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YÜKSEK LİSANS TEZİ**

**AN INVESTIGATION INTO THE EFFECT OF ORAL
COMMUNICATION STRATEGIES TRAINING ON ORAL
COMMUNICATION PERFORMANCE OF ENGLISH
PREPARATORY CLASS STUDENTS**

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**TR
PAMUKKALE UNIVERSITY
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ENGLISH LANGUAGE TEACHING PROGRAM
MASTER'S THESIS**

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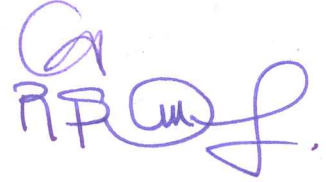
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Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.



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DEDICATION

To my family

ÖZET

Sözlü İletişim Becerileri Strateji Eğitimi Uygulamasının Hazırlık Öğrencilerinin Sözlü İletişim Becerilerine Etkisi

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Yüksek Lisans Tezi, Yabancı Diller Anabilim Dalı,
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Bu çalışma Yabancı Dil olarak İngilizce öğrenen öğrencilerin sözlü iletişim becerilerinde yaşadıkları zorluk alanlarını araştırmayı ve iletişim stratejisi eğitimi uygulamasının onların sözlü iletişim performansı üzerine etkisini bulmayı amaçlamaktadır. Çalışma 2018-2019 akademik yılında Pamukkale Üniversitesi İngilizce Hazırlık Programında gerçekleştirilmiştir. Deneysel bir tasarımla yapılandırılmış olan bu çalışmaya 18'i deney grubunda 16'sı ise kontrol grubunda olmak üzere toplam 34 öğrenci katılmıştır. Çalışmanın başlangıcında, sözlü iletişim problemleriyle ilgili zorluk alanlarını belirlemek amacıyla 10 öğretmenden görüşleri alınmış ve deney grubundaki öğrencilerden uygulama öncesi konuşma testine ilişkin yaşadıkları zorlukları yazmaları istenmiştir. Deney ve kontrol gruplarının ön test ve son test sözlü iletişim performansları, yedi haftalık bir strateji eğitimi sonunda Sözlü İletişim Değerlendirme Ölçeğine göre puanlanmış ve analiz edilmiştir. Öğretmenlerin görüşlerine göre öğrencilerin sözlü iletişim problemleriyle ilgili bulgular; öğrencilerin düşük özyeterlik düzeyi, dilbilgisine çok fazla odaklanma, düşük kelime bilgisi düzeyi, Türkçe'den çevirme girişimi, motivasyon eksikliği, strateji eksikliği nedenleriyle zorluk yaşadıklarını ortaya koymuştur. Öğrencilerin cevapları ise cümle kuramama, kelime hazinesi eksikliği, soru oluşturamama, akıcılık ve telaffuz zorluklarından dolayı onların sorun yaşadıklarını göstermektedir. İletişim stratejileri eğitiminin etkinliği hususunda ise, çalışmanın sonuçları deney grubundaki öğrencilerin kontrol grubundan daha iyi performans gösterdiğini ortaya koymuştur. Ayrıca, deney grubunun son testte ön test puanlarından daha yüksek puan aldığı görülmüştür. Deney grubu ile yapılan görüşmeler, öğrencilerin eğitimi yararlı bulduklarını ortaya koymuştur. Anahtar Kelimeler: Sözlü iletişim; Sözlü iletişim Problemleri; Sözlü İletişim Stratejileri; Strateji Eğitimi

ABSTRACT

An Investigation into the Effect of Oral Communication Strategies Training on Oral Communication Performance of English Preparatory Class Students

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The present study aimed to investigate oral communication problems of EFL learners and find out the effect of a communication strategy training on students' oral communication performance in English. The study was conducted during the 2018-2019 academic year at English Preparatory Program at Pamukkale University. A total of 34 students participated in the training. The study was structured in an experimental design. 18 students were assigned to the experimental group and the rest 16 were selected as the control group. In the beginning of the study, 10 teachers were referred to for their opinions on their students' oral communication problems and the students in the experimental group were asked to write their reflections on the pre-test speaking task to specify their challenge areas. The pre-test and post-test oral communication performances of the participants were scored and analysed according to Oral Communication Assessment Scale at the end of a 7-week process of strategy training. The findings about the oral communication problems revealed that the students experienced challenges because of low level of self-confidence, too much focus on grammar, low level of vocabulary knowledge, attempt to translate from Turkish, lack of motivation, lack of strategies according to the teachers' opinions. Students' answers depicted that they had problems because of not being able to form a sentence, lack of vocabulary, not being able to form questions, fluency and pronunciation problems. As for the efficiency of communication strategies training, the results of the study showed that the students in the experimental group performed better than the control group students. Also, the experimental group had higher scores in the post-test than they did in the pre-test. Moreover, the interviews with the experimental group revealed that they regarded the training as beneficial.

Keywords: Oral Communication; Oral Communication Problems; Oral Communication Strategies; Strategy Training

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

Together with the changing trends in language teaching in the 1960s and the birth of Communicative Language Teaching, a shift has been observed in the research field from teacher-centred approach to learner-centred approach. Putting the learner into the centre necessitated new studies to be conducted to find out the factors that best assist learners in the process of language acquisition. Then, in the 1970s, several researchers began to define the qualities of *Good Language Learners*; namely what they do specifically, so that this would give an insight to the researchers about what to bring into educational environments. A number of prominent figures like Rubin, 1975; Stern, 1975; Naiman, Fröhlich, Stern & Todesco, 1978 tried to name the properties shared by good language learners. Rubin (1975) described the good language learners with the following qualities: "being a willing and accurate guesser; having a strong drive to communicate, or to learn from a communication; not inhibited, willing to make mistakes; prepared to attend to form; making practices; monitors his own and the speech of others" (pp.45-47).

While in a study performed by Stern (1975) it is seen that good language learners benefit from strategies, the research study by Rubin and Thompson (1982) defined these more successful learners as having the qualities of finding their own way, being creative, making their own opportunities for practice. According to Naiman et al.(1978), on the other hand, the qualities of Good Language Learners (GLLs) include the following qualities:

actively involving oneself in the language learning task; developing or exploiting an awareness of language as a system; developing and exploiting an awareness of language as a means of communication (i.e. conveying and receiving messages) and interaction (i.e. behaving in a culturally appropriate manner); realizing initially or with time that they must cope with the affective demands made upon them by language learning and succeed in doing so; constantly revising their L2 systems which means they monitor the language they are acquiring by testing their inferences (guesses); by looking for needed adjustments as they learn new material or by asking native informants when they think corrections are needed (pp.30-33).

Having realized the fact that Good Language Learners (GLLs) employ a number of language learning strategies (LLSs) in the process of language learning, researchers carried out further studies to identify and classify what these strategies are (Oxford,1990; O'Malley & Chamot, 1990; Wenden, 1991).This is followed by investigating the issues such as the use of strategies, how they work and what effect they have on the language

learning process. In order to be able to reach answers to these kind of questions, strategies-based instruction that requires a learner based approach became a point of interest for numerous researchers (Oxford, 1990; O'Malley & Chamot, 1990; Cohen, Weaver & Li, 1996; Dörnyei, 2005). Cohen et al. (1996) explained the aim of strategies-based instruction by stating that it enables students to "become more aware of the ways in which they learn most effectively, ways in which they can enhance their own comprehension and production of the target language, and ways in which they can continue learning after leaving the classroom" (p.13). This explanation shows the critical role of strategies-based instruction in making foreign language learners more autonomous.

During the process of language learning, it is of critical value for English language learners who have the responsibility of their own language learning processes to gain communicative effectiveness through achieving certain competencies; namely, grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Canale & Swain, 1980). Among these, strategic competence, a term which is used to refer to the knowledge of the communication strategies and the ability to use these strategies efficiently is described by Mariani (1994) as the capability of the learner to manage unexpected problems. Therefore, during the conversation, when the aim of conveying message is under any threat, the speaker is alarmed to deal with the situation.

On the way to maintaining successful communications, the way learners handle challenging situations was described by the researchers. In the paper called *Interlanguage*, Selinker's (1972) claim that second language learners' production of speech is different from native speakers' production has focused attention on L2 learners' use of communication strategies. Selinker's (1972) suggested that these learners make use of specific strategies supporting themselves in order to be able to deal with the problems they face during their communication process and coined the term communication strategies. In an article, Rod Ellis (1984) draws the attention to the importance of communication strategies stating that communication strategies can be better criteria than correctness, intelligibility, or style to evaluate communicative performance of learners. He gives an illuminating example of how students need and use communication strategies consciously in case of a problem. Here in the example "Dog bow-wow the man", the student compensates for the lack of vocabulary namely "bark", as he or she does not have this word in his or her inter-language system. Mariani (1994) also explains this situation by emphasising the inadequacies even in one's own native language, which leads individuals to adjust their message, get help from interlocutor or alter the words they are using with

synonyms to be understood. It is possible to say that her point is true for L2 communication as well. Therefore, for the development of the oral communication skills, learners need to be trained in terms of facilitation and compensation strategies. Bygate (1987) defines four ways that help learners in the process of producing their speech including "by simplifying structure, by ellipsis, by using formulaic expression, by the use of fillers and hesitation devices" (p.15).

For Bygate (1987) "Compensation features include self-correction; false starts; repetition; and rephrasing"(p.19). So as to have students gain those specific conversational strategies, one way is to provide learners with intensive input of real communication by giving them various tasks in which learners are supposed to speak.

Communication strategies, to which a critical role has been attributed, have been named and categorized under different taxonomies by many researchers (Tarone, 1977; Varadi, 1983; Bialystok, 1983; Dörnyei & Scott, 1995; etc.). Then, the combination of the taxonomies of communication strategies and strategies-based instruction has become a popular research trend enabling us to see if there is real efficiency of training learners in terms of communication strategies. This study, also, is an attempt to find out more about the effect of an intervention program including communication strategies on the oral communication quality of learners.

1.2. Statement of the Problem

Of all language skills, speaking has always been a challenging area for foreign language learners. However, it is essential to highlight that it is also the basis of learning a language. Brown (2000) explains this by drawing attention to the fact that being able to accomplish a smooth communication in the target language with other speakers is a sign showing successful language acquisition. Traditionally, to be able to teach oral skills, teachers give emphasis on certain compounds of speaking such as grammar, vocabulary while some others like discourse and fluency are not emphasized at a desired level. Therefore, special attention is needed for oral communication skills so that teachers can open the path leading students to learning to speak. Especially in Turkish context, it can be easily observed that most of L2 learners have a tendency to focus on the ability to read and write in English whereas they somehow underestimate the ability to speak and communicate fluently.

On the one hand, although speaking - oral communication - is one of the language areas that is appreciated most by second/foreign language learners; it is observed that

numerous affective factors potentially create barriers that hinder students from communicating effectively. As Sayuri (2016) stated "to speak English is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension" (p.49).According to Jimenez (2015), on the other hand, "students of EFL face problems in developing fluency in speaking because of difficulties related to their motivation, low self-esteem, anxiety, first language interference, and the learning environment" (p.222).In other words, any instance of oral communication may pose threat of making mistakes, being humiliated by friends or judged by the teacher, etc. Thus, learners are more likely to feel anxious and demotivated in communicative tasks while they are less likely to take risks and be willing to participate in the activities. This, in turn, leads them to lose their self-confidence and self-esteem by creating the sense that they cannot manage oral communication tasks. However, it is already known in the literature that good language learners employ a number of language learning strategies (Oxford,1990; O'Malley & Chamot, 1990) that help them manage the difficulties encountered during language learning process. That is why, it is essential that English language learners should be supported in their communicative competence through the use of some specific communication strategies. However, curriculums in Turkey do not include strategy training in language teaching curriculums or the coursebooks mainly do not contain tasks that integrate these strategies.

As a result, the issues that require consideration regarding EFL learners' communicative competence are that an awareness towards oral communication skill should be created, the problem areas should be defined, students should be supported with communication strategies and the effect of strategy training should be discovered.

1.3. Purpose of the Study

This study aims to reveal whether training foreign language learners of English at preparatory class in terms of communication strategies affects their oral communication performance. When students are taught every skill of English, communication competence has always been regarded as the basis of language acquisition. In spite of an emphasis on the communicative language teaching methods, there is no or very little focus on the use of communication strategies and teaching them explicitly in the classroom environment. Therefore, this study focusing on the investigation into the effect of communication strategies training program aims to reveal the following objectives:

- 1) to find out oral communication problems of EFL learners,
- 2) to implement a specifically designed strategy training program as a possible solution to these problems,
- 3) to explore the effect of a communication strategy training program on oral communication quality,
- 4) to raise awareness of the students about the use of communication strategies,
- 5) to get the students' opinions on the communication strategy training program applied.

1.4. Research Questions

This study conducted with the aim of investigating the effect of a communication strategies training program on EFL learners attempted to answer the following research questions:

1. What are teachers' opinions related to:
 - a) the problems the students face during oral communication process?
 - b) the improvement of oral communication process of their students?
2. What are learners' reflections after performing pre-test and post-test activity?
 - a) How did they feel?
 - b) Did they face any problems during these tasks? If yes, what were these problems?
 - c) What do they think can be done to improve their oral communication performances in English?
3. Is there any effect of the strategy training program on Turkish EFL learners' oral communication in terms of pre and post-test performance?
4. What are the opinions of the students about Oral Communication Strategies training program?

1.5. Significance of the Study

In the broad area of foreign language teaching, the major aim is to help students gain certain skills to use a language effectively. The basic matter of question here is what exactly the term using is. To some extent, it is necessary to equip students with a certain amount of grammar and vocabulary, while it does not necessarily guarantee the skill to use it. To make a certain meal, it is a necessity to prepare the ingredients first, but it does not

mean that everyone having the same materials can cook equally well, that is, the taste of the food depends on the skill of cooking. With this analogy, it is possible to say that using a language requires four basic skills, namely listening, speaking, reading and writing, along with the help of grammar and vocabulary.

Beyond all these skills, together with the emergence of Communicative Language Teaching method in the 1960s, there has been an emphasis on enhancing oral communication skills of EFL learners. As Lightbown & Spada (2006) stated "designers of communicative language teaching programmers have sought to replace some of the characteristics of structure-based instruction with those more typical of natural acquisition contexts" (p.112). Taking the value of oral communication skills into account and considering the fact that in any kind of speech activity, the common and the ultimate aim for all speakers is to convey a message effectively, it is of critical importance to support EFL learners in their oral communication process through the use of communication strategies since not all speakers have the same linguistic competence to have a successful oral communication. They may create confusion in their message owing to pronunciation problems, grammar, or vocabulary, and also because of the lack of the social and cultural rules that apply in each communication situation. So as to make up for any inadequacy, some strategic competence is surely needed.

In brief, the use of communication strategies is likely to have the potential to enable learners to solve their own communication barriers while also enhancing the quality of their conversations. In order to have students gain strategic competence, a training program is sure to be implemented and taught to learners. Through the results of this present study, it will be possible to have an insight into not only the oral communication problems of EFL learners but also the effect of training students explicitly in terms of communication strategies. Creating an awareness in the field of foreign language teaching towards some potentially critical communication strategies is highly likely to broaden new horizons in terms of embedding communication strategies into classroom activities as part of curriculum. It will be also ensured that introducing the use of strategies already defined as a quality of good language learners will function as a good support for less successful learners.

1.6. Limitations of the Study

In the process of performing this present study, a number of limitations were encountered because of several factors. The first limitation experienced was that the study was conducted with the researcher's own students which may have affected students to

give biased answers in the interviews. Because of the unavailability of another expert that could give explicit strategy training on the selected strategies, the researcher herself had to conduct the study. Also, the study was carried out with 34 prep class students in A2 level because of convenience and practical reasons. In addition, in this study, only a group of communication strategies had to be selected considering the general interactional needs of the learners. However, a crucial issue in determining the selection of strategies is that each student may need a different strategy. Besides, as the training program was not a part of the syllabus and the time was limited, the number of the tasks was also limited. Finally, in this study, the participants were observed in classroom setting through role-play activities rather than natural and real conversational situations.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents the relevant literature regarding the field of communication strategies; its theoretical background and the empirical studies conducted.

2.1. Second / Foreign Language Learning

It is a certain fact that it is a part of being a human to know a language. Regardless of the issue whether they are aware of phonological, morphological, syntactic and semantic rules in a language, every child is capable of using their own language, almost at the same level as their parents. Since language acquisition is one of the most enigmatic sides of human development, it arouses a high extent of wonder about how this can be possible and leads the linguists to look for the answer to the question: "How are languages acquired?". In order to explain language acquisition, a number of different learning theories such as behaviourism, cognitivism and constructionism have been put forward for the first language and several researchers have tried to expand these explanations for second language acquisition as well. That's why, we come across the emergence of Second/Foreign Language Learning which is "the study of how second languages are learned" (Gass & Selinker, 2008, p.1) .

In order to explain this phenomenon more effectively, the distinction between second and foreign language should be clearly given. Gass and Selinker (2008) describe foreign language learning as "the learning of a non-native language in the environment of one's native language, and second language learning as "the learning of a non-native language in the environment in which that language is spoken (p.5)". In other words, the difference stems from the environment in which the target language is learned, that is, the person either learns the target language in its natural environment or learns it in his/her own country.

According to Ellis (1997), the field of SLA deals with presenting the L2 acquisition progress while also explaining the reason why some individuals progress differently than others. This description creates an enthusiasm to find an answer to the following questions: What are the qualities of good language learners and what are they doing specifically?. Accordingly, it has attracted the attention of a great number of researchers to sort out the qualities of good language learners (Rubin, 1975; Stern, 1975; Naiman et al., 1978; Wong

Fillmore, 1979). The common point in these studies reveals that good language learners put some language learning strategies into action in their process of second language learning. That is why, efforts of identifying what these strategies are and attempts to classify them were started by several researchers (Tarone, 1977; Corder, 1983; Faerch & Kasper, 1983; Oxford, 1990; Dörnyei & Scott, 1997).

The use of language learning strategies is explained by two main learning theories; namely, cognitive and social-cognitive models which are explained in the following section in detail.

2.2. Cognitive Models of Learning

Upon rejections by the supporters of the innatism to behaviouristic approach that emphasizes the importance of imitating sounds and responses to stimuli from the environment, a shift towards the mental processes occurring in the brain of individuals was observed in the field of Second Language acquisition. As Robinson and Ellis (2008) clarified, these mental processes include: "remembering of utterances and episodes, the categorization of experience, the determination of patterns among and between stimuli, the generalization of conceptual schema and prototypes from exemplars, and the use of cognitive models, of metaphors, analogies, and images in thinking"(p.3).

It can be understood from these descriptions that learning occurs upon learner's activating his/her cognition and as a result of a process of determination in the mental world of the learner. The basics of the theory emphasize the conscious thinking process and deliberate use of learning strategies. In cognitive theory, as asserted by O'Malley and Chamot (1990) "individuals are said to process information, and the thoughts involved in this cognitive activity are referred to as mental processes. Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information" (p.1).

In the cognitive approach, it is easily observed that "the learner is seen as an active participant in the learning process, using various mental strategies in order to sort out the system of the language to be learned" (Williams & Burden, 1997, p.13). Dealing with the inner world of the learner, "a cognitivist views the learning process as an internal and active mental process, which develops within a learner, increased mental capacity and skills in order to learn better" (McLeod, 2003, p.38).

Based on the premises of the cognitive theory, using language learning strategies is a result of cognitive process of learners. Specifically, three models of cognitive learning

that explain the basis of language learning strategies are Information Processing, Schema Theory and Constructivism.

2.2.1. Information Processing

Cognitive science investigating the role of human mind in learning is concerned with an individual's dealing with new information, remembering it and the way it is stored. While explaining this process, *information processing* theory focuses on the relationship of one's thinking process with learning and remembering. It especially deals with how it would be possible to preserve the information in the long term memory once it is in a person's immediate awareness. The theory suggests that learning occurs through the mental process of organizing the new information, by making use of the already existent knowledge and expanding it (O'Malley & Chamot, 1990). In other words, as also defined by McLaughlin, Rossman and McLeod (1983), information processing is the ability of showing "how the individual deals with incoming information" (p. 137). Approaches based on information processing are concerned with the mental processes involved in language learning and use. These include "the perception and the input of new information; formation, organization, regulation of mental representations; and retrieval and output strategies" (Saville-Troike, 2006, p.73).

While discussing the elements of cognitive psychology Woolfolk (2016), states that "...most importantly, cognitive psychologists assume that mental processes exist, that they can be studied scientifically, and that humans are active information processors" (p.316) and then explains the memory metaphor with computer: "Like the computer, the human mind takes in information, performs operations on it to change its form and content, stores the information, retrieves it when needed, and generates responses to it" (p.318).

As a result, information processing is highly related to learning strategies since "learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information" (O'Malley & Chamot, 1990, p.1).

2.2.2. Schema Theory

The term schema is used to refer to the structures and units in our mind. While McLeod (2003) described it as "an existing knowledge structure" (p.38); Slavin (2006) stated that it is "networks of concepts that individuals have in their memories that enable them to understand and incorporate new information" (p.173). Slavin (2006) added that "a

schema is like an outline, with different concepts or ideas grouped under larger categories" (p.173). Schema Theory suggests that in the process of learning new things, what we already know helps us to organize and perceive the new knowledge (Cummins, 1996). That is why, the existence of schema makes room for the knowledge to be gained. As Nyikos and Oxford (1993) stated "cognitively, learners are viewed as contributors to the process of understanding new information via prior knowledge, schemata, or script" (p.11). In this regard, as Schunk (2012) suggested "once students learn a schema, teachers can activate this knowledge when they teach any content to which the schema is applicable" (p.196). According to Blanton (1998), in order to put schema into action, it is essential that an individual is "made aware of his background knowledge and exposed to strategies to 'bridge' from pre-requisite skills to learning objectives" (p.172). A schema, which is the prior knowledge enabling the already existent knowledge structures to connect to many newer ones, allows for making predictions and deductions once it is activated. It is revealed that learning strategies are fundamental to apprehend new knowledge with the help of this background knowledge (Chamot, Barnhardt, El-Dinary & Robbins, 1999). In other words, as O'Malley, Chamot and Walker (1987) stated "[t]he principal value of schemas is that they facilitate making inferences about concepts. Schemas also enable us to organize and understand new information " (p.290).

2.2.3. Constructivism

Together with the shift towards learners, while cognitive processes happening in the minds of learners have gained popularity especially how a student internalises knowledge, and it has also become a matter of question how knowledge is constructed. The idea that learners shape their learning according to their constructs of what they already know led to the emergence of constructivism. As Spiro (1980) described in constructivism, the appearance of new information initiates an active meaning construction by the individual. That's why, the basic premise of this theory suggests that learners are actively engaged in developing knowledge for themselves (Geary, 1995). This construction mainly happens based on one's experience, which makes it essential to be done by each individual separately (McLeod, 2003). Woolfolk (2016) also emphasized the importance of one's experiences by stating that "All constructivist theories assume that knowing develops as learners try to make sense of their experiences. Humans construct mental models or schemas and continue to revise them to make better sense of their experiences" (p.403). In short, this theory centres around the learner as the active organism trying to construct

meaning through his/her experiences by using the prior knowledge and employing cognitive strategies.

2.3. Social-Cognitive Models of Learning

Social cognitive models put an emphasis on the effect of social factors on an individual's learning process. It is defined by Chamot et al. (1999) as the model "which investigates the roles of interaction between individuals and group processes in learning" (p.157), while Woolfolk (2016) described this current view of learning and motivation stating that it "discusses dynamic interactions among many of the behavioural, personal, and cultural factors involved in learning and motivation" (p.437). The point highlighted in social-cognitive theories is that "teaching and learning are highly social activities and that interactions with teachers, peers, and instructional materials influence the cognitive and affective development of learners" (Kim & Baylor, 2006, p.9). Bandura (1989), who advanced the theory, suggested that not only the inner sources but also the environmental factors have a role in one's acquiring the knowledge and he described the role of the individuals in this model by stating that "they function as contributors to their own motivation, behaviour, and development within a network of reciprocally interacting influences" (p.8). Taking into consideration that learning a language occurs in an interactive environment, this model does not solely put emphasis on what goes in the minds of learners, but also the social factors around and what they bring into learning process and this theory provides some insights into the ways strategies can be taught.

2.3.1. Bandura's Social-Cognitive Theory

The basic principle emphasized in Bandura's Social-Cognitive Theory is that learning occurs as a result of people's observing one another (Green & Piel, 2009). With this theory, Bandura (1986) reveals that learning process is affected by a combination of behaviour, environment, and personal factors. As Bandura (1995) stated "in social cognitive theory, people must develop skills in regulating the motivational, affective and social determinants of their intellectual functioning as well as the cognitive aspects" (p.18). According to the theory, it is essential for the learner to achieve an increased level of personal motivation and self-efficacy as a consequence of attaining success in a certain task with some difficulty level. Bandura (1999) regards individuals "as contributors to their own motivation, behaviour, and development within a network of reciprocally interacting influences" (p.29). The employment of proper strategies enables learners to boost their

self-efficacy levels by providing success experiences, which means students can also apply them for their future success events (Chamot et al., 1999).

2.3.2 Self-Regulated Learning

Self-regulated learning theories suggest that learner has the control over his/her own learning actions. Thus, a self-regulated learner, according to Woolfolk (2016), has "the ability to plan, monitor, and guide his thinking and problem solving" (p.86). Participants' being active metacognitively, motivationally, and behaviourally in learning process makes them self-regulated. Independent of their teachers, parents, or other individuals in their educational environment, these learners obtain knowledge and skill by their own attempts and endeavours with the use of some certain strategies in the process of accomplishing their academic goals (Zimmerman, 1989). According to Schunk (2012), it is an essential part of self-regulation that students make choices in their learning considering the things they do and the way they do (p.123). Some other researchers also mention the qualities of self-regulated learners. Leaver, Ehrman and Shekhtman (2005), for instance, described a self-regulating learner as a person who "plans, monitors, evaluates, and replans (setting priorities, in that process)" (p.61). Self-regulated learners are "metacognitive, motivated to learn, and strategic" (Perry & Rahim, 2011, p.122). Winne (1995) defined self-regulated learners in a detailed way as follows:

The self-regulated learner; "When they begin to study, self-regulated learners set goals for extending knowledge and sustaining motivation. They are aware of what they know, what they believe, and what the differences between these kinds of information imply for approaching tasks. They understand their motivation, are aware of their affect, and plan how to manage the interplay between these as they engage with a task. They are also deliberate about small-grain tactics [strategies for handling specific, narrow tasks and situations] and overall strategies, selecting some instead of others based on predictions about how each is able to support progress toward chosen goals. Or on rational grounds, they may abandon the task entirely.(p.173)

Common to all these descriptions, one essential quality of self-regulated learners is that they are capable of using some cognitive strategies like predicting, visualizing, and summarizing. According to Self-regulated Learning Theory, specific strategies namely cognitive, metacognitive and motivational strategies are employed by learners (Chamot et al., 1999). Chamot et al., (1999) are also good at figuring out which strategy to use and when to use it; that is, they are good at differentiating and selecting between the appropriate and inappropriate strategies.

2.3.3. Vygotsky's Social-Cognitive Theory

Vygotsky's Social-Cognitive Theory basically asserts that cognitive processes are shaped through social interactions. According to Vygotsky, "the most important forms of human cognitive activity develop through interaction within these social and material environments" (Lantolf&Thorne, 2006, pp.197–8). Therefore, it can be inferred that Vygotsky draws attention to one's relationship with others that provide input in a sociocultural context (Slavin, 2006). For him, this relationship is so strong that individuals cannot be conceived apart from these settings (Woolfolk, 2016,). As Kim and Baylor (2006) also suggested, learners "achieve goals through interacting, both explicitly and implicitly, with the instructor, peers, materials, and atmosphere embedded in the context" (p.11). Vygotsky's Sociocultural Theory regards interaction as the ground of language and "explore how learners negotiate meaning and fulfil pragmatic objectives even while their linguistic resources are still exceedingly limited" (Saville-Troike, 2006, p.102). Considering all these explanations, commonly focusing on the essential role of social interactions and the ones in these environments, Meece (2002) came up with the summary of the key principles of Vygotsky's Social Cultural Theory as follows:

Social interactions are critical; knowledge is co-constructed between two or more people. Self-regulation is developed through internalization (developing an internal representation) of actions and mental operations that occur in social interactions. Human development occurs through the cultural transmission of tools (language, symbols). Language is the most critical tool. Language develops from social speech, to private speech, to covert (inner) speech. The zone of proximal development (ZPD) is the difference between what children can do on their own and what they can do with assistance from others. Interactions with adults and peers in the ZPD promote cognitive development.(Meece, 2002, as cited in Schunk, 2012, p. 243)

In summary, an individual, with the effect of the social environment, goes through a process of internal development that makes it easier to produce language. As Gass and Selinker (2008) stated, it is more likely for learners to acquire skills and language acquisition especially with the help of more knowledgeable others as these "advanced interlocutors can move them toward self-regulation on an individualized path that takes into account language features they have mastered and others with which they struggle" (pp.501-502). As Vygotsky's (1962, 1978) theory suggests, this assistance provided by more competent peers or adults which is called scaffolding and modelling regarding the use of strategies will enable learners to be more independent.

2.3.3.1 The zone of proximal development

A key concept developed by Vygotsky, *Zone of proximal development (ZPD)* referring to the area of development between what the child can do alone and with guidance, was defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p.86). The definitions to make ZPD concept more intelligible commonly focus on the crucial function of the assistance that the child will get because tasks provided in the zone of proximal development are ones that a child cannot yet do alone but could do with the assistance of more competent peers or adults (Slavin, 2006, p.45). Saville and Troike (2006) also emphasized the critical role of assistance to develop this potential area of the learner (p.112). Thanks to support from an interlocutor, it will be possible for the learner to perform at higher levels, which leads to learning (Lightbown & Spada, 2006). This concept reveals that development takes place as a consequence of the combination of child's independent capabilities with those that he can do with the help of the more competent ones around (John-Steiner & Mahn, 2003). The notion of ZPD contributes a lot to the classroom environment. Das (1995) pointed out that if learners are supported through more competent peers in the zone of proximal development, this will lead to more development. In the ZPD, "a teacher and learner (adult/child, tutor/tutee, model/observer, master/apprentice, expert/novice) work together on a task that the learner could not perform independently because of the difficulty level" (Schunk, 2012, p.244). Thanks to the support provided to learners either by their teachers or more proficient peers, they perform actions in the Zone of Proximal Development that enable them to complete the task. In the course of time, the amount of the assistance is lessened as students internalize the kinds of thoughts that they have observed and practiced (Chamot et al., 1999). According to Lantolf and Thorne (2006), in order to understand students' capacities, ZPD can be addressed by educators so that it is going to function as diagnostic tool.

2.4. Language Learning Strategies

In order to clarify the concept of Language Learning Strategies (LLSs), it is essential to get an insight into the meaning of the word strategy which comes from an Ancient Greek term *strategia* denoting generalship or the art of war (Oxford, 1990).

Originally a military term, the word strategy indicating the tactics to reach a goal is described by Schmeck (1988) as a “sequence of procedures for accomplishing learning” (p. 5) in learning context. While explaining the essential role of learning strategies, Oxford (1990) described them “as steps taken by students to enhance their own learning” as they function as “tools for active, self-directed involvement in their process of enhancing communicative competence” (p.1).

Being regarded as a critical component of language learning process, Language Learning Strategies (LLSs) have been defined by several researchers in various ways. In some definitions the emphasised point is learner's deliberate use of the strategies. For instance, Weinstein and Mayer (1986) conceptualised LLSs as “behaviours and thoughts that a learner engages in during learning” which are “intended to influence the learner’s encoding process” (p.315). Likewise, Chamot et al. (1987) also define LLSs in a comprehensive way stating that they are “techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information” (p.71). Oxford (1990) describes learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p.8), while Stern (1992) viewed them as “intentional directions and learning techniques” (p.261). O’Malley and Chamot (1990) also report that “LLSs are special thoughts or behaviours that individuals use to help them comprehend, learn or retain information” (p.1). Cohen et al. (1996), on the other hand, identified them as “the conscious thoughts and behaviours used by students to facilitate language learning tasks and to personalize the language learning process (p.3). In these definitions and some others given in the literature, it is striking that they commonly focus on similar issues in spite of different word use. Combining all these different words, Oxford (1999) provides a broader definition of LLSs stating that “they are specific actions, behaviours, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language” (p.518).

As for the characteristics of Language Learning Strategies, Oxford (1990) listed their features in the following way:

Language Learning Strategies contribute to the main goal, communicative competence; allow learners to become more self-directed; expand the role of the teachers; are problem oriented; are specific actions taken by the learner; involve many aspects of the learner, not just the cognitive; support learning both directly and indirectly; are not always observable; are often conscious; can be taught; are flexible; are influenced by a variety of factors (p.9).

In brief, language learning strategies are special means for learners leading them to communicative competence. Different words used to describe the concept of language learning strategies like tools, technique, operation, behaviour or action emphasise that learners employ all these in language learning process intentionally with the aim of personalising and regulating their own learning in order to improve their knowledge and understanding of a target language. These deliberate actions of the learner, in accordance with the cognitive perspectives, again indicate that learner is “an active participant in the learning process, using various mental strategies in order to sort out the system of the language to be learned” (Williams & Burden, 1997, p.13). Learners, having been regarded as the individuals who are responsible for their own learning process, were investigated in terms of the qualities that make them good language learners (Rubin, 1975; Stern, 1975; Naiman et al., 1978; Wong-Fillmore, 1979). It was clearly seen as a consequence of these studies that learner's being actively involved in the process of language learning and so employing a number of tactics and strategies to deal with the process is a sign of being a good language learner, which leads them to success.

2.4.1. Classification of Language Learning Strategies

As in the definition of LLSs, there is no consensus on the classification of LLSs and so a variety of different classifications, although they share many common points, have been presented in the literature. However, the most comprehensive and widely accepted classifications are those proposed by O'Malley and Chamot (1990) and Oxford (1990).

In the classification suggested by O'Malley and Chamot (1990), language learning strategies were categorized as cognitive and metacognitive strategies. While inferencing, elaboration, grouping, imagery, and deduction are under the cognitive learning strategies category, metacognitive strategies are composed of planning, selective attention, monitoring, and advance organizers.

Oxford (1990), on the other hand, introduced the Language Learning Strategies in a broader framework by adding the affective and compensation strategy categories. Her categorization included two main domains as Direct Strategies and Indirect Strategies. While the former one directly handles mental processing of the target language, the latter contributes to language learning without dealing the language directly. The category of direct strategies is divided into three as follows: memory, cognitive, and compensation strategies while metacognitive, affective, and social strategies compose the category of indirect strategies. Very similar to Oxford's classification, Dörnyei (2005) introduced a

new classification of the strategies including Cognitive Strategies, Metacognitive Strategies, Social Strategies and Affective Strategies.

2.4.1.1. Memory strategies. Memory strategies that have been used for a long time by the students for storing and retrieving new information, consist of four sets, which are creating mental linkages, applying images and sounds, reviewing well, and employing actions (Oxford, 1990). Memory strategies become more effective if a learner uses metacognitive strategies such as paying attention and affective strategies such as reducing anxiety by breathing deeply at the same time. These types of strategies provide learners with the storage of verbal material and retrieval of it when it is necessary for communication. They are comprised of a variety of strategies like grouping, associating/elaborating, using imagery, using key words, structured reviewing, and representing sounds in memory.

2.4.1.2. Cognitive strategies. Cognitive strategies are of great importance while learning a new language as they ease understanding and producing new language. In other words, it allows the learner to manipulate and transform the target language. These strategies are considered the most frequently preferred strategies by language learners. Four sets that belong to cognitive strategies include practicing, receiving and sending messages, analysing and reasoning, and creating structure for input and output. That is, cognitive strategies comprise a variety of strategies like repeating, recognizing and using formulas and patterns, getting the idea quickly, reasoning deductively, analysing expressions, translating, transferring, taking notes and summarizing.

2.4.1.3. Compensation strategies. Compensation strategies help language learners to use the target language for communication or production although their target language knowledge is limited. These strategies are used to compensate for the deficiency in learners' knowledge of grammar and vocabulary. The literature provides two sets of strategies for compensation strategies which are guessing intelligently in listening and reading, and overcoming limitations in speaking and writing. Compensation strategies include different strategies like using linguistic clues, using other clues, switching to the mother tongue, getting help, using mime and gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

2.4.1.4. Metacognitive strategies. Oxford (1990) uses the term metacognitive to define things that go beyond, beside or with the cognitive. Therefore, metacognitive strategies help learners to go beyond the cognitive strategies and control their own learning process. Metacognitive strategies consist of three sets of strategies, which are centring, arranging and planning, and evaluating your learning. Thanks to these strategies, it is possible for learners to manage their cognitive actions through involving different strategies such as overviewing and linking with already known material, paying attention, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, self-monitoring, and self-evaluating.

2.4.1.5. Affective strategies. There is no doubt that affective strategies have great importance in oral production. Most of the good language learners are associated with the quality of being able to deal with the enormous impact of the affective factors. According to Oxford (1990), affective strategies signify one's controlling his/her emotions. In other words, these strategies can help adult EFL learners to save themselves from the adverse impact of emotions or other factors included under the term affective. This group of strategies consists of three strategy sets: lowering your anxiety, encouraging yourself, and taking your emotional temperature. Affective strategies include a variety of strategies such as using progressive relaxation, deep breathing, or meditation, using music, using laughter, taking risk wisely, rewarding yourself, using a checklist, writing a language learning diary, and discussing your feelings with somebody else.

2.4.1.6. Social strategies. Since language is a type of social behaviour, it cannot be limited to the individuals. As suggested by Oxford (1990) "language is communication and communication takes place between and among people" (p.144). As a result, it is no doubt that other people are involved in the process, and practice with native speakers, more qualified peers and teachers enhance oral communication skills of adult language learners. Social strategies embody three sets: asking questions, cooperating with others, and empathizing with others. They contain various strategies like asking for clarification, asking for correction, cooperating with peers, developing cultural understanding, becoming aware of others' thoughts and feelings, and cooperating with proficient users of the new language.

2.5. Communication Strategies

The concept of *communication strategies* (CSs), the primary function of which is to cope with difficulties or breakdowns that are encountered in communication, was first introduced by researchers in the early 1970s with the awareness of the fact that L2 speakers' linguistic knowledge is not in accord with their communicative intentions (Dörnyei & Scott, 1997). The term "communication strategy" was originated by Selinker (1972) in a study conducted on "interlanguage", which addressed "strategies of second language communication" (p. 229) as one of the five main processes that are involved in L2 learning. In the article, Selinker (1972) used the term strategies of second language communication to refer to the ways learners use when their linguistic knowledge falls short to deal with the difficulties that they face in communication. Similarly, during the same time period, Savignon (1972) underlined the significance of coping strategies in the communicative language teaching and testing. Tarone and her associates (Tarone, 1977; Tarone, Cohen & Dumas, 1983) conducted two research studies that specifically centred on CSs, and in their studies, the researchers provided the first definition of "communication strategy" and proposed a taxonomy, which is still considered among the most effective ones in the field.

However, in the early 1980s, the rise of CSs was launched. Canale and Swain (1980) incorporated strategic competence into their model of communicative competence as one of the sub-competencies which they defined as "verbal and nonverbal strategies that may be called into action to compensate for breakdowns" (p.30). Faerch and Kasper (1983) described communication strategies by including them in their model of speech production where the relationship between 'processes' and 'plans' can define their function.

Once in the literature of English Language Acquisition, communication strategies are clarified by numerous researchers and a variety of definitions have been put forward. One of the most commonly used definitions is that of Tarone's (1980): "a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared" (p.420). Likewise, for Stern (1983), they are "techniques of coping with difficulties in communicating in an imperfectly known L2" (p.411). Tarone, Cohen and Dumas (1983) proposed another definition which puts the emphasis on conveying meaning with an insufficient L2 system. Tarone et al. (1983) refer to 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"

(p.5). Faerch and Kasper (1983a) included communication strategies in their model of speech production. According to their model, when L2 learners come across a problem in due course of communication owing to their insufficient knowledge of language at the planning or execution stage of speech production, they make a plan to cope with the problem. Ellis (1985) maintains that communicative strategies are part of production procedures which involve various strategies employed by learners during planning and monitoring their output. Brown (1987) and Faerch and Kasper (1983a) emphasized the conscious use of communication strategies in order to deal with the problems that learners may come across. Definitions of communication strategies suggested by Stern (1983), Poullisse (1990), Tarone (1977, 1981) and Brown (1994) indicate that they are used when learners encounter difficulties at the time of communication because of their insufficient language knowledge or some affective filter. According to Dörnyei and Scott (1995a, 1995b), communication strategies comprise each move that is made to overcome any problem in communication in the course of communication. Williams and Burden (1997) maintain that language learners employ communication strategies to improve communication. Learners employ these strategies when they encounter a difficulty because of their inadequate L2 knowledge. EFL learners can enhance their input of the language through communication strategies since they help learners maintain communication instead of cutting off.

A number of researchers tried to suggest criteria for the nature of communication strategies. While trying to define strategic behaviour, Faerch and Kasper (1983b) described communication strategies as “potentially conscious plans for solving what an individual presents himself as a problem in reaching a particular goal” (p.212). Two identical criteria emerged with this definition as “problem-orientedness and potential consciousness” to identify communication strategies (Faerch & Kasper, 1983b, p.31). Bialystok (1990) came up with three characteristics of communication strategies based on the definitions of different researchers for communication strategies. These characteristics are problematicity, consciousness and intentionality. According to Bialystok (1990), problematicity can be defined as “idea that strategies are used only when a speaker perceives that there’s a problem which may interrupt communication” (p.3) while intentionality is described as “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” (p.5). When it comes to consciousness, Bialystok (1990) states 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" (p.4). Even though there is no agreement by the researchers on definition of communication strategies, all these definitions share three common points specifically a linguistic problem during communication, a conscious planning and attempts to overcome the problem, difficulty or deficit.

To clarify, communication strategies are put into action in case of a linguistic problem during communication right after a conscious planning of the learner in an attempt to overcome the problem, difficulty or deficit. The criteria that draw attention in these definitions include *problem-orientedness* and *consciousness* together with the *actions* employed when language learners face a problem at the time of communication.

Different terms have been used to define communication strategies, including *communicational strategies* (Varadi, 1983), *communicative strategies* (Corder, 1983), *compensatory strategies* (Poulisse, 1990). Dörnyei and Scott (1997) consider communication strategies "the key units in a general description of problem-management in L2 communication" (p.179). Wagner and Firth (1997) maintain that "CS is a prominent element in speech production and therefore an important element in natural discourse" (p.342). No matter what name is given to communication strategies, they are used as a result of the interaction between the speaker and the interlocutor in order to cope with problems arising from insufficient linguistic or sometimes sociolinguistic knowledge in a process whose ultimate goal is the negotiation of meaning.

2.5.1. Taxonomies of Communication Strategies

In the literature, there exist a number of different taxonomies on communication strategies by various researchers. In spite of the variations in the terminologies, many of the taxonomies embody common qualities belonging to the communication strategies listed. Here in this section, a number of major communication strategies taxonomies are presented.

2.5.1.1. Tarone's taxonomy. In the literature regarding communication strategies, Tarone (1977), who associates one's use of communication strategies with "an effort to overcome crisis resulting from inadequate language structures to convey thought" (p.195), presented the first taxonomy including three major categories as paraphrase, conscious transfer and avoidance. Paraphrasing, defined by Tarone as "the rewording of the message in an alternate, acceptable target language construction in situations where the appropriate

form or construction is not known or not yet stable" (p.198), includes three subdivisions as: approximation, word coinage, circumlocution; while literal translation, language switch and appeal for assistance are under the category of conscious transfer. The category avoidance, on the other hand, contains topic avoidance and message abandonment subcategories.

2.5.1.2. Bialystok's taxonomy. According to Bialystok (1983) "communication strategies include all attempts to manipulate a limited linguistic system in order to promote communication" (p.102). He provided a new taxonomy of communication strategies based on the information source of an individual to handle communication problem. The taxonomy consisted of categories namely L1-based strategies, L2-based strategies, and non-linguistic strategies. Under the category of L1-based strategies, there existed the subcategories of switching, foreignising, and literal translation. Language switch is defined as "insertion of a word or a phrase in a language other than the target language, usually the learners' native language", while foreignising is the creation of non-existent target language words by applying L2 morphology or phonology to L1 lexical items" (Bialystok & Fröhlich, 1980, p.10). L2-based strategies, on the other hand, embody semantic contiguity, circumlocution and word coinage.

