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The Impact of Learner Strategies on the Development of Oral Proficiency Skills of ELT Prospective Teachers

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(Doctoral Dissertation)

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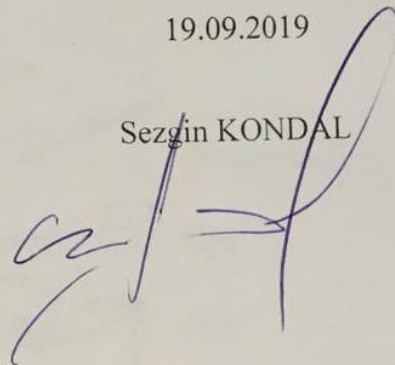**Prof. Dr. Muhlise COŞGUN ÖGEYİK**

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Declaration

I hereby declare that this Doctoral Dissertation *"The Impact of Learner Strategies on the Development of Oral Proficiency Skills of ELT Prospective Teachers"*, which was written by myself, has been prepared and presented in accordance with academic and ethical rules, and scientific values. I also declare that all sources and materials are cited and referenced.
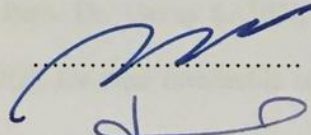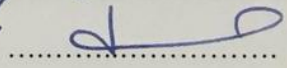
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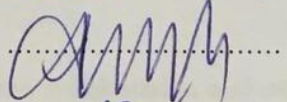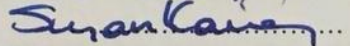
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Abstract

The Impact of Learner Strategies on the Development of Oral Proficiency Skills of ELT Prospective Teachers

The intention and constant efforts to provide innovative methodologies, techniques, materials, and smart technologies to language teaching and learning have been researched and discussed by the experts in various fields of education as well as by policy makers, book publishers and material designers. However, the most important players of this language learning and teaching phenomenon are the learners and the teachers who are directly involved in the process. Therefore, in the norms of applicable classroom practices, whatever makes it possible to speedup the teaching and learning process is welcomed and appreciated by the field experts.

The present study focused its intention to find out if strategies-based instruction provided through communicative tasks could improve learners' (prospective teachers) oral proficiency skills, as well as some platform skills such as microteaching practices and real-classroom setting teaching experiences.

An action research method was utilized to implement the designed steps of the study. The data were collected by employing various research instruments. These were oral tests, questionnaires, face to face-to interviews, and video recordings of teaching practices.

The participants of the study were 83 students studying at English Language Teaching department in a Turkish State University. The study consisted of three stages; diagnostic stage, treatment stage, and evaluation stage. In the diagnostic stage, strategy use questionnaires were administered, and also an oral test was held as a pre-test evaluation. Then, 12-week intervention period was implemented in which participants received implicit and explicit strategy instruction while dealing with the communicative tasks in the course.

After the intervention stage, five-step data collection processwas designed to evaluate the impact of the strategies-based training. The first one was the interview step in which inclusive data were obtained from the participants' experience and accumulation regarding strategies and their effectiveness. The second evaluation step was the administering of the two questionnaires which were also administered as a pre-test in the first days of the term, to detect the possible strategy use development. Afterwards, the oral test was the third administered evaluation step. The fourth and fifth ones were more concerned with teaching practices, since participants strategy manipulation was intended to be investigated in two different settings: at a compulsory faculty course as an assignment in microteaching practices, and second is the participants' strategy use in a real-classroom setting when teaching.

The obtained data were analysed by employing descriptive and inferential approaches. The recorded findings from the questionnaires, oral tests, interviews and video-recordings were statistically analysed and compared to detect the progress in the oral proficiency skills of the participants. Then, the quantitative andqualitative findings were expected to seek answers to theaddressed research questions.

The findings revealed that strategies-based instruction positively affected the participants' oral proficiency in more motivated, more fluent, more accurate, and more self-confident ways. Moreover, it appeared that the participants' overall oral performance also improved when performing teaching practices.

Keywords: Oral proficiency, strategies-based instruction, communicative tasks, communication strategies

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Özet

Öğrenen Stratejilerinin İngiliz Dili Eğitimi Aday Öğretmelerinin Konuşma

Becerileri Gelişimine Etkisi

Dil öğretimi ve öğrenimine yenilikçi metodolojileri, teknikleri, materyal ve akıllı teknolojileri sağlama isteği ve bu yönde süreklilik arz eden çabalar, eğitim alanlarındaki uzmanlar tarafından ve ayrıca eğitim politikaları temsilcileri, kitap yayıncıları ve materyal tasarımcıları tarafından araştırılmakta ve tartışılmaktadır. Bununla birlikte, dil öğrenme ve öğretme olgusunun en önemli aktörleri, sürece doğrudan dahil olan öğrenciler ve öğretmenlerdir. Bu nedenle, kullanılabilir sınıf içi uygulamalar çerçevesinde, öğretme ve öğrenme sürecini hızlandırmayı mümkün kılan unsurlardan faydalanma alan uzmanları tarafından memnuniyetle karşılanmakta ve takdir edilmektedir.

Bu çalışma, iletişimsel görevler yoluyla sağlanan strateji odaklı öğretimin, öğretmen adaylarının sözlü yeterlilik becerilerine ekisi araştırmaktadır. Ayrıca bu çalışma, strateji odaklı öğretimin mikro öğretim uygulamalarında ve gerçek sınıf ortamında strateji kullanımı ve strateji öğretimi gibi öğretmenlik becerileri üzerindeki etkilerini araştırmaktadır.

Çalışmanın hedeflerini gerçekleştirmek için bir eylem araştırması planı kullanılmıştır. Araştırmanın verileri sözlü sınavlar, anketler, yüz yüze görüşmeler ve video kayıtları kullanılarak toplanmıştır.

Araştırmaya katılımcıları, Türkiye'deki bir devlet üniversitesinde öğrenim gören 83 İngiliz Dili Eğitimi bölümü öğrencisidir. Çalışma üç aşamadan oluşmaktadır; tanı aşaması, müdahale aşaması ve değerlendirme aşaması. Tanı aşamasında, strateji kullanım anketleri uygulandı ve ayrıca ön test değerlendirmesi olarak sözlü sınav yapıldı. Daha sonra, 12 haftalık bir müdahale süreci uygulandı. Bu süreçte katılımcılara ders kapsamında uygulanan iletişim görevlerine ek olarak strateji eğitimi örtük ve açık şekilde sunuldu. Müdahale aşamasından

sonra, stratejilere dayalı eğitimin etkisini değerlendirmek için beş aşamalı veri toplama süreci tasarlanmıştır. Bunlardan ilki, yüz-yüze görüşme yöntemi uygulanarak katılımcıların stratejiler konusundaki kazanım ve birikimlerine dair veriler toplandı. İkinci değerlendirme adımı, olası strateji kullanım gelişimini saptamak için müdahale döneminin öncesinde ön test olarak uygulanan iki anketin tekrarı yapıldı. Ardından, üçüncü değerlendirme aşamasında adaylar, sözlü sınava maruz kaldı. Dördüncü ve beşinci aşamalardaki değerlendirmeler öğretmenlik uygulamalarıyla ilgiliydi. Öğretmenlik uygulamalarındaki verilerin toplanmasının amacı strateji odaklı eğitime maruz kalan katılımcıların, strateji kullanımlarını ve öğretimini nasıl gerçekleştirdiğini ortaya koymaktır. Bu bağlamda, fakültede yapılan mikro-öğretim uygulamaları ve dördüncü sınıfta yer alan öğretmenlik uygulamaları dahilinde gerçek sınıflarda adayların strateji kullanımı ve öğretimi becerileri araştırılmıştır.

Elde edilen veriler betimleyici ve çıkarımsal yaklaşımlar kullanılarak analiz edildi. Anketlerden, sözlü sınavlardan, görüşmelerden ve video kayıtlarından elde edilen veriler istatistiksel olarak analiz edildi ve katılımcıların sözlü yeterlilik becerilerindeki ilerlemeyi tespit etmek için karşılaştırıldı. Ayrıca nitel ve nicel bulgular, araştırma soruları kapsamında değerlendirilmiştir.

Bulgular, stratejiye dayalı öğretimin katılımcıların sözlü yetkinliğini arttırarak bildirişim sürecinde daha motive ve akıcı olmalarını sağladığını göstermiştir. Bunun yanı sıra katılımcılar bildirişim sürecinde kendilerini daha özgüvenli hissetmişlerdir. Ayrıca, katılımcıların öğretmenlik uygulamalarını gerçekleştirirken genel sözlü performanslarının artmasının yanı sıra gerçek ortamdaki öğrencilere de strateji kullanımı konusunda destek verdikleri gözlemlenmiştir.

Anahtar Sözcükler: Sözlü yeterlilik, stratejilere dayalı öğretim, iletişimsel görevler, iletişim stratejileri

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Abbreviations

CC: Communicative Competence

CSs: Communication Strategies

CLT: Community Language Teaching

ELT: English Language Teaching

IL: Interlanguage

L1: First Language / Mother Tongue

L2: Second language / Foreign Language

LLS: Language Learning Strategies

OCS: Oral Communication Strategies

OCSI: Oral Communication Strategy Inventory

SBI: Strategy Based Leaning

SILL: Strategy Inventory for Language Learning

SLA: Second Language Acquisition

SRL: Self-Regulated Learning

WTC: Willingness to Communicate

ZPD: Zone of Proximal Development

Chapter I: Introduction

Introduction

This first chapter of the study starts with the statement of the research problem.Afterwards, the study's purpose, the research questions revealing the purpose, the significance of the study, the limitations, the assumptions, and the definitions are presented. Following these steps, literature review is provided in relation to L2 communication, communicative competence, learners and communication strategies to enlighten possible answers to the research problem.

Research Problem

Learners often experience failures in their learning attempts; therefore, this problematic issue of failures or insufficiencies has been an investigation and research topic in the field of educational practices. Hence, many studies in the field of education have aimed to reveal innovative approaches, techniques, and methods that can provide more successful education to students who experience difficulties or failures in learning that may result from methodological or pedagogical practices. A long list of reasons explaining learners' failure can be proposed, as the nature of failures is multidimensional. Among the most common ones are the students' prior knowledge gaps, cultural adaptation problems, insufficient manipulation of learning styles and strategies, personal traits, study habits, problematic classroom setting (lacking safe and bias-free learning environment), insufficient teaching and learning materials, etc.(Souriyavongsa, T. et al., 2013). Students' motivation and factors directly affecting learning motivation also have an important influence in avoiding failures.

The problem that is going to be investigated in this study is related to the research on the impact of learner strategies development in terms of enhancing learners' oral proficiency. Regarding the relevant literature on strategy use seems to have effective reflections on the improvement of oral production. Language learning strategy (LLS) research backs to 1975

with the publication of an article 'What the "Good Language Learner" Can Teach Us' by Johan Rubin (Grenfell& Macaro, 2007, p. 9). However, a substantial amount of research has been implemented on the issues of language learner strategies. Additionally, many claims were proposed by LLS researchers regarding the effectiveness of learner strategies. Grenfell& Macaro (2007, p. 24), summarized some of the conclusions as stating that strategy research presented a drastic conceptualization to the language learning process, changing the focus on the individual learner. Another conclusion was revealing the nature of strategy use as they were named as value-neutral, not having the character of good or bad, but their use matters in terms of being employed effectively or ineffectively by the learners. They also concluded that strategy use and achievement are inseparably connected.

The study is mainly focusing on the communication aspect of LLS. The concept Communication Strategies (CS) was first used by Selinker in 1972, in an article investigating L2 learners' errors as an intervention caused by the learners' inter-language (Corder, 1981). According to him, communication strategies assisted speakers to overcome communicative failures in expressing the intended meaning. Communication strategies seem to function as a problem solver when speakers face communicative insufficiency when speaking. CSs have an a positive effect on interpersonal and intercultural interaction, since they enable learners to become more willing to maintain the interaction, overcome linguistic problems and increase their personal autonomy (Hatch, 1978, p. 434).

Further, many researchers discussed in their studies the positive consequences of communication strategies that may lead learners to become better learners. Nakatani and Goh (2011) proposed that various studies have been carried out regarding the use of CSs in negotiation and repair construct in research settings. In relation, they suggested that research is needed to be conducted in actual classroom context in which learners may employ CSs that are qualitatively and quantitatively different from research based experimental conditions.

Therefore, it is seen in the relevant literature that few studies have explored the use of CSs in authentic classroom setting in order to develop oral proficiency. Furthermore, to the best of researcher's knowledge,there is no study in Turkish context which investigates the impact of strategy training on the development of oral proficiency of ELT students in terms of developing oral skills which are expected to be seen when the participants (prospective teachers) start performing their teaching practices.

In conclusion, the field literature regarding strategy instruction and its actual effects on developing oral proficiency is seen to be suggesting gaps related to conduct CS research which needs to be handled in actual and authentic settings and search for the employed strategy variation in comparison to experimental classrooms or research settings.

Aims of the Study

Considering the research problem, the main aim of this study was to investigate if oral proficiency is developed as a result of strategies-based instruction incorporated in communicative tasks. Strategy instruction, as an intervention tool, was expected to enhance the implementation of communicative tasks and develop learners' overall oral production.

The secondary aim was to find out if strategy instruction was internalized so that the same participants employ them when they start teaching in microteaching practices. Additionally, it was aimed to find out how the participants use strategies to perform better and avoid inhibitions on the stage.

The third aim of the study was to investigate if strategies-basedinstructionenhanced oral production of the same participants when they were performing teaching practices in a real-classroom setting. Also, the employed strategies were detected and how their employment facilitated teaching practices was assessed.

The research questions listed below were constructed to meet the aims of the study:

Research Question 1. Do prospective teachers use appropriate speaking strategies as learners of English?

1.a. What type of strategies do they use?

1.b. To what extent are they aware of the impact of using speaking strategies on their speaking skills development?

Research Question 2. How can effective strategy use be facilitated in the classroom?

2.a. Does strategies-based instruction affect their levels of speaking fluency?

2.b. Does strategies-based instruction affect their levels of speaking accuracy?

2.c. To what extent does strategies-based instruction affect their communication abilities?

2.d. To what extent doesstrategies-based instruction promote their general language skill development by facilitating individualized learning practices?

2.e. To what extent doesstrategies-based instruction promote their motivation?

2.f. To what extent doesstrategies-based instruction promote autonomous learning?

2.g. To what extent doesstrategies-based instruction affect their levels of self-confidence?

2.h. Does strategies-based instruction affect their levels of strategy use?

2.i. Does strategies-based instruction affect their levels of oral communication strategy use?

2.j. Does strategies-based instruction affect their levels of speaking performance?

Research Question 3. Can strategy instruction affect their teaching practices in speaking skills?

3.a. Can prospective teachers impose strategy use on their students during microteaching sessions?

3.b. Can prospective teachers impose strategy use on their students during school practicum?

Limitations of the Study

The research context of the study led to some limitations. The limitations regarding the context of the study were due the research setting which was employed in a Turkish undergraduate ELT context, set in the Oral Communication Skills course.This course was a compulsory oneenrolled by second-year ELT students. Another limitation was the data collection periods regarding the intervention and teaching practices. The intervention period took 12 weeks during the autumn of 2014-2015 academic year, in the Oral Communication Skills course. The data obtained from microteaching practices were gathered in the first term of the 3rd academic year (2015-2016) in the compulsory Teaching Skills course, and the data regarding the teaching practices in a real-classroom setting were recorded in the second term of the 4th academic year (2016-2017), in the compulsory School Experience course. Another considerable limitation can be addressed to the implementation of the intervention procedures, since it was the researcher of this study who was also the instructor during the intervention process. Having such research conditions may have both positive and negative consequences on the participants' motivation, willingness, course attendance, involvement in the assigned activities etc. Likewise, the responses especially gathered from the interview, administered after the treatment, may not also have reflected the reality, as some participants may have responded the questions regarding the expectation of the course instructor (the researcher in the present study).

The Significance of the Study

The study is significant as it may contribute to the communication strategies instruction research fieldtogether with the enhancement of communicative tasks to improve learners' oral production and communication skills. Additionally, the designed course content

can influence teachers who often employ communicative tasks; as the main contribution is the integration of communication strategies to the tasks to facilitate the final goals which aim to develop learners' oral performance.Moreover, communication strategy use in non-experimental setting seems to be an underreserched aspect in terms of language learning. Additionally, providing conclusions on how prospective teachers benefit from communication strategies while teaching may bring essential clues to inspire the development of teaching profession. Lastly, the conclusions regarding the benefits of strategies-based instruction on enhancing prospective teachers' platform skills is thought to enlighten teacher training programs to reconsider methodologies on improving prospective teachers' oral proficiency as an effective factor for successful teaching practices.

Assumptions

Taking into consideration the context and the design of the present study, it is anticipated that the answers obtained from the questionnaires, administered interview, oral exams, and recorded teaching practices reflected the participants' factual opinions, beliefs and perceptions. Also, an assumption was made in terms of data collection tools and techniques as considering them sufficient in order to provide reliable data to reach consistent conclusions to the research questions.

Definitions

Communicative competence. According to Richards and Schmidt (2002, p.90), communicative competence in not only to know that something is correctlyperceived in a certain language butalso to know whether that thing is appropriate, possible, or used in a certainlanguageenvironment or not.

Learner strategies. Learner strategies are strategies employed by learners whose intention is to learn the novel information or accomplish other purposes by using tactics that facilitates learning. (Oxford, 2011).

Oral accuracy. Within the context of the study, Wolfe-Quintero, Inagaki, and Kim, (1988, p.33) defined accuracy as the ability to keep away errors or be error-free while producing a piece of language, either oral or written.

Oral communication strategies. As to Corder (1981, p.103) Communication Strategies are systematic practicesthat speakers use to convey a message when faced with expressional complications. Another researcher proposes that CSs are attempts to enhance the effectiveness of the ongoing communication (Canale, 1983, p.11).

Oral fluency. According to Scrivener (2011), fluency is speaking naturally without caring too much on producing totally correct utterances. Richards and Schmidt (2002, p.204) defines fluency as an element which provides speech the qualities of sounding natural and normal, despite the pauses natives do. Carrying out a fluent speech requires meeting the norms of rhythm, intonation, stress, rate of speaking, as well as the use of interjections.

Strategy instruction (strategy-based instruction). In the learning context, strategy instruction is considered to be a process in which strategies are taught to learners aiming to improve their learning endeavours (Oxford, 2011). Also, Brown (2007, p.390) referred the term as strategy based instruction (SBI). According to him,

SBI refers to teaching learners by focusing on strategic opinions that are accessible to learn. The teacher has the responsibility to facilitate awareness on these opinions as well as encouraging strategic attempts.

Strategy training. Richards and Schmidt (2002, p.516) defined strategy training as training to manipulate learning strategies in order to ensure learners' success in learning. Additionally, there are sub-categories of strategy training: explicit training, embedded strategy training, and combination strategy training.

Chapter Summery

In the first chapter of the study the background information and the rational for the study were presented through the research problem, aims, significance and limitations of the study, the research question and the definitions employed.

Chapter II: Literature Review

Introduction

This sectiondelivers the literature review of the present study. The theoreticalbasis of the study will be presented. The discussed field research studies provide factual support to the possible effects of relevant variables on study results. In this regard, this chapter dwells information about language learning in relation the communicative competence, learner strategy instruction, and communication strategies as facilitative tools to develop oral production.

Foreign Language Education and Communication

Components of education such as learning, learner, instructor, teacher, course, school etc. have become independent factors studied in the field of educational research and also in foreign language teaching. Effective teaching comprises of a combination of great many factors affecting the achievement of final goals such as teaching methodologies, techniques, strategies, technology, materials, environment/social conditions, teacher/practitioner efficacy and efficiency, teacher education/training, assessment and evaluation, innovative applications, etc. Also, it is possible to express that in teaching, learning, and assessment the goals can be focused on a particular component. Therefore, practitioners, learners, course designers, course material publishers, and test designers are engaged in this process of focusing on.

In the field of language teaching and learning, there have been intense theoretical and empirical interests in the recent years. The nature of learning languages has been researched intensively in the past century in various language related fields. For instance, significant findings in the field of neurolinguistics, investigating learners' internal cognitive formations, have introduced clues clarifying the implicit manner of learning.

Generally, the targets of language teaching/learning programsare to help learners develop communication skills. As it is clearly stated in the Common European Framework

many programs work hard to develop language activities to make progress in the quality of teaching. Someprograms focus on performance of a specific domain. There are others which strive to develop certain language competencies, and also some programs are concerned with strategies.

In this respect, the learner and the notion of learning are the main constructs of learning process in general. Therefore new theories, technologies and methodologies are advertised to attract learners' attention promising them not only the expected language proficiency levels, but also some other international possibilities such as travelling, job opportunities, educational opportunities, project works, etc. Considering the above mentioned information it can be assumed the purpose of second or foreign language learning is to make individuals use and interact in the target language.

Although language is basically seen as the very first component of communication, it is not the only component that leads individuals from different nations to understand and communicate with each other. Wylie (1985) stated that there are many dimensions that directly affect the success and efficiency of communication: articulation factors, body language, cultural aspect, situational factors, interlocutor, environmental factors, etc., so second language research has focused its enquiries not only on the learning process itself, but also on the other parts of it, such as the social and cultural aspect of language. Fleet (2006), for instance studied the role of culture in teaching languages taught as a second or foreign ones. She concluded that practitioner should employ practical strategies in culture teaching. Culture teaching is assumed to raise awareness, approval, acceptance, and appreciation of the target languages' cultures.Furthermore, learning about target culture and traditions may trigger learners to research and realize many details about their own culture. Fleet (2006) also stated that culture is an important tool to enable language practitioners to motivate learners, and foster their attitudes regarding the target language community positively.

English language teaching (ELT) has been the research field of thousands of scholars, especially in attempts to reveal the key factors of second language acquisition (SLA). In the early research studies conducted in the late 70s and early 80s, it was argued that learning a foreign language is learning how to maintain a conversation as a consequence of learning how to communicate (Hatch, 1978, as cited in Mackey, 2007). Krashen's Input Hypothesis (1978),proposing that sufficient comprehensible input as a main component of exposure leads adult learners to acquire a foreign language, was another influential argument at its time. Long (1983) also declared the importance of input; however, this time the focus was on conversational adjustments at the time of interaction. It was claimed that in case needed adjustments are provided into the conversation process more comprehensible input can be obtained, and as a result language learning is promoted. So far, many scholars have tried to reveal the relation of interaction among L2 learners. Mackey and Goo (2007) conducted a meta-analysis study SLA looking for that kind of relation. Mackey and Goo (2007) concluded that interactional attemptscan be a great facilitator of lexical and grammatical items and leads to their acquisition.

Components Underlying Communicative Competence

The concern of the research in foreign language learning practices is to highlight the issues of language acquisition and language learning to get firm conclusions on the teachability aspects of language. Communication skills have become a focus of learning for people who have various reasons like improving their overall proficiency in English. Therefore, communicative language teaching (CLT) has been a great influence on foreign language teaching applications around the world since 1970s. In the early years when CLT was practiced, the main concern was to develop syllabus and teaching approach matching the early perceptions of communicative competence. Today CLT has proposed certain principles about language teaching and learning that refer to the application of various assumptions

involving different processes regarding teaching and learning (Richards, 2006). CLT made teachers examine the very basic nature of communication. Larsen-Freeman (2000) stated that language use is beyond grammar and vocabulary knowledge. She concluded that it is necessary to achieve a communicative competence, to follow functional syllabus, to keep a right pace in teaching language forms, and take decisions on what to focus; fluency or accuracy. Lazaraton (2001), in relation, indicated that the impact of the communicative competence theory for second and foreign language teaching approaches should not be overestimated. The main issue about language learning which was statedby Lazaraton (2001) was that there was no point only in focusing on developing grammatical competence of the language learners, as practitioners are expected to set a balance on their teaching practices by allocating equal intensity in focusing on accuracy, as well as on fluency.

The first scholars who used the terms competence and communicative competence (CC) were Chomsky (1964) and Dell Hymes (1972). Actually, Hymes's initial point was the limited and unsatisfying descriptions and theories that Chomsky proposed. Many researchers followed the developments in the field and Hymes's views on communicative competence were better accepted than Chomsky's theories. His views regarding language acquisition of children were not matching with Chomsky's proposal on the issue of rule governed creativity. Hymes' communicative competence focuses on the assumption that a child acquires knowledge to construct accurate sentences that are also used appropriately; it is a type of competence thatfacilitatestaking speaking turns on the right moment, and keeping silent whenit is not convenient.Moreover,communicative competence shapes the topic, takes into consideration the interlocutors and the setting, andalso affets theway a range of speech acts are held (Duranti, 2005).

Following the theory of Hymes, Canale and Swain (1980) and Canale (1983) came up with inclusive definitions on CC with implications on second language instruction and

assessment (Brown, 2007). Moreover, the first model of communicative competence was set on four different sub-categories: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Brown, 2007; Celce-Murcia, Dörnyei, & Thurell, 1995; Richards & Schmidt, 2002).

Grammatical competence deals with accumulation in relation to the grammatical rules, spelling,pronunciation, morphology, syntax, etc. Sociolinguistic competence is concerned with the cultural feature of language; moreover with the appropriate manipulation of language in various contexts, knowing how to thank, making a request, apologising, flattering, giving orders etc.; discourse competence is similar to sociolinguistic competence since it is knowing how to communicate e.g. deliver a speech in a coherent and cohesive form; speakers compensate weakness or failures that occur as a communication breakdowns by employing strategic competence. (Celce-Murcia, Dörnyei, & Thurell, 1995; Richards & Schmidt, 2002). In this respect, communicative competence as a whole is dealing with the communication ability of language users; if the learners are in a language learning setting, the speaking skill development is enhanced. While speaking is directly interrelated with the ability of producing in the target language, the learner needs to use other facilitative tools to become intelligible and competent in the communication process. Strategy use as abovementioned is one of the facilitative mechanisms of appropriate communication channels.

Speaking Skills

Teaching a foreign language consists of teaching the four skills and many other components about the language; especially, cultural and social aspects. Among the language skills, speaking has often been the most challenging one for the learners. Thornbury (2005) refers to speaking as part of daily life but people are not aware of its importance. Speaking can be identified as a skill, product, output or even a process that is widely used when people meet their daily needs. Chastain (1988) defines speaking as a process in which speakers

encode messages by using their linguistic knowledge and background accumulation. The coding process can be produced at conscious or subconscious levels. The process is subconscious when in normal situation the speaker's thoughts are produced by the use of appropriate linguistic forms; however, in formal situations the speaker can achieve conscious selection of the possible linguistic choices and in that way can sound polite, distant or/and official (Chastain, 1988). The brief information about speaking skill given above enlightens some clues on the complex nature of second language teaching and learning. Thornbury (2005, p.1) states that learners become aware of that difficulty once they start performing various attempts to speak in a foreign language; thus, time and efforts are required to obtain a desired level of proficiency. Brown (2007) proposes that full involvement, commitment, an entireintellectual, emotional, and physical willingness are also required to comprehend and encode messages in a target language.

Definitions and descriptions of speaking skill. Second language instruction is a complicated field in which novel research and innovations are required to satisfy the requirements and wants of language learners. Teaching a foreign language is associated with enabling students to speak it rather than knowing about the language. Knowing about a language and using it are different concepts. Ur (2000) declares that to practice in the target language may be difficult for students, though theyhave knowledge regarding the systems of a given language. Many students use common expressions when they are forced to talk on an addressed topic is "I have no idea about this topic"; "I don't know how to explain"; "the topic is not interesting for me"; or "I don't have enough words to explain my ideas"; or "no comment" (Coşgun Ögeyik, 2015, p.191). As such responses seem to be a way of avoiding the interaction, many language learners refer to such strategic approach in order to avoid possible failures when speaking.

Bygate (2006) clarified the difference between knowledge and skill. Knowledge is more related to understanding and memorizing but skill is performance oriented in which imitation and practice is involved. Bygate (2006) proposed two sub-skills of speaking. These are interaction skills and motor-perceptive ones. Motor-perceptive skills are related to perceiving, remembering, and sound production, and language forms. On the other hand, interaction skills are related to making decision about communication. These decisions comprise of what to say, how to say, how to develop it depending on the situation or to cut it short.

Speaking is a skill directly related to language use and production in a language. An individual needs to have a certain amount of linguistic knowledge to be able to produce in the target language. Bygate (2006) noted that speaking a second language (L2) is a matter of production and that communication skills need to be developed to achieve this goal. Also, he pointed that oral production is different from written production in terms of lexical, grammatical and discourse patterns. However, knowing the language is not enough to perform in that language. Celce-Murcia et al. (2013) report that speaking in a language is the crucial means of communication; therefore, the often uttered question "Do you speak English or any other language?" is addressed to confirm whether an individual has knowledge regarding a foreign language or not; however speaking in a language implies advanced mastery. Similarly, Schmeck (1998) notes that language skills are the things we can do in that language.Moreover, speaking involves saying something, and regarding language teaching, it is expected to make learners produce utterances in the intended language. However, performing in speaking, in other words oral production, takes a long time to develop (Luoma, 2004).

Oral production is not just uttering a few words one after the other, but rather the formulation of a flow of words leading to a coherent discourse. In order to produce coherent output, Levelt (1993) suggested that oral production involves four main steps: namely, conceptualization, formulation, articulation, and self-monitoring. Conceptualization deals with the message planning in order to achieve a communicative goal. Background knowledge, topic knowledge, the speaker's accumulation about the world, and present discourse situation are factors shaping conceptualization. Bygate, Skehan and Swain (2001, p.16)described the process as the conceptualiser acts as a monitor that checks the flow of the interaction to ensure that the communication achieves a plan. And consequently any deviations in meaning, mistakes in grammar and pronunciation are corrected. At the formulation process, the speaker acts as a formulator who combines words and phrases to transfer meaning. Grammatical rules are employed by the speaker (grammatical encoding). Also the sound patterns of the words are considered by the formulator.Word articulation is the third step. Articulator organs are responsible for the articulation process. These organs are tongue, lips, teeth, velum, alveolar, glottis, palate, mouth cavity and breath. The finalstep is self-monitoring. The speaker is acting as her/his self-listener. S/he is expected to identify and correct his own mistakes. The control of the speaker is both on his internal speech and overt speech.

In language teaching process the expected goal is to help students manage communication skills in the studied language (Celce-Murcia, Brinton, & Snow, 2013), and to have interaction that occurs between sender and receiver. Long (1996) puts forward Interaction Hypothesis and stresses that internal capacity and selective attention of learners are shaped through interaction in a productive way. In this

respect, Lynch (1996) states that interaction leads to modifications in learning process and arranges the features of interaction and adjustmentsin learning:


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            Interaction through negotiation of
                      meaning

    Student as listener              Student as speaker
    provides interlocutor with       performs at current level of
    feedback on current              L2 production until
    comprehension                    interlocutor encounters
                                     comprehension

                      Noticing the
                         Gap

    (receives) Discourse             (makes) Discourse
    Modification                     Modification

    Comprehensible Input             Comprehensible Output

                      LEARNING
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Figure 1 . From interaction to learning, Lynch (1996, p.61)

As presented in the figure above, interaction makes both the given input and produced output comprehensible and assists the speaker to make modifications by listening to the sender through negotiation. However, the type and quality of modifications may vary regarding the age level of the learner, since the attitudes of young learners and adult learners

are shaped differently in language learning process. Chastain (1988, p.129) claims that children have the advantage of learning languages because of their psychological, social, and cognitive flexibility, whereas most adult learners have the advantage of gaining abstract thinking and becoming more suited to typical second language explanation and exercise activities than children.

Factors Affecting Adult EFL Learners' Speaking Skill

Language learners, whether children or adults, are assumed to go through many elaborated phases in order to acquire the provided knowledge in way like native speakers use the language in the environment, in which interpersonal conversation occurs. Therefore, especially for the adult learners, oral production in the target language with a fluent and appropriate manner is a difficult and demanding task (Brown, 2007). In order to shape competent EFL learners by providing needed guidance, examining the factors that affect adult learners' oral production is essential. Considering the elements of oral proficiency and other related skills or strategies employed while communicating can enhance teaching practices.

Affective factors. As it may be in most learning environments, teachers work with human beings whose behaviours and actions are changeable depending on many factors as one of them is their emotions. Many theories present essential factors that stimulate the degree of achievementin learning a second language (Gass & Selinker, 2008). Human behaviour and personality factors are among the most important aspects which are carefullyexamined when building a modelin second language acquisition (Dörnyei, 2003). A great many components are researched in determining the emotional side of human behaviour in the learning process of a second language. Examining the factors of affective domain and categorizing them leads to effective explanation of this scientifically difficult issue.

The affective domain is assumed to relate to the emotional side of human behaviour. The state of causing a change in emotionalconditions or moods depends on a variety of personality factors such asthe perception about ourselves, and about the other people with whom we share the same environment, and moreover we need to communicate, Dörnyei (2003). Brown(2007, p.153) referred to Bloom's taxonomy describing the affective domain: the primalstage of affectivity begins with receiving. Anindividualshould have the awareness of his/her natural setting, and must be eager to take and give stimulus to a controlled or chosen attention; then, the second stage is to be in a responding state to a phenomenon or a person. Valuing is the third stage of the affective domain. Values are assumed to be internalised since they take on the characteristics of attitudes and beliefs. They relate to valuing a person, a thing, or behaviours. Considering values in a set of beliefs is the fourth level. The system seems quite complicated since the interrelationship among values should be determined, and the hierarchy of values in the system should be set. The final stage is the formation of value system in which individuals perceive themselves in a pre-set value system. Here individuals are characterized by the values theyseem to have acquired. Individuals also integrate beliefs, ideas, and attitudes so that they builda perceived world-view that can serve as a problem solving base for the present and the following stages.

As for the affective features in second language acquisition, key points have direct influence on the learner. Self-esteem is proposed to be essential stimuli on human behaviour. As it is considered that a cognitive or affective action cannot be produced with the absence of self-efficacy, self-confidence, self-esteem, and awareness of yourself (Dörnei, 2003). Willingness to communicate (WTC) is a factor related to self-efficacy. MacIntyre, (2001) simply defines the willingness to communicate as the learners' desire to start communication. It is an opposite condition

of the learners' unwillingness to communicate and this phenomenon has often been a research issue. MacIntyre et al. (2001) found that social backingprovided by the people around you had an impact on the WTC in a setting out of school. Cao and Philip (2006) suggested some key factors affectinglearners' WTCsuch as the class size, acquaintanceto the interlocutor and topics' familiarity, self-confidence, and cultural experience.

Inhibition is anotherelement discussed regarding self-efficacy and self-esteem. Brown (2007) states that all human beings build barriers to protect the ego; individuals that have weak self-esteem preserve the excising inhibition that serves to protect the weak ego. As Brown (2007) suggested, language learning requires a dedicated exposure sincemistakes arecommon and seen as a part of the process.These mistakes can cause threats to the self in cycle triggered by the defence mechanisms. Failures in language production may affect the learners'experience negatively. However, there are many language practitioners who base their teaching practices on students' capabilities rather thantheirweaknesses, a very practical approach to overcome inhibition.

Rubin and Thompson (1982), cited in Brown (2007), propose that a good language learner should have the endeavour to make intelligent guesses. Being impulsive was thought to be positive style of a language learner. Learners' active attemptsas risk takers appear as akeydistinctfeature since it is seen as a predictor variable of achievement in second language learning environments (Gass & Selinker, 2008). *Risk-taking* is related to a "developmental trait that consists of moving toward something without thinking of its consequences" (Alshalabi, 2003). Alshalabi proposed that risk taking is an issue which is more a subject of speaking skill when compared with the other macro skills (reading, writing, and listening). Foreign language teachers often encounter difficulties with the students who do not want to be

active participants in the discussions, and students who keep silent and do not take any risks to produce language. Moreover, research on risk-taking behaviours has been often studied, especially in terms of anxiety when taking a turns in a classroomsetting, and also the motivating factors which encourage risk taking(Dewaele, 2012). However, in many research studies, risk taking was discussed to be a personality trait that enhances language learning.

Anxiety is closely connected to self-esteem, self-efficacy, risk taking and inhibition. It is an influential factor in acquiring a language (Brown, 2007). In general, anxiety is a kind of pressure that is triggered by the autonomic nervous system (Spielberger, 1983). Horwitz (2001) proposes that anxiety is felt in various forms and conditions. Trait anxiety is considered to be a tendency to feelworried in many situations. On the other hand at a situational level, state anxiety is triggered by a particular event, act or particular type of situation. As, MacIntyre (1998) concluded that the anxiety experienced when speaking a language is triggered by the moment of production, and the related studiesof language anxiety should benefit from findings obtained from specific settings. Briefly, such anxiety was considered as "the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre, 1998, p.27).

Extraversion and introversion are essential features that affect language learners. They are two characterizations reflecting the way learners connect to their close environment. An extravert person pays attention to the things happening around him/her rather than his/her own thoughts. Brown (2007) proposes that extraversion is a featurethat an individual needs to get self-esteem, ego enrichment, and a feeling of completeness from the people around rather than getting that affirmation or appreciation of oneself. Extrovert individuals tend to be in contact with the people

around than experiencing things by themselves. On the other hand, introvert people are self-directed, caring about their own feelings and less aware about the things happening outside, or in a distance from them. They are not willing to interact and attend activities with others. Brown, 2007 discusses inversion as the extent to which a person reaches completeness when being away from other people. Furnham (1990) concludes from a study conducted by Thorne (1987) that extroverts are more talkative, impetuous and more courageous in taking risks compared to introverts. On the other hand, introverts are more conservative when producing oral utterances and also tend to be as accurate as possible. Conducted studies revealed that introversion or extroversion is of great importance in terms of language learning in a classroom setting. Gardner and Clément (1990) proposedthat teachers should not adapt their teaching methodologies according to these two types since there is not a great difference in their achievement.

Empathy is a situation in which you put yourself into somebody else's situation, and it is the process to understand what another individual is feeling (Brown, 2007). Empathy is considered to relatevariouscomponents of attitude. According to Krashen (1988) empathy is in close relation to language attainment. People who are empathiccan communicatebetterwith native speakers and get more comprehensible input. Schuman (1975)proposed that increased empathy relates to the individual's flexibility and decreasedshyness. Such circumstanceslead learners to experience lower anxiety, and feel more confidentto communicate with native speakers.

Motivation in second language learning and acquisition has been investigated for a few decades. Dörnyei (2001) proposed that motivation does not directly influence learning practices. Motivation is like a stimulus of behaviour rather than observable success. To make a clearer picture of what motivation is it can be stated

that motivation explains the reasons of people's behaviours rather than their consequences. Csizér and Dörnyei (2005) discuss that there is relation between motivation and successful learning; however there are several factors which directly influence the link between motivation and achievement such as learners' learning skills, the provided features of input, the quality of instruction etc. There are some striking components of motivation generalized as the aspects of L2 motivation such as: integrativeness, instrumentality, the importance of the L2 community, cultural concerns, stance towards target language speakers, linguistic self-confidence, and milieu(Csizér & Dörnyei, 2002).

Neurological bases of affect have been discussed intensively since essential developments in researching the human brain intensified in the last part of the 20th century. New techniques and technologies have started to be exploited such as positron emission tomography (PET) and magnetic resonance imaging (MRI) (Brown, 2007). Human brain has been a study field of psychologists, neuroscientists, and linguists as the final device to make hypotheses concerning language acquisition and pedagogy. If science puts forward some concrete data to understand the neural processes underlying language learning, it is believed that programs of instruction can be designed to enhance language learning by taking advantage of the neural mechanisms involved. Schuman's (2004) studies in the field of neurobiology pointed the amygdala, a section in the temporal lobes of human brain, to act as an essentialfactor in the relationship of affect to language learning. Amygdala has an effectivetask when a given stimuli is judged. When you hear, see or taste something the amygdala functions as a decision maker on the received stimuli. In other words you decide if your experience is new or not, lovely or nasty, relevant or irrelevant to

your needs, and matching or mismatching your own social expectations (Brown, 2007).

Personality types, as another subarea of the affective domain, have imposed a great interest for the researchers in the last decades. Many studies revealed a relationship between learning strategies and personality.It was also noted that some personality types have changing levels of managing uncertainty. Many tests and questionnaires were employed toreveal more about learners' personality features (Brown, 2007). Lawrence (1984) proposedan instrument measuring personality features in various educational and research settings: Myers-Briggs Type Indicator (MBTI), a tool grounded on Carl Jung's (1971) personality typology.Jung's theory argues that random differences in human behaviour are regular and systematic (Myers, 1962). It depends on how people employ perception and judgment. Perception is related to "all the ways of becoming aware of things, people, happenings, or ideas," and judgment is related to "all the ways of coming to conclusions about what has been perceived" (Myers & McCaulley, 1985).

Many studies have tried to find out the linkbetween personality types and second language learning. In researching the distribution of MBTI types Moody (1988) found anunreasonablyhigh percentage of intuitive and thinking types of learners. It was stated that Jung's theory could guess irregularities since intuitive people prefer to control symbols and words. Some other data obtained from other studies reveal the link between learners' personalities regarding their language learning achievements. Ehrman and Oxford (1990) alsoreachedsimilar conclusionswhich werejustified and explored in light of tolerance of ambiguity.

Sociocultural factors. Culture is an unavoidable component in our daily life. It is an issue that we are exposed to unintentionally when we deal with daily routines. In

natural conditions culture is an umbrella that brings peopleof common interest together. Brown (2007, p.388) defines culture as "the ideas, customs, skills, arts, and tools" that describe the potentials of people in a given time. He also suggests that culture navigates our behaviours, helps us to adjust our lives in accordance to the expectations of the people around us and claims that learning a foreign language is something like learning another culture.

The intersection of culture and affect is another touchingcharacteristic of the communicative development. As to Samovar and Porter (1994), culture is accumulation of "knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions"adopted by a community. Adler (2002, p. 16) refers to culture as "a way of life of a group of people, the configuration of all the more or less stereotyped patterns of learned behavior which are handed down from one generation to the next through means of language and imitations". It is a kind of formationin which people exist, feel, think,and act together with others. Culture is seen as an aspect of second/foreign language learning. Consequently, some features between learning a foreign language andstudying the cultural perspective of that language should be discussed.

Stereotypes are the first to be discussed.They are overgeneralized opinions about people regarding their association in a specific group. They can have positive, negative, or neutral characteristics. Many communities group stereotypes on various grounds such asethnicity, gender, or profession. Brown (2007) suggested that cultural background is an effective component tobuild our world view and opinions. The shaped present reality is seen as our own cultural component. In that perspective different stimulus is seen as either false, out of norms, or weird. A stereotype

associates group characteristics to people depending on the community they come from.

In stereotyping applications individuals are categorized by the use of limited amount of data or information (Altman, Valenzi, & Hotgettes, 1984). This practice is used by people to make the comprehension of complicated stimuli easy. The obtained information can be taken from any source of mass media, Internet, people around, books, and personal experience. By the consideration of the huge diversity of input people reach general conclusions about stereotypes.

Attitudes reflect beliefs, emotions, and affect the behaviours towards a specific object, person, thing, or event. They are often cosequences of accumulated experience or upbringing, and as a result of listed features they can have an influential power on behaviour. Stereotypes, attitudes, and culture are interrelated features that a given stereotype may give off some clues about his/her attitudes or culture. In some cases as Brown (2007) states, over generalizing people is related to an attitude toward a culture or a language. That attitude can be either positive or negative or in some cases neutral. Attitudes are developed early in childhood. They are shaped through exposure to parents, siblings, friends or people around. Moreover, the interaction with people from different cultural backgrounds in various situations and conditions is directly related to cognition and affect, especially during early childhood experience (Brown, 2007).

Gardner and Lambert (1972) have done detailed research on attitudes and motivation. They studied the relation of attitude with the linguistic performance of learners. According to their conclusions an L2 learner should be psychologically prepared to acquire a second or a foreign language.

Brown (2007) also suggested that positive attitudes have a beneficial effect on second language learners and consequently, negative attitudes can affect motivation

negatively. However, negative attitudes are also observed among learners and they can lead to decreased motivation. When learners are reluctant to learn and do not have positive attitude toward learning little or no progress is observed. Brown (2007) argues that undesirable attitudes are triggered by the irregularcontact with culture.

Second Language Learning/Acquisition

Psycholinguistics is a scientific field that SLA researchers benefit from since it is converging two important fields in language research, psychology and linguistics. Gass (2013) suggested that the developments in the field of linguistics resulted with downplaying of aptitudes in bringing explanation to linguistic behaviour. Also, the developments in cognitive psychology de-emphasized the previous interest towards attitudes and motivation (Gass, 2013). Consequently, as these two research traditions lost their interest, cognitive factors gained more attention. Dörnyei (2009) declared cognitive research has paved the way to a new direction in which brain imaging is employed. As it is exemplified above, cognitive factors in second language acquisition need to be elaborated through field research. Additionally, the facilitation learning strategies is thought to be a conscious attemptto enhance second language acquisition in terms of cognitive learning. Learning a foreign language is a practice of developing various skills, especially cognitive ones (Faerch & Casper, 1984; Nakatani, 2010; O'Malley, Chamot & Walker, 1987). Ellis (1999) proposes that cognitive science reveals much more information to the unknowns about mental representation compared to generative approaches proposed by Chomsky and his followers. SLA as a research field aims to make conclusions on the ordinary process of how L2 input is accumulated in memory and consequently how language acquisition leads to automatic language comprehension and production. O'Malley and Chamot (1990) stated that the language acquisition process is difficult to explain since the link between language and cognition while

the input is stored needs to be investigated, and also to understand how new knowledge is acquired.

Thus, second language learning seems to deal with brain faculty factors rather than language universals, since meaning construction is the result of written or spoken exposure. Nakatani (2010) states that discourse comprehension of learners help them to construct meaning in their own cognitive structures. That is the way how schema is shaped. In relation, schema theory claims that language comprehension leads to activation of relevant schemata allowing people to process new experiences in moderately effective way. The role of schemata is to serve as a reference store that helps learners to retrieve related excising knowledge into which the recent information is accumulated or learnt (Richards & Schmidt, 2002). Schemata are mostly activated when the learner employs receptive skills,especially at the period when comprehension occurs. Johnson and Johnson (1999) mentioned about findings which indicate comprehension and recall, features which are insufficient when the decoder (in reading or listening) cannot associate relevant representations to assimilate and/or enhance understanding. In relation to the presented information about schemata above, it can be concluded that memory factor needs to be mentioned since learners store information there.

Richards and Schmidt (2002, p.327) depicted memory as a mental capabilityto keep information, for short or long periods. Cognitive scientists indicated the difference between these two memory types; short term and long term. They clarified that short term memory is the"working memory" and long term memory is the"secondary memory" (Fatos, 2001). The input which is exposed to information flow goes into short term memory, but just limited amount of information can be retrieved. Fatos (2001) claims that the research suggests that only seven items can be stored in a minute. However, compared to long term memory, short-term memory has limited function of storing; as long term memory is thought to be unlimited. Shuell (1986) proposed that when individuals are exposed to new information, it is coded to an already

existing network, also referred as declarative knowledge. Declarative knowledge and procedural knowledge are concepts corresponding to knowledge types stored in the brain. The declarative onecomprises of prior knowledge that has been acquired and it is employed to understand/comprehend and remember new information (Chastain, 1988). Fatos (2001) suggests that declarative knowledge is conscious information, consisting of propositions and images. Additionally, procedural knowledge is the second one in terms of information processing. Chastain, (1988) claimed that procedural knowledge is the learning skills that have been acquired as result of past learning experience. Gass (2013, p.529) defined procedural knowledge as the one corresponding to cognitive skills, as they affect the classificationof information. Fatos (2001) discusses that procedural knowledge is usually unconscious knowledge regulating how to implement something. Nakatani (2010) described the information processing procedures depending on the proposals of cognitive psychologist Anderson (1983, 1985). He claimed that incoming information that is coded into a network is called nodes. Nodes are activated structures that are associated with concepts and their relationship. The formed associations may be of simple paired forms or more complicated structures. Schemata are referred as complicated structures that interconnect networks representing difficult to understand concepts. Meaning is formedas result of information that activates nodes in long-term memory. However, those nodes are also stimulated by the information flow coming from the short-term memory. Learners develop interlanguage (IL) as a result of restructuring information that was previously stored in long-term memory (Nakatani, 2010).

Social-Cognitive Models of Learning

Learning a second or foreign language is shaped, designed, redeveloped, assessed, planned, and evaluated by researchers, course book writers, instructors/ teachers/ practitioners, learners, etc. Funk (2012) proposed that the era of macro-methodological approaches is out of date since the present language learning methods are not able to

encapsulate the huge accumulation of research conclusions. Regarding the multi-choice of methodologies to foreign/second language teaching practices, the latest applications in language education came up with use of an eclectic method. In this method, teaching and learning strategies are taken from various methods in language teaching (Funk, 2012).

Self- regulated learning. Self-regulated learning (SRL) is based on learners' perspective. Learners are expected to make decisions that meet their needs through appropriate tactics and strategies whilelearning a foreign language. Pintrich (2000, p. 453) defined SRL as an active process in which "learners set objectives; monitor, regulate and control their cognition, motivation and behaviours which are navigated by their aims and contextual features of the present learning environment".

Strategically self-regulated learners tend to be conscious in planning their learning (Griffiths, 2008; Malpass, O'Neil & Hocevar, 1999, 2006, as cited in Oxford, 2011). They consciously take the responsibility to direct their learning activities. They can regulate their affective and cognitiveendeavours, observable performance, and the learning conditions in terms of environment (Zimmerman, 2000, as cited in Oxford, 2011). They can realize learning goals by keeping an eye on various details on their self-learning (Malpass, O'Neil &Hocevar, 1999; Oxford, 1990, as cited in Oxford, 2011). Moreover, learners can benefit from strategy use and move cognitively from declarative state to procedural state of knowledge (Anderson 1976, 1985; O'Malley & Chamot, 1990, as cited in Oxford, 2011). Sucha transition from conscious state to automatic one is achieved as language production is enhanced with strategy use. Self-regulated learners benefit from strategies to manipulate their attitudes and approaches about learning (Schunk & Zimmerman, 1998, as cited in Oxford, 2011). Learners should have the command to select appropriate strategies for different situations, objectives, circumstances and settings (Ehrmann, Leaver, & Oxford, 2003, as cited in

Oxford, 2011). Learners should understand that not every strategy works under every condition for every purpose (Hsiao & Oxford,2002; Cohen &Macaro, 2007, as cited in Oxford, 2011).Zumbrunn, Tadlock, and Roberts (2011) added that learners need time to start using learning strategies effectively and comfortably. And the last item in the list of self-regulated learners in terms of strategy employmentproposes that learners reveal awareness on the connection regarding strategy employment and learning outcomes(Malpass, O'Neil & Hocevar, 1999, as cited in Oxford, 2011). Oxford, 2011 concluded that learners who are referred to be self-regulated are able to choose appropriate strategies in achieving the goals in a given situation, and also evaluate the success of the employed strategies. Zumbrunn, Tadlock, and Roberts (2011) mentioned about the teacher's role as a model on how to use related new strategies, and also the teacher as a scaffolding provider to help students when they practice.

Academic achievement and lifelong learning can be promoted if students are taught how to be more self-regulative, thus the teachers' important role is revealed since they can allocate enough time to demonstrate how specific self-regulated strategies can improve learners' knowledge and performance. Learners can learn how to deal with challenging learning tasks and assessment (Graham & Harris, 2005). However, such expectations from teachers cannot be achieved if responsibilities and duties of the teachers are not clearly stated. Seker (2016) concluded that SRL should be incorporated into training programs for language teachers so the above mentioned advantages obtained from the use of SRL may lead to realization of autonomous and lifelong language learners.

Constructivism. Jean Piaget and Lev Vygotsky are the two theorists who developed ideas and modelsregarding constructivism focusing on the way children, adolescents, and adults learn; more specifically on their cognitive development. The

theory refers to a kind of learning that is individual to the learner. Learning takes place while the individuals try to figure out sense of the received information, and consequently each individual can formulate their own meaning from the exposed information (Bhattacharjee, 2015). Richards, and Schmidt, (2002, p.113-114) refers to constructivism as a social and educational philosophy set on beliefs that knowledge is keenlyproduced by learners, not a process that occurs passively. Cognition is referred to be an adaptive process that organises the learner's experiential world. The theory also claims that all knowledge is socially constructed. Within this perspective it is believed that there are no context free truths.

Vygotsky's sociocultural theory. Sociocultural theorygrounded on studies conducted by Russian Psychologist Vygotsky. He claimed that learning is achieved as a result of exposure in a social setting. It is socially mediated and takes place a result of face to face interaction. Knowledge, on the other hand, is adopted from learners' jointly building knowledge in mutual face to face exchanges (Gass, 2013). Vygotsky's approach focused on unplannedlink between social interaction and cognitive development (Richards & Schmidt, 2002). Sociocultural theory is based on several essential concepts: mediation, intrapersonal interaction, interpersonal interaction, zone of proximal development, scaffolding, and internalisation.

Mediation is the key concept proposed by Vygotsky's sociocultural model. It is set on the individual's social and cognitive activity, linking individual's mental state which is mediated by symbolic artefacts such as language and also by material artefacts (Gass, 2013). The individual develops more awareness on their mental capabilities and more control over cognitive processes. The surrounding objects mediate the link between people and the social environment. However, language has an enormous role in the mediation process. It enables individuals to go far beyond the

immediate environment they evolve and by using the language they can think and talk about things that are not present at that moment (Gass, 2013).

Zone of proximal development (ZPD) refers to a term detecting learners' present developmental stage and moving forward to the possible developmental level with assistance.In other words, it is about tasks that have not been learned but the learner is thought to be capable of learning with appropriate stimuli (Brown, 2007).

Intrapersonal interaction happens within the individual. There are two types: private speech and inner speech. Theprivate one is loud and understandable, but the second one, inner speech, is talking in the mind so that it cannot be heard by the others. Moreover, if it was possible to project the inner speech, it would not be comprehensible for the listener because of its formal and semantic condensation (Lantolf, 2006).

Interpersonal interaction is the process that happens among two or more individuals. Gebhard (2008) discusses Vygotsky's ideas by referring to learning as being rooted in a social environment. Context and interpersonal interaction are seen fundamental in learners' cognitive development. Learners attain knowledge by observing and modelling others when engaged in genuine tasks.

Scaffoldingis a kind of verbal support or guidance provided to learners in order to assist them to perform tasks, practice knowledge, and gain understanding that is beyond their capacity(Richards & Schmidt, 2002). Through scaffolding language learners are anticipated to enrich ZPD as a result of supportive efforts received from the expert. In a foreign language learning settingin which scaffolding takes place, the learner is considered to be novice and the teacher acts as an expert. Thus, such a paired interaction can lead to the enhancement of learning as a result of the interactive and social conditions in the classroom. Behroozizad, Nambiar, and Amir (2014) pointed

that scaffolding is supplied in different ways. This can be done by giving practical suggestions during the task, asking leading questions, drawing visuals such as simple charts and tables, and giving the learners feedback related to the task success in the group work.

Vygotsky's approach to methodology clarifies the perception of internalization and its different features from the other theoretical perspectives. Not only Vygotsky, but also Vygoskian researchers use the same approach to describe internalisation. John-Steiner, and Mahn (1996) proposed that Educational Psychology internalization is related to the learning practices in a classroom setting. The various ways in whichknowledgeis learnt, acquired or internalized are being discussed among theorists in the field of sociocultural research and proponents of different theoretical perspectives. Those proponents benefited from Vygotsky's theoretical conclusions. Vygotsky's conclusions regarding the concept of internalization stated that internalization is a transfer of language into internal speech and later into internal thinking (Vygotsky, 1986, as cited in John-Steiner& Mahn, 1996).

Piaget's cognitive development theory. Piaget focused his theories on the development of the individual. The basic feature of constructivist theory is the active role of the individual in learning, ignoring Vygotskian theory is based on socio-cultural context (Jones& Brader-Araje, 2002). Piaget claimed that adaptation and organisation are effective factors in the development of human intellect. Adaptation is discussed to be a process comprised of two components; assimilation and accommodation. In the process of assimilation external events are assimilated into existingknowledge, whereas when an event is unfamiliar it is accommodated into the mind, changing its organisation(Bhattacharjee, 2015). When novel information isactively adjusted and adapted in the present knowledge, construction of knowledge is

thought to take place. Piaget claimed that human understandings of reality are constantly being revised through time regarding the exposure to new experiences (Jones & Brader-Araje, 2002). Theorists conducted numerous studies based on Piaget's developmental stages (the sensor motor stage, the preoperational stage, the concrete operational stage, and the formal operational stage) trying to reveal supportive findings or discredit Piaget's approach. However, it was concluded that most adults use formal operations in limited number of domains, especially in the ones they have expertise. Piaget's hypothesis on the process of learning to be transformative rather than cumulative is still central (Bhattacharjee, 2015).

Comparison of the theories. There are similarities between the two theories of cognitive development suggested by Vygotsky and Piaget. Piaget believed that development occurs as a result of children's active involvement in which a state of equilibrium is obtained as children actively organise new information with the already excising information. Vygotsky had similar views as he proposed that youngsters are active players in the process of learning and development because in way they give off clues and feedback to the adults, teachers or researchersrevealing their quantity and quality in comprehension (Eggen &Kauchak, 2013). Both theories shared the thesis of a conflict to act as an initiator of cognitive development. The idea was that when a child somewhat gets aware that new information does not match his/her present or background knowledge, the child tries to work out accurate conclusions to match his thinking. Age was another factor on which the two theoreticians agreed on. Their clam was that as individuals get older the level of development declines, whereas development in children is proposed to follow a steady increase (Eggen & Kauchak, 2013).

On the other hand there is dissimilarity in the models of Piaget and Vygotsky. Briefly, Vygotsky proposes that culture is an essential factor in cognitive development. However, Piaget believes that cognitive development is based on universal factors across cultures. According to Vygotsky, social factors are the primer initiators contributing to cognitive development (McLeod, 2007). Vygotsky stated that cognitive development is related to social interaction in a guided learning environment. ZPD is the place where learning occurs. It is supposed that children are supported by their parents and teachers to construct knowledge. Whereas Piaget argues that cognitive progress is a result of self-directed inquiresthrough which children' knowledge expands (Eggen and Kauchak, 2013). Language is considered to play a keypart in cognitive development regarding the views of Vygotsky;however Piaget did not emphasize the essentials of language. For Vygotsky, cognitive progress is a result of internalisation in which communicative language is transferred into internal speech which later is seen to act as internal thinking.

Learning Styles

Every human being is unique despite the similarities or identical features among the members within the same family. Thus, every human being approaches to the process of learning in a different way. Individuals have variations and similarities in the styles and strategies they use when they are learning. Gass (2013,p.527) defines learning styles as aselected way of handling new information and skills. Oxford (2001) describes learning styles as general approach that students employ when they are involved in learningnovel subjects. Richards and Schmidt (2002, p. 85) refer to learning styles as a particular approach that a learner adoptsto obtain novel information. Learning is aprivate process and as Richards and Schmidt (2002) explained different learners may choose different solutions to learning challenges when they learn a foreign language. Many other researchers and theoreticians gave

definitions about learning styles, but what may seem common in most of them is the act of tackling a problem to find practical solutions. Brown (2007) proposes that there is a link between personality and cognition in terms of the way individuals deal with problems and learn new things. The link is referred as cognitive styles. Cognitive style is as called learning style when the context has an educational dimension where psychological and affective factors are intermingled. Oxford (2001) gives examples to the approaches learners use when they are in the learning process: learners are addressed to adopt features such as being auditory, visual, analytic, intuitive or random etc. Oxford (2001) argues that learning styles are not dichotomous. Moreover, they function on multiple and intersecting continua. Even though there are various learning styles such as field depended, random, global, impulsive, inductive etc. the diversity of the learning styles, their inter-relatedness is pointed as an overlapping aspect of styles together with other individual differences (Ellis, 1994). Dörnyei (2005) quoted Ellis's views on learning styles (1994, as cited in Dörnyei, 2005) citing that learners use various approaches in their efforts to learn a foreign language. However, there is no possibility to tell which styles are better in achieving the aimed goals. Additionally, learner is viewed to be successful if he/she is enough flexible to make the right choice on what strategy and style is to be employed in a given situation. Johnson (2001) proposes that any learner carries various personality features and variables which exist in different intensity. Brown (2007) suggests that some styles are directly associated with teaching a foreign language, and in learners' perspective considered as essential contributors to language acquisition. Many other factors can be influential besides the nine styles listed above. These are tolerance of ambiguity, left and right-brain dominance, and visual, kinaesthetic and auditory learning styles (Brown, 2002; Reid, 1995; Danesi, 1988; Chapelle & Roberts, 1986; Chapelle, 1983; Stevik, 1982, as cited in Brown, 2003).

All those styles are assumed to be shaping mechanisms of language learner strategies considered to bedeliberatelyemployed tactics by learners.

Language Learning Strategies

Second language acquisition researchers elaborated on two strategy types: learning strategies and communication strategies. Strategies regarding learning cover the involvement aspect of the process in which storage, processing, and retrieval are engaged. In other words, it is about the process when the learner is taking in the message. Besides, communication strategies are more concerned with the production aspect in which the learner strives to produce meaning, in relation to the delivered message (Brown, 2007).

Second language learningis seen as anobstacle for many learners, even for the enthusiastic and devoted ones. Therefore, many scholars conducting studies in the field of L2 have investigatedthe varieyof learners' strategy employment. The first attemptsthat evaluated learners' strategies were made by Joan Rubin in 1975 (as cited in Grenfell & Macaro, 2007, p.11-12) as she conducted a research study triggered by the different performance of language learners. Rubin (1975) came up with conclusions that were actually elicited from good language learners' reflections, and proposed learner strategies under two groups; direct strategies and indirect ones. Direct strategies refer to processes that directly influence learning.These are monitoring, memorization, clarification and verification, guessing, deductive reasoning, and practice. The indirect ones relate topractices that may have an indirect influence on learning such as setting opportunity for practice, and employing tactics enhancing communication. There were also other researchers who proposed similar lists of strategies describing good language learners (GLL). Stern (1975, as cited in Grenfell & Macaro, 2007, p.11-12) proposed ten strategies, characterizing good language learner such as focusing on positive learning attitude, active involvement to the task, welcoming the challenges of target language and its speakers, planning the learning process and constructing

the new language forms into a system, continually searching for better comprehension, desire to practice the newly presented information, eagerness to practice the language in genuineinteractive settings, self-monitoring, and the last one is managing the target language as a respective reference system and trying to generate in it. For Naiman (1978/1996 as cited in Grenfell & Macaro, 2007), the focus was to find out what poor learners do not do when compared to good learners' overall approach to language learning engagements, and teach poor learner what they can be done differently as to adopt similar tacticswhich good learnersemploy.

Cohen (1998 as cited in Dörnyei, 2005, p.162) refers to strategies as consciously selected learning tactics aiming to assist learners' thoughts and actionswhile the learning situation is taking place. William and Burden (1997) proposed that the manipulation of learning strategies is like tactics employed by a player who wants to perform better. When a learner uses a strategy he/sheactivates many skills to achieve target goals in his/her mind. Referring to the definition by Pressley with McCormick (1995), Oxford (2001) stated that learning strategies werepurposefully used actions in which the learner controls the process intentionally. Oxford (2011, p.296) defines learning strategy as a general, goal oriented actions that self-regulated learner use to accomplishtheir objectives. Richards and Schmidt (2002, p.301) made a more general definition of learning strategies. They refer to the term as the way the learners strive tounderstand and relate the meanings and grammatical forms, thenew vocabulary, and many other features and components about the language. They added that a strategy is purposefulbehaviour that is controlledwillingness and desire to learn.

O'Malley's taxonomy. As a result of a comprehensive research conducted by investigating L2 learners' achievements in the United States, O'Malley and Chamot (1985, cited in Brown, 2007, p.134-135) came up with a grouping of learning

strategies. Strategies were classified under three groups: cognitive, metacognitive, and socioaffective.

Metacognitive strategies were elaborated and subcategorized with components such as "advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation". Brown (2007) proposed that the term metacognitive refers to an information processing theory suggesting executive function. This function comprises of strategies that demand planning, taking some actions to avoid inhibitors to the learning process, planning the following actions of self-learning, monitoring the output and implementing the needed corrections, and conducting self-evaluation after the learning situation is completed.

Cognitive Strategies are in a close relation with the learning task and its employment. The cognitive strategies are listed as: note taking, grouping, translation, deduction, imagery, recombination, contextualisation, elaboration, inferencing, transfer, and auditory representation.

Socioaffective strategies areshared relations in a society and relate to interacting with your close environment such as cooperating with others to get feedback, information, and model a language task; and question for clarification that is to ask an interlocutor to repeat, paraphrase, bring explanations or give examples to the just produced language (Brown, 2007).

Rubin's taxonomy. Rubin (1987) is considered to be one of the leading scholars who conducted numerous studies trying to work out the nature of strategies. He grouped strategies into two sets.The first set contained the ones that directlyfacilitate language learning. The second set contained the onesthat have an indirect contribution to it. Strategies were grouped to affect the learning process

directly or indirectly, however Rubin proposed that learners benefit from three kinds of strategies: learning strategies, social strategies, and communication strategies.

Rubin (1987) divided learning strategies in two sub-categories: cognitive learning strategies and metacognitive learning strategies.They were supposed to directly influencethe language development proceduresthat the learnersare expected to achieve.

Cognitive learning strategies correspond to a much complex process. In this process the learnersare involved in attempts at problem solving that are based on transformation and direct examination of the learning procedures. Six cognitive learning strategies were proposed. These are deductive reasoning, clarification/verification, inferencing, practice, memorisation, monitoring, and guessing.

Metacognitive learning strategies are considered to manage learning as getting learners involved in processes such as planning their study habits and managing learning environment, setting goals, and prioritising.

Communication strategies are thought to assist learners in interactions, helping them to produce a comprehensible message or clarifying mismatches in a conversation. Since they are more fitting language production processes, they are assumed to be less demanding in language learning. Communication strategies are manly employed when learners encounter some problems such as misunderstanding, failures in getting the meaning across, etc.

Social Strategies are employed in suchtasksthat learners are supposed to encounter chancestoexercise the target language. Despite the language practice and exposure, such activities are considered to facilitate the learning procedureseven

though they do not have an impact to features such as obtaining, storing, retrieving, and employing the language in the given context (Rubin &Wenden 1987, p. 23-27)

Oxford's taxonomy. Oxford (1990) studied learning strategies through a more comprehensive approach. According to her taxonomy, an elaborated combination of learning and communication strategies is clearly listed (Figures 2 and 3). Oxford (1990) initiallydividedLLSs in two main classes; direct and indirect ones. Each class was subdivided into 3 sub-groups, and in total 6 groups are formed. Under the umbrella of direct strategies, Oxford (1990) grouped three main categories: cognitive,memory, and compensation strategies. Briefly discussed, memory related strategies are considered to store information. They enable learners to link the just learned information to the already existing, however the process here does not require deep understanding. Additionally, the stored information is processed in an orderly string (Oxford, 2001). Cognitive strategies are concerned with mental processing, note taking, summarizing, outlining, analysis, making sense, reasoning, practicing and continuum in natural learning situations, and practicing language forms and sounds formally. Compensation strategies facilitate learners to cope with the missing parts and insufficiencies they encounter, especially to overcome knowledge gaps and keep the learning process active. What learns do as a compensatory action is to make guesses when reading or listening, to use synonyms or body language instead of unrecalled or unknown words when speaking or writing, and use pause expressions such as: "Well", and "Actually" to create some more extra timein aface to face interaction.

As above mentioned, the second main class is indirect strategies. Oxford (1990) listed three subgroups as: metacognitive, affective, and social strategies. The first category, metacognitive ones, facilitates learners to make arrangements, plan, evaluate, and focus on their L2 learning process. Additionally, more specifically,

learners look for language materials, set a convenient study place and study time, monitor their learning and try to come up with successful achievements and review unsuccessful practices. Purpura (1999) concluded that metacognitive strategies directly affect cognitive ones in a positive way. As cognitive strategies are very essential in task completion, the interrelation between cognitive and metacognitive ones in relation to L2 proficiency development seems very remarkable.

Affective strategies focus on the learners' emotions and feeling, and their management to enhance language learning situations. Affective strategies are related to learners' talking about their feelings, the ability to control their mood and anxiety levels, rewarding themselves for successful self-achievement, calming down and conducting a motivational self-talk session. Dreyer and Oxford (1996) proposed that the above mentioned affective factors have a significant influence on language proficiency development among South African ESL learners. Similar findings were also obtained among native speakers of English while learning a foreign language (Oxford &Ehrman, 1995).

Social strategies are related to the social involvement of learners in terms cooperating with others, being communicative, and being sensitive to the feelings of others. An essential element of this subcategory is the learners' desire to appreciate the target culture and the native speakers of that language. As it was indicated above in the two studies of Oxford and Ehrman (1995) and Dreyer and Oxford (1996) the conclusions revealed that social strategies were closely related to L2 proficiency of African ELS students and native English learners studying a foreign language.

Direct Strategies: Memory, Cognitive, and Compensation Strategies

I. Memory Strategies

A. Creating a mental linkage
1. Grouping
2. Associating
3. Placing new words into a context

B. Applying images and sounds
1. Using imagery
2. Semantic mapping
3. Using keywords
4. Representing sounds in memory

C. Reviewing well
1. Structured viewing

D. Employing action
1. Using physical response or sensations
2. Using mechanical techniques

II. Cognitive Strategies

A. Practicing
1. Repeating
2. Formally practicing with sounds and writing systems
3. Recognizing and using formulas and patterns
4. Recombining
5. Practicing naturalistically

B. Receiving and sending messages
1. Getting the idea quickly
2. Using recourses for receiving and sending messages

C. Analysing and reasoning
1. Reasoning deductively
2. Analysing expressions
3. Analysing contrastively (across languages)
4. Translating
5. Transferring

D. Creative Structure for input or output
1. Taking notes
2. Summarizing
3. Highlighting

III. Compensation Strategies

A. Guessing Intelligently
1. Using Linguistic Clues
2. Using other clues

B. Overcoming limitations in speaking and writing
1. Switching to the mother tongue
2. Getting help
3. Using mime or gesture
4. Avoiding communication partially or totally
5. Selecting the topic
6. Adjusting or approximating the messages
7. Coining words
8. Using circumlocution or synonym

Figure 2. Oxford's strategy classification taxonomy, direct strategies (Oxford, 1990)

Indirect Strategies: Metacognitive, Affective, and Social Strategies

I. Metacognitive Strategies

A. Centering your learning
1. Overview and linking with already known material
2. Paying attention
3. Delaying speech production to focus on listening

B. Arranging and planning your learning
1. Finding out about language learning
2. Organizing
3. Setting goals and objectives
4. Identifying the purpose language task (purposeful listening/ reading/ speaking/ writing)
5. Planning for a language task
6. Seeking practice opportunities

C. Evaluating your learning
1. Self-monitoring
2. Self-evaluating

II. Affective Strategies

A. Lowering your anxiety
1. Using progressive relaxation, deep breathing, or meditation
2. Using Music
3. Using laughter

B. Encouraging yourself
1. Making positive statements
2. Taking risks wisely
3. Rewarding yourself

C. Taking your emotional temperature
1. Listening to your body
2. Using a checklist
3. Writing a language learning diary
4. Discussing your feelings with someone else

III. Social Strategies

A. Asking questions Intelligently
1. Asking for clarification or verification
2. Asking for correction

B. Cooperating with others
1. Cooperating with others
2. Cooperating with proficient users of the new language

C. Emphasizing with others
1. Developing cultural understanding
2. Becoming aware of others' thoughts and feelings

*Figure 3.*Oxford's strategy classification taxonomy, indirect strategies(Oxford, 1990)

Stern's taxonomy. Five categories of language learning strategies were proposed by Stern (1992, p. 262-266). management and planning, communicative and experiential, cognitive, affective, and interpersonal.

The first one is related to management and planning. These are focusing on learners' self-organisation on his/her learningattempts such as setting goals, selecting appropriate resources, monitor his own progress, committing oneself to learning, and evaluating achievement.

Communicative–experiential strategies are the ones that help learners communicate with degenerate input and set social interaction situations with others. Such strategies are asking for repetition, gesturing, paraphrasing, circumlocution, and asking for explanation. The main goal of communicative experiential strategies is to avoid communication breakdowns, and maintain the interaction (Stern, 1992, p. 265).

Cognitive strategies are related to operations and problem solving situations in which synthesis of learning materials, direct analysis, or transformation are involved.

Language learners can often experience frustration and some challenges while learning a foreign language so affective strategies are related to the regulation and monitoring of emotional difficulties. Good language learners are aware of the possible experiencing and confrontation of such emotional problems. Such learners are expected to make positive associations regarding the studied language, its representatives, and the tasks and activities they are involved in. Strategy use training can help learners overcome emotional constraints because being aware of potential frustration can cause them less difficulty (Stern, 1992, p. 266).

Interpersonal strategies help learners evaluate their achievements through monitoring their self-development. Learners are expected to make contact with the

native people of the language that is being learnt. In other words target culture is a component that learners should become acquainted. (Stern, 1992, p. 265-266).

Summary of the taxonomies. Taxonomies of Language Learning Strategies have many categories that overlap and cover similar information regarding strategy use and manipulation. Some categories can be named as the cognitive, metacognitive, and affective ones. The reference and the information within those categories include similar descriptions, discussions and ideas. Therefore, it can be suggested that the taxonomies proposed by the above scholars discuss similar strategy categories that include consistent and supportive information regarding the theories. However, it can be stated that Oxford's taxonomy handles the approach of learning strategies in the most detailed way, as she primarily classified language learning strategies into two main classes: direct and indirect strategies. On the other hand, each class was subdivided into 3 subgroups, which in total formed 6 groups.

Metacognitive strategies are considered to facilitate learners' planning, monitoring, and evaluation performance in general. Cognitive strategies require learner's prior knowledge in order to solve problems. Socioaffective strategies help learners to integrate themselves into target culture and target language by feeling free to ask for peer help in the class or for any language oriented information from a native speaker. The purpose of the researchers who proposed the distribution and usefulness of strategies was to set a more effective learning environment in which autonomous learners control and direct their own learning. Lessard-Clouston (1997) described language learning strategies as building up learners' independence that may facilitatethe progress of communicative competence. Oxford (1991) suggested that learning strategies are useful tools that develop communicative competence. Teachers are the authorities who set tasks and decide how to embed learning strategies within

the course content.Such planning involvements make teachers become good language learners. Besides, teachers who train their students to use learning strategies effectively are classified as good language teachers (Lessard-Clouston, 1997). Researchers developed similar taxonomies referring to language learning strategies, but a general agreement on a single common taxonomy was not reached since there is uncertainty among their views.

Speaking (Communication) Strategies

Recently strategy training in language teaching is an issue taken into account by course book designers/writers, EFL/ESL program practitioners and administrators, and many other organs/decision makers to enhance learning and obtain pre-planned course objectives. Speaking strategies are learning strategies which areemployed to implementcommunicative goals when the learners encounter difficulties in conveying the intended message. Teaching speaking strategies explicitly and making students practice those strategies can improve their communications skills. Nakatani (2010) proposed some ideas on how negotiation strategies collaborate with foreign/target language development. He claimed that negotiation devices assist learners to focus both on form and meaning during the interaction. And when learners are focused to the ongoing conversation they catch more signals for negotiation and consequently they can catch some subtle details of the target language that can help learning process in general. Learners are observed to take conscious decisions in order to understand what the speaker says, and also they can put extra efforts to make the message they produce more understandable by monitoring their own utterances.

Speaking strategies help learners to become willing and active participants in social interactions.Nakatani (2010) claims that teaching oral communication skills and negotiation strategies can enhance learners' schematic knowledge since the use of negotiation of meaning can help learners to activate their pre-existing schematic knowledge. The activation is

triggered by applying their procedural knowledge, which is an important source to convey messages when learners' linguistic proficiency is insufficient to express their thoughts and ideas successfully. Getting and generating feedback can also be enhanced as a result of studying negotiation strategies. Nakatani (2010) suggests that during conversations learners get and generate feedback but in some cases that feedback can be negative as it is observed during 'recasts'. However, learners get the chance to evaluate their utterances and produce grammatically correct speech as a result of supplied corrective feedback. This process leads to modifications in the learners' IL grammar and cause improvement towards the target proficiency. In relation to feedback, it is proposed that learners' output and discourse skills are also positively affected by the help of negotiation strategies. Learners are supposed to take more risks in producing genuine utterances and keep the conversation going. As to the discourse skills, the demand is more complicated since the intention and interpretation should overlap. Therefore, interactive negotiation activities are an effective way to improve speaking skills because learners practice turn-taking systems, fillers and time stalling devices, how to extend a topic, where to use repair devices, etc. (Nakatani, 2010).

Features of speaking (communication) strategies. Nakatani and Goh (2011) categorised communication strategies in two groups: reduction strategies and achievement strategies. Reduction strategies assist learners to avoid solving a communicative problem. The learner is supposed to abandon the goal of conveying the message to the interlocutor. Reduction strategieshave two sub-groups; formal reduction strategies and functionalreduction strategies. Formal ones refer to strategy use in which the learner employs reduced systems in order to avoid oral production which is assumed to be non-fluent or incorrect. The functional reduction strategies refer to employing strategies to avoid particular topics or abandoning the oral production leaving the uttered message unfinished (Nakatani, and Goh, 2011).

The second one,achievement strategies help learners to keep working by the help of secondary plan in efforts to realize the intended goal by means of available possibilities and resources at the happening time. Achievement strategies are divided in two subgroups, compensatory strategies and retrieval strategies. Students employing compensatory strategies are expected to refer to interlingual transfer, intralingual transfer, code switching, interlanguage-based-strategies, co-operative strategies and non-linguistic strategies. On the other hand, retrieval strategies are the ones used at the time learners have problems in retrieving particular items (Nakatani, and Goh, 2011).

Factors affecting the choice of speaking strategies. The studies conducted to reveal the factors that manipulate learners' decisionsregarding the use of strategies provided many insights teaching and learning methodologiesin a conventional classroom setting. Oxford and Nyikos (1989) proposed various factors such as gender, years of study, motivation, etc., as featuresinfluencing the selection of employed language learning strategies. In that prospective, it was stated that standard academic approaches to teaching and testing affect the motivation of many foreign language learners negatively so that learners are less motivated to tryinnovative strategies that enhance communication. Oxford and Nyikos (1989) suggested a language program which considers learners' needs, especially the ones that contribute to learners' self-control and autonomy through strategy use. On the other hand, Vandergrift (2003) proposed that limited linguistic knowledge can be a reasonthat triggers the various use of strategies employed by language learners. He focused one of his studies on listening strategies in which he concluded that limited linguistic knowledge can lead learners to manipulate extra-linguistic clues and other strategies to build understanding.

Communication strategies have similar function as the ones that learning strategies have. They facilitate learners to overcome communication problems during the interaction. Moreover, Nakatani (2010) suggests that communication strategies are a subset of learning strategies that contribute to language learning and help learnersbenefit fromthem in real communicative contexts. However, based on various reasons, learners use communication strategies in different setting and intensity. Huang (2010) concluded that sophomore university students employed mostly reduction and alternation strategies and least employed message abandonment strategies. Nakatani (2010) concluded that high level students used more achievement strategies and fewer reduction strategies in oral production than the low proficiency students. Also he stated that high level proficiency students used modified output, modified interaction, time gaining and response as maintenance strategies more often compared to low level proficiency students. On the other hand, low-level students employed more message abandonment strategies. An important remark was the high-level students were detected to employ consciously fluency oriented,social affective, and negotiation for speaking strategies, aiming to practice and develop their conversational skills.

Taxonomies of Communication Strategies

1970s was the period when L2 communication strategies were proposed as essential actions of compensation. Communication strategies were mainly referred as actions taken by learners to overcome any problems they may encounter during interaction. Researchers in field adopted different approaches to the way learners employ communication strategies.

Tarone's taxonomy. Taron (1977) is one of the very first field researchers who concluded a list of strategies grouped in 5 major categories whereas three of them have subcategories: avoidance (topic avoidance, message abandonment), paraphrase

(approximation, word coinage, circumlocution), conscious transfer (literal translation, language switch), appeal for assistance, and mime.

Taron divided avoidance strategy into two subcategories. The first one is topic avoidance. It is concerned with the learner's choice to avoid talking about topics about which the learners tend to employ concepts in the target language but they are still not known. The message abandonment strategy concerns learner's insufficient language performance during production. The learner is supposed to stop and leave the message unfinished. When learners use approximation strategy he/she is aware of the incorrect use of a single word but semantically the used word meets the expectation to make the message comprehensible and satisfy the speaker. A word coinage strategy is quite creative attempt because learners make up new words to describe a concept in the target language. The use of circumlocution strategy requires the learner to use descriptions of object, concepts or actions instead of the aimed target language word. Literal translation strategy is the one which learners use when they translate an L1 expression or sentence word for word to L2, so that the translated piece of target language does not sound authentic but can be still be comprehensible. Language switch is a strategy in which a learner barrows a word from his/her native language as the language production (mostly speech) goes on. Appeal for assistance strategy is the one that learners use when they request for the interlocutor's help to complete some information gaps. Mime is the strategy in which the learners benefit from non-verbal communication tools such as mimics, gestures, and imitation of actions to explain a lexical item or action in the target language.

Varadi's taxonomy. Varadi (1973/1983) discussed the applicability of two communication strategies: reduction and replacement: Reduction strategy comprises of two sub-categories. The first one is intentional reduction strategies and they are related

to making generalizations, the situations when learners use superordinate terms, actually when referring to a hyponym. The second sub-category is approximation. It is formed by restructuring the optimal meaning by detailed explanation focusing on semantic components. Varadi (1983) exemplifies approximation with the given examples: ball for balloon; "rope for clothes line, string for clothes line, and gas ball for balloon". The replacement strategies are subcategorized into two categories: formal and semantic. Formal one consists of circumlocution and paraphrasing strategies. The semantic sub-category is not elaborated in any other category.

Bialystok's taxonomy. Bialystok's (1983,p.105) purpose was to identify how communication strategies were employed and implemented in an effective way so she questioned the strategy users: who uses, which strategy is employed, when it is used, and with what effect. She tried to come up with some solutions to suggest some specific ideas to second language learners in relation to communication problems by developing taxonomy of strategies. Bialystok (1983) based her taxonomy on trichotomy: the learner's source language (L1), the target language itself (L2), and non-linguistic information that gives meaning to a given situation. These three components are considered as a domain of obtaining information related to strategic effort.

The learner's source language is based onfirst language strategies. It is sub-categorised into three groups: language switch, foreignizing, and transliteration. Language switch is related to a borrowed word or phrase from the native language to complete an already started message transfer in the target language. Foreignizing is related to modification of L1 words or phrases, creating a non-existing made up language by employing L2 words and utilizing L2 morphology or phonology to L1 language production. Transliteration strategy comprises of using L2 language

structures and vocabulary to form a literal translation of an L1 phrase that usually does not exist in L2(Bialystok, 1983).

L2-based strategies consist of three sub-categories: semantic contiguity, description, and word coinage. Semantic contiguity is a lexical item in L1 that has specific semantic features with the intended item in L2(Faerch & Kasper, 1983, p. 106). Description refers to act of explaining in detail physical things, particular objects and their functional features.It also has three subgroups. These are general physical properties, specific features, and interactional characteristics(Bialystok, 1983). Word coinage is the third sub-category of L2-based strategies. Word coinage is related to creation of a lexical item in L2. The process is a bit complex since it requires not random but a selective attempt to an intendeditem in L2 and adjusting it to the morphological structure of L2. Non-linguistic information strategies are related to mimics, gestures and mime. These are mostly associated as paralinguistic strategies and have significant effect when conveying meaning(Bialystok, 1983).

Faerch and Kasper's taxonomy. Faerch and Kasper (1983) described strategy use as deliberate plans learners employ to solve problems in achieving communicative goals. They classified communication strategies in two classes: reduction and achievement strategies. Reduction strategies have an avoidance aspect and they consist of three sub-classes: topic avoidance, message abandonment, and meaning replacement (Faerch&Kasper, 1983, p. 43-44).

Topic avoidance refers to the interlocutor's unwillingness to communicate because of the problematic topic or any linguistic insufficiencies. Message abandonment is related to early completion of interaction since the speaker encounters problems of various natures such as misusing the appropriate structures, or not being able totransfer the right meaning. Meaning replacement is the third strategy under the

umbrella of avoidance strategies. Here the speaker is claimed to keep the interaction in going a given topic but due to some planning problems or not being able to remember some details the speaker goes on by employing general expressions(Faerch & Kasper, 1983).

The second main category of Faerch and Kasper (1983) is achievement strategies. The purpose of achievement strategies is to master communication problems that are caused by insufficient linguistic factors. They grouped achievement strategies under two main headings: compensatory strategies and retrieval strategies.

Compensatory strategies are comprised of non-cooperative strategies and cooperative strategies. Non-cooperative strategies are formed in three subsets: L1/L3-based, IL-based, and non-linguistic ones. On the other hand, cooperative ones comprise of direct appeal and indirect appeal. Non-cooperative strategies originated from L1 or L3-basedinfluence and listed as: inter/intra language transfer, interlingual transfer and code-switching. Interlingual transfer is related to a combination of linguistic elements triggered by L1 and IL. Kasper (1981, as cited in Faerch and Kasper, 1983) suggested that interlingual transfer may cover linguistic features such as phonological, morphological, syntactic or lexical features and also may be effective at pragmatic and discourse level. Inter-/intralingual transfer is related to learners L2 perception. They think that L2 is similar to L1and inter-/intarlingual strategies may be applied.As to the code-switching it is a process of switching from L2 mostly to L1 or another foreign language by borrowing from single words to full expressions. The secondnon-cooperative strategies have IL-based characterand are listed as: substitution, word-coinage, paraphrase, and restructuring strategies. Substitution takes place when an intended lexical item is replaced by another. As to word-coinage, it is a process in which the speaker produces non-existing words in the target language

having L2 characteristic. Paraphrase strategy reveals the speakers intentional choice of using alternative words to describe an object or situation, instead of creating non-existing words as it is in word-coinage. The last non-cooperative strategy is restructuring. It is employed when the learner gets aware that it would not be possible to finish the already intended message so that he/she adopts an alternative plan that enables them to finish the intended message without any reduction.Non-linguistic subgroup is the third one under the non-cooperative strategies and relates to non-verbal aspect of language. Speakers' mimics and gestures replace some language forms while oral production. Faerch and Kasper (1983,p. 52) claimed that non-verbal language help learner to solve communicative problems and they also assist the implementation of verbal strategies.

Cooperative strategies are the second subset of compensatory strategies and are listed as direct appeal and indirect appeal. These two strategies are related to the learner's appeal for help when encountered a communication problem. In the direct appeal the interlocutors (can be native speakers or course teacher) are expected to help the learner to solve communicative problems as the learners are the side which needs and wants that assistance. For the indirect appeal, the learner checks others sources such as bilingual dictionaries, online applications, etc. to check the appropriacy and accuracy of the already produced message(Faerch & Kasper, 1983).

The second main subgroup of achievement strategies is retrieval strategies. They are listed as waiting, using semantic field, and using other languages. Faerch and Kasper (1983,p. 52) indicated some retrieval strategies that they obtained as a result of their experimental findings: "waiting for the term to appear; appealing to formal similarity; retrieval via semantic fields; searching via other languages; retrieval from learning situations; sensory procedures".

Corder's taxonomy. Corder (1983, p.17) grouped strategies of communication in two categories: message adjustment and resource expansion strategies. Message adjustment is divided into four categories: semantic avoidance, topic avoidance, message abandonment, and message reduction.

Semantic avoidance refers to learner's insufficiency to express the planned message in the target language but still remainpertinent to the discourse topic.Topic avoidance refers to the learner's feelings of linguistic insufficiency and inadequacy. Message abandonment strategy reveals learner's failure in attempting to convey the message in L2 and consequently giving up the trial. Message reduction is the last strategy under the main category adjustment strategies. Message reduction is the strategy in which the learner avoids to go in details and keep the discourse as a general talk (Corder, 1983).

Resource expansion strategies are the second main category appointed by Corder (1983, p.17-18). He describes these strategies as being risk-taking since they may lead the learner encounter failure in the interaction. Borrowing, paralinguistic devices, paraphrase/circumlocution, and appeal for help are the subcategories. Borrowing strategy is described as employing linguistic resources other than target language, involving created or borrowed items which are adjusted more or less to the language rules of the target language. Paraphrasing/circumlocution strategy is related to the problematic situation in which learners convey the message successfully but not in an elegant way. Paralinguistic devices strategyis related to the learners'utilization of body language (mimics and gestures).And the last strategy is appeal for help from the interlocutor. The learners take the least risk in this strategy since the conveyed message would be assisted by the interlocutor(Corder, 1983).

Poulisse's taxonomy. Poulisse's (1993) taxonomy is derived from Levelt's (1989 as cited in Dörnyei &Scott, 1997) model of speech production. Levelt's model focuses on the differences between linguistic and conceptual features of language output. Poulisse's compensatory model grouped communication strategies under three main categories: substitution strategies, substitution plus strategies, and reconceptualisation. Substitution strategies (transfer) are the ones learners use to change the word that was intended to be articulated with another lexical item or items that can either be selected from L1 or L2 (Dörnyei &Scott, 1997). Substitution strategies represent the traditional approximation or code switching strategies. Substitution-plus strategies cover substitution strategies, but the learners produce new vocabulary items by adding morphological or phonological features of language (traditionally referred as foreignizing strategy). The third category of Poulisse is reconceptualisation strategies. Dörnyei and Scott (1997, p.201) described this strategy as analteration in the preverbal message including more than a single utterance (traditionally referred as circumlocution strategy).

Dörnyei and Scott's taxonomy. Dörnyei &Scott (1997) proposed an extended taxonomy on communication strategies. They proposed a strategy classification based on the way CSs contribute learners to overcome failures or conflicts and obtain mutual understanding. The strategies were grouped under three main groups (direct, indirect, and interactional strategies) and under each main one sub-categories were listed (Dörnyei & Scott, 1995a, 1995b). Direct strategies consist of own-performance problem-related strategies, resource deficit-related strategies, and other performance-related strategies. These strategies enable learners with more practical, achievable, and self-directed techniques to convey the intended meaning. Such strategies can be listed

as message deduction, use of all purpose words, literal translation, mumbling, foreignizing, self-repair, circumlocution,etc.

Interactional strategies comprise of resource deficit-related strategies, own-performance related strategies, and other-performance problem related ones. Some strategies which belong to this group such as appeal for help, asking for repetition, asking for confirmation etc. reveal the goal of their use. These strategies facilitate learners to avoid troubles cooperatively, actually by the help of interlocutor.

Indirect strategies are formed by three sub-categories: processing time pressure-related strategies, own-performance related strategies, and other-performance problem-related strategies. Indirect strategies do not serve as problem-solving strategies since they do not enable learners with alternative means to deliver the message, but rather assist them to convey the message indirectly. The employed indirect strategies (the use of fillers, repetitions, feigning understanding, and verbal strategy markers) are used by learners to keep the interaction going and prevent communicative failures (Dörnyei &Scott, 1997).

Comparison of the communication strategies. Communication strategies are accepted assignificantinstruments that second language learners employ to compensate their limited command on the target language. As above described, many studies were conducted to reveal the nature of communication practices of foreign language learners. The data obtained from the studies helped researcher to identify and classify strategies regarding their purpose that can vary depending on learners' lacks. The way learners employ communication strategies reveals their inter-language characteristics (Richards and Schmidt, 2002).

Tarone (1977) proposed the very first definitions and a taxonomy regarding the communication strategies. In his typology he classified communication strategies in

five main categories, also supported them with seven sub-categories.Varadi (1973/1983) focused his approach on message adjustment. His claim was that second language learners refer to replacements as choosing adjusted meaning to actual meaning when they come across with difficulties. Bialystok's (1983) narrowed her focus mostly on the aspect of how communication strategies are employed by language learners. Her taxonomy was based on a trichotomy as L1 was considered to be learners' source, L2 as the target language, and the employment of non-linguistic information to convey meaning.Faerch and Kasper's focus (1983) was on identifying and classifying communication strategies. They proposed two main categories of CSs: reduction and achievement strategies. They also studied the teachibility aspect of them. Corder (1983) also claimed that speakers use communicative strategies to avid failures and overcome problems when interaction takes place. He classified CSs in two major categories: message adjustment and resource expansion strategies. Message adjustment ones are concerned with the speaker's use of strategies to tailor the intended message depending on their linguistic resources. And resource expansion onesdeal with the manipulation of linguistic competence to realise consistency in the intended meaning. Poulisse (1993) proposed a taxonomy which focused on compensatory approach. The taxonomy was developed on the principals of Levelt's psycholinguistic model of speech production. This model outlined the distinction between linguistic and conceptual levels of language production. She observed how students use strategies when they get involved in conversations that are over their present language level, and consequently she came up suggesting four types of compensation strategies.Dörnyei and Scott (1997) conducted a review study in the field of communication strategies. They worked on an elaborated taxonomy of

problem-solving strategies, and came up with three basic categories as they classified CSs in terms of problem-management: indirect, direct, and interactional strategies.

Strategy-Based Instruction/Training

Language learning strategies have been studied since 1970s to launchconclusive evidence in relation to how foreign language learners can realize better learning and improve their knowledge by employing effective attempts, plans, steps, or techniques. The very first steps were recorded in 1975 when Rubin (1975) examined in detail the way 'good language learners' manage their own learning. The obtained information enabled Rubin to come up with effective conclusions about language learning and acquisition, mostly from the learners' viewpoint. In their first attempts, researchers mainly put efforts to find out the kinds of strategies employed by good learners in the process of learning. However, something very important was not discussed sufficiently: language learners' contribution to the learning process.

Larsen-Freeman (2003) suggested that all learners, especially the learners who are not among the group of good ones, need training in learning strategies. Such applications and practices will enable learners to maximize their potential and contribute them to develop autonomy. Wenden (1985) was one of the first researchers who proposed that learner strategies have a critical implication on the development of learner autonomy, and the teaching methodology should facilitate learners to become autonomous. Nunan (1997, as cited in Oxford, 2001) argued that strategy training was efficientwhen applied to more motivated foreign language learners. It was concluded that the best strategy instruction is supplied at the moment when the learner needs it, by demonstrating and instructing how to benefit from a given strategy and also how to relate it to the other similar tasks (Oxford, 2001).

Studying and learning a foreign language is a challenging process in which learners face difficultiesdue to complicated task requirements. Language learning is often discussed from teachers' point of viewbearing in mind their goals, beliefs, attitudes, objectives, and individual experience; but learners also bring their beliefs, goals, attitudes, and decisions to the learning setting (Richards & Lockhart, 1994). Teachers apply their own teaching procedures introduce meaningful models of language item(s) the students need; conduct careful practice of the language presented; organize communicative interaction; and give feedback on the students' use of the language (Edge &Garton, 2009, p.123-124). In this respect the teacher is the most powerful person with many different roles to play such as organizing, providing security, motivating, instructing, guiding, monitoring, informing, explaining, giving feedback, and evaluating. In language teaching process, the goal is to make students use the language for communication. Much effort has been dedicated to foster students' communication skills through interaction between the audience and speaker. In setting where foreign language is taught, interaction takes place between the teachers and students for producing comprehensible output (Ellis, 2012; Mackey, 2007).

Teacher talk is considered to be thepreliminary input elementwhen teachinga foreign language in a classroom setting. It isa kind of source typically employed by teachers that leads to input processing; and extracting the teacher's contribution from the interactional practices increases the risk of impeding the true nature of communication in the classroom and the participation of the students (Ellis, 2012). Thus, in suchsetting, students' attempts to talk with their peers facilitateoral proficiency development; therefore, many foreign language students give the speaking skill priority in their learning (Coşgun Ögeyik, 2015). Additionally, speech is accepted as the fundamentalcomponent of communication (Celce-Murcia, 2013).

For teaching communication in a foreign language various course activities and teaching methods/techniques are used. However,an investigation of other affective and

stimulating factors such as styles and strategies of learners can be helpful for teachers. Thusteachers can decide how well learners do at foreign language learning (Oxford, 2002). Learner styles make the similar teaching practicefunctional for some students and useless for some others (Dunn and Griggs, 1988). Styles are thought to be efficient on learners' success and failures as well as on their strategy use. Styles affect tendencies or preferences of individuals and correspond tooverall characteristics of intellectual functioning that differentiate individual learner from the others (Brown, 2007). The styles of learners can display how they perceive the given input and behave in a learning environment through their cognitive and affective domains. The attempts to define learner styles have displayed dozens of styles such as field independent-dependent; judging vs. perceiving,sensing vs. intuition; thinking vs. feeling; left-and right brain dominated; extraverted vs. introverted; risk-taking; ambiguity tolerant; visual, auditory, kinaesthetic styles, etc. (Brown, 2007; Gass and Selinker, 2008). Oxford (2001) suggested that practitiones who have collectedinformation about their students' style preferences can effectively manage L2 instruction integrated with strategy instruction.

Accordingly, a practitioner needs to investigate the way their students employ styles and strategies for assisting them to find out their own ways efficiently in their learning practices. The definitions of learning strategies mentioned above share common features, and all underline markedly the competence of learners when appropriately used. Therefore, poor or good performance of a learner in communication and oral production is interrelated to appropriate strategy use.

As a summary of strategy use, language learners are supposed topave their own way fordeveloping their language skills, establishing a sense for the language by trying, organizing information about language, creating opportunities to practice the language, learning to go on with uncertainty without being frustrated, using mnemonics and other memory strategies to

recall in learning process, making errors work for them, using contextual clues to help them in comprehension, and etc. (Brown, 2007). In recent years, strategies-based instruction has become a broadly researched topic. Informing students about the role of strategies and providing training regarding their use is obviously a helpful thing to do. Such strategies are teachable, clearly instructed and reasonably effective (Swan, 2012, p. 159).

Teaching strategies separately or integrating the strategy instruction into language tasks is assumed to be supportive for increasing awareness of students. Thus, it makes it possibleto employ appropriate strategiesregarding students' learning styles. For deciding on which strategy is most efficient for learners among the taxonomies listed by theoreticians, listing the strategies to be taught would be more explicit and useful (Swan, 2012).The important point here is that practitoners are expected to be taking part in planning,considering, and figuring out about what they need and know and expect, and how they could be assisted to become autonomous learners (Williams & Burden, 1997). In language learning practices, learners' tasks are to manage their demands and the practitioners' objectives are to assist learners to fulfil the demands. O'Malley and Chamot (1990, p.158) list the Strategic Teaching Model by Jones et al. (1987) for guiding teachers for instructing learners in terms of first language context:

1. Assess strategy use with:
   - Think-alouds
   - Interviews
   - Questionnaires
2. Explain strategy by:
   - Naming it
   - Describing how to employ it in detail
3. Model strategy by:
   - Demonstrating it
   - Verbalising own though process while modelling
4. Scaffolding instruction by:

- Supplying support while students perform
- Modifying support to student needs
- Decreasing support to inspire autonomous strategy use

5. Develop motivation by:
    - Supplyingeffectivepractices
    - Linking strategy manipulation to enhanced performance

O'Malley and Chamot (1990, p.158) also listed the Strategic Teaching Model by O'Malley and Chamot (1988) for guiding teachers for instructing learners in terms of second language context:

1. Preparation: awareness enhancement regarding the use of strategies by:
    - forming small groups to beinterviewed about course activities
    - demonstrating think-aloud practicesthen making learners perform think-alouds in groups
    - evaluation of think-aloudsand interviews

2. Presentation: build up learners' knowledge about strategies by:
    - proposing situations for strategy employment
    - naming and introducing a strategy
    - demonstrating a strategy

3. Practice: enhance learners' skills in strategymanipulationfor academic purposes by:
    - communicative learning activities
    - think-aloud practices to avoid learning restrictions
    - pair- work tasks to promote peer teaching
    - group-work discussions on communicative issues

4. Evaluation: promote learners' ability to review self-manipulation of strategies by:
    - recording the used strategies after task is over
    - whole-class discussion on the impact of strategy use
    - writing journal records on the effectiveness of strategy employment

5. Expansion: Transfer the strategy manipulation to new tasks by:
    - holding debates on motivational and metacognitivebenefits of strategy employment
    - extra involvement on similar tasks that have an academic outcomes

- take-home projects that enhance strategy use on tasks concerning cultural background oflearners

The sequences listed above are examples of direct strategy training rather than embedded ones. The main difference in direct and embedded strategies is that in direct strategy instruction learners are directly taughtabout the significance and the motive of strategy training. However, in embedded strategy training learners are expected to elicit the strategies and use them during the activity but they are not informed about the teaching approach and why this approach is being practiced (O'Malley & Chamot, 1990).

In terms of efficiency and usefulness, direct and embedded strategy instructions have advantages and disadvantages. The research findings indicated that embedded strategy instruction has some drawbacks since learners were not observed to transfer the used strategies when dealing with new tasks (Brown, Armbruster & Baker, 1986). On the other hand, when students are informed about the purpose explicitly, metacognitive component of training is activated and thus students can transfer the practiced strategies in the new tasks (Palincsar & Brown, 1986). Therefore, the employed different methods and approaches in language teaching have more or less some influence on students and learning process. Contemporary language teaching and learning practices do not look for dogmatic methodologies of "right" and "wrong" but tend to act in a more eclectic way in which the effectiveness of various possible methods and approaches are recognized (Tarone & Yule, 1989).

Oxford (2011) states that many researchers suggest that direct, classroom-based, and integrated strategy instruction can be an efficient approach for second language learners. From teacher's perspective, detecting when a given strategy can be useful is quite essential. Modelling the strategy by using an appropriate L2 task, appointing enough practice time for students to try using the strategy, and teaching students how the strategy can solve problems and also how to transfer them to the future practices and situations are some of the good

examples of benefits regarding strategy instruction. Teachers also need to be active participants in process by monitoring which strategies the students use and which ones really work. Oxford's approach (strategy instruction model developed in 1990, and updated in 2006) to direct strategy instruction consists of the following phases that were built on long years of experience (Oxford, 2011, p.185-187):

1. *Preparation: Detecting Current Strategies, Raise Initial Awareness*: Learnersspot current strategies in familiar tasks. Optional: Strategy awareness games. Instructortakes into account cultural and motivational subjectsconcerning strategy instruction.

2. *Carrying on to raise awareness*: Learners do a task "cold" i.e., without any strategy instruction. They negotiate how they did it (strategies). Brainstorming and discussing strategies that work for learners on common types of tasks.

3. *Model and Name Strategies:* Teacher calls and demonstrates new strategies, describing and emphasizing to possible benefits.

4. *Practice:Use, Combine, and Monitor strategies*: Learners try the new strategies and combine them as needed for tasks; they simultaneously monitor their use.

5a*. Evaluating and Transfer:* Learners evaluate theefficiency of the employed strategies. The teacher or a learnerdemonstrateshow a strategy can be transferred to other tasks.

5b. *Expand and Adapt*: Learners try and practice strategies adapting them to further tasks, making choices about which to use, how to link them into strategy chains. Teacher releases control, fades strategy reminders.

6. (leads back to 1) *Learners Carry on Increasing Ownership*: Learners keep monitoringmanipulation and evaluate success. Phase can also include formal assessment and impact on performance. Increase learner ownership via discussions, bulletin board, think-pair-share.

There are other similar direct instruction models which are similar in their flow. Oxford (2011) refers them as having the same principle of increased responsibility and powerthat learners should be involved in.

Another issue with successful strategy instruction is the significant positive effect of mother tongue. Oxford (2011) proposed that more successful strategy instruction practices were obtained by teachers who first taught the strategies in L1, then setting the right tasks for students to transfer and practice the same strategies in L2. Within the same context, if learners share the same background and are at elementary level of second language learning period, strategy instruction should be held in native language (Chamot, 2004). She suggests that teachers should integrate explicit learning strategy instruction into their regular course work as it is much more effective than just providing strategy training separately. She emphasises that strategy instruction should be presented by all practitioners in all possible subjects so that learnerswould be able to transfer strategies learned in one subject into the other.

To sum up, strategy instruction is regarded to have a serious impact on L2 education. Learner strategy instruction starts with making learners aware of what strategies are and which strategies they are actually using (Cohen, 1998). Some key features were proposed in terms of how to assist learners benefit from the manipulation of these strategies. Firstly, learners need to be trained and assisted by the course practitioner on how to utilizethem. Additionally, teachers should know about their learners' learning styles in order to provide more efficient instruction. Moreover, teacher should be quite active, in terms of being a source of knowledge, model the strategic practices, raise awareness on how strategy use facilitates learning, monitor the process, and evaluate the process with learners. Another very important aspect is learners' role in the process of strategy-based instruction. Learners are expected to manage their own demands. They are considered to be aware on how strategies can enhance the realization of their learning goals more easily. And finally, the importance of

presenting direct strategy instruction rather embedded was strongly suggested since the direct one is explicit, comprehensible, and easily transferred to other tasks.

Assessing Learning Strategy Use

Learning strategy researchers employ various tools and methods to collect relevant data and to reach reliable and valid conclusions in their studies. As LLS have been researched more intensively for the past 30 years, many studies were published in books, journals, electronic platforms, and presented in scientific gatherings. By the passing years the standards of research were updated and data-gathering methods were developed depending on the accumulated experience (White, Schramm, & Chamot, 2007). Not that different from the other language research methods, LLS are studied and investigated by the use of various applications and tools such as oral interviews, observations, questionnaires, verbal reports, diaries and journals, and recollection studies (Macaro, 2001; Mackey & Gass, 2005).

Learner strategy use is often assessed by employing questionnaires. Schellings and Van Hout-Wolters (2011) suggested that administering questionnaires, specifically self-report questionnaires, is easy and also statistical analysis is practical. Moreover, they do not disturb the nature of students' learning tasks and activities. The Strategy Inventory for Language Learning (SILL), the most widely exploited instrument in language learner strategy research, was elaborated by Oxford (1990) and aimed to determine perceived strategy use in relation to the other variables such as gender, proficiency level, learning styles, culture and task (Oxford & Nykos, 1989; Nycos & Oxford, 1993; Green & Oxford 1995; Bedell & Oxford 1996; Wharton, 2000; Bruen, 2001; as cited in White, Schramm, & Chamot, 2007). Besides, self-report questionnaires can lead to three potential limitations. The first limitation is related to learners possible misunderstanding or misinterpreting the strategy description listed in the items of SILL. The second one is related to the learners' possible pretending that they use a strategy that actually they do not use. The last one is related to the learners' possible failure to

remember a strategy that they had used in the past (White, Schramm, &Chamot, 2007). Another often used instrument for strategy assessment is individual interviews. Oxford (2011) proposes that they can be administered as structured or semi-structured individual interviews, open-ended individual interviews, and semi-structured individual interviews based on a grid of daily routines. The form of the interview is focusing on one or more contexts, situations, or task scenarios.

White, Schramm, and Chamot (2007) reached some conclusions referring to the suggestions made by Farch and Kasper (1987) and Schramm (2001) on the issue of verbal protocols. They proposed that for conducting think-alouds or any analytic studies learners should be given the opportunity to respond in any language they want to use. Oxford (2011) also proposes that think-alouds and similar strategy assessment instruments such as interviews may benefit from discourse analysis practices. Such practices enable the data collected to be analysed, transcribed and interpreted in sociocultural contexts. Oxford (2011) lists the possible uses of discourse analysis. She suggests that the obtained data can help researchers to analyse what the learner says about L2 learning strategies in a specifying learning setting or situation. Another point is the possibility to analyse the sociocultural issues and cultural models that concern the learning strategies, moreover how to teach learning strategies. The last remark in terms of discourse analysis is the benefits obtained from analysing learners' spoken or written production in an ordinary setting in which the used strategies are inferred (Oxford, 2011).

Data transcription is seen as an important practice in strategy research. As Mishler (1991) cited in White, Schramm, and Chamot (2007), concluded that transcribing is not just a kind of technical operation, but an interpretive application. The process of transcription is time consuming and for the researchers it is clearly a labour-intensive process. For example the transcription of rough think-aloud protocols recorded on word-processing software is

consuming the following ratios of about 1:10, which means one minute of recoded data refers to ten minutes of transcribing time. However, for more detailed transcriptions conducted on the base of discourse-analysis studies, the transcription ratios vary from 1:50 to 1:200 minutes of transcribing time. Additionally, two different transcribers are required to increase the level of reliability regarding the processed data.

Relevant Research

In the literature, many research studies investigated the impact of communication strategies by referring to the variety of strategies regarding their use in language learning process. The common point shared by the researchers is that the types of strategies used by the speakers of L2 are beneficial for staying in communication; and therefore, strategies based instruction in language teaching process should be one of the main objectives. Of the studies, some of them are listed below. Those sample studies were examined for more established criteria including the empirical studies conducted on foreign language learners to investigate the effect of communication strategies use.

In mid-1980 names like O'Malley, Chamot, Stewner-Manzarenes, Kupper, & Russo (1985) conducted studies on learning strategies. The findings displayed that employing strategies is certainly an influential learning tool. Later in 1999 Chamot's and some other researchers' findings displayed a recurrent finding that poor learners also employ learning strategies and the frequency rate is close to more successful ones. However, the strategy use was not the same, in some other words different strategies were employed for the achievement of different language goals. Vandergrift (2003) aimed to compare the listening strategies of Canadian students under two categories: more skilled and less skilled. The conclusion suggested that the more skilled students employed more metacognitive strategies, and the less skilled ones used more translation strategy. The findings provide profound information that no

matter poor or good learners they are learners use strategy, with different goal implementation and different effectiveness.

Dörnyie (1995) conducted a study on the teachability of communication strategies. In that study he focused on the nature of communication strategies in terms of their usefulness regarding strategy instruction. The findings revealed that focused instruction can be used as an approach to increase the quantity and quality of language learners' performanceregarding the use of some communication strategies.

Oxford and Ehrman (1995) showed the connection between language learning strategies and some other educational factors such as gender,teacher perceptions, proficiency, aptitude personality type, learning style, motivation,ego boundaries, and anxiety. As to the result of the study, it was discussed that the employment of language learning strategies might lead to conceptual linkages that might go beyond conclusions that were obtained by the researchers in the past.

Dörnyei and Scott (1997) researched the trends in L2 communication strategies. The history of communication research was outlined as criteria for communication strategies – CSs- were defined. First CSs were defined in relation to the corresponding strategy taxonomies. The study concluded that CS research has covered a serious progress for the last few decades. Also two reasons were stated as a reason for understanding second language teaching. The first one was that L2 was a truly applied area. In the study, it was stressed that there is a lot for conducting research on understanding the problem management in L2 communication. Still L2 learners cope with many problems since L2 courses do not prepare students to work out the encountered problems in the learning setting. The second conclusion of the study was that interlanguage analysis was related to psycholinguistic investigation of speech production, and also the study of CSs could be used as scientific models of L2 learning and use.

Derwing and Rossiter (2002) conducted a study on ESL learners' perception of their pronunciation difficulties and the strategies they used to cope with communication failures. Depending on the findings it was detected that most of the pronunciation deviations pointed by students were segmental. On the other hand the most common used strategies used when they had communication problems were self-repetition,paraphrasing, writing/spelling, and adjustment of the volume.

Moriam (2005) who conducted an international research on EFL major-university students aimed to examine how Japanese and Bangladeshi students used speaking strategies. The findings revealed that the Bangladeshi learners declared more frequent use of cognitive and interpersonal strategies than Japanese ones. The female learners in Japanese group reported more use of cognitive strategy than the males, whereas Bangladeshi learners showed no gender differences in any category. Communicative-experiential strategy was reported to be the most frequently used category among Japanese females, but there was almost equal frequency tocommunicative-experiential strategy in males. The strongest correlations with the other categories in both cultures were the affective and cognitive strategies.

Khalil (2005) conducted a study in the field of language learning strategies (LLSs). The participants were Palestinian EFL learners attending high school and university. The research tried to find out the effects of language proficiency and gender on the strategy use focusing on frequency. The findingsdisplayed that learner proficiency level and gender affected significantly the frequency of strategy use. As regards the six categories of strategy use, proficiency level was considered to have a significant influence on five of the categories namely cognitive,memory, metacognitive, compensatory and social in favour of university students. Gender difference was concluded to be effective on two of the categories: metacognitiveand memory for females. Proficiency level learners registered 32 of the individual strategies, three in favour of high school students, and twenty nine for university

students. The gender component had main effect on eighteen of the individual strategies, two in favour of mails and sixteen for females.

Nakatani (2005) investigated the patterns of strategy use, the teachability degree of explicit strategies, and which strategy use could improve oral communication ability. The group that received strategy training mainly was taught on the use of OCS, whereas the control group received only the regular course with the communicative tasks. The obtained findings pointed that the participants of the strategy training group improved their oral proficiency, however the improvement in the control group were not so significant. The increase in the oral performance success of the participants was partly triggered by an increased general awareness of OCSs. Interactional difficulties were treated byemploying strategies such as maintenance of fluency and negotiation of meaning.

Nakatani (2006) tried to find out about EFL learners' perception of strategy use during communicative task. The first step to fulfil the purpose of the study was to design a questionnaire for statistical analysis. The designed questionnaire was called Oral Communication Strategy Inventory (OCSI). OCSI was a useful tool for diagnostic purposes since EFL learners couldidentify their strengths and weaknessesregarding the use of OCSs, and as a result they would be able to put into practice their communication goals. Being aware of one's own performance and how efficient strategy use helps language performance learners would improve in their target language proficiency.

Liao (2006) conducted research to find out the role of translation in Taiwanese college students who were learning English. The research focused on the students' learning beliefs and learning strategies mainly on the use of translation as a learning strategy. The findings of the research indicated that translation was an effective practice in students' learning experiences; however, some slight conflicts were detected as a result of translation strategy use. Also, strategies that involve translation such as cognitive, memory, compensation, social,

and affective strategies were of medium and high use. Learners' believes were also detected to be influential on the choice of translation strategy use. On the other hand, more proficient learners (mostly the ones that had English majoring background) reported negative views on the use of translation strategy use compared to their less proficient peers.

Kalebic (2007) conducted research on the use of compensatory strategies in learners' interlanguage. The obtained results revealed that the distribution of some strategy subtypes was not equal. Moreover, the frequency of some strategies such as code switching, paraphrasing, and literal translation was very high. Accordingly,the strategies such as inter-/intralingual transfer, generalisation, and word coinage werenot widely used. The findings displayed a big difference in the distribution of compensatory strategies in learnerILdepending on the level of the learners. Consequently it was concluded that learners' proficiency level might be considered as one of the elements affecting the compensatory strategy to be used.

Nakatani (2010),in another study, tried to identify communication strategies that were thought to be helpful for learners' English proficiency in communicative tasks. To determine participants' communication strategy use, an Oral Communication Strategy Inventory was used. The aim was to achieve a self-report questionnaire procedure. The results pointed that strategies for negotiation of meaning and maintaining discourse could promote learners' communicative ability.

Lam (2010) conducted a study that involved strategy intervention. There were two sets of students, one treatment set and one comparison. Each set consisted of 20 students. Simulated recall interviews were employed to collect data. Depending on the findings it was concluded that low-proficiency students are more affected than high-proficiency in terms of task performance and strategy use.

Mei and Nathalang (2010) investigated the use of communication strategies used by undergraduate learners studying English at Chinese Universities. Participants were freshman students grouped to be at either high or low proficiency level. In the study, it was reported that the participants were more likely to employ different types of communication strategies for different types of tasks such as one-way task (concept identification) and two-way task (role play). In one-way task, the participants mostly used paraphrasing, restructuring, generalization, and avoidance strategies; in two-way communication, they engaged in more cooperative interactions. The researchers concluded that communication strategies use was influenced by three variables that are English proficiency level,task type, and academic major.

Dias Larenas (2011) tried to analyse the knowledge of English speaking strategies in 8th and 12th graders. A scale (Oral communication Strategy Inventory) developed by Nakatani in 2006 was applied to 108 students from various backgrounds (public schools, semi-public and private educational establishments) in Chili. The findings revealed that 8th graders have more knowledge of speaking strategies than 12th year students. Also it was stated that the type of the school (public schools, semi-public and/or private) does not have any impact on the students' knowledge of speaking strategies.

Spromberg (2011) in her study observed high school learners while they working in groups. The aim was to find out the communication strategies by the use of video-recording. The videos were analysed using the Dörnyei and Scott's (1995) taxonomy of communication strategies. Referring to the findings, the researcher proposed that the interactional coping devices (asking for clarification,confirm, and response: rephrase) were the mostly used communication strategy. Also direct coping devices (self-rephrasing,mime, and other-repair) were also pointed to be widely used as a communicative strategy. And indirect coping devices (self-repetition, code-switching: L1 structure words, and other-repetition) were also among the used communication strategy. Spromberg concluded that group work in language

classroom among students who did not speak the same L1 led to use communication strategies to negotiate meaning in an effort to realizejointly comprehensible messages.

Hua, Mohd Nor, and Jaradat (2012) conducted a study on oral communication strategies searching how and when they are used in group discussions by international students in a public university in Malaysia. The aim of the study was to investigate the use of communication strategies and set the differences between high and low proficient speakers. One of the most frequently used strategies was code switching, and word coinage was the least used strategy. The findings of the study suggested some implications the field of foreign language teaching. Raisin awareness on possible communication problems was suggested as a solution. Applying different CSs to overcome communication problems in various contexts can be added to the teaching applications. It was proposed that when students were able to choose appropriate communicative strategies in a given situation and use them creatively and efficiently, they could acquire a useful skill for communication.

Latif, Ilianis, and Jafre (2012) investigated the communication strategies (CS) that Iraqi EFL learners used. The aim was to discover the used types of CS used by those students who were at tertiary level. The result revealed that Iraqi EFL learners encounter many problems during their communication in English and the reason for that is proposed to be as learners' use of communicative strategy was observed with high level learners. The study suggested that CSs need to be incorporated into English language program at different levels of education so that the ESL learners' ability to communicate would be enhanced.

Rodriguez and Rodriguez (2012) researched the communication strategies used by two EFL teachers who worked with beginner level students. It was concluded that students used L1 most of the time, and more teachers' effort and facilitation were required to prompt target language use. The obtained data revealed that neither the teachers nor the students were aware that they used or they could use communication strategies to solve problems based on

communicative insufficiency and to facilitate their teaching and learning practices. In the study, the lack of using communicative strategies in the classroom environment indicated that they less likely used the strategies in genuine situations to solve communicative disruptions.

Ugla and his colleagues (2013) investigated the difficulties and breakdowns of Iraqi students while communicating in English and reported that communication strategies need to be instructed effectively in the classroom for enhancing students' oral skill.

Yaman and her colleagues (2013) conducted a study that focused on communication strategies used byEFL students in order to managefailures encountered during communication. They suggested thatEFL students used strategies like compensatory,negotiation for meaning, and getting the gist strategies in communication. Another suggested point was that communication strategies were used mostly byadvanced level female learners.

Metcalfe and Ura (2013) studied the communication strategy use of high and low proficiency learners of English at a Thai university. The researchers used Oral Communication Strategy Inventory (OCSI) to assess the use of Communication Strategy (CS). The results of the study revealed that message reduction, alteration, and negotiation for meaning while listening were the most frequently responded speaking and listening strategies. Considerable differences were detectedin the OCSI responses of high and low proficiency groups whereas high proficiency learners reported significantly higher use of fluency-oriented,social-affective, negotiation for meaning while speaking, and circumlocution. Buton the other hand, low proficiency learners reported significantly higher use of message abandonment and less active listener strategies.

Ma and Oxford (2014) conducted a diary study aiming to analyse the interactions between external and internal contexts that the first author of the study experienced while trying to learn English as an ESL learner in the US. They also tried to reveal learning styles,

learning strategies, and affective variables such as motivation by studying the scripts in the author's diary. In the study, it was proclaimed that learning diaries are more reliable and useful than using questionnaires and any other tools to determine the strategies used by learners while learning a foreign language. Another remark was made on the learner's learning style profile as it is proposed that it can lead to advantages and disadvantages depending on the personal trait (visual, metaphoric, reflective, introverted, and environmentally sensitive). In relation to the above discussed fact, the learner was on the focal point as a decision maker to metacognitively manage the effects and establish the balance conductive to learning. Consequently, the metacognitive thinking and planning in terms of the learner are of a very great importance.

Hubert (2015) researched the avoidance behaviour among US university students of Spanish as a FL. Participants of the study completed two communicative writing assignments. One of them was to use the preterit/imperfect aspect (forms of past tense in Spanish) and the other was to use the subjunctive (if type structure in Spanish). Then the participants were interviewed focusing on their use or avoidance of the above mentioned structures. The results revealed that participants performed a great amount of deliberate, conscious avoidance of these grammatical forms.

The overall results of the studies above display that strategies-based instruction is one of the most remarkable objectives in the language classroom for helping learners to cope with the difficulties they encounter while communicating. Accordingly, communication strategies instruction is the directive for learners while approaching a task for achievement. Thus, they become aware of their learning behaviours and preferences. Research on communication strategies use suggests that a certain degree of awareness on strategies use may assist learners to recognize their weaknesses and strong sides.

Chapter Summary

The second chapter of the study, the literature regarding speaking skill as an L2 component was elaborated with respect to the communicative competence, factors affecting speaking skill, models of learning, learning styles and strategies, and communication strategies that may relate to the outcomes of the research.

Chapter III: Methodology

Introduction

The research design of the study is presented in this chapter. The research questions, the setting, strategies-based instruction, the data collecting tools, and the administration of the data collecting tools are discussed in detail. Additionally, to analyse the obtained data in relation to the research questions brief, information on the statistical and content analysis is provided.

Research Design of the Study

The endeavour in this study was to provide an alternative approach through strategies-based instruction in order to encourage prospective teachers to use suitable strategies in speaking skill and to provide them with information on how to teach strategies to their prospective students. Therefore, the argument in this study was initiated by collecting data from their speaking strategies as learners of English. It is known that the strategies learners use when they convey their intended messages are broadly referred as communication strategies (CSs). Selinker (1972) argues that the use of communication strategies is an essential IL process. CSs research gained importance after Canale and Swain (1980) proposed a conceptual framework for teaching and testing second language communicative competence.

In the study, an action research was designed to realize the purpose of the study and to seek answers to the research questions. Richards and Schmidt (2002) define action research as teacher initiated classroom research. The intention of the researcher (teacher/practitioner) is to increase his/her understanding of classroom teaching and learning aiming to set improvements in the held classroom practices. White, Schramm and Chamot (2011) in Cohen and Macaro (2011) propose that action research enables the researcher to put research findings into practice. They argue that action research employs methods involving qualitative research in

which the researcher conducts observing and recording actions, behaviours, events, and reflections. The obtained data are collected and analysed thoroughly.

The study employs various approaches for data collection aiming to improve the validity of the gathered data. The combination of data collection tools and methods such as questionnaires, interviews, video recordings, and oral exams enable the researcher to conduct in depth analysis. Both quantitative and qualitative data obtained through introspective and retrospective procedures were gathered to elicit learners' strategy use. The methodological toolbox of strategy researchers was enlarged by focusing on qualitative data-collection procedures and context-sensitive research approaches (White, Schramm, and Chamot, 2007). The desired outcome of the action in this study was pre-supposed to contribute to the literature in training EFL learners and prospective teachers.

Problem. The challenges of oral proficiency in English were the main problem of this study. Therefore, to cope with those challenges students attending ELT department should beexposed to strategy training.

Research Context

The study was conducted with university students of English Language Teaching (ELT) department, Faculty of Education, Edirne, Turkey. The participants were exposed to implicit and explicit oral communication strategy training through designed speaking tasks implemented in Oral Communication Skills course, which was a compulsory course for all second year ELT students in the third term of Educational Faculties in Turkey. Additionally, this course was in the former curriculum which was implemented between 2007-2017 academic years.

The context of the course involves students' participation to the speaking tasks which are mainly designed as pair and group works. You can find a sample lesson plan in Appendix A. The course is held once a week for 3 classes of 50 minutes. Students are engaged in

speaking tasks such as: information gap activities, organizing activities, oral interaction activities, ranking activities, role-play activities, functional communication activities, problem solving activities, guessing activities, social interaction activities, compound activities, and oral practice activities. These activities enabled students to practice fluency, accuracy, pronunciation, listening comprehension, intelligibility, non-verbal communication, and use of vocabulary. Also students had the opportunity to discuss concepts and ideas, make suggestions, improvise genuine and authenticconversations, express agreement or disagreement in a given situation, build imagination through creativity demanding tasks, and make presentations in front of their classmates. Moreover, students were explicitly and implicitly prompted to use oral communication strategies such as generalizing, approximating, paraphrasing, asking for clarification, time-stalling, borrowing, foreignizing, use of all-purpose words, guessing, expressing non-understanding, etc.

Setting and Participants

The participants of the study were 83 prospective teachers of English enrolled in English Language Teaching Department (ELT) at Trakya University, Edirne, Turkey. All second year students were recruited from three classes of the same department. 63 (75.90%) were female and 20 (24.10%) were male students. ELT students' education program consists of 8 terms where each year comprised of two terms: autumn term and spring term. However,the students who cannot pass the exemption exam held in the first week of the freshman year, have to study a preparatory year aiming to make students reach B-2 level of English language proficiency.

Most of the participants (76%) had studied preparatory year whereas 24% passed the exemption exam and started their education as a first year student. In the preparatory year of Trakya University students have 24 classes a week in which they get skills based education. That is 4 classes Development of Reading Skill, 4 classes Development of Writing Skill, 4

classes Development of Speaking Skill, 4 classes Development of Listening Skills, 4 classes Development of Grammar, and 4 Language Development course. By the end of the preparatory year students attend a final exam and the obtained scores from the mid-term exams and the final exam (50% of the mi-terms and 50% of the final) are calculated.For those students whosefinal average grade is over 60 out of 100, they are qualified to pass the prep-year and start the first year of their ELT education.

In the first year of their education (2013-2014 academic year) the participants had speaking classes once a week per three classes in both the autumn and spring terms. The content of this course was based on reading short authentic newspaper articles, studying new vocabulary (C-1, C-2 level) elicited from the texts, discussing some striking points of the articles' topic, and engaging in communicative tasks (in pairs and small groups) parallel to the already assigned article of the week. There was also a whole class discussion held as a follow up activity.

First year students were also expected to prepare and deliver short presentations (from 5 to 7 min.) on a topic (i.e. "how to stay healthy", "how does technology make our lives easier", "the meaning of a real friend and friendship") pre-assigned on the previous week of the course. The aim of the course was to enrich the cultural and social knowledge of the target language, trigger students discuss daily issues by using phrases, idioms and vocabulary obtained from the covered reading materials and provided instructor's input, and polish presentation skills by performing short public speaking practices.

Second year students of 2014-2015 academic year, who went through the above mentioned training, were the participants of the study. There were 3 different groups (classes) that took the course with a total number of 110 students. However, 83 of them volunteered to participate in the study by filling in the questionnaires set as a pre and post evaluation. Additionally, these students who volunteered to attend the questionnairestook the oral test

twice: the first one as a pre-test conduced at the beginning of the term, and the second one as a post-test at the end of the term (with all the students who were enrolled to the course).

Another data collection procedure was the semi-structured interview which was conducted at the end of the term, after the intervention was over and before the oral exam. 15 volunteering and randomly selected students participated to the interview.

Since the study was a longitudinal and the data collation procedures were assigned to be implemented on specific periods,it was accomplished in three-yearperiod. The participants of the study collaborated with the researcher from the beginning of the second year to the end of the last term of the fourth year. As mentioned above, in the second year there was the intervention period accomplished with 110 students, however 83 of them were the participants of the study. In the third year of their education participants were video recorded when performing micro-teaching practices (10 participants volunteered to be video-recorded). And in the last term of their education (8th term) 8 participants were vide-recorded in a real classroom environment when performing teaching at their practicum schools.

Data Collection Tools

Table 1.

Table of Applied Data Collection Tools

Stages	Number of the action	Adopted and Applied Actions	Action Implementing Authority	Number of participants who volunteered in the action	Period/date of the action
D I A G N O S T I C	I.	Setting questionnaires (SILL and OCSI) as pre-test evaluation to determine learning and communication strategy use of the participants	Course Instructor	83 participants	First week of the term (2014-2015 academic year)
S T A G E	II.	Oral exam: pre-test to determine overall speaking performance and detect strategy use frequency and	Course instructor and an experienced practitioner in language proficiency assessment	83 participants	First week of the term (2014-2015 academic year)

		employed strategy types			
T R E A T M E N T S T A G E	III.	Adapting and developing the course content regarding the students' needs	Course instructor and two other professionals in the field of ELT course design	Study participants did not directly participate in the course design. Only the data obtained in the pre-tests (oral exam and questionnaire applications) were taken into consideration to set the tasks and activities to meet the students' needs and wants in order to develop their overall speaking performance, language proficiency, and effective strategy use.	First and second week of the term (2014-2015 academic year)
	IV.	Treatment Period (the implementation of the course content)	Course Instructor	83 participants	12 weeks during the autumn term 2014-2015 academic year
	V.	Course evaluation interview	Course Instructor	15 participants volunteered to the action	By the end of the 12-week treatment period
E V A L U A T I O N S T A G E	VI.	Setting questionnaires (SILL and OCSI) as post-test evaluation to determine learning strategy and communication strategy use of the participants	Course Instructor	83 participants	By the end of the 12-week treatment period
	VII	Oral exam: post-test to determine overall speaking performance and detect strategy use frequency and employed strategy types	Course instructor and an experienced practitioner in language proficiency assessment	83 participants	By the end of the 12-week treatment period
	VIII	Course evaluation interview	Course Instructor	15 participants volