can see lots of them in Bursa instead of Tombs.**CIRCUMLOCUTION: Locational Property (PARIBAKHT, 1985)**	5	4	3	2	1
21	If I don't remember the name of an object, I express it by means of historical associations. For example, That thing didn't work on Tuesday, you know, it was cold instead of Central Heating **CIRCUMLOCUTION: Historical Property (PARIBAKHT, 1985)**	5	4	3	2	1

		COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
22		If I can't recall a word I need, I express it by means of similes.For example, He looks like Atom Karınca instead of He is very energetic **POSITIVE COMPARISON: Analogy (PARIBAKHT, 1985)**	5	4	3	2	1
23		In the course of speech, I use exaggerated words to make my meaning clear. For example, Those people are indigent instead of Those people are poor **OVERELABORATION (TARONE, COHEN, DUMAS, 1983)**	5	4	3	2	1
24		If I can't remember a word. I use a synonym instead of it. For example, Charming instead of Attractive **POSITIVE COMPARISON: Synonymy (PARIBAKHT, 1985)**	5	4	3	2	1
25		If I can't remember the name of an object, I express it by using its antonym For example, It's not an old painting. instead of It's a modern painting **NEGATIVE COMPARISON: Antonymy (PARIBAKHT, 1985)**	5	4	3	2	1
26		In the course of speech, if I can't remember the name of an object, I point to it. **KONUŞMAZ (2003)**	5	4	3	2	1
27		If I don't remember a word, I use a general word instead of it. For example The man is lying on a pink thing instead of Pink cushionn. **USE OF ALL PURPOSE WORDS (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
28		If I can't remember a word, I try to express what it is used for. For example, A thing you dry your hands instead of Towel **TARONE, COHEN, DUMAS (1983: 11)**	5	4	3	2	1
29		If I can't remember a word, I express it by combining words and sounds. For example, Carboom instead of Carcrash* **WORD-COINAGE: USE OF ONOMATOPEIC WORDS**	5	4	3	2	1
30		If I can't remember the English equivalent of a structure I translate its use from Turkish. For example, She gave a decision instead of She took a decision. **LITERAL TRANSLATION: syntactical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
31		If I can't remember the English equivalent of a word,I translate it from Turkish. For example, Middle Anatolia instead of Central Anatolia **LITERAL TRANSLATION: lexical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
32		If I have difficulty in expressing my meaning, I express it in Turkish. **CODESWITCHING: syntactical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
33		If I don't recall a word, I immediately refer to Turkish. For example, My school in Aydın was a...yatılı...school instead of Boarding school **CODESWITCHING: lexical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
34		It is necessary to practise in English in order to speak it well. **2nd CARECHECK: Positive**	5	4	3	2	1
35		In the course of speech, if I don't remember a word, I pronounce its Turkish equivalent in English. For example, Diiziis instead of TV series. **FOREIGNIZING (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
36		In the course of speech, if I can't remember a word, I express it with my facial expression. **MIME: Replacing Verbal Output (PARIBAKHT, 1985)**	5	4	3	2	1
37		In the course of speech, if I don't remember a word, I express it by drawing.* **DEMONSTRATION: USE OF DRAWING**	5	4	3	2	1

	COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
38	In the course of speech, if I can't recall a word, I express it by means of mimicry. **MIME: Replacing Verbal Output: Mimicry (PARIBAKHT, 1985)**	5	4	3	2	1
39	In the course of speech, if I can't remember a word, I demonstrate the word I want to express. **CONCEPTUAL APPROACH: Demonstration: lexical level (PARIBAKHT, 1985)**	5	4	3	2	1
40	In the course of speech, if I can't remember a structure, I demonstrate the thing I want to express. **CONCEPTUAL APPROACH: Demonstration: syntactical level (PARIBAKHT, 1985)**	5	4	3	2	1
41	In the course of speech, if I can't remember a word, I slow down my speech, and try to gain time. **STALLING STR(S): lexical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
42	In the course of speech, if I can't remember a structure, I slow down my speech, and try to gain time. **STALLING STR(S): syntactical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
43	In the course of speech, if I can't remember a word, I use some Turkish mumbling words to gain time. For example, Şey, Var ya, Aman, İşte. **STALLING STR(S): (TR Mumbling) Processing Time-Related Strategies: lexical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
44	In the course of speech, if I can't remember a grammatical structure, I use some Turkish mumbling words to gain time. For example, Şey, Var ya, Aman, İşte. **STALLING STR(S) (TR Mumbling)** **(Processing-Time- Related Strategies: syntactical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
45	In the course of speech, if I can't remember a word, I use some mumbling words to gain time. For example, Err..., Um**...** **STALLING STRA(S): USE OF FILLERS: lexical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
46	In the course of speech, if I can't remember agrammatical structure, I use some mumbling words to gain time. For example, Err..., Um... **STALLING STR(S) USE OF FILLERS: syntactical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
47	If I can't remember a word, I repeat what I have said before in order to gain time. **STALLING STR(S) USE OF REPETITIONS: lexical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
48	If I can't remember a grammatical structure, in order to gain time I repeat what I have said before. **STALLING STR(S) USE OF REPETITIONS: syntactical level (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
49	If I can't remember a word, I lengthen sylabbles to gain time. **RETRIEVAL STRATEGIES: LENGTHENING SYLABBLES: lexical level (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
50	If I can't remember a grammatical structure, I lengthen sylabbles to gain time. **RETRIEVAL STRATEGIES: LENGTHENING SYLABBLES: syntactical level (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
51	In the course of speech, if I can't remember a word, I ask for help to my interlocutor, by rising my intonation. **INDIRECT APPEAL FOR ASSISTANCE: RISING INTONATION: lexical level (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1

		COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
52		In the course of speech, if I can't remember a grammatical structure, I ask for help to my interlocutor, by rising my intonation. **INDIRECT APPEAL FOR ASSISTANCE: RISING INTONATION: syntactical level (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
53		In the course of speech,if I can't remember a word,I ask it to my teacher. **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO AUTHORITY: lexical level (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
54		In the course of speech, if I can't remember a grammatical structure, I ask it to my teacher**.** **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO AUTHORITY: syntactical level (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
55		In the course of speech, if I can't remember a word, I ask it to my friend. **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO FRIENDS: lexical level (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
56		In the course of speech, if I can't remember a grammatical structure, I ask it to my friend. **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO FRIENDS: syntactical level (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
57		Do not answer this question. **3th CARE-CHECK**	5	4	3	2	1
58		In the course of speech, if I can't get the meaning, I ask it to my teacher. **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO AUTHORITY: TR Translation (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
59		While talking, I would like my teacher to check if I'm correct. For example, The woman was frightened..., yes? **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO AUTHORITY: Asking for Verification (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
60		While talking, I would like the interlocutors confirm what I say. **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO FRIENDS: Asking for Verification: (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
61		I carry a dictionary to use while talking. **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO DICTIONARY (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
62		I refer to the dictionary when I need. **DIRECT APPEAL FOR ASSISTANCE: APPEAL TO DICTIONARY: (YARMOHAMMADI&SEIF, 1992)**	5	4	3	2	1
63		While talking English, I ask for repetition if I can't understand. **SOCIAL AFFECTIVE STR(S): ASKING FOR REPETITION (OXFORD, 1990)**	5	4	3	2	1
64		While talking, I ask for slowing down the speech, if I don't understand what has been said. **SOCIAL AFFECTIVE STR(S): ASKING FOR SLOW SPEECH (OXFORD, 1990)**	5	4	3	2	1
65		While talking, if I don't understand what has been said, I ask people to express it again in an easier way. **ASKING FOR CLARIFICATION (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
66		While talking, if I don't understand what has been said, I look at the speaker to make him/her feel that I haven't understood. **EXPRESSING NONUNDERSTANDING (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
67		While talking, if I don't understand what has been said I ask questions to understand it better. **INTERACTIONAL STRA(S) (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1

		COMMUNICATION STRATEGIES	Always	Usually	Sometimes	Rarely	Never
68		While talking, if I don't understand what has been said, I pretend to understand it. **FEIGNING UNDERSTANDING (DORNYEI & SCOTT, 1995a, 1995b)**	5	4	3	2	1
69		While talking, I use a sentence which I have learnt before in order to continue the conversation. **USE OF MEMORIZED STATEMENTS (POLITZER & MCGROARTHY, 1985)**	5	4	3	2	1
70		When somebody uses a word whose meaning I don't know, I try to infer its meaning from the speaker's face. **GUESSING (DORNYEI & SCOTT, 1995a, 1995b)**	5	4	3	2	1
71		When somebody uses a structure I haven't learnt well in a sentence, I try to infer the meaning of the sentence from the speaker's face. **GUESSING (DORNYEI & SCOTT, 1995a, 1995b)**	5	4	3	2	1
72		When somebody uses a word whose meaning I don't know, I try to infer its meaning from the speaker's actions **GUESSING (DORNYEI & SCOTT, 1995a, 1995b)**	5	4	3	2	1
73		When somebody uses a structure I haven't learnt well in a sentence, I try to infer the meaning of the sentence from the speaker's actions. **GUESSING (DORNYEI & SCOTT, 1995a, 1995b)**	5	4	3	2	1
74		When an unknown word is used, I try to infer its meaning from the speaker's intonation. **GUESSING (DORNYEI & SCOTT, 1995a, 1995b)**	5	4	3	2	1
75		While talking, if I make a mistake, I don't correct it. **4th CARE-CHECK: OPPOSITE 84**	5	4	3	2	1
76		When an unknown structure is used in a sentence, I try to infer its meaning from the speaker's intonation. **GUESSING (DORNYEI & SCOTT, 1995a, 1995b)**	5	4	3	2	1
77		While talking, if it's needed to use a word which I don't know, I change the topic. **MESSAGE ADJUSTMENT: lexical level (CORDER, 1983)**	5	4	3	2	1
78		While talking, if it's needed to use a structure which I don't know, I change the topic. **MESSAGE ADJUSTMENT: syntactical level (CORDER, 1983)**	5	4	3	2	1
79		While talking, I use terms that will enable me to check the correctness of what I have said. For example, Right, Okay, Do you understand? **MODIFICATION DEVICES: CARECHECK (WANNARUK, 2002)**	5	4	3	2	1
80		While talking, I use terms that will assure my listeners that I have understood what they have told me. For example, Yes, Sure. **MODIFICATION DEVICES: BACKCHANNEL CUES (WANNARUK, 2002)**	5	4	3	2	1
81		While talking, I repeat what I have been told, to assure myself that I have understood well. **MODIFICATION DEVICES: CONFIRMATION CHECK (WANNARUK, 2002)**	5	4	3	2	1
82		While talking, I summarize what I have been told, to make my listeners verify if I have understood well. **INTERPRETIVE SUMMARY (DORNYEI & SCOTT, 1995a, 1995b)**	5	4	3	2	1
83		While talking, if my friend can't complete his/her sentence, I complete it instead of him/her. **OTHER-REPAIR (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
84		While talking, if I make a mistake I correct it. **MODIFICATION DEVICES: SELF-REPAIR (DORNYEI& SCOTT, 1995a, 1995b)**	5	4	3	2	1
85		If I don't get the meaning while talking, I try to gain time by asking –wh questions related to the parts I have understood sufficiently. **STALLING STR(S): ASKING QUESTIONS: WH-Questions**	5	4	3	2	1

86	If I don't get the meaning while talking, I try to gain time by asking tag questions related to the parts I have understood sufficiently. **STALLING STR(S): ASKING QUESTIONS: Tag Questions**	**5**	**4**	**3**	**2**	**1**
	SUGGESTIONS: If you think that there are more communication strategies that might be used other than presented in this inventory, please add below.					