2.5.1.3. Faerch and Kasper's taxonomy. In the taxonomy proposed by Faerch and Kasper (1983a), communication strategies are divided into two categories as reduction strategies and achievement strategies. While the former one is regulated by avoidance behaviour, the latter is managed by achievement behaviour. According to Faerch and Kasper (1983a), communication strategies come into play as a result of planning phase (in which a plan is generated) and execution phase (in which the plan is put into action) in speech production. They suggested that in case of a communication breakdown resulting in plan's not being executed, the individual possibly has two tendencies: he either employs a reduction strategy by avoiding the problem and changing the goal of the communication or adopts achievement strategies that enable him/her confront the challenge and develop a backup plan. In other words, the person tends to show avoidance or the achievement behaviour. As Nakatani (2010) suggested, in order to achieve the original plan in the communication, one refers to achievement strategies while he/she changes the idea of delivering the original message to get away from the problem through avoidance.

2.5.1.4. Corder's taxonomy. According to Corder (1983), communication strategies are linked with means and ends that are normally in balance in a native but not in a non-native speaker. In the case of a problem encountered through communication, the learner may either prefer to make an adjustment in the message (ends) considering their linguistic resources (means) through the use of message adjustment *strategies* or *risk avoidance strategies* that could be *topic avoidance*, *message abandonment* or *semantic avoidance* or prefer to expand linguistic resources via *resource expansion strategies*.

2.5.1.5. Varadi's taxonomy. Another researcher suggesting communication strategies taxonomy, Varadi (1983) dealt with communication strategies in two categories as reduction and replacement strategies through which a message is adjusted to convey it in the most appropriate way. Under the title of reduction strategies existed the subcategories of extensional and intentional strategies. Intentional strategies cover generalization and approximation. On the other hand, Varadi (1983) specified extensional reduction as "the elimination of part of the meaning" (p.92). Replacement strategies, on the other hand, are divided into two subcategories as formal and semantic strategies, and formal strategies consisted of circumlocution and paraphrase.

2.5.1.6. Dörnyei and Scott's taxonomy. The taxonomy proposed by Dörnyei and Scott (1995a, 1995b; ascited in Dörnyei & Scott, 1997, p.197) presents the broadest framework of all the existent taxonomies since these researchers presented this list of strategies together with their definitions as a result of an extensive review of articles. While they provided the summary of the taxonomies available in the literature, they also extended the list by adding new terms. This taxonomy consists of three main groups of communication strategies including direct, indirect and interactional strategies. While explaining direct strategies, Dörnyei and Scott (1997) maintained that these strategies allow for "an alternative, manageable, and self-contained means of getting the meaning across (sometimes modified), like circumlocution compensating for the lack of a word". On the other hand, indirect strategies, which are not problem-solving devices or alternative meaning structures, promote "the conveyance of meaning indirectly by creating the conditions for achieving mutual understanding: preventing breakdowns and keeping the communication channel open or indicating less-than perfect forms that require extra effort to understand" (p.198). Therefore, indirect strategies are regarded to be highly effective in problem management. According to Dörnyei and Scott (1997), the third category; namely, interactional strategies enable the participants to conduct "trouble-shooting exchanges

cooperatively (e.g., appeal for and grant help, or request for and provide clarification), and therefore mutual understanding is a function of the successful execution of both pair parts of the exchange" (p.199). Because of the fact that this is the most comprehensive taxonomy, the selection of the communication strategies to be taught in this present study is based on Dörnyei and Scott's Taxonomy (1997). That is why, it is of critical importance to clarify the communication strategies belonging to this taxonomy. Taxonomy of Communication Strategies by Dörnyei and Scott (1995a, 1995b, as cited in Dörnyei & Scott, 1997, p.197) is given in Table 2.1.

Table 2.1. *Dörnyei and Scott's Taxonomy*

DIRECT STRATEGIES	INDIRECT STRATEGIES	INTERACTIONAL STRATEGIES
<i>Resource deficit-related strategies</i>	<i>Processing time pressure-related strategies</i>	<i>Resource deficit-related strategies</i>
* Message abandonment		* Appeals for help
* Message reduction		
* Message replacement	* Use of fillers	
* Circumlocution	* Repetitions	<i>Own-performance problem-related strategies</i>
* Approximation		
* Use of all-purpose words	<i>Own-performance problem-related strategies</i>	* Comprehension check
* Word-coinage	* Verbal strategy markers	* Own-accuracy check
* Restructuring		
* Literal translation		
* Foreignizing	<i>Other-performance problem-related strategies</i>	<i>Other-performance problem-related strategies</i>
* Code switching		
* Use of similar sounding words	* Feigning understanding	
* Mumbling		* Asking for repetition
* Omission		* Asking for clarification
* Retrieval		* Asking for confirmation
* Mime		* Guessing
<i>Own-performance problem-related strategies</i>		* Expressing nonunderstanding
* Self-rephrasing		* Interpretive summary
* Self-repair		* Responses
<i>Other-performance problem-related strategies</i>		
* Other-repair		

Dörnyei and Scott (1995a, 1995b, as cited in Dörnyei & Scott, 1997, p.197)

This taxonomy not only includes the summary of all the communication strategies taxonomies but also adds some new communication strategies such as use of similar-sounding words, mumbling, omission, feigning understanding and asking for repetition. In

this study, the specifically chosen communication strategies are Comprehension Check, Asking for Repetition, Asking for Clarification, Asking for Confirmation, Expressing Non-understanding from the category of interactional strategies were chosen with the aim of supporting the learners to maintain mutual understanding and keep their conversations going on in the process of cooperating. Also, the strategy of Use of Fillers was selected from the category of indirect strategies as they allow students to gain time in solving the problem.

Dörnyei and Scott (1997) provided the explanation of all the definitions and descriptions of communication strategies together with the examples based on their previous works (Dörnyei & Scott, 1995a, 1995b). The definition of communication strategies is presented as follows:

1. Message abandonment: Leaving a message unfinished because of some language difficulty. E.g. It is a person er... who is responsible for a a house, for the block of house... I don't know... [laughter]

2. Message reduction (topic avoidance): Reducing the message by avoiding certain language structures or topics considered problematic language wise or by leaving out some intended elements for a lack of linguistic resources. [Retrospective comment by the speaker:] E.g. I was looking for "satisfied with a good job, pleasantly tired," and so on, but instead I accepted less.

3. Message replacement: Substituting the original message with a new one because of not feeling capable of executing it. [Retrospective comment after saying that the pipe was broken in the middle instead of "the screw thread was broken":] I didn't know "screw thread" and well, I had to say something.

4. Circumlocution (paraphrase): Exemplifying, illustrating or describing the properties of the target object or action. it becomes water instead of "melt"

5. Approximation: Using a single alternative lexical item, such as a superordinate or a related term, which shares semantic features with the target word or structure. plate instead of "bowl"

6. Use of all purpose words: Extending a general, "empty" lexical item to contexts where specific words are lacking. The overuse of thing, stuff, make, do, as well as words like thingie, what-do-you-call-it; e.g.: I can't can't work until you repair my ... thing.

7. Wordcoinage: Creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word. [Retrospective comment after using dejunktion and unjunktion for "street clearing":] I think I approached it in a very scientific way: from 'junk' I formed a noun and I tried to add the negative prefix "de-"; to "unjunk" is to 'clear the junk' and "unjunktion" is 'street clearing'.

8. Restructuring: Abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating the intended message according to an alternative plan. E.g. On Mickey's face we can see the... so he's he's he's wondering.

9. Literal translation (transfer): Translating literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2. E.g. I'd made a big fault [translated from French]

10. Foreignizing: Using a L1/L3 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology. reparate for "repair" [adjusting the German word 'reparieren']

11. Code switching (language switch): Including L1/L3 words with L1/L3 pronunciation in L2 speech; this may involve stretches of discourse ranging from single words to whole chunks and even complete turns. Using the Latin *ferrum* for “iron”.

12. Use of similarsounding words: Compensating for a lexical item whose form the speaker is unsure of with a word (either existing or non-existing) which sounds more or less like the target item. [Retrospective comment explaining why the speaker used *cap* instead of “pan”:] Because it was similar to the word which I wanted to say: “pan”.

13. Mumbling: Swallowing or muttering inaudibly a word whose correct form the speaker is uncertain about. And uh well Mickey Mouse looks surprise or sort of XXX [the ‘sort of’ marker indicates that the unintelligible part is not just a mere recording failure but a strategy].

14. Omission: Leaving a gap when not knowing a word and carrying on as if it had been said. then... er... the sun is is... hm sun is... and the Mickey Mouse.... [Retrospective comment: I didn’t know what ‘shine’ was.]

15. Retrieval: In an attempt to retrieve a lexical item saying a series of incomplete or wrong forms or structures before reaching the optimal form. It’s brake er... it’s broken broked broke.

16a. Self-repair: Making self-initiated corrections in one’s own speech. then the sun shines and the weather get be... gets better.

16b. Other repair: Correcting something in the interlocutor’s speech. Speaker:... because our tip went wrong... [...] Interlocutor: Oh, you mean the tap. S: Tap, tap...

17. Self rephrasing: Repeating a term, but not quite as it is, but by adding something or using paraphrase. I don’t know the material...what it’s made of...

18. Overexplicitness (waffling): Using more words to achieve a particular communicative goal than what is considered normal in similar L1 situations.

19. Mime (nonlinguistic/paralinguistic strategies): Describing whole concepts nonverbally, or accompanying a verbal strategy with a visual illustration. [Retrospective comment:] I was miming here, to put it out in front of the house, because I couldn’t remember the word.

20. Use of fillers: Using gambits to fill pauses, to stall, and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty. Examples range from very short structures such as well; you know; actually; okay, to longer phrases such as this is rather difficult to explain; well, actually, it’s a good question.

21a. Selfrepetition: Repeating a word or a string of words immediately after they were said. [Retrospective comment:] I wanted to say that it was made of concrete but I didn’t know ‘concrete’ and this is why “which was made, which was made” was said twice.

21b. Other repetition: Repeating something the interlocutor said to gain time. Interlocutor: And could you tell me the diameter of the pipe? The diameter. Speaker: The diameter? It’s about er.. maybe er... five centimeters.

22. Feigning understanding: Making an attempt to carry on the conversation in spite of not understanding something by pretending to understand. Interlocutor: Do you have the rubber washer? Speaker: The rubber washer? ... No I don’t. [Retrospective comment: I didn’t know the meaning of the word, and finally I managed to say I had no such thing.]

23. Verbal strategy markers: Using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code. E.g.: (strategy markers in bold): (a) marking a circumlocution: On the next picture... I don’t really know what’s it called in English... it’s uh this kind of bird that... that can be found in a clock that strikes out or [laughs] comes out when the clock strikes; (b) marking approximations: it’s some er... it’s some kind of er... paper; (c) marking foreignizing: ... a panel [with an English accent], I don’t know

whether there's a name in English or not [laughter] just it's a panel flat; (d) marking literal translation: it's er... a smaller medium flat and in, we call them blockhouse, but it's not it's not made of blocks; (e) marking code switching: the bird from the clocks come out and say "kakukk" or I don't know what; see also the example for message abandonment.

24a. Direct appeal for help: Turning to the interlocutor for assistance by asking an explicit question concerning a gap in one's L2 knowledge. it's a kind of old clock so when it strikes er... I don't know, one, two, or three 'clock then a bird is coming out. What's the name?

24b. Indirect appeal for help: Trying to elicit help from the interlocutor indirectly by expressing lack of a needed L2 item either verbally or nonverbally. I don't know the name... [rising intonation, pause, eye contact]

25. Asking for repetition: Requesting repetition when not hearing or understanding something properly. Pardon? What?

26. Asking for clarification: Requesting explanation of an unfamiliar meaning structure. What do you mean?, You saw what? Also 'question repeats,' that is, echoing a word or a structure with a question intonation.

27. Asking for confirmation: Requesting confirmation that one heard or understood something correctly. Repeating the trigger in a 'question repeat' or asking a full question, such as You said...?, You mean...?, Do you mean...?

28. Guessing: Guessing is similar to a confirmation request but the latter implies a greater degree of certainty regarding the key word, whereas guessing involves real indecision. E.g.: Oh. It is then not the washing machine. Is it a sink?

29. Expressing non-understanding: Expressing that one did not understand something properly either verbally or nonverbally. Interlocutor: What is the diameter of the pipe? Speaker: The diameter? I: The diameter. S: I don't know this thing. I: How wide is the pipe? Also, puzzled facial expressions, frowns and various types of mime and gestures.

30. Interpretive summary: Extended paraphrase of the interlocutor's message to check that the speaker has understood correctly. So the pipe is broken, basically, and you don't know what to do with it, right?

31. Comprehension check: Asking questions to check that the interlocutor can follow you. And what is the diameter of the pipe? The diameter. Do you know what the diameter is?

32. Own-accuracy check: Checking that what you said was correct by asking a concrete question or repeating a word with a question intonation. I can see a huge snow... snowman? snowman in the garden.

33a. Response repeat: Repeating the original trigger or the suggested corrected form (after another-repair).

33b. Response repair: Providing other-initiated self-repair. Speaker: The water was not able to get up and I... Interlocutor: Get up? Where? S: Get down.

33c. Response rephrase: Rephrasing the trigger. Interlocutor: And do you happen to know if you have the rubber washer? Speaker: Pardon? I: The rubber washer... it's the thing which is in the pipe.

33d. Response expand: Putting the problem word/issue into a larger context. Interlocutor: Do you know maybe er what the diameter of the pipe is? Speaker: Pardon? I: Diameter, this is er maybe you learnt mathematics and you sign er with th this part of things.

33e. Response confirm: Confirming what the interlocutor has said or suggested. Interlocutor: Uh, you mean under the sink, the pipe? For the... Speaker: Yes. Yes.

33f. Response reject: Rejecting what the interlocutor has said or suggested without offering an alternative solution. Interlocutor: Is it plastic? Speaker: No.
Dörnyei and Scott, 1997 (pages 188-194)

2.6. Strategy Training/Strategy-Based Instruction

Strategy training means providing learners with instruction in language learning and strategies for language use. It is originally a learner-centred approach to teaching, which involves training learners formally in classroom setting about language learning strategies. As strategy training for learners is a form of instructional intervention which aims to help learners become better language learners, providing assistance through instruction makes learners aware of themselves and the training process (Oxford & Ehrman, 1995). Strategies-based instruction incorporates strategy teaching into everyday classroom language instruction, which makes it a form of language teaching (Oxford, 2001; Cohen & Dörnyei, 2002). In her paper, Mariani (1994) advises that in order to introduce the strategies in the classroom, there should not be given a set of rules. One reason is that strategies are context-dependent, that is, they can vary from one situation to another and are not fixed norms. Another issue is that not all of the strategies are useful for our learners. Achievement strategies are more preferable as they lead to production of speech while avoidance strategies may limit the linguistic competence. Furthermore, each learner has their own way of handling the situations. The approach to deal with any communication problem is unique to each learner. As a result, to train our learners in strategic competence, we need to provide them with actual examples of language use in which they are exposed to the strategies and given the chances to notice them with exploration and discussions. After that, it is important to have them experience those strategies with their own performance. Finally, they could give feedback to each other about those performances and evaluate their strategic use.

A study conducted by Cohen (2000) indicates that the goal of strategies-based instruction is "to help learners become more responsible for their efforts to learn and use the target language" (p.10). In other words, this approach aims to raise second language learners' awareness of how they learn most effectively and how they can better comprehend and produce the target language. Also, learners become more conscious of how they can carry on learning outside the classroom. It is a way of making learners autonomous. In short, as Cohen et al.(1996) stated, strategy-based instruction comprises two main components: "Explicit instruction is provided to students about how, when, why

strategies can be adopted to make the tasks of language learning and language use easier. Strategies are incorporated into standard classroom materials and language tasks" (p. 6).

These components suggest that in the initial step of instruction, the teacher provides a model, gives samples of effective strategy uses and manages small group/whole class discussions about strategies while the second step in strategy training is incorporating strategies into language tasks (Cohen et al., 1996). This step enables learners to become self-regulated learners who endeavour to achieve new learning tasks and can identify the necessary strategies to accomplish a certain task. Chamot et al. (1999) also put forward that strategy training begins with the teachers' guidance and instruction and it is expected to lead to learners' self-control over strategy use. Since strategy training aims to help learners become self-directed, self-regulated, the most effective strategy training takes learners' beliefs and feelings into consideration (Oxford, 1990). The instruction on language learning strategies can facilitate learners' comprehension and internalization of these strategies in order to achieve their goal of speaking English by getting over the challenges they face. Moreover, good strategy teaching is claimed to be naturally motivating and interesting, which indicates that classrooms where effective cognitive strategy instruction is provided will be able to create students with "more skills" (Presley et al., 1992, p. 354).

All in all, effective strategies are vital to second language learners in order to resolve difficulties resulting from lack of advanced speaking skills (Oxford, 1990). It can be sustained that an L2 learner has an insufficient linguistic repertoire and does not have an excellent command over the language, but explicit strategy training can help overcome that problem (Cohen et al., 1996). However, what hinders learners is the insufficient awareness of the ways different strategies can assist learners in learning and using a foreign language. Strategy-based instruction, which has a purposeful and systematic approach to learning, as well as the continuing and meaningful practice, can help learners to achieve their goals. As a result, the role of the teacher is turned into a learner trainer. Developing strategies for oral communication skill can enhance learners' communicative skills (Dörnyei, 1995). Thus, it can be suggested that making learners more aware of the strategies to be employed to overcome possible communication challenges may improve their oral proficiency.

2.6.1. Components of Strategies-Based Instruction

Different researchers have described how strategy training should be conducted and with this aim they defined its component and the process. As a result of these descriptions, a number of common phases of the training procedure can be revealed by examining

former studies. In this direction, Dörnyei (2005) presents the goals that strategy training needs to achieve despite the differences in the frameworks in the following way:

- to raise the learners' awareness about learning strategies and model strategies overtly along with the task,
- to encourage strategy use and give a rationale for it,
- to offer a wide menu of relevant strategies for learners to choose from,
- to offer a controlled practice in the use of some strategies,
- to provide some sort of a post-task analysis which allows students to reflect on their strategy use (p.174)

According to O'Malley and Chamot (1990), the stages of strategy training include “*preparing, presenting, practicing, and evaluating and expansion*” (pp.201-203). During the *preparation phase*, the purpose of the instructor is to determine the needs and then decide on the proper strategies in order to build a learner-centred classroom, make learners' expectations of the classroom clear at the beginning, to involve students in establishing language objectives and to determine learners' present strategies. *In presentation stage*, it is of crucial importance that the selected strategies are presented explicitly and each strategy is modelled and named by the instructor. Then, the instructor should highlight the importance of the strategy and the occasions to use it in detail. In addition, students can be requested to describe the use of the strategy in this stage. *In the practice stage*, providing adequate opportunities is essential. Practice of the strategies is incorporated into usual classroom tasks; that is, learners should have some practice of strategies by carrying out authentic and purposeful tasks that constitute part of the daily class. During the *evaluation stage*, teachers and learners evaluate the potential arrangements in the strategy training process. *In the expansion stage*, the implementation of a strategy is transferred from a familiar context to an unfamiliar context.

Cohen (2003), on the other hand, came up with some qualities of strategies-based instruction that enable the learners to achieve the following:

- Self-diagnose their strength and weaknesses in language learning.
- Become aware of what helps them to learn the target language most efficiently.
- Develop a broad range of problem solving skills.
- Experiment with familiar and unfamiliar speaking skills.
- Make decisions about how to approach a speaking task.
- Monitor and self-evaluate their performance.
- Transfer successful strategies to new learning context. (p.1)

In this particular study, the framework proposed by Nakatani (2010) has been adopted. According to the strategy training model suggested by Nakatani (2010), it covers an instructional sequence consisting of five stages: *review, presentation, rehearsal, performance, and evaluation*. During the *review stage*, learners review the former lesson

and perform the simulation task again at the beginning of each lesson, which provides them with a warm-up for the following task. According to the guidelines of the instructor, in the *presentation phase*, learners recognize the aims and procedures that the new task involves and discuss them through sessions of brainstorming and basic dialogues which they are asked to create and the possible communication strategies for doing so. In the next stage, learners practice with their peers at first and plan to use certain CSs. The students can determine which strategies from the list would be beneficial for their interaction in the tasks. When they have carried out the tasks, they will have the opportunity to monitor their performance. They are encouraged to employ CSs on purpose while performing the task. In the *evaluation phase*, students analyse and review their own learning. They reflect on their use of the strategies. Therefore, they are encouraged to employ CSs intentionally while getting prepared for, monitoring, and evaluating their own task performance.

2.7. Empirical Studies on Communication Strategies

In the literature, various studies have been encountered in the field of communication strategies and strategy training. In this section, regarding the aims of the present study, first of all, studies on the communication strategies use of EFL learners and the effect of communication strategies training on the oral communication of EFL learners are reviewed and after that a variety of empirical studies on the oral communication problems of EFL learners are presented.

2.7.1. Empirical Studies on the Use of Communication Strategies

Right after the emergence of the notion of communication strategies in the 1970s, researchers started to define these strategies through research studies into the use of communication strategies by EFL learners. With the aim of finding out which strategies the learners used, Varadi (1980) conducted the first study in the field of communication strategies through a pilot study with adult language learners at intermediate level. Varadi (1980) collected the data through tasks requiring students to describe drawings and compared the results of the groups. As a result of the study, the researcher found that learners used message adjustment strategies in which they changed the meaning or form of the message that they wanted to convey or manipulated the message in the formal or the functional level. Likewise, Tarone (1977) aimed to discover what solutions are used by the learners in the cases of certain communication problems and gathered data from nine

participants through a task in which learners were asked to describe a simple and a complex drawing. At the end of the study, Tarone came up with one of the earliest communication strategies taxonomies.

Some other studies were also conducted to reveal the relationship between the language proficiency and the use of communication strategies. The study by Bialystok and Fröhlich (1980) carried out with this aim indicated that students with a low level of language proficiency preferred L1-based strategies including code switching, literal translation and foreignising more compared to high level students. On the other hand, it was seen that the learners with a high level of language proficiency preferred L2 based strategies more. Poullisse (1990) also tried to find out the effects of proficiency and task on the learners' use of communication strategies in his study that he conducted with 15 Dutch learners with varied proficiency. All the participants were asked to perform four tasks in English including picture description, abstract figure description, oral interview and story retelling. The video-recorded tasks were played back to the students for their retrospective comments, which were audio recorded and transcribed. The findings of the study show that the less proficient speakers used more CSs than the more proficient ones. This is a result of their more limited control of L2 vocabulary.

There was also some evidence of proficiency-related effects on the types of strategies used. Chen (1990), for instance, investigated the effects of linguistic proficiency on the communication strategy use by a group of Chinese learners of EFL. The findings revealed that linguistic proficiency affects the quantity, quality and effectiveness of communication strategy use. The learners with higher proficiency used fewer strategies, as well as employing those strategies more effectively than did the lower-proficiency learners. Gümüş (2007) investigated the use of communication strategies of Turkish high school students and concluded that linguistic proficiency seems to be a factor significantly influencing communication strategy use. It was also found that communication strategy use differed between prep and non-prep students in terms of modification devices and L1-based CSs. The strategy group that is mostly used by the learners was stalling strategies whereas the least frequently used strategy group was L2-based communication strategies. Modification devices were more preferred by those with low levels. Also, low level students used communication strategies more than high level ones. In a recent study by Inkaew and Thumawongsa (2018) in which oral communication strategies of Thai EFL students with different levels of language proficiency were explored, it was found out that the use of communication strategies varied depending on the level of the learners.

According to the results of the study, high level of English learners attempted to use circumlocution and clarification request strategies while low level of students preferred topic avoidance and body language.

However, there were also some studies showing no significant effect of language proficiency on the use of communication strategies. For instance, a thesis study carried out by Delamere (1998), in which the aim was to discover communication strategies used by English-speaking students with different levels, revealed that strategy use does not change significantly according to proficiency, different tasks require different patterns of strategy use and the type of strategy preferred also depends on task. In addition, in their study conducted with 32 participants with intermediate and advanced levels, Dobao and Martinez (2007) also aimed to reveal the way learners and their interlocutors handle meaning in their communication through the use of communication strategies (CSs) via a task-based experiment. The instances in which some lexical items were not known by the learner was analysed to see if they could achieve a mutual agreement on the content of their messages. The findings illustrated that CSs were preferred in situations such as acknowledgments, displays and demonstrations, initiation of a relevant next contribution and continued attention but in some situations despite the use of CSs, interlocutors needed more negotiation strategies.

Additionally, some studies in the literature focused on revealing what communication strategies are especially employed by EFL learners. Wannaruk (2003) conducted a study that tried to find out what kinds of communication strategies Thai English for Science and Technology (EST) students used in a conversation with native speakers of English. The data used in the analysis were taken from one-to-one interviews of the students by native English teachers. The interviews which lasted about 5-7 minutes were videotaped and transcribed and the researcher identified all of the CSs that the students employed. These CSs were then categorized according to the taxonomy developed for this study. The results showed that the most frequently used communication strategy was the use of 'modification devices' such as clarification requests, pausing, self-repair and confirmation check. The other strategies used in order of frequency were 'non-linguistic strategies', 'L1-based strategies', 'target language-based strategies', and 'avoidance strategies'. It can be concluded from the study that students used different communication strategies with varying degrees according to their language levels. The results suggested that a learner's attitude of communication strategies has some influence on its use; Chinese learners of English tend to use reduction strategies most often while

they rarely use achievement strategies although they regarded achievement strategies to be important in communication. Şener and Balkır (2013) investigated the use of communication strategies by Turkish ELT department students in terms of gender, prep and non-prep categories while also looking at the relationship between success and communication strategy use. According to a Communication Strategy Inventory, the most commonly used communication strategy was found as approximation whereas the strategy with lowest frequency was foreignising. As for gender, the only significant result was obtained in the use of non-linguistic devices by female students. Additionally, it was found that those who made use of modification strategies were found to be more successful than others. Another striking result is that prep-class students used more communication strategies than non-prep class students. In the study, it is suggested that teachers should be trained in terms of communication strategies to apply them in their own classes. With the aim of investigating the communication strategies of 291 Turkish EFL students to deal with communication problems in listening and speaking, Yaman, Irgin and Kavasoğlu (2013) applied “Communication Strategy Inventory” and identified the strategies employed by these learners. The results showed that *negotiation for meaning*, *compensatory*, and *getting the gist strategies* were the strategies used by the students. Also, female students were found to be employing the communication strategies more than the males. They concluded that these strategies played an active role and had a constructive effect on communication which leads to the idea that they should be incorporated into teaching system. Yaman and Özcan (2015) also conducted a study to find out the communication strategies of 294 ELT department students in terms of proficiency level and gender through the Strategy Inventory of Oral Communication which they themselves developed. The results showed that the most frequently employed strategies were negotiation for meaning and compensatory strategies whereas the least frequent strategies employed were message abandonment and planning strategies which were preferred mostly by intermediate level students, and there were no statistically significant differences in terms language proficiency. In terms of gender, however, it was seen that message abandonment was used more by the female students while males employed affective strategies more frequently.

Demir, Mutlu, and Şişman (2018) also explored the Turkish EFL learners' use of communication strategies and specifically aimed to find out the relationship between the use of communication strategies and oral proficiency scores. As a result of the analyses conducted, they found that the learners used negotiation for meaning strategies. On the

other hand, the correlation between students' overall CS use and oral proficiency scores was found to be weak. Güzelderen (2018) aimed to reveal the use of communication strategies of 800 Turkish EFL prep-class students and if a relationship existed between their oral communication strategy use and anxiety levels. The result of the study indicated that the most frequently employed strategy by the learners were Negotiation for Meaning Strategies and the least one was Message Abandonment Strategies. Additionally, it was found that female students made use of the communication strategies more than the males. On the other hand, this study demonstrated that the students having a low level of foreign language anxiety employed planning/organizing strategies most of the time whereas they used affective strategies the least. The learners with a high level of anxiety, however, mostly used Negotiation for Meaning Strategies and Message Abandonment Strategies the least. Aksu (2018), in her master thesis study, aimed to find out the oral communication strategy use of teacher candidates and also the relationship between their strategy use and anxiety level. According to the results, it was seen that almost every subject stated that they highly used oral communication strategies. The mostly employed communication strategy was negotiation of meaning whereas the least preferred one was message reduction and alteration. Also, the relationship between anxiety level and oral communication use was found to be weakly related.

In the study conducted by Yazıcı (2018) to identify the oral communication strategies of 396 Turkish learners with B1, B2 and C1 language levels, it was found out that the students preferred to use fluency and accuracy-oriented strategies and Nonverbal Strategies quite frequently while they employ message reduction and alteration strategies moderately. Manzano (2018) carried out a study to define the oral communication use of six Nepalese students through a storytelling task and it was observed in the study that the participants put various communication strategies into practice while dealing with the communication problems they experienced such as vocabulary and sentence structure problems. It was found out that the students mainly preferred avoidance strategies as verbal strategies whereas they used achievement strategies as non-verbal strategies.

2.7.2. Empirical Studies on the Communication Strategies Training

Researchers experimenting with the use of communication strategies also attempted to reveal the effect of communication strategies training on the speaking and oral communication skills of EFL learners. For instance, Dörnyei (1995) conducted a study in which students were trained in a 6-week-strategy program consisting of 3 lessons in each

week lasting 20-40 minutes. The researcher aimed to find out the effect of strategy training on the increase of the frequency of strategy use by the students, and the students' speech rate. Also, he examined the attitudes of the students toward strategy training and the usefulness of CSs. Before the beginning and after the training course, the learners were assessed in terms of strategy use to compare results of the control and the experiment groups. During the study, first of all, the students were introduced three specific communication strategies with both awareness and practice activities. The strategies investigated in the study were (a) topic avoidance and replacement, (b) circumlocution, and (c) using fillers and hesitation devices. After that, students were given some tasks in which they used the strategies and then considering their performance, they were given feedback. The overall result shows that experimental group had significant benefits from the strategy training.

Nakatani (2005) also conducted a study in order to find out the effect of strategy training on the speaking ability of 62 Japanese female students over a period of 12 weeks. The instruction process included the review of the CS in the previous lesson, presentation of a new CS, rehearsal, performance and evaluation. The results indicated that the students in the experimental group increased their use of the strategies in comparison to the control group and significantly improved their test scores.

In another paper Nakatani (2010), tried to find out the effect of specific communication strategies including achievement strategies and help-seeking strategies such as appeal for help, asking for clarification, confirmation check, and clarification request and if they can improve learners' English proficiency in communicative tasks. Communication strategy use of the participants during conversation tasks was identified through an Oral Communication Strategy Inventory. This study indicated that strategies for maintaining discourse and negotiation of meaning could enhance learners' communicative ability.

In his one-year-long study, Sato (2005) also tried to explore the effects of teaching CSs through such data collection tools as a survey, diaries, video-taped conversations with self-assessments, video-taped debates, progress reports, and interviews. At the end of the year, it was found out that the students began to manage difficult topics and used L2 based CSs such as paraphrasing and summarizing as well as negotiation skills.

Some other researchers emphasized the necessity of communication strategies training. They all favour the idea that language is best learned and taught through interaction so this training is the essential to let the interaction go on. To illustrate, in their

study carried out with 55 students in intermediate-level foreign language classes for 10 weeks with the aim of finding out the effect of strategies-based instruction on speaking a foreign language Cohen et al. (1996) prepared a strategy based program for the treatment groups and also included a comparison group that did not get any instruction on strategies. Specially trained teachers in terms of strategy training tried to create awareness and introduced strategies with explicit and implicit ways embedded in regular classroom activities. The strategies that can be applied to the skill of speaking was especially underlined. The findings obtained in the study demonstrated that the experimental group was better than the comparison group on the third of the three speaking tasks, which is describing a city while adjusted mean differences for the other two tasks were not significant. It was concluded that the students benefitted from explicit strategy training in terms of their ability to use both their own vocabulary and words.

Lam and Wong (2000) also tried to find out the strategy use and the effectiveness of a strategy training in which they trained 58 students in terms of seeking clarification, clarifying oneself, and checking that other people have understood one's message. At the end of the training, it was seen that the amount of the use of *seeking clarification and clarifying oneself* by the students in the post-training discussion task was more than in the pre-training task, which is an important finding in terms of strategy training.

Another study that is highly related to the present thesis is that of Gallagher Brett conducted in 2001 over a period of eight weeks with a beginner level, grade 7 German class of 29 students. In this study, the researcher tried to answer the questions if beginners can be taught communication strategies, how effective these strategies are and whether students already use some strategic tactics in their speech. Having all these aims, the researcher taught such communication strategies as turn-taking, request for help, clarification and repetition, greetings and pause-fillers, which were chosen intentionally as they could be especially useful for beginner learners. In order to collect data, Brett (2001) made use of questionnaires before and after the training to get the learners to think on the tasks. After the first questionnaire, the subjects were introduced some selected phrases related to each communication strategy. Later, the students were provided chances to practice the CS by means of discussions, role-plays and games. Some data were also collected from these speaking tasks with audio-records and the transcripts were analysed. The overall result of the study indicated that teaching some strategic phrases to beginner learners was successful, though task and the context were quite important. Also, it was seen that beginner learners already used tactics to maintain their conversation.

Naughton (2006) also aimed to find out the effect of cooperative strategy training on interactional pattern of students through pre-test and post-test videos of an oral discussion task and found that strategy training program contributed to students' involvement in the activities. Atik (2006) conducted a thesis study in which she also investigated the influence of the use of speaking strategies by 9th grade ESL learners. The study also focused on the learners' awareness levels of speaking strategies, the frequency of the strategies and students' perspective of the strategies. In the study in which the participants were divided into two as the experimental and the control groups, the results were gathered through pre-and post-speaking strategy questionnaires and pre- and post-speaking tests. The results of the analyses reveal that the use of speaking strategies was effective for the students' speaking skills and the strategy training was also useful in terms of raising students' awareness in interactional tasks.

In a study conducted by Maleki (2007) with 60 Iranian students with the aim of finding out if it is possible and practical to teach communication strategies and integrate them into the school syllabi, the finding revealed that students benefited from the communication strategies taught; they made use of interactional strategies more highly and effectively and materials including communication strategies were more useful than those without strategies. As a result of this study, Maleki (2007) concluded that communication strategy training should be included as part of school syllabi. On the way to solving the communication disorders experienced by second language learners, Maleki (2010) believed the critical role of teaching the right strategies and tried to determine the techniques to teach them in the best way. He concluded that the techniques to be used while presenting the strategies should be incorporated into the Bottom-Up Approach in which teaching follows the order of writing, reading, speaking and listening. The techniques presented in his paper included paraphrase, transfer, appeal for assistance, and mime. Rahman (2010) also trained his students on the oral communication skills including a task-based approach. Here in this research, the students were given a copy of the syllabus that they commented on. Then, the researcher explained the communication skills right after initial activities as pre- and post-test. Later, the students were given activities such as discussion/debate, oral presentation and role-play. Finally, they were assessed on their oral communication skills. The students' final performance demonstrated that their oral skills highly improved. In addition, students found the tasks motivating, rewarding and interesting. In another study by Zhang and Head (2010), the researchers aimed to improve students' confidence and ability to speak English. In the first year of the study, the teacher

applied such activities as role-plays, simulations and group discussions. At the end of the first year, she found that students were unwilling to perform activities and the results were disappointing. Therefore, in the second year, the researchers endeavoured to apply a learner-centred approach where learners were involved in the process of designing the course and planning the activities. In this way, the purpose was to make the learners more motivated, participate more actively and to create reasons for their desire to speak English. The study was conducted with 60 students in Chinese universities over a period of 18 weeks. At the end of second year, the students were evaluated using self-evaluations, teacher observation and formal achievement tests. From these evaluations, it is possible to infer that the learners made use of some communication strategies such as circumlocution, asking for clarification, and appealing for help to maintain communication. The study successfully indicated that having students involved in decision-making in their speaking skill results in a positive attitude change and a higher motivation.

In a thesis study carried out by Aykaç (2010) in Turkey, an experimental and a control group were examined in terms of their listening and speaking (communication) skills in order to discover the effect of a strategy training. The data collection instruments used in the study were pre/post-speaking strategy questionnaires, language learning diary, mini papers and verbal reports/semi-formal interviews. According to the results of the study, it was effective to train students in listening and speaking strategies and to create awareness on these strategies. A similar study was conducted by Gençoğlu (2011) with the aim of improving speaking skills of 72 prep class students through strategy-based instruction. By forming two groups as experimental and control groups, she tried to find out if there was any effect of strategy training by comparing the groups' pre-test and post-test results. During the process of data collection, the instruments including (1) speaking strategies questionnaire, (2) speaking test, (3) semi-structured interview, (5) researcher's diary, and (6) minute papers obtained from the experimental group students in the last five minutes of each lesson following the strategy training and including their thoughts, feelings about the strategies being taught were utilized. The results were obtained through independent sample t-test and paired sample t-test. According to the results of the study, it was seen that there was an improvement in the speaking skill of the experimental group students thanks to the strategy training while the groups' awareness level is also increased.

Uztosun and Erten (2014) also conducted a similar study to examine the effect of language proficiency on the communication strategy use of EFL learners. The students with different levels tried to negotiate on two short movies and stimulated-recall interviews

were performed. The findings showed that proficiency levels did not play a role in the strategy use of the students. Also, the strategies mainly used by the learners included use of fillers, self-repair, and self-repetition. The study also revealed that while trying to solve communication problems, the students depended on some particular strategies because of the limitedness in their repertoire of CSs. Accordingly, it is suggested by the researchers that the practice of communication strategies should be incorporated into teaching process. In an attempt to find out the effect of communication strategy instruction on students' oral communicative ability, Rababah (2016) also applied a strategy training program including the strategies circumlocution (paraphrase), appeal for help, asking for repetition, clarification request, confirmation request, self-repair, and guessing and tried to assess the effect of the program through a pre and post-test. The result of this study showed that the experimental group getting the treatment had a better performance than the control group.

In a more recent study, Kuen, Rafik-Galea, and Chan (2017) aimed to examine the effect of a 12-week communication strategies training program on the oral communicative performance of Malaysian ESL learners within an experimental design through pre-test and post-test by including circumlocution, appeal for help, clarification request, fillers, comprehension check, confirmation checks, self-repair and topic avoidance strategies into the implementation. As a result of the study, it was seen that the learners in the experimental group had a better communicative performance compared to the control group's performance.

In her study, Eken (2018) also aimed to find out the effect of communication strategies training on the speaking skills of the students through a four-month intervention program in which a group consisting of 21 Turkish students was trained in terms of the strategies while another group of 18 students got no treatment. Eken (2018) collected the data through children's speaking strategy use survey and classroom observation and found that the students managed to overcome their communication challenges more effectively and they were more willing to join the activities.

2.7.3. Empirical Studies on the Oral Communication Problems of EFL learners

Empirical studies on the oral communication problems of EFL learners are also reviewed since it is one of the major concerns of the present study. Identifying these problems is of critical importance as they are effective factors on the use of communication strategies.

Al-Lawati (1995) attempted to explore what problems Omani students experienced in the process of oral production and discovered that the most challenging area was the linguistic part including vocabulary, grammar, pronunciation, and discourse stemming from the fact that the curriculum did not support the students in terms of the necessary language skills and that the students had low chance of doing speaking practice. Huang (2010) also aimed to find out the reasons leading students to use oral communication strategies and investigated the areas in which the students experienced difficulties and referred to these strategies. The areas included the students' self-perceived oral proficiency, the frequency of and motivation in speaking English.

In addition, Abdellah (2011) carried out a study to look into the obstacles that Sudanese EFL learners had during their oral communication process through interview and classroom observation. The problems were defined as pronunciation problems, weakness of speaking skills, difficulty in communication, and lack of fluency. Also, from the perspective of the participants, it is understood that the effect of culture in speaking English, the shyness of students to speak in English, shortage of native English language teachers in Sudan and the influence of mother tongue were also some of the main problems. Another finding was that the course books mostly did not include adequate number of oral activities. According to the results of the study performed by Gan (2012) in order to explore oral English skills barriers of Japanese ESL learners in Hong Kong through semi-structured interview, it was observed that the reasons of the difficulties stemmed from lack of opportunities to practice English during the courses, insufficient focus *on* linguistic improvement in the curriculum, and the input-poor environment for spoken communication in English.

In another study by Alyan (2013), six teachers and 20 students in ELT department of a big Palestinian university were referred to for their ideas related to oral communication problems. As a result of the qualitative analysis of the interviews conducted with the participants, it was found that students had problems arising from incorrect pronunciation, limited vocabulary, lack of exposure to the target language, and L1 interference, lack of self-confidence and also because of lack of extensive listening and reading habits. Additionally, Al Hosni (2014) aimed to find out what kind of problems Omani students experienced during communicative activities as part of their speaking skill through observations, interviews and by analysing the curriculum. As a consequence of the data analysis, she came up with three main problem areas including linguistic difficulties, mother tongue use, and inhibition. Al Hosni (2014) explained that linguistic problems

mainly arose because of students' lack of necessary vocabulary items, grammar structures and sentence formation skills and also she found that the students had the fear of making mistakes, which hindered them from speaking. Jimenez (2015) tried to identify the communication difficulties experienced by Spanish EFL students and came up with three areas including lack of motivation, learning environment without EFL speaking social context and mother tongue interference. According to the findings of this study, students' lack of motivation arose from their low self-esteem and feeling anxious while the teaching environment does not encourage an authentic communicative atmosphere. Also, because of mother tongue interference, there is an attempt by the students and the teachers to translate everything into the native language. Kocaman (2016) in his study with 36 Turkish undergraduate students conducted with the aim of investigating the factors that create challenges for students' oral communication processes through semi-structured interview, focus group interview and an open ended question identified the categories of difficulty areas which are anxiety, low level of motivation, native language interference, low level of vocabulary knowledge, the effect of material. Shteivi and Hamuda (2016) also aimed to determine oral communication problems of ELT students, the factors creating difficulties while they are producing oral language. By applying a questionnaire to 40 students, they defined the problems as follows: insufficient time reserved for oral communication skills, insufficient input of English, inadequate grammatical and pronunciation focus, vocabulary problems, not practicing the language out of class environment and lack of self-confidence.

In another study by Al Nakhalah (2016) conducted to find out the difficulties experienced by Palestinian ESL students through interviews with the participant students, it was found that the difficulty areas included fear of mistake, shyness, anxiety and lack of confidence. Sayuri (2016) attempted to define the problems of Indonesian ELT department students in their oral communication through the data gathered with a questionnaire and a speaking test. The findings showed that students mainly had problems such as not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say. The problems were associated with some factors as well in the study such as lack of reading habit, lack of participation and English practice both inside and outside the classroom, and confusion on applying grammar rules. Furthermore, Alaraj (2017) carried out a similar study to figure out the speaking problems of 100 male Jordanian students through interviews and came up with three groups of problem including lack of lexis, lack of listening and practicing and psychological problems. Inayah and Lisdawati (2017) also found similar results in their study regarding

the problem areas of Indonesian students in oral communication through a number of instruments including observation, questionnaires, and interviews. The results showed that the main speaking problems arose from students' lack of motivation and self-confidence.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter aims to give an insight about the methodological process of the study by including such subsections as the research design, participants and setting of the study together with the instruments to collect data. In addition, the steps to conduct the research and analysis of data are presented in this chapter (Table 3.1).

Table 3.1. *Methodology of the study*

Research Design	➤ Experimental Design
Sampling	➤ Convenience Sampling
Participants	➤ 34 students studying at English language teaching preparation program 18 participants for the experimental group 16 participants for the control group
Data Collection Tools	➤ Semi-structured interview with 10 English instructors ➤ Pre-Test video recording ➤ Pre-test reflection papers of the students in the experimental group ➤ Post-Test video recording ➤ Semi-structured interviews with 6 students in the experimental group
Data Analysis	➤ Content analysis of teacher interviews ➤ Content analysis of students' pre-test reflection papers ➤ Oral communication performance analysis (pre and post-test analysis) with Oral Communication Assessment Scale ➤ Comparison of pre-test and post-test results with paired samples t-test and independent samples t-test ➤ Content analysis of student Interviews
Treatment Practice and Duration	➤ Communication Strategies Training Program ➤ 7 weeks

With a purpose to find out the effects of Oral Communication Strategies training program on learners' oral communication skills, the study was carried out through a strategy training program which included data collection through semi-structured

interviews with teachers, followed by a pre-test and self-reflection by students, continued with an intervention program and concluded with a post-test and interview with students.

3.2. Research Design

This study was designed as an experimental study with an experimental and control group, in which the experimental group learners were evaluated in terms of their use of communication strategies with the implementation of a strategy training program while the control got no training to make a comparison. In a seven-week process of strategy training, the findings related to the data obtained from both the treatment group and the control group were examined from the beginning to the end of the study.

This study also made use of mixed method research design, defined by Creswell (2012) as "a procedure for collecting, analysing and mixing both qualitative and quantitative data in a single study" (p.510). First of all, the rationale behind the qualitative approach is that a deeper understanding of the issue, specifically the use of communication strategies by a small group of students for the present study, was necessary (Creswell, 2012). The definition of qualitative research suggests that "researcher relies on the views of participants; asks broad general questions; collects data consisting largely of words (or text) from participants; describes and analyses these words for themes; and conducts the inquiry in a subjective, biased manner"(Creswell, 2012, p.56). In order to have an in-depth exploration with the small experimental group included in the study, all these qualities of qualitative research shaped the design of the study and so the experimental program itself. As a result, within the scope of the study design, a detailed exploration of semi-structured interviews with teachers, a pre-test reflection of students on their oral communication performance and a semi-structured interview with the experimental group students regarding the oral communication strategies training at the end of the intervention were qualitatively presented here in this study. On the other hand, some quantitative analysis methods were also employed in order to carry out performance measures to "assess an individual's ability to perform on test or inventory" (Creswell, 2012, p.154). The numbers representing the oral communication performance scores gathered through pre-test and post-test performances of the students according to Oral Communication Assessment Scale were described with quantitative methods.

3.3. Setting

The study took place in a preparatory class of School of Foreign Languages at Pamukkale University, a state university located in Denizli province, the western part of Turkey, during the academic year 2018-2019. According to the program implemented in English Preparatory Class at School of Foreign Languages, students take a total of 24 hours of English within a week, lasting 32 weeks in two terms totally. Also, a modular system of education is implemented where the whole academic year is divided into four modules in which learners receive English education based on their levels during eight weeks and their proficiency is evaluated at the end of each module. The language levels of students are determined based on the scope of Common European Framework. According to this scope, six language levels that are recognised and used worldwide include A1 (beginner), A2 (elementary), B1 (intermediate), B2 (upper-intermediate), C1 (advanced), C2 (proficiency) levels of English. The students are administered a placement test by Testing Office of the School of Foreign Languages in the beginning of the first term. Students, then, are placed in one class according to their levels namely A1, A2 and B1 and each group starts their module lasting for 8 weeks. During their modules they are given five quizzes, one midterm and a proficiency at the end. When they have an average of 70 and above out of 100 at the end of the module, they can go on with the next level or in the case that they cannot reach the desired average, they have to repeat that module. Each class consists of 25 students on average, however, it can also show varieties according to different levels.

Students are given their education considering their levels even though all levels are provided with the same courses, that is, students are all exposed to the macro skills of English as separate courses namely reading, writing, listening and speaking from the beginning of the term to the end. Apart from these, they take a core language course in which all the skills are given integratedly. In order to conduct oral communication strategy training program, the required permission was received from the directorate of School of Foreign Languages (see Appendix 3).

3.4. Participants

3.4.1. Sampling

In order to figure out the effectiveness of the oral communication strategies training program, the sample group of the study was determined according to convenience

sampling. The participants of the study; namely, A2 level students were selected through convenience sampling where "the researcher selects participants because they are willing and available to be studied" (Creswell, 2012,p.145).The sample of the study consisted of 34 students studying at Preparation Program of Pamukkale University, where the researcher worked as an English instructor. 20students among this sample were selected as the experimental group and 18 were determined as the control group so as to be able to make comparisons in the evaluation of the intervention program applied to give oral communication strategies. However, two students in each group dropped out and the study was concluded with 18 experimental group students and 16 control group students. The researcher herself delivered the courses for both of these groups. The number of the students in each group was thought to be sufficient enough because "as a rough estimate, an educational researcher needs approximately 15 participants in each group in an experiment" as Creswell stated (2012, p.150).While deciding on the sample of the study, a number of factors such as availability and willingness were taken into consideration.

For conducting a research study, the availability and the willingness of the participants is of great importance. Thus, with the aim of implementing the intervention program and conducting the research efficiently, the sample was chosen from those studying at Preparation Program of School of Foreign Languages at Pamukkale University, which is the workplace of the researcher. First, having determined the experimental group from the A2 levels with convenience concerns, the researcher needed to determine a control group to be able to make comparisons in terms of the strategy training program evaluation. In the process of determining the control group, it was required that the control group shared the similar qualities with the experimental group. With this reason, another A2 level group was chosen as the control group and they also filled in a consent form (see Appendix 2) to be a part of the study. In this way, both the experimental and the control groups were chosen from the available A2 levels and attended the study voluntarily. As a result, both the experimental group and control group were chosen among the classes where the researcher had been assigned as the core language teacher. The groups were always available for the researcher and all of the participants agreed on participating in this experimental study by confirming it with a consent form.

With the aim of achieving this research, the strategy training was embedded into the experimental group learners' core language lessons whose teacher was then the researcher herself, while it was guaranteed that the control group students did not get any treatment. Within the framework of both the listening and speaking courses and core language course,

there was not any kind of formal instruction given in terms of oral communication strategies. As the course materials, the coursebook *On Screen 2* by *Express Publishing* and a speaking pack consisting of a number of activities such as situation cards, picture descriptions, and role plays. prepared by the Material Office of the School of Foreign Languages were used.

3.4.2. Participants

The sample of the study was chosen from the students of School of Foreign Languages studying at preparatory class during the academic year 2018-2019. A total of 36 students voluntarily accepted to involve in the study declaring this by signing a consent form. 18 of the students were assigned as the experimental group who were given a special strategy training while the other 16 were the control group who did not get any training. To be able to get healthy results from the comparisons of the two groups, both the experimental and the control groups shared the following similar qualities.

The sample of the study, both the experimental and the control group, was chosen from students of A2 level (pre-intermediate) studying at the 2nd module of the year, the last eight weeks before the spring semester. They all started the year as A1 level students following the placement exam and continued with A2 in the second module. These students, together with the others in the preparatory program, were evaluated in terms of their level of proficiency in each module lasting 8 weeks and only could pass on to the next level if they were competent enough by proving it with an average of 70 points in the end-module exam. As a result, both the experimental and the control groups shared similar qualities in terms of their starting level and current level. When it comes to distribution of the participants' majors, it is seen that their majors varied since all of the classes were designed according to their level of English, rather than their majors. Gender and major distributions of the experimental and control groups are given in Table 3.2. and Table 3.3, respectively.

Table 3.2. Gender and Major Distribution of the Experimental Group

GENDER (N=18)	Frequency
Female	14
Male	4
MAJOR (N=18)	Frequency
English Economics	2
Political Science and Public Administration	2
Business Administration (English)	1
International Trade and Finance	1
Mechanical Engineering	1
Electrical and Electronics Engineering	3
Industrial Engineering	3
Textile Engineering	2
Computer Engineering	2
Civil Engineering	1

According to Table 3.2., the students in the experimental group came from various departments of two different faculties as Faculty of Economics and Administrative Sciences and Faculty of Engineering.

Table 3.3. Gender and Major Distribution of the Control Group

GENDER (N=16)	Frequency
Female	8
Male	8
MAJOR (N=16)	Frequency
English Economics	4
International Trade and Finance	4
Mechanical Engineering	3
Political Science and Public Administration	2
Management Information System	1
Food Engineering	1
Labour Economics and Industrial Relations	1

As it can be seen in Table 3.3., there are a variety of different majors since the placement of the students is primarily based on the level of English, rather than their faculties or departments. Both of the groups consisted of students who took preparation classes compulsorily and voluntarily. In terms of the oral communication strategies training, the major and gender distribution of the participants were not included as variables.

3.5. Data Collection Instruments and Procedures

The data of the present study was gathered through semi-structured interviews with teachers, pre-test video records, pre-test student reflections, post-test video records, and also a final semi-structured interview with experimental group students. The instruments are explained in the following section.

3.5.1. Preparation for Strategy Training

The researcher, as the teacher of the treatment group, tried to focus on the oral communication problems of the class in their listening and speaking lessons. With this aim in mind, it was a prerequisite to determine the possible deficiencies before taking action. The researcher, then, decided to carry out a needs analysis by involving both teachers and the students in the process. This preparation process included diagnosing and identifying student needs in terms of their oral communication skills; in this way the researcher would be able to prepare a strategy training program by including the most efficient strategies as the intervention program. The process before the application of strategy program consisted of semi-structured interviews with teachers working at Preparation Program, pre-test video records gathered from both the experimental and control groups and pre-test reflections of the both groups.

3.5.1.1. Semi-structured interview with teachers. As a part of qualitative research, semi-structured interview is preferred so as to enable the participant "best voice their experiences unconstrained by any perspectives of the researcher or past research findings", which means "the participant creates the options for responding" (Creswell, 2012, p.218). In this study, in order to be able to make sure that the problem areas are determined fully, the researcher desired to get the opinions of the teachers related to their students' oral communication. Before preparing the oral communication strategies program, referring to teachers' opinions was of critical significance since they were the constant observers in

their classroom and had a key role, as an essential shareholder, in facilitating their learners during all their English language learning process. All of the participant teachers were teaching English at Preparation Program of School of Foreign Languages and each of them had the experience of teaching A2 levels. Thus, these teachers were consulted as experts and their ideas were referred to especially in terms of their students' difficulties and the deficiencies in speaking skills. With this aim, the following two open-ended questions were asked to 10 teachers and the answers were collected in English language.

1. Do you think your students experience any specific difficulties during their oral communication process? If yes, could you explain these difficulties?
2. What do you think can be done so as to facilitate students' oral communication processes?

The motive behind these interviews with teachers as experts was to obtain some comprehensive answers that would give some ideas to prepare an efficient strategy training program. The analysis of these semi-structured interviews enabled the researcher to apprehend the necessity for the use of oral communicative strategies and specially to prepare a training program including the most appropriate strategies for the experimental group. The data gathered in this step formed a significant reference opening the path towards strategy instruction and gave some insights on which strategies to choose.

3.5.1.2. Pre-test video records. Having decided to apply a strategy training for the experimental group, a pre-test activity was determined so that it would be possible to have an insight into the students' oral communication performance and to create an awareness for them to realize the efficiency of the training. A role-play activity adapted from Harmer (2007) was chosen as the pre- and post-test activity, which was implemented both in the beginning and at the end of the study. Within the framework of this activity, the students performed the activity with their pairs either having the role of a customer or a travel agent. While the student with the role of a customer tried to find out the best hotel for his family according to his previously determined criteria, the travel agent gave him information about three hotel options. The rationale behind preferring this activity is that with the information gap it creates, it genuinely prepares a communicative medium, which is necessary to observe students in terms of communication strategies. As Thornbury stated (2005, p.80) in information gap activities, "information required to complete the task is distributed amongst the interactants and ...in order to achieve the task outcome, the interactants have to communicate". In other words, the activity requires interacting with

others enabling the use of the strategies by the speakers in a real communicative atmosphere.

To ensure that the pre-test and post-test activity is suitable for measuring the students' oral communication performance effectively and appropriate for their level, first it was applied with four students from A2 levels that were not included in the real study. Their performance was recorded and opinions about the activity were taken in terms of level, instruction and clarity. After that, their video was shown to two expert teachers giving English speaking courses to A2 levels in Preparatory Program to get their opinion on the activity if it was suitable. This kind of piloting was regarded necessary to be sure of the wording, appropriateness and logical structure of the speaking task. As Peat et al. (2002), suggested it is essential to "ask the subjects for feedback to identify ambiguities and difficult questions" (p.123). At the end of this process, the level of the activity was found beyond A2 students' competence and so some adaptations with the instructions and vocabulary choice were made. The test was put into its final form (see Appendix 1) to be used as a pre-test before the treatment program and as a post-test at the end of the treatment.

In the process of applying the pre-test speaking activity, the students were not given any information related to strategy use and without any time limitation, they were only asked to perform the activity in the best way they could do. The students carried out the task with a randomly chosen partner. To apply this pre-test activity, the students were given their roles as customers trying to decide on a hotel among three options while the other speaker (partner) was in the role of a travel agent answering the customer's questions related to each hotel. They both studied the information in their own role sheets. Each pair performed the task in a separate classroom and the performance was video recorded to be analysed later. The task was done for every student both in the experimental and control groups.

3.5.1.3. Student reflections on the pre-test. Another instrument used in this study is student reflections on the pre-test in which they reflected on their performance in the pre-test. Also, they reflected about the parts they appreciated and felt discomfort. These reflections, too, were used with diagnostic aims, that is, the analysis of the answers to these questions by the students forms another basis, together with the semi-structured interviews from teachers, to understand the problems of learners in their oral communication process. In addition, this kind of evaluation is going to provide awareness towards the importance

of communication strategies since the researcher and the learners are going to discuss the possible solutions together. In the process of gathering student reflections, right after they finished the pre-test, the students were asked to answer the following questions in their native language Turkish so that they could express themselves in the best way.

1. How did you feel while performing this activity? Why do you think so?
2. Did you face any problems during these tasks? If yes, what are these?
3. What do you think can be done to improve your performances?

3.5.2. Oral Communication Strategy Training Program

In this step, right after analysing the teacher opinions, pre-test performances and pre-test reflections of the participants and also in the light of literature, the researcher designed Oral Communication Strategies Training to be implemented in the research.

3.5.2.1. Strategy selection. A number of criteria was considered in the selection process of the oral communication strategies to be taught in the study. First of all, the strategies to be included in the training were selected from the categories of indirect strategies and interactional strategies in Dörnyei and Scott 's taxonomy (Taxonomy of Communication Strategies by Dörnyei and Scott (1995a, 1995b, as cited in Dörnyei & Scott, 1997, 197) since their taxonomy covered the other taxonomies in the literature along with adding some new strategies, thus functioning like a summary of all the existent taxonomies. Indirect strategies refer to "facilitating the conveyance of meaning indirectly by creating the conditions for achieving mutual understanding" while the latter points out a medium "whereby the participants carry out trouble-shooting exchanges cooperatively"(Dörnyei & Scott 1995, p.198-199). Interactional strategies included in this study are comprehension check, asking for repetition, asking for clarification, asking for confirmation, expressing non-understanding while out of the indirect strategies, use of fillers is included (the definitions and explanations of these strategies are provided in Chapter 2 Literature Review Section 2.5.1.6).

Secondly, teachability was of great importance while choosing the strategies from Dörnyei and Scott (1997) taxonomy. The strategies that cover specific chunks, that are more suitable for explicit teaching and time period and that are more observable were included in the study.

Finally, the results of the analyses of the teacher interviews and student reflection papers were benefitted. The strategies that can function as a solution to the problem areas defined in the teacher and student interviews were preferred. Accordingly, the strategies that would increase the students' self-efficacy and motivation and that would prevent them from translating and help them establish better utterances to negotiate meaning were included in the study.

3.5.2.2. Strategy training procedure. Based on the scope of the training program, within the 2nd module program of the students, throughout seven weeks, the students were trained on the use of six communication strategies. Two class hours consisting of 45 minutes each week were allotted to training students according to the strategy training procedure of Nakatani (2005). At the end of the training program, in the 8th week of the module, all of the participants were given the post-test. Also, six volunteer students were interviewed to get their opinions on the training program.

First of all, in order to create an awareness of the strategies, one session (a class hour which is 45 minutes) was reserved to make discussions over their oral communication problems, how to solve them and the importance of oral communication skills. In this way, the crucial value of oral communication strategies was emphasized for the learners, and the strategies involved in the study were introduced as well with the syllabus specially prepared for the training. Next, the teacher introduced the learners with the Communication Strategies Training Program and gave details about the procedure and the strategies to be covered.

In this study, the strategy training procedure proposed by Nakatani (2005) was adapted and used to teach strategies to the experimental group. The procedure used in his research consisted of a cycle of five steps specifically *review, presentation, rehearsal, performance and evaluation*(see Table 3.4.).In every session, first of all, the *review* of the previous strategy was accomplished. Next, the new strategy was introduced with learners as the *presentation* stage. Also, the situations that these strategies could be employed in were discussed with the learners and several examples were provided. The students learned specific phrases specific to each strategy, exercised them within contextual examples, and were asked to use them in various activities, as a *rehearsal* stage. In addition, so as to be able to have the students conceptualize the strategies, the participants were presented with 'Student Discussion Videos' from the DVD of a listening skill book namely *Contemporary Topics 2 (Third Edition)* which functions as a model for them. These six student discussion

videos out of 12 were especially chosen since each one of them included one of the strategies that the learners had already covered. As a class, they watched these videos after getting theoretical knowledge about five communication strategies and tried to notice the use of them in the videos. Some other videos from YouTube were also presented to teach the specific phrases for each strategy and to see the sample dialogues. The students were also required to write sample dialogues and do role-plays as part of their *performance* and commented on each other for *evaluation*.

Table 3.4. *Strategy Training Procedure Adapted by Nakatani (2005)*

Stage 1: Review	Stage 2: Presentation	Stage 3: Rehearsal	Stage 4: Performance	Stage 5: Evaluation
- Going over the previous strategy taught	- Introducing the new strategy - Providing chunks related to strategy - Providing modelling	- Exercising with different activities	- Completing and creating dialogues - Role-play activities	- Peer feedback - Teacher feedback

Presentation Stage: This is the stage in which a new strategy was introduced to learners. The students were explained for what situations each strategy is used and provided with phrases/statements to use the relevant strategy. The statements were compiled from the literature (Nakatani, 2005, 2010) and web sources such as <https://englishlive.ef.com/blog/language-lab/say-didnt-understand-someone-english>; <https://learnenglish.britishcouncil.org/how/how-ask-someone-repeat-something>; https://www.myenglishpages.com/site_php_files/communication-lesson-lack-of-understanding-clarification.php.

Table 3.5. *Phrases/Chunks Used for Each Strategy*

Comprehension Check
Do you understand? Do you know what I mean? Is it OK?
Asking for Repetition
Sorry?/Pardon me? Can you say that again, please? I'm sorry. I didn't hear you. Could you repeat that, please? Could you say that slower, please?
Asking for Clarification
What did you say? What do you mean? Could you explain that again? Could you be more specific, please? Could you give me an example, please?
Asking for Confirmation
You mean. . ./Do you mean...? Is that . . . ? Are you saying?/Did you say...? So / Do you mean...? Let me see if I understood you correctly What you're saying is...
Expressing Non-understanding
Excuse me?/ Pardon me? I beg your pardon? I don't understand./I don't follow you. What does . . . mean? Sorry- I didn't catch that? I'm not quite sure what you mean. I'm not sure I follow you.
Use of Fillers
Well . . . Let me see . . . Um. . ./Mm. . Uh . . How can I say?

Rehearsal Stage: This is the stage where the students used the phrases with some guided conversation activities. Some example are shown below (the activities were taken from <https://www.slideshare.net/RossCrown/asking-for-clarification>):

Conversation Practice 1. Pretend you are being introduced to someone at a party. The music is very loud, and you can't hear your partner clearly.

Example;

A: What did you say your name was?

B: Cindy Carton.

A: Did you say Sidney or Cindy?

B: Cindy, like the famous model.

2. Pretend your partner is applying for a passport. Ask him/her for personal information* (name, birth date, address, telephone number, etc.) Then practice asking for repetition.

Example 1;

A: What is your name, Madam?

B: Clara Carton.

A: Pardon! Could you repeat that please?

B: Clara. Clara Carton.

Example 2;

A: What is your birth date?

B: 14th June, 1983.

A: I'm sorry. I couldn't catch you. Could you say that slower, please?

B: Clara. Clara Carton.

3. Look at the situations below and fill in the blanks. Then practise saying them with a partner.

a. Housekeeper and elderly guest

Elderly Guest: Excuse me, I'd like an extra blanket, please

Housekeeper:..... (ask for repetition)

Elderly Guest: I said I'd like an extra blanket.

Housekeeper: Just ONE blanket?

Elderly Guest: Yes, that's right. Thank you

b. Waiter and customer (at breakfast)

Guest: Excuse me, can you bring me some HP sauce?

Waiter:..... (ask for repetition)

Guest: HP sauce.

Waiter:.....(check if that's the same as 'brown sauce')

Guest: Yes, that's right. Thank you.

c. Kitchen porter and head chef

Head Chef: Get me ten soufflé dishes.

Kitchen porter: (ask for repetition)

Head Chef: ten soufflé dishes.

Kitchen porter: (check the meaning of 'soufflé dishes) Head Chef: yeah, hurry.

d. Banqueting waitress and wedding guest

Wedding Guest: Excuse me, where are the loos, please?

Waitress: (ask for repetition)

Wedding Guest: The loos. The ladies.

Waitress:(check if they mean 'the toilets')

Wedding Guest: That's right. Where are they?

e. You and a Scottish colleague/friend

Friend: There's a ceilidh on tonight.

You: (ask for repetition)

Friend: A ceilidh.

You:(check if they mean 'Scottish dancing') Friend:

Aye. It starts at eight.

Performance Stage: In the process of applying the treatment program, as part of the performance stage, a number of tasks that had been determined beforehand according to their level were used. These tasks were chosen according to the themes and outcomes stated in the speaking syllabus of A2 level. The tasks included pair interviews on different themes together with some question prompt on them, that is, students asked questions to each other to get information on some specific situations. In this way, an environment of

information exchange was created to make students employ communication strategies. Therefore, through 10 task cards designed to create communicative environment, the students showed their performances embedded with communication strategies. These task cards include the following topics: describing, wedding, best holiday, a family member, favourite movie, your neighbourhood, favourite place in the city, best friend, personal details, favourite meal, favourite subject. In each task card, the students with their pairs ask and answer questions to each other using oral communication strategies. An example task card and the themes of these cards are given below:

TASK CARD 1 (SAMPLE)

Instruction: Ask your friend about a wedding s(he) attended

1. Ever/ attend / a wedding?
2. Whose?
3. How many people?
4. You / dance?
5. What / like / about the wedding?

Themes of the task cards: a wedding your partner attended, the best holiday in your partner's life, describe a family member, the place your partner is living in now, favourite place in the city, the best friend in his/her life, your partner's favourite meal, university life, your partner's favourite lesson, a memorable event.

Evaluation Stage: Here in this stage, the students got feedback related to their performance and strategy use from their peers and the teacher (researcher).

3.5.3. Post-test

As for the post-test, the same activity in the pre-test was used again and the students performed the activity together with the same partner in the pre-test having the same roles in the same conditions as the pre-test activity in order to analyse whether there was a change or an improvement after the strategy instruction.

3.5.4. Interview with the Experimental Group

Since semi-structured interviews provide useful information when you cannot directly observe participants and they permit participants to describe detailed personal information in their own way (Creswell, 2012), at the end of the training process, a semi-structured interview with six randomly chosen students was conducted to discover their ideas related to the effect of communication strategies training. They were asked to

comment and reflect on the process basically. Moreover, the answers were analysed in a detailed way. The questions included:

1. How did you feel about the strategy training process?
2. If there is any, what do you think were the benefits of this strategy training program?
3. If there is any, what kind of restrictions can you talk about the process?
4. What would you like to add on the issue?

3.6. Analysis of Data

The data of the present study were collected through both qualitative and quantitative methods. The qualitative data consisted of teacher interviews before the application of oral communication strategies program, student reflections gathered after conducting the pre-test task and student interviews at the end of the training program. On the other hand, pre-test and post-test scores gathered after evaluating students in terms of their oral communication performance constituted the quantitative data.

First of all, in the process of data analysis, content analysis, which was defined by Leedy and Ormrod (2001) as “a detailed and systematic examination of the contents of a particular body of materials for the purpose of identifying patterns, themes, or biases” (p.155), was conducted for the interviews with the participant teachers as well as for the student reflections for the pre-test. The interviews conducted with teachers related to their opinions on their students' oral communication performance were numbered and irrelevant responses and repetitions in these interviews were removed so as to focus on the related responses. After that, the statements of the teachers were coded to be able to label the data and identify the themes. As stated by Rubin and Rubin (1995), coding enables grouping the responses given into categories where there are identical ideas, concepts or themes shared. In the process of identifying the themes, another researcher working at School of Foreign Languages at Pamukkale University was also asked to label and code the data after being given background information about the study to provide the inter-rater reliability. This content analysis was conducted separately and each researcher tried to find out the recurrent themes that would be obtained from the data. After the same procedure was applied by the researchers, the themes identified were compared and discussed to ensure reliability. Finally, common themes that were agreed upon were discovered and the frequency table was prepared for the themes that emerged. In the analysis of the data, inter-

rater reliability was calculated as 87%. Miles and Huberman (1994) emphasize that interrater reliability level should be at least 80% for good qualitative reliability.

Secondly, the data gathered from student reflections in which students answered three questions related to their pre-test performances immediately after conducting pre-test task were analysed through content analysis method. Students' answers obtained in the written form were numbered and a thematic analysis was conducted to identify themes. Again, another researcher was also asked to do the same analysis separately in order to create reliability and following the discussion upon the themes by the two researches, common themes were determined. Inter-rater reliability was calculated as 83%, which is a good level according to Miles and Huberman (1994).

In order to analyse the quantitative data obtained from the pre-test and post-test recordings of students' oral communication performances, initially, before the application of the oral communication strategy program, the students in the experimental and control groups were evaluated in terms of their pre-test performances by two independent raters separately by watching the video records according to Oral Communication Assessment Scale developed by Nakatani (2002). The raters were not given any information about the candidates' English proficiency. Similarly, the students were evaluated in terms of their post-test performances at the end of the training program. The inter-rater reliability for the pre-test and post-test evaluations by the researchers was estimated by applying Cohen's Kappa, which is a functional statistical method to test inter-rater reliability. It was found that the Kappa value for pre-test performance analyses was 0.83 and it was calculated as 0.88 for the post-test analyses. Kappa value ranges between -1 and +1 while perfect agreement between the raters is depicted by the value +1 (McHugh, 2012). The interpretation of the Kappa value and the agreement level according to McHugh (2012, p. 279) is presented in Table 3.6.

Table 3.6. Interpretation of Cohen's Kappa McHugh (2012)

Value of Kappa	Level of Agreement
0-0.20	None
0.21-0.39	Minimal
0.40-0.59	Weak
0.60-0.79	Moderate
0.80-0.90	Strong
Above 0.90	Almost Perfect

According to Table 3.6., it can be observed that there is a strong level of inter-rater reliability in terms of both the pre-test and post-test scorings conducted by two different raters.

Oral Communication Assessment Scale (Nakatani, 2002)

Oral Communication Assessment Scale for Japanese EFL Students was first developed by an action research project at the college (Nakatani, 2002). The scale consisted of seven different levels and specially designed to evaluate learner's fluency, ability to interact with an interlocutor and flexibility for developing dialogue. The scale's main focus is on the oral communication skills of the learners, that is, how effectively they are communicating in a given task, rather than on their linguistic abilities. That is why, this scale was regarded as especially suitable for the present research as the main concern is communicative competence of the learners, that is, how they manage to solve the breakdowns they encounter.

The final versions of the pre-test and post-test scores that were agreed upon by the raters namely the researcher and another instructor were analysed by using Statistical Package for Social Sciences, SPSS.16. In order to decide on which analysis methods would be used, Kolmogorov-Smirnov normality test and Levene Test for equal variance were applied. There was a normal distribution for pre- and post-test scores as $p > 0.05$ for each value and both experimental and control groups' pre-test and post-test scores' variance were equal. Accordingly, parametric tests were determined to be used for the analysis of data. The parametric tests applied were Paired Samples T-test and Independent samples t-test to make comparisons within and inter groups considering their mean values. In order to find out whether there was a significant difference between the experimental and the control group in terms of the pre-test scores, Independent Samples t-test was used and mean values of the groups were valued while Paired Samples t-test was applied to analyse whether there was a significant difference in the pre-test and post-test scores of the participants in the experimental group or in the control group.

The last source of data was the semi-structured interviews with randomly chosen six students in the experimental group. These students were asked for their opinions on the oral communication strategy training program that is how this program contributed to their oral performance, if they encountered any problems during the treatment, and if they found the treatment useful. Their answers were coded and analysed with content analysis method. Common thematic codes were specified and frequency tables were established. The

interviews were also analysed in terms of the codes by another researcher who was working at Pamukkale University to ensure reliability.

CHAPTER 4

RESULTS

4.1. Introduction

In this chapter, a detailed analysis of the data collected through teacher interviews, pre- and post-test video records, student pre-test reflections and student interviews is presented together with the interpretation of the results.

With the aim of investigating the effect of an Oral Communication Strategies training program on learners' oral communication skills, the present study focused on oral communication performance of the participant students via pre- and post-test communication tasks. In order to prepare an efficient oral communication strategies training program, student and expert opinions were referred to through interviews and reflection papers respectively. The training program prepared in the light of literature, student reflections and expert opinions were implemented and its effectiveness was evaluated through pre- and post-test video recording using Oral Communication Assessment Scale. The motive behind this study was to find out the answers to the following research questions:

1. What are teachers' opinions related to:
 - c) the problems the students face during oral communication process?
 - d) the improvement of oral communication process of their students?
2. What are learners' reflections after performing the pre-test activity?
 - d) How did they feel?
 - e) Did they face any problems during these tasks? If yes, what were these?
 - f) What do they think can be done to improve their performances?
3. Is there any effect of the strategy training program on Turkish EFL learners' oral communication in terms of pre and post-test performance?
4. What are the opinions of the students about Oral Communication Strategies training program in terms of its effect? Does oral communication strategies training program have an effect on their performance?

The answers to the first two research questions were designed to prepare an effective strategy training program while the other two questions were to evaluate the effectiveness of the program. The findings acquired from these questions are presented in the following section.

4.2. Findings

The data of the present study was analysed through both qualitative and quantitative analysis techniques. Teacher interviews conducted with the aim of gathering some ideas on oral communication process of the students, student reflection papers related to their own pre-test performance and student interviews at the end of the study related to the training program were analysed through qualitative method; namely content analysis, while pre-test and post-test results, namely oral communication performances of experimental and control groups, were analysed through quantitative methods by using SPSS 20.0 statistical program. The results of the analyses are presented below with regard to the research questions.

4.2.1. Research Question 1

Research Question 1a: Do you think your students experience any specific difficulties during their oral communication process? If yes, could you explain these difficulties?

In order to get expert opinion on students' oral communication problems before the implementation of a strategy training program, teacher opinions were addressed to through interviews. The data gathered was evaluated by two different raters separately by applying content analysis. All of the teachers presenting their ideas in the interviews regarding their students' oral communication problems believe that their students experience some specific oral communication difficulties in some way. The themes gathered from the analysis regarding these difficulties are shown in Table 4.1.

Table 4.1. *Themes about Difficulties During Students' Oral Communication Process*

Teacher No:	Themes
T2,T3,T4,T5,T6,T9,T10	Low Level of Self-Efficacy
T1,T3,T4,T5,T6,T9,T10	Too Much Focus on Grammar
T1, T3, T4, T5, T7, T8	Low level of Vocabulary Knowledge
T3,T4,T8,T10	Attempt to translate from Turkish
T3,T7,T9,T10	Lack of Motivation
T2,T10	Lack of Strategies

As it can be seen in Table 4.1., according to the analysis of data gathered from the interviews with 10teachers, the most recurrent themes that emerged from the statements of seven teachers are "low level of self-efficacy" and "too much focus on grammar". In

addition, six out of these 10 teachers presented their opinions and such explanations led to the theme "attempt to translate from Turkish". The next theme identified in the study from the statements of five teachers was "individual differences" while four teachers expressed their opinions on "lack of motivation" and two teachers on "lack of strategies". The themes stated by less than two teachers were not included in the study.

Theme 1: Low Level of Self-Efficacy

According to the data gathered from teacher interviews, it is clear that most of the teachers (T2,T3,T4,T5,T6,T9,T10) believe that students have a low level of self-efficacy in terms of oral communication tasks. This result shows that the issue of self-efficacy is of critical value and should be taken into account. As for the definition of self-efficacy, Zimmerman (1995) describes it as "involving judgments of capabilities to perform activities" (p.204). Similarly, the common point these teachers emphasize is that students have constituted a judgement toward their capabilities regarding oral communication tasks. They regard these activities so challenging that they will have problems and even they may not manage to fulfil them. Bandura (1977b) gives a detailed explanation about the role of self-efficacy on student behaviour and states that "perceived self-efficacy not only reduces anticipatory fears and inhibitions but, through expectations of eventual success, it affects coping efforts once they are initiated" (p.80). Likewise, the participating teachers specifically reflected on these student beliefs. For example, Teacher 2 (T2) and T4 point to low level of self-efficacy by saying:

T2:Students have a self-conception that they have low levels of English. Even those who are linguistically competent have less self confidence in their oral communication.

T4:In terms of their oral communication they feel somehow incompetent and feel discouraged.

According to Bandura (1977a:194), this situation is clarified in the following way:

People fear and tend to avoid threatening situations they believe that exceed their coping skills, whereas they get involved in activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating.

According to the teachers, students' regarding themselves incompetent in oral communication activities prevent them from speaking. It is obvious from the data that students stay behind and do not take initiative roles due to this belief that they cannot handle speaking. To illustrate, T6 stated that "*because of the fear that students may make mistakes and as they do not believe in their capability, a hindrance is observed in many students.*" T10 also describes this situation with the following sentences:

T10: In my classes no matter how much I try to encourage my students to involve in speaking tasks, I often have some reaction from some of them. They think that these oral communication tasks are too difficult to manage and they can't manage to do them. Most of the time, it is really difficult to help them overcome their misconceptions about this issue. They have a strong judgement about themselves that they will have problems during the task and so they don't take risks.

All in all, there is a common belief among the teachers that students have a low level of self-efficacy, that is, they somehow develop a conviction about themselves thinking that they will be less successful in oral communication tasks.

Theme 2: Focus on Grammar

The next theme identified from the teacher opinions is too much focus on grammar. Most of the teachers (T1,T3,T4,T5,T6,T9,T10) attribute students' oral communication difficulties to their focus on grammar. The common belief among teachers is that students are much more engaged with creating correct utterances than conveying the message. To illustrate, T6 states:

T6: The fear of making mistakes hinders my students from speaking, especially their attempt to produce correct utterances prevents their fluency.

Also T1,T3,T4 and T5 emphasized that students have problems in initiating the conversation as their major concern is the grammar itself because they think about the structure of the sentence that they are producing at the time of their speech. They also believe that this too much emphasis on the grammar by the students slows down their performances and so affects their fluency. A considerably striking explanation by one of the teachers regarding this grammar concern is presented as follows:

T10: Because of traditional language teaching methods students were always presented grammar rules and it became their primary focus. Whenever they attempt to communicate orally, rather than the message, they consider and value grammatical correctness. This starts a process in their minds and make them slower and eventually lose their motivation.

In short, teacher interview data show that one of the main difficulties related to students' oral communication process arises from too much focus on grammar. Students' self-control to create grammatically correct utterances leads them to check their own speech and forget the message they want to convey. Eventually, being so much grammar dependent inhibits their urge to be involved in oral communication tasks.

Theme 3: Low level of Vocabulary Knowledge

Another theme that appeared as a result of the teacher interviews is that students have a really low level of vocabulary capacity. Six out of 10 teachers (T1, T3, T4, T5, T7, T8) believed that because of this insufficiency in vocabulary, their students experience difficulties in expressing themselves in oral communication tasks. The teachers sharing this idea commonly stated that students' low level of vocabulary plays a crucial role either by inhibiting them from speaking or demotivating them to be less willing to speak. To make it concrete T1, T4 and T5 stated:

T1: Don't we need to use quotations marks?...also low level of vocabulary capacity creates an important problem in their oral communication process.

T4: Generally the reason for the difficulties is because of lack of vocabulary.

T5: Students are experiencing difficulties in terms of vocabulary so it is difficult for them to express something in their minds.

Another point emphasised by T8 regarding vocabulary is that lack of vocabulary leads students to feel too shy and timid to participate in oral communication tasks. In brief, it can be concluded from the participant teachers' opinions that word capacity of learners is of great importance as it contributes to communicative skills.

Theme 4: Attempt to Translate from Turkish

According to the teachers participating in the study, students' attempts to make translations from their native language to English creates another problem area in their communication process. Four of the teachers maintained the idea that their students, while trying to convey a message in communicative tasks, first think of a Turkish sentence and then translate it into English, which leads to a hardship in terms of language structure and vocabulary and to a longer time of production. T3 explained this situation in the following way:

T3: Thinking about Turkish equivalence of every word is a real challenge for students, but students first constitute a Turkish sentence and then try to translate it before they speak and this is a long process, which makes students perceive speaking as difficult and believe they can't manage it so gradually decreases motivation.

Additionally, T4 made the situation more concrete by stating:

T4: Rather than focusing on the message they want to convey, they try to make word by word translations and so have difficulties.

A similar emphasis was provided by T8 who stated that when students do not know a word or Turkish equivalence of a structure, they cannot produce utterances easily and

thinking takes a long time and students have difficulty in building up their sentences. As a result, these teachers agreed that translation attempts make communication process harder for learners and cause students to spend a long time for production, which eventually lessens their motivation.

Theme 5: Lack of Motivation

Lack of motivation is another theme that emerged from the interview results. Four teachers that were referred to for their opinions commonly maintained the idea that lack of motivation creates an unwillingness to speak and so it makes students refrain from the tasks. According to these teachers, this situation arises from linguistic inabilities and students' prejudices against oral communication tasks. For them, the value of oral communication has always been underestimated. T10 explains this as follows:

T10: The main concern of the most students is to be able to pass the preparation program and go to their own departments. That's why, they give importance to written tests more than speaking because exam score of speaking skill is 20% effective to pass the class. Thus, they mainly concentrate on other skills in the written test.

Other themes

The final two themes that emerged were lack of strategies which was stated by two teachers (T2, T10) and lack of practice which was put forward by only one teacher (T7). T10 expressed her idea on her students' strategies by stating that "*students in general believe that they need to produce linguistically perfect utterances but are not aware of the fact that they can compensate for these by some strategies*". She even emphasised that teachers should guide learners about what strategies they can employ. On the other hand, one teacher suggested that *her students do not practice enough to develop their communicative skills outside the class*.

Research Question 1b: What are teachers' opinions on how to improve their students' oral communication performance related to the improvement of oral communication process of their students?

Having some data mentioned by the teachers on the difficulties experienced by students during their oral communication process, the next step was to gather some idea on what to do to improve students' oral communication performances. The themes obtained from this question are presented in Table 4.2.

Table 4.2. Themes about the Improvement of Students' Oral Communication Process

Teacher	Themes
T1,T4,T5,T6,T7,T8,T9,T10	-Creating an encouraging atmosphere
T1,T3,T4,T6,T7,T8,T9,T10	-Increasing the amount of language exposure -More L2 use in the classroom -Using digital sources (songs, films, reading) in class, -More in-class listening activities, -Providing chunks (specific language structures) -Group work activities, -More pronunciation studies -Extracurricular activities -Speaking club
T3,T4,T5,T6,T8,T10	Modelling
T2,T5,T10	Giving speaking strategies
T2,T10	Preparing a situational syllabus
T2,T4	Grading the tasks

Table 4.2. demonstrates that based on the analysis of the data gathered, the most recurrent themes "Creating an encouraging atmosphere" and "Increasing the amount of Exposure" emerged from the statements of eight participants out of 10. The following theme that is identified according to the statements of six teachers was " Modelling ". The next theme that came out was Giving Speaking strategies, based on the explanations of three teachers. Finally, the statements of two teachers led to "Preparing a Situational Syllabus" while the theme "Grading the tasks" emerged from the statements of other two teachers.

Theme 1: Creating an encouraging atmosphere

In order to improve student's oral communication performance, majority of the teachers specifically T1,T4,T5,T6,T7,T8,T9, and T10 (8 out of 10 teachers) believe that it is of critical importance to create an encouraging atmosphere in which students' worries about speaking and oral communication process are desuggested. T1 clarified this situation by saying:

T1: An encouraging atmosphere is necessary in order to decrease students' worries about oral communication process.

The common idea held by these teachers was that students would overcome the factors that cause them to hinder themselves from participating in a communicative task only when they feel they will be accepted and tolerated in any kind of speech error or communication breakdown. Therefore, some teachers especially emphasized the importance of constructive approach towards mistakes. For instance, T5 stated that in order to support students in speaking and have them feel more positive mistakes should be given place to while according to T6, students should be supported when they make mistakes grammatically. Thus, students should be informed that it is wrong to focus on creating grammatically correct sentences. Also, T4 expressed her opinion on this issue in the following way:

T4: Students should be encouraged in classroom activities and fluency instead of accuracy should be emphasised because students don't feel self confidence in themselves and easily lose their initiative. Therefore, as long as they can express their ideas, some grammar and pronunciation mistakes should be ignored.

On the other hand, some teachers also underlined the importance of classroom atmosphere in which students will feel relaxed and confident enough to see themselves as a part of it. To illustrate, T7 believes that students should regard the atmosphere as positive to be involved in oral communication activities. To create an atmosphere like this, T8 suggests that it is nice to choose the speaking topics according to students' ideas and especially their interests.

T8: ...also, I try not to interrupt my students while they are speaking by correcting their mistakes and don't lead them to lose their concentration.

To sum up, according to this theme suggested by almost every teacher, it is also very essential that every idea and perspective stated by students should be respected while mistakes are tolerated and it should be remembered that the important point is the development of oral communication. *Theme 2: Exposure through Varied activities*

The next theme identified from the most of the teachers' opinions (T1, T3, T4, T6, T7, T8, T9, T10) is providing learners with exposure through varied activities. Eight teachers out of 10 believed that a variety in the activity types should be provided for learners so that it is ensured that they are exposed to English in different ways. Under this theme, the suggested activities by the teachers are presented here as the subthemes as follows:

- More L2 use in the classroom,
- Using digital sources (songs, films, reading) in class,
- More in-class listening activities,

- Providing chunks (specific language structures)
- Group work activities,
- More Pronunciation Studies
- Extra-curricular activities
- Speaking club

The answers of the teachers commonly show that first of all the amount of language exposure in class can be increased by the teacher being a model. That is why, it is a commonly held idea by the teachers that the teacher in the class should speak the target language most of the time and encourage the learners to do so as well. For instance, T3 stated that she tries to expose her students to English as much as possible by using it all the time and believes that this would create an awareness in her students. T10 also suggested:

T10: First of all, the teacher itself is a great source of exposure and that's why s/he should certainly speak in English during lesson. This will also give students an image that they should do the same during the activities.

Secondly, teachers commonly believe that supporting students in receptive skills namely listening and reading will enable them to be better at productive skills speaking and writing. Accordingly, the teachers believed that the amount of listening activities conducted in class should be increased and varied as listening materials are good samples for students' communicative skills. They especially suggested that the use of digital sources should be increased in class and students should be exposed to different accents, language structures, expressions and also conventions of communication. According to T7, *"students should be exposed to more English subtitled movies in the classroom, should be given readers to enhance their vocabulary skills and should make friends in digital platforms"*. T4 believes that with performance projects in which different activities are included such as watching 2-minute-subtitled monologues or two-minute-film extracts would be beneficial. It will also enable the teacher to do more pronunciation studies. T3 also emphasised that the most important thing that can be done to enhance communicative performance of students is to have students deal with English as much as possible through listening to different materials including their teachers, songs, TV and radio programs, native speakers and reading a lot. T9 mentioned using these video materials for classroom discussion in the following way:

T9: With short and interesting videos I try to do pre and post discussion activities and sometimes create a situational scenario in which I ask questions like "What would you do in this situation"

"What should this person do in this situation, etc. Sometimes discussions within small groups are also beneficial. A follow up can be role-play or presentation activities.

T10, on the other hand, stressed that learners, especially at lower levels and with lots of linguistic inabilities, should be supported with some chunks (with specific language structures) according to their level to make them feel more comfortable, more self-confident, and to have them participate more in communicative activities and to gain automaticity. According to some teachers, it is also essential to conduct more pair/group work activities in the class to create more room for their practice so that there will be a chance for them to reflect on what they have learned from the exposure. The teachers also maintained the idea that not only in classroom environment but outside the class, the amount of exposure and students' dealing with English should be enhanced by means of extracurricular activities that will be performed by students with the guidance of the teacher. Also, a speaking club is believed to be a beneficial activity by some teachers. All in all, according to the perspective of these teachers, the amount and the variety of the activities that are handled by learners play an essential role in oral communication performances of learners.

Theme 3: Modelling

Another theme that emerged by the answers of five teachers (T3,T4,T5,T6,T10) is modelling. Commonly, the teachers sharing this idea proposed that it is of great necessity that students are provided with good conversation samples as models so that they can have an idea about how to communicate more efficiently. In order to teach them the conventions of a communication and give them some idea about appropriateness in a conversation or what speakers do in general while interacting one another, students should see different models through specific videos. What is emphasised by teachers here is not only having students only watch the video but also analyse it together to create an awareness to see communication rules. T10 asserted the importance of modelling as follows:

T10:Our students generally do not have a lot of chance to create communicative environment outside classroom or it is rare for them to observe natural conversations in their real life as we are in foreign language context. The only thing that they can do is to watch videos. But I believe while watching these videos, they should be also made aware of the requirements of communication like even body language. Thus, the teacher should guide them.

T10 also adds that students mainly do not know the conventions of a conversation, for example how to initiate a conversation or take turns and adds:

T10: To be honest, I don't focus on these issues in the classroom so students should be provided a lot of examples so that they can be modelled for better communication.

According to T3, even the teacher giving the course should be a model himself or herself. Therefore, in parallel with increasing the language exposure, another step is to use these samples to analyse in terms of language structures and communication rules in them.

Theme 4: Giving strategies

Among the teachers, three of them (T2, T5 and T10) believed that students should be provided with some speaking strategies. For instance, T5 finds it necessary to teach some strategies to students to make them speak more efficiently while for T10 strategies are necessary to compensate for linguistic problems of low level students.

Theme 5: Preparing a Situational Syllabus

According to T2 and T10, another important issue to enhance students' oral communicative performance is preparing a situational syllabus because they believe this kind of syllabus would increase the number of interactional activities and so lead to more practice. To clarify, T10 explains this by saying:

T10: In situational syllabus, we can provide learners with different situations in every unit such as at the hospital, at the cinema, at shopping etc. and this will enable us to make more pair/group work in class. With these conversational activities, they will try to learn how to communicate effectively.

Theme 6: Grading the tasks

Two of the teachers (T2 and T4) proposed that communicative tasks that are performed by students should be graded, in other words, students should not start with challenging tasks first. Rather, they should deal with easy conversational activities to gain self-confidence and the difficulty level should be increased gradually.

The data obtained from 10 teachers answering two open-ended questions related to their students' oral communication problems and improvement of these students' oral communication performance suggested that students should be supported in terms of their oral communication performance as they often experience problems in this area. While designing the program, the data obtained by the teacher(s) gave an insight into the design of Oral Communication Strategy Training Program including the program and strategy selection.

4.2.2. Research Question 2

Research Question 2. What are learners' reflections on performing a speaking task as a pre-test activity?

Before starting the treatment program of Oral Communication Strategy training, a pre-test activity including a speaking task specifically a role play activity (see Chapter 2) adapted from Harmer (2007, p.359) was applied to the participants. The experimental group students were asked to write their reflections on their performance on their feelings, problems they encountered during the task and the solutions to solve these problem in general. It was thought that the data gathered by the respondents would be functional considering that they might become useful in designing the strategy training. Three questions were asked to the students about how they felt during the activity, if they experienced any specific problems during the task and what to do to improve their communication. The themes gathered from these answers are given in Table 4.3., Table 4.4. and Table 4.5., respectively.

Table 4.3. Themes about the Students Feelings During Pre-Test Activity

Student Number	The feeling
S1,S2,S3,S5,S9,S11,S12,S13,S15,S17,S19	Nervous (under stress)
S1,S3,S4,S6,S7,S8,S9,S17	Hardship
S10,S14,S16	Relaxed
S9	Fear of making mistake

As it can be seen in Table 4.3., the majority of the students in the experimental group (11 out of 19 students) felt nervous while doing the task. While one student said his feeling was because of the camera recording, according to the other students, they felt under stress because it was an oral performance not a written test. On the other hand, eight of them said they had difficulty in doing the task because of linguistic and vocabulary problems. Only three students felt relaxed while only one student had the fear of making mistakes.

Table 4.4. Themes about the Problem Areas Experienced During Pre-Test Activity

Student Number	Problem
S1,S2,S3,S4,S5,S7,S8,S9,S10,S11,S14,S16,S17,S18	Forming a sentence
S1,S13,S15,S17,S18	Lack of Vocabulary
S7,S8,S9,	Asking Questions
S2,S13,	Fluency
S16	Pronunciation

According to Table 4.4., a striking result is that a big proportion of students (14 out of 19) stated that they had problems in forming sentences. The common answer given was that although they had an idea to say during the activity, they could not generate sentences because they did not know which word to put where. Also, some students had this problem because they said they were trying to translate their ideas into English. Some students added that their lack of grammatical rules created the problem. This was also effected by lack of vocabulary, which was specifically stated by five students. On the other hand, three students especially emphasized that they had difficulty in forming questions as they were not that much familiar with the syntactical structure of interrogative form. While two students stated that they had problem in fluency, only one student said he had problems with pronunciation.

Table 4.5. *Themes about the Students' Solutions to Their Communication Problems*

Student Number	Solutions
S1,S2,S5,S8,S9,S13	Practice
S3,S11,S17	Relaxing Environment
S5,S8,S10	Enhancing vocabulary
S14	Speaking strategies
S18	Topics chosen according to students' interests
S4	Forming questions

Table 4.5. indicates that six out of 19 students believed that their oral communication performance could get better if they did regular practice. It was common in their answers that they did not see the amount of oral communication tasks performed in class sufficient. Three students, on the other hand, emphasised the importance of a relaxing environment in which they did not feel under stress or the fear of making mistakes so that they would overcome their nervousness as well. In addition, some other three students believed that they should be supported in terms of their vocabulary capacity. One student mentioned that they should be given speaking strategies, one student said topics should be chosen according to students' interest and another student suggested students especially need support in terms of forming questions.

The result of the pre-test reflections obtained from the experimental group students after pre-test application were mainly in parallel with those of the teachers. The results were of great importance as they played a significant role in designing the training

program. It was essential to put both the students and the teachers in the process as they are the main stakeholders in this language learning process.

Interpretation of the Data Gathered from the Teachers and Students for Strategy Training

The data obtained through teacher interview and student reflections were of critical value in terms of the design of the strategy training program. First of all, an encouraging training atmosphere was created so that the students would be relaxed from their worries about making mistakes and feel more motivated in tasks. With this aim, in the very beginning, a session was allocated to elicit students' ideas about their worries and problems in oral communication. The researcher, as their teacher, gave them some ideas to relax them by especially talking about the process of learning a language and introduced the training program. They were especially informed that all their mistakes would be welcomed. While mentioning the training, the aim was to create an awareness towards the use of strategies. Secondly, the strategies chosen were to help them maintain conversation and negotiate for meaning through the use of specific strategies because the majority of the teachers believed that their students are not willing to participate in communicative tasks. Together with the strategy introduction, some phrases, chunks and statements were also provided for the students to compensate for linguistic inabilities, as those phrases, chunks and statement are believed to prevent students' focus on grammar and translation attempts. In order to deal with motivational issues, many of the tasks included in the training program were chosen from the ones that were a part of their real tests given by Speaking Group of the School. They were at the same time doing practice for this test and felt more motivated. In addition, as the teachers suggested, during the application of the program a lot of modelling was provided through digital sources and the amount of language exposure is also increased. In brief, making use of the data, the strategy training program was applied in the most effective way.

4.2.3. Research Question 3

Research Question 3. Is there any effect of the strategy training program on Turkish EFL learners' oral communication in terms of pre and post-test performance?

With the aim of investigating the effect of the strategy training program, the following questions were answered as part of the analysis.

Research Question 3a. Is there a significant difference in the pre-test scores of the participants by group?

Research Question 3b. Is there a significant difference in the post-test scores of the participants by group?

Research Question 3c. Is there a significant difference in the pre-test and post-test scores of the participants in the experimental group?

Research Question 3d. Is there a significant difference in the pre-test and post-test scores of the participants in the control group?

In order to decide on which tests to use for inferential statistics Kolmogorov-Smirnov normality test and Levene Test for equal variance were applied. Kolmogorov-Smirnov normality test results are presented in Table 4.6. and 4.7.

Table 4.6. *One-Sample Kolmogorov-Smirnov Test Results for the Experimental Group*

Variables	n	m	sd	z	p
Exp. Group Pre-test scores	18	2.94	1.16	1.00	.26
Exp. Group Post-test scores	18	4.38	1.14	.80	.54

a. Test distribution is normal.

Table 4.7. *One-Sample Kolmogorov-Smirnov Test Results for the Control Group*

Variables	n	m	sd	z	p
Control Group Pre-test scores	16	2.68	0.94	1.31	.06
Control Group Post-test scores	16	2.62	1.12	1.34	.07

a. Test distribution is normal.

As it can be seen from Table 4.6. and Table 4.7., there was a normal distribution for pre- and post-test scores as $p > 0.05$ for each value for both of the groups. Thus, parametric tests were determined to be used for the analysis of data. The parametric tests applied were Paired Samples T-test and Independent Samples T-test to make comparisons within and inter groups considering their mean values.

In addition, Levene's test of homogeneity of variance was employed and confirmed that the variances in pre-test scores ($F_{(32)}=0.807$ $p =0.376$) and post-test scores ($F_{(32)}=1.324$ $p=0.258$) for the experimental group and Control group students were statistically equivalent. As a result of the Levene tests, in order to compare pre-test and post-test scores of the experimental and control groups, Independent Samples T-test was determined to be used.

Research Question 3a. Is there a significant difference in the pre-test scores of the participants by group?

In order to find out whether there is a significant difference between the experimental and the control group in terms of the pre-test scores of the speaking task they performed before the oral communication training program, Independent Samples t-test was used and mean values of the groups were calculated (See Table 4.8).

Table 4.8. *Comparison of the Pre-test Scores of Experimental and Control Groups*

Groups	<i>n</i>	Mean	SD	<i>t</i>	<i>p</i>
Experimental	18	2,94	1,16	0.701	0.48
Control	16	2,68	0.94		

*($p > 0.005$)

Table 4.8. demonstrates the independent samples t-test results regarding the pre-test scores of the students in the experimental and control groups. The mean value of pre-test scores of the experimental group was $\bar{x}=2.94$ while it was $\bar{x}=2.68$ for the control group. These results showed that pre-test scores of the experimental and control groups were close to each other and there were no statistically significant differences in the mean values of pre-test scores between the groups before the strategy training program ($t(32) = - .701$; $p > 0.05$). The students in both of the groups who were evaluated in terms of their oral communication according to the Oral Communication Assessment Scale were found to *communicate marginally* in the task. To clarify, score means reveal that students make numerous pauses, still depend on the interlocutor but begin to interact a little with him/her and when given help, they can communicate quite basically although they require some tolerance from the interlocutor.

Research Question 3b. Is there a significant difference in the post-test scores of the participants by group?

The second research question related to the effect of oral communication strategy training was whether there was a significant difference between the experimental and the control groups in terms of the post-test scores. In order to compare the mean values of the groups, Independent Samples t-test was used and the results are presented in Table 4.9.

Table 4.9. *Comparison of the Post-test Scores of Experimental and Control Groups*

Groups	<i>n</i>	Mean	SD	<i>t</i>	<i>p</i>	<i>d</i>
Experimental	18	4.38	1,14	4.838	0.00*	1.677
Control	16	2.62	0.95			

*($p < 0.005$)

Table 4.9. presents the Independent t-test results regarding the post-test scores of the participants in the experimental and control groups. According to the results, the mean value of post-test scores of the experimental group was $\bar{x}=4.38$ whereas it was $\bar{x}=2.62$ for the control group, which means there was a statistically significant difference between the experimental and the control groups in the mean values of the post-test score after the implementation of the strategy training program ($t=4.838$; $p < 0.05$). It was found that the students in the experimental group communicated moderately effectively in the task after getting oral communication strategy training, which means they make some pauses but they are fairly intelligible, show some flexibility and are somewhat independent of the interlocutor in the dialogue according to the Oral Communication Assessment Scale. On the other hand, the control group students communicated marginally effective in the task, which is the same result obtained as in the pre-test. As a consequence, it is clear from these results that oral communication strategy training created a difference in the post-test scores of the experimental and the control groups, which is obviously for the benefit of the experimental group.

To assess this effect of the strategy training program, Cohen's effect size statistics was computed. Based on the recommendations of Cohen (1988) the result of effect size of ($d= 1.677$) reflects a large effect for the post-test scores (see Table 4.10.).

Table 4.10. *Cohen's Effect Size Criteria*

Effect Size	<i>d</i>	% variance
small	.20	1
medium	.50	6
large	.80	16

Research Question 3c. Is there a significant difference in the pre-test and post-test scores of the participants in the experimental group?

In order to analyze whether there was a significant difference in the pre-test and post-test scores of the participants in the experimental group, Paired Samples T-Test was applied and the means were compared. The results of the analysis are shown in Table 4.11.

Table 4.11. *Comparison of the Pre-test and Post-test Results of the Experimental Group*

Variable	Category	N	Mean	SD	t	p
Experimental Group	Pre	18	2.94	1.16	-6.231	0.000*
	Post	18	4.38	1.14		

*(p<0.05)

According to the results of Paired Samples t-test shown in Table 4.11., the mean values of pre-test and post-test scores of the students in the experimental group are presented. While the mean value of the students' pre-test score was $\bar{x}=2.94$, their post-test mean value was $\bar{x}=4.38$. Therefore, it was found out that there were statistically significant differences between pre-test and post-test mean values of the experimental group ($t(17) = -6.231$; $p < 0.05$). That is, before the implementation of the oral communication training program, students in the experimental group were evaluated as communicating marginally in the task, which means the student making numerous pauses still depends on the interlocutor, communicates quite basically and requires some tolerance from the interlocutor. However, after the implementation of the program they were evaluated as communicating moderately effectively in the task, which means the student shows some flexibility and is somewhat independent of the interlocutor in the dialogue. This finding shows that the seven-week strategy training program made a significant difference in the scores.

Research Question 3d. Is there a significant difference in the pre-test and post-test scores of the participants in the control group?

In order to analyse whether there was a significant difference in the pre-test and post-test scores of the participants in the control group, Paired Samples T-Test was applied and the means were compared. The results of the analysis are shown in Table 4.12.

Table 4.12. Comparison of the Pre-test and Post-test Results of the Control Group

Variable	Category	N	Mean	SD	t	p
Control Group	Pre	16	2.68	0.94	-0.212	0.83
	Post	16	2.62	0.95		

*($p > 0.05$)

Table 4.12 shows the results of Paired Samples t-test regarding the pre-test and post-test results of the control group. The mean value of the students' pre-test score was $\bar{x}=2.68$, on the other hand, their post-test mean value was $\bar{x}=2.62$. The results display that there was not a statistically significant difference between pre-test and post-test mean values of the control group ($t(15) = -0.212$; $p > 0.05$). Before the implementation of the oral communication training program, students in the control group were evaluated as communicating marginally in the task, however, after the implementation of the program they were evaluated as the same (communicating marginally effectively in the task), which means before and after the training they were dependent on the interlocutor and communicated basically during the task. In other words, it was found out that there was not a significantly meaningful change in the oral communication performance of the control group, who did not get any strategy training program.

In order to have a deeper insight, the overall comparison of the pre-test and post-test scores of the experimental and control groups are presented in Figure 4.1.

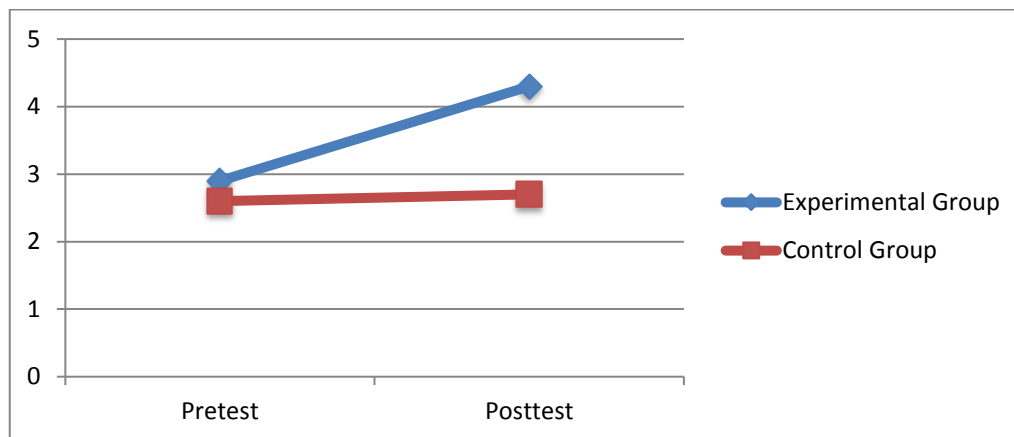


Figure 4.1. Overall comparison of pre-test and post-test scores by groups

As it can be seen from Figure 4.1, it is clear that there is a difference between the overall pre-test and post-test scores between the groups and within the groups. First of all, while pre-test scores of the both groups showed similarity, their post test scores differed significantly for the benefit of the experimental group. In addition, when it comes to the

comparisons within the groups, Figure 4.1 shows that there was a slight change in the pre-test score of the control group whereas the experimental group did significantly better in the post-test than in the pre-test. As a result, it can be obviously concluded that the seven-week oral communication program affected the participants in a positive way and increased their score.

4.2.4. Research Question 4

Research Question 4: What are the opinions of the students about Oral Communication Strategies training program?

At the end of the Oral Communication Training Program, an interview was conducted with six volunteer students from the experimental group to get their idea on the training program. With this aim, the following open-ended questions were asked:

1. Is there any effect of the strategy training program on your oral communication performance?
2. If yes, how did it contribute to you?

The themes obtained according to these two questions are presented in Table 4.13.

Table 4.13. *Themes Obtained from Interview Questions*

Student Number	Overall Impression
S1,S2,S3,S4,S5,S6	Beneficial to improve oral performance
Student Number	Contribution of the Training Program
S1,S3,S4,S5,S6	Started to feel more relaxed-overcame my stress
S3,S4	Expressed myself better
S5	Learned useful expressions
S6	Realized my problems in communicative tasks
S2	Became more fluent

All of the students (N=6) answering the interview questions found the training program beneficial as they believed it improved their oral performance. According to the majority of the students (5 out of 6), thanks to the training program, they started to feel more relaxed in communicative tasks and it was helpful for them to overcome their stress. Two students also added that they could express themselves better in the activities. One student found the program useful as he learned useful expressions (chunks) while another student said he realized his problems in communicative tasks. Finally, for one student, the program helped him become more fluent.

CHAPTER 5

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Introduction

The study of the relevant literature reveals the importance of communication strategies in the field of language learning. Although the definition of communication strategies has varied for many researchers (Tarone, 1977; Corder, 1983; Bialystok, 1983), it is commonly emphasized that using these strategies is of critical value in terms of learners' attempt to increase the quality of their own communication.

The research issue that scholars have mostly focused on has been the improvement of learners' communication quality through the use of communication strategies. Therefore, this study was centred around the issue whether it would be possible to find solutions to communication breakdowns experienced by learners especially because of linguistic inabilities. With this aim, a strategy based intervention program was prepared in which some specific communication strategies were embedded. It is believed that explicit teaching of these communication strategies would promote oral communication performance which would also affect their motivation and self-efficacy level. In order for the process to be more effective, teachers' and students' ideas were also referred to so that it would be possible to uncover problem areas thoroughly. So as to find out whether there was a significant change in the participants' oral communication performance levels in the experimental and control groups after oral communication strategy training, each group's mean values of the pre-test and post-test oral communication performance scores were determined. The mean value of the pre-test scores of the experimental group was $\bar{x}=2.94$ while it was $\bar{x}=2.68$ for the control group. These results showed that pre-test scores of the experimental and control groups were close to each other and there were no statistically significant differences in the mean values of pre-test scores between the groups before the strategy training program. However, as for the mean value of post-test scores, it was seen that there was a statistically significant difference between the experimental and the control groups at the end of the strategy training with the mean values $\bar{x}=4.38$ for the experimental group and $\bar{x}=2.62$ for the control group. It was clear that there was an increase in the post-test score of the experimental group according to these findings as a result of the strategy training.

In this section, to be able to have a deeper understanding of the results of the data obtained in this study, a discussion is presented in three parts. In the first part, the data obtained regarding the oral communication problems of EFL learners before the application of the communication strategies training will be discussed while the second part will focus on the discussion of the effect of the treatment implemented as a possible solution to these problems in the light of parallel studies. Finally, the students' opinions on the treatment will be discussed.

5.1.1. Discussion of the Findings on the Students' Oral Communication Problems

On the way to finding solutions to problems, the first and the most crucial step is to identify the problem areas correctly. With this aim, in this present study in order to figure out the oral communication problems experienced during oral communication process and so as to be able to design an implementation accordingly, 10 teachers were interviewed and the experimental group students were asked to write their reflections regarding their difficulties. The problem areas identified from the answers of the participant teachers included low level of self-confidence, too much focus on grammar, low level of vocabulary knowledge, attempt to translate from Turkish, lack of motivation, lack of strategies while students' answers indicated that they had problems because of not being able to form a sentence, lack of vocabulary, not being able to form questions, fluency and pronunciation.

As in our study, a number of empirical studies in the literature have examined EFL students' problems and difficulty areas they encounter during oral communication activities in the classroom and come up with similar results while also identifying different kinds of problems. Some of these studies, similar to the present study, obtained data through interviews with the teachers and students; whereas some others reached their findings through questionnaires and observations. In this part, the discussion of findings of the relevant research on the oral communication problems of EFL learners are presented in comparison to the findings of this study.

A comparison between the relevant studies performed to identify oral communication problems of EFL learners and the present one reveal some similarities as well as differences in terms of difficulty areas. It is observed that the findings obtained in various studies can be classified in three main categories specifically (1) linguistic problems including grammatical structures, lexis, pronunciation and fluency difficulties,

mother tongue interference (2) psychological problems such as students' low level of self-confidence, anxiety, shyness, fear of making mistakes and low level of motivation, and (3) learning environment, that is, lack of communicative tasks in the curriculum and text books, teachers' less focus on oral activities, lack of exposure. However, different researchers focused on and emphasised different problems (Al-Lawati, 1995; Al-Abri, 2008; Abdellah, 2011; Alyan, 2013).

When the findings of various studies were compared, the common difficulty areas with the present study included students' low level of self-confidence, lack of motivation, the negative effect of mother tongue, problems while applying grammatical rules (sentence formation), low level of vocabulary, too much focus on grammar, pronunciation and fluency difficulties, whereas some other studies mentioned different problems as well. For instance, when Al-Lawati (1995) investigated the difficulties encountered by Omani students in their oral production of English, the similar problem areas that he identified to the ones in the present study were low level of vocabulary, pronunciation and grammatical problems. Different from this study, it was added that curriculum's not being designed with enough speaking tasks allowing very little chance for practicing speaking creates another challenge for students. The findings gathered from the study of CheeKeong, Yassin and Abdurrahman (2014) showed similarities with the problem areas including teachers' too much focus on grammar and students' lack of self-confidence while they also mentioned the problem of curriculum that is not designed considering the communication needs of learners. The study by Abdellah (2011) points out pronunciation problems, lack of fluency, the negative effect of mother tongue as in this study while also presenting the problems of the weakness of speaking skills, difficulty in communication, shortage of native English language teachers, and inadequate number of oral activities in the course books. Al-Abri (2008) also stated the problem of the lack of oral activities in textbooks in his study. In addition, Alyan (2013) summarised the problems as incorrect pronunciation, limited vocabulary, lack of exposure to the target language, and L1 interference, lack of self-confidence, which completely coincides with the findings of this study. On the other hand, he also emphasized that some problems also arise from the lack of extensive listening and reading habits.

According to a study carried out by Hosni (2014), very similar results with the ones of the present study were gathered. It was seen that the main problem areas were linguistic difficulties, mother tongue use, and inhibition. She explained that linguistic problems mainly arise because of students' lack of necessary vocabulary items, grammar

structures and sentence formation skills, but unlike the present study, she also found that the students had the fear of making mistakes, which hinders them from speaking. The similar problem areas defined in the study of Jimenez (2015) included lack of motivation, and mother tongue interference. The different problem areas that he defined were learning environment without EFL speaking social context, students' low self-esteem and feeling anxious. Tok (2009) also found the main obstacles as anxiety stemming from the fear of making mistakes, which results in unwillingness. Huang (2010) identified the problems as students' low level of self-perceived oral proficiency, frequency of and motivation in speaking English. Very similar to the present study, Kocaman (2016) found the problem areas as low level of motivation, native language interference, low level of vocabulary knowledge while he also mentioned the problems of anxiety and the effect of material lacking communicative tasks. According to the study by Shteivi and Hamuda (2016), some similar results were obtained in terms of students' oral communication problems and these included problems in grammatical structures and pronunciation, vocabulary problems and lack of self-confidence. On the other hand, they also mentioned lack of the time allotted for teaching oral communication skill and lack of adequate exposure to English inside and outside the classroom. Al Nakhalah's study (2016) also demonstrated that students had oral communication problems because of fear of mistake, shyness, anxiety and lack of confidence. In parallel to these studies, Sayuri (2016) suggested that students mainly had problems such as not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say. Moreover, he added that lack of reading habit, lack of participation and English practice both inside and outside the classroom, and confusion on applying grammar rules are some critical factors. In line with the findings of the present study, the study performed by Inayah and Lisdawati (2017) displays that main speaking problems arose from students' lack of motivation and self-confidence. With his study to find out the oral communication use of Nepalese students, Manzano (2018) also tried to find out the learners' difficulty areas in oral communication and they had problems with vocabulary and sentence structure, which are two major problems encountered in this study as well.

As can be seen from the findings of this present research and relevant research into the oral communication problems of EFL learners, some problems were encountered more often than the others; namely, low level of self-confidence, fear of making mistake, problems about forming sentences, low level of vocabulary and motivational problems

especially in Turkish context, as found in this particular study. The reason why we specifically come across with these problems may stem from various factors.

Initially, when we look at the characteristics of Turkish students, most of them have a tendency to be reticent in classroom activities because of their low level of self-confidence in speaking lesson, which may be because of their perception that speaking in a foreign language is the most challenging area, a situation that hinders the improvement in their speaking practice. Not feeling confident enough in oral skills is also doubled by their fear of making mistakes, which causes most learners not to have sufficient urge to take risks or start conversation. Sometimes this is because they do not have linguistic competence to make a conversation go on or sometimes because they do not have necessary vocabulary. In addition, as they do not have some specific communication strategies that will help them during their speech process, they may lose their motivation and belief that they can be good speakers of another language.

Additionally, as Krahnke (1985) suggested "communicative competence, or functional ability, in a new language arises from exposure to the language in meaningful settings and in such a way that meaning expressed by the language is comprehended" (p. 592). That's why, in the cases where students may not get exposed to the real communicative situations adequately in foreign language environment as the curriculums designed and the materials chosen do not provide adequate amount of real communicative tasks based on students' needs, then communication problems may arise. This lack of real communication input makes students stay behind the stage and leave the job to the teachers and they would prefer just listening to speaking.

Another important problem in the teaching procedure of oral communication skill is the deficiency of conversational skills with strategic competence that can accelerate the initiation of speech by the learners. Providing learners with these strategies is essential to scaffold learners. Because of the negligence of the communication strategies, L2 learners may not know how to handle with the situations to facilitate their speech and compensate for the problems that arise during the speech event.

Our learners have little chance to practice English with native speakers or other foreign people. In order to make up for the limited use of language, it can be concluded from the findings that it is necessary for our learners to use communication strategies so that they can have successful and healthy conversations.

5.1.2. The Effect of Oral Communication Strategy Training Program

Researchers conducted different studies on communication strategies in relation to the effect of communication strategies training on oral communication skills and speaking. When the findings of the relevant research studies implementing an oral strategy training program are examined, it can be observed that very similar to this study, they mostly found the implementation highly effective regarding students' oral communication skills. For instance, in his study in which the learners were trained for six weeks in communication strategies, Dörnyei (1995) found that the training had a significantly positive effect on the students' communication quality. Likewise, Cohen, Weaver and Li (1996) prepared a strategy based program to be applied for the experimental group for 10 weeks and found that the experimental group was better than the comparison group. Therefore, it was concluded that the students benefited from explicit strategy training. Lam and Wong (2000) also tried to find out the effectiveness of a strategy training in which they trained 58 students in terms of seeking clarification, clarifying oneself, and checking that other people have understood one's message-the same strategies taught in the present study- and found that strategy training created a positive difference in the post test performance of the students just as the present study did.

Another study that is highly related to the present thesis is that of Gallagher Brett's conducted in 2001 over a period of eight weeks with the aim of finding the effect of training the learners in terms of communication strategies; namely, turn-taking, request for help, clarification and repetition, greetings and pause-fillers, the strategies embedded in this present research as well. The analyses of the speaking tasks that were recorded and transcribed indicated that the students got benefit from this training and started to perform better in their conversations. Similarly, Nakatani (2005) implemented a 12-week communication strategies training program and depicted that speaking test performance of the students in the experimental group significantly improved. He extended his study with a follow up by including a number different communication strategies in 2010 and demonstrated that those strategies for maintaining discourse and negotiation of meaning, as in the present study, could enhance learners' communicative ability. In the same year, another study carried out by Zhang and Head (2010) displayed that students' confidence and ability to speak English is enhanced through communication strategies.

Some other researchers such as (see Naughton 2006; Maleki, 2007; Rahman, 2010; Rababah, 2016) emphasize the necessity of communication strategies training as in this

study. They all favour the idea that language is best learned and taught through interaction; so this kind of strategy-based training is essential to let the interaction go on. Quite similarly to this study, all these studies discovered that communication strategy training contributes to students' communication performances and so should be integrated into language teaching programs.

Naughton (2006) aimed to find out the effect of cooperative strategy training on interactional pattern of students and found that strategy training program contributed to students' involving in interactional tasks. Similarly, in his study, Maleki (2007) integrated communication strategies into the school syllabi and the finding revealed that students benefited from the communication strategies taught. As a result of this study, Maleki (2007) concluded that communication strategy training should be included as part of school syllabi. Rahman (2010) also trained his students on the oral communication skills including a task-based approach and assessed the students' oral performances at the end of the study. The findings, in line with the present study, indicated that the students' oral skills highly improved. Another study, conducted by Rababah (2016), embedding communication strategies training composed of the strategies circumlocution (paraphrase), appeal for help, asking for repetition, clarification request, confirmation request, self-repair, and guessing, most of which were used in the present study, revealed that the experimental group getting the treatment had better performance than the control group.

A number of studies conducted in Turkey (see Atik, 2006; Aykaç, 2010; Gençoğlu, 2011; Uztosun & Erten, 2014) with the aim of finding the effectiveness of communication strategy training on the oral communication skills of learners also presented that the implementation of such a training contributed to the oral communication performance of the learners as in this study.

Very similar to the aim and design of this present study, for example, Atik (2006) conducted a thesis study in which she trained the learners with some specific speaking strategies suggested that the treatment was effective for the students' speaking skills and also useful in terms of raising students' awareness. In a similar vein, in a thesis study carried out by Aykaç (2010) conducted in order to discover the effect of a strategy training, it was found that it was effective to train students in listening and speaking strategies and to create awareness on these strategies. These studies also signified the benefit of strategy training as in the present study.

A similar study was conducted by Gençoğlu (2011) with the aim of improving speaking skills of 72 prep class students through strategy-based instruction. Similar to our

study, the results were obtained through independent sample t-test and paired sample t-test and the results point out that there was an improvement in the speaking skill of the experimental group students thanks to the strategy training while the groups' awareness levels also increased. Likewise, Uztosun and Erten (2014) also conducted a study to examine the effect of language proficiency on the communication strategy use of EFL learners and it is suggested by the researchers that the practice of communication strategies should be incorporated into teaching process.

Echoing the present study, Kuen, Rafik-Galea and Chan (2017) aimed to find out the effect of a 12-week communication strategies training program on the oral communicative performance of ESL learners within an experimental design through pre-test and post-test. The training program included circumlocution, appeal for help, clarification request, fillers, comprehension check, confirmation checks, self-repair and topic avoidance, some of which are the same with the present study namely: request, fillers, comprehension check, confirmation checks. The data were gathered through oral proficiency test, oral communication test, transcripts of oral communication test, semi-structured interview and self-report. The results, very similar to this study, showed that the experimental group performed better than the control group.

In the study, which she conducted in order to find out the effect of communication strategies, as in the present study, Eken (2018) also revealed that the learners benefitted from the communication strategies in terms of solving their communication problems and that they developed a positive attitude towards participating in class activities more.

All these findings gathered clearly indicate the beneficial role of communication strategies training in enhancing the communication skills of EFL learners. That is why, it is seen that the researchers suggested them to be a part of language teaching curriculums. As mentioned in the previous part, EFL students experience a number of oral communication problems and strategy-based instruction on communication strategies can be a solution to many of these problems. Firstly, the introduction of communication strategies to learners may create their awareness and so they can have an idea on how to deal with specific instances of language problems. They will be given opportunities to overcome and compensate for linguistic inabilities and vocabulary problems, which in turn, will increase their motivation and self-confidence during their communication process on the way to becoming good language learners.

5.1.3. Students' Opinions of Communication Strategy Training Program

At the end of the training program, six students from the experimental group were interviewed on their opinions of the communication strategies training program. The findings obtained from their answers revealed that all of these students found the treatment beneficial for their final performance in the post-test. When they were asked to mention what kind of benefit they observed with their performance, they exemplified the following areas:

- feeling more relaxed and overcame my stress
- Expressing oneself better
- Learning useful expressions
- Realizing problems in communicative tasks
- Becoming more fluent

Gençoğlu (2011), in her study in which she implemented a speaking strategies training program, attempted to get the students' ideas on the treatment and found out that the students benefitted from the program as in the present study. She asked the experimental group students to write minute papers in the last five minutes of each lesson following the strategy training that include their thoughts, feelings about the strategies being taught specifically whether they worked or not, how they felt about the stage they arrived in speaking English by using speaking strategies. These minute papers displayed that, as in this study, the training program created a self-encouragement for the learners in terms of oral production. Also, the students could deal with vocabulary and linguistic problems more efficiently. She also conducted interview with the students at the end of the study for an overall evaluation of the training and found out that the students got benefit from these strategies in the cases of communication breakdowns.

Aykaç (2010) also gathered some data on the participants' perspectives on language learning strategy use and the results showed some parallelism with this study in that the learners were more self-confident after the training because the use of the strategies enabled them to deal with the communicational challenges. Similarly, Abdi and Varzandeh (2014), in their study carried out with the aim of discovering learners' perceptions towards communication strategies (CSs), elicited the students' ideas on the communication strategies training through interview and suggested that the students were really eager to employ communication strategies and regarded them as useful in overcoming communication problems. In their study, Kuen, Rafik-Galea and Chan (2017) also gathered

some data through self-reports from the students to find out the effectiveness of the oral communication strategy training and found out that students provided positive feedback about the program just like the students in the present study.

5.2. Conclusion

Oral communication has always been perceived as one of the most challenging areas of language acquisition by EFL learners in Turkey as it is not appreciated as much as the other skills in the curriculums and textbooks. Together with the linguistic inabilities and the characteristics of many Turkish learners such as being afraid of making mistakes and shyness to speak, motivational problems emerge and learners stay behind the stage when it comes to interacting and communicating in the classroom environment. Although it has been proven in the literature that good language learners use specific strategies to deal with breakdowns and support their language acquisition process on the way to achieving communicative competence (Rubin, 1975; Naiman, Fröhlich, Stern & Toedesco, 1978, Rubin & Thompson, 1982; Stern, 1975) rather than being dependent on the instructions of their teachers; very little emphasis is given to strategy training in English Language Teaching process. That is why, this particular study is an attempt to reveal if students can get some benefit from some specific communication strategies to enhance their oral communication qualities. In this sense, this present study has determined its focus as defining the oral communication problems of Turkish EFL learners and introducing them to some specific communication strategies considering their problems.

Specifically, the purpose of this study was to investigate the impact of communication strategies training on the oral communication performance of EFL learners by creating an awareness towards the use of specific communication strategies namely comprehension check, asking for repetition, asking for clarification, asking for confirmation, expressing non-understanding use of fillers. In addition, to be able to design a meaningful training program, firstly the oral communication problem areas were detected through getting teachers' ideas and student reflections. The study aimed to answer the following research questions:

1. What are teachers' opinions related to oral communication problems and their improvement?
2. What are the learners' reflections after performing pre-test in terms of difficulties and improvement of them?

3. Is there any effect of the strategy training program on Turkish EFL learners' oral communication in terms of pre and post-test performance?
4. What are the opinions of the students about Oral Communication Strategies training program?

The sample of the study composed of 34 students studying at English Preparation Program of School of Foreign Languages at Pamukkale University. While 18 of the participants were determined to be in the experimental group, 16 participants were chosen for the control group. The data was collected through semi-structured interviews with teachers, pre-test video records, pre-test student reflections, post-test video records, and also a final semi-structured interview with experimental group students. The study was conducted in the experimental form in which the experimental group students were trained in terms of communication strategies while the control group did not get any treatment. For a period of seven weeks, the strategy training was applied and the findings were analysed and discussed at the end of the study.

The findings regarding the oral communication problems of EFL learners demonstrated that students experienced challenges because of low level of self-confidence, too much focus on grammar, low level of vocabulary knowledge, attempt to translate from Turkish, lack of motivation, lack of strategies according to the teachers' opinions while students' answers revealed that they had problems because of not being able to form a sentence, lack of vocabulary, not being able to form questions, fluency and pronunciation.

When it comes to the efficiency of communication strategies training, it was found that experimental group did significantly better than the control group in the post-test speaking task, which shows the effectiveness of the program. Additionally, the students' reviews on the treatment program at the end of the study portrayed that they found the implementation mostly beneficial for their oral communication performance. As a result, this study points out that systematic introduction of communication strategies to ELF learners can contribute to their oral communicational skills. In fact, training EFL learners with communication strategies can increase the likelihood of their being more motivated to communicate and take risks, more self-confident and better language learners.

These findings can reveal the importance of the strategy-based instruction in terms of the contributions to students' performances. The training helped them because they had fears of making mistakes, were less motivated and had problems with grammatical structures. However, with the introduction of the strategies and chunks, they expressed that they started to feel better and more relaxed and became more fluent. If these strategies are

embedded into language teaching curriculums, students can benefit from this kind of training.

5.3. Suggestions and Educational Implications

This present study was conducted within its own conditions despite some limitations. To be able to design a more comprehensive strategy training including more tasks and to see the long term effect of the communication strategies, studies with a longer period can be performed in the future. Further studies can also be conducted with larger groups and by including a variety of different levels. In order to see the effect of scaffolding, the same study can be conducted by including a native speaker interlocutor in the pre-test and post-test, which will also increase the real-like effect of the tests or some other studies can also be carried out by grouping and matching different students from different levels. Besides, in future studies, a wider range of communication strategies can be presented to learners to see learners' choice of the strategies in different tasks and the frequency of use of each strategy. Also, it is essential to conduct further studies in which different groups are presented different communication strategies for the same kind of problem to be able to compare the efficiency of the strategies chosen. Since not all communication strategies may be worth bringing to students' attention, further studies can explore the efficiency of each communication strategy, i.e. which is better or more effective in what situations. The number of communicative tasks can also be expanded to enable learners to make sure that students internalize the use of communication strategies.

This study focused on the communication strategies on the part of the students. Future studies can be conducted by including teachers to see whether they are aware of the communication strategies or how competent they are to give strategy training. They can be also referred to get their opinions of and attitudes towards the communication strategies. Because of the efficiency of strategy-based instruction, teachers can be trained within the framework of in-service teaching and personal development programs so that this kind of training can be integrated into English language teaching curriculums. If awareness of English language teachers is raised on the use of communication strategies and they start to implement these strategies both in their own use of languages and in the activities, then they will be presenting good models for their students. In turn, the more students are exposed to these strategies, the more they become aware of them and employ them. The studies to be conducted in the future can also focus on clarifying if the students' oral communication skills really improve thanks to the strategy training by observing students

in natural and real conversational situations, for example with natives, other than in classroom tasks.

Finally, some further studies answering the following questions can also be conducted:

- Is the frequent use of communication strategies more important than the use at necessary times?
- Should students be left free to choose the appropriate strategy in the activities or should they be guided?
- In what circumstances should communication strategies be used?
- How can we create real-like situations in which they really need to use these strategies?
- What techniques work better to teach students in terms of communication strategies?

As for the educational implications of this study, considering the benefits of communication training, the language teaching curriculums can be designed in a way that can cover specific strategies that are found more useful for learners. In line with this, English language teachers can be provided special training on how to give explicit strategy training. Besides, language materials such as coursebooks, video materials etc. including communication strategies can be selected. All in all, in a solution to EFL learner's communication barriers, an awareness should be created towards communication strategies on the part of both teachers and students and language programs should be designed accordingly.

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APPENDICES

APPENDIX 1: Final Form of the Pre- and Post-Test Speaking Activity

Student A (Customer): Study the information carefully and try to find the best hotel for you and your family.

You want;

- a double room
- to go to a hotel in Miami for 7 nights.
- You can spend up to 2000 \$
- a comfortable room
- to go to a hotel with a good disco
- a children's swimming pool for your son
- someone to be available to look after your son at hotel
- good food

Student B (Travel Agent): Study the information carefully so that you can answer the customer.

	Sun Inn Hotel	Paradiso Hotel	Regency Hotel
Cost (7 nights)	1500	1800	2000
View	***	**	*
Distance from centre	12 km	10km	5km
Disco	*	***	**
Swimming pool	one	two	two
Children's swimming pool	none	one	two
Babysitter	yes	No	Yes
Restaurant Quality	**	**	***
***: very good			
**: good			
*: poor			

APPENDIX 2: Consent Form

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Sizi “Sözlü İletişim Becerileri Strateji Eğitimi Uygulamasının Hazırlık Öğrencilerinin Sözlü İletişim Becerilerine Etkisi” başlıklı araştırmaya davet ediyoruz. Araştırmada sizden tahminen 7 haftalık bir süre içerisinde dersinizin bir parçası olarak bir strateji eğitimine katılmanız istenmektedir. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, çalışma programına katılım göstermeniz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen şekilde içtenlikle vereceğiniz cevaplarla veri sağlamaktır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakm hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. İletişim bilgileriniz ise sadece izninize bağlı olarak ve farklı araştırmacıların sizinle iletişime geçebilmesi için “ortak katılımcı havuzuna” aktarılabilir. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilirsiniz. Araştırma tamamlandığında genel/size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının :

Adı-

Soyadı:.....

İmzası:

İletişim Bilgileri: e-posta:

APPENDIX 3: Tez İzin Yazısı



T.C.
PAMUKKALE ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu



Sayı :63788039 -900/
Konu :Tez Çalışması İzni Hk.

Sayın Öğr. Gör. Şeyma AKTAŞ

İlgi :12/12/2018 tarihli, 85363 sayılı yazı

Tez çalışmanız kapsamında "İletişim Stratejilerinin Konuşma Becerileri Üzerine Etkisi"ni araştırmak amacıyla 2018-2019 Eğitim Öğretim Yılı Güz Yarıyılı ikinci modülde görevlendirilmiş olduğunuz A2 seviyesi hazırlık sınıfında haftada iki saat iletişim becerileri stratejileri eğitimi uygulamanız Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

e-İmzalıdır
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Müdür

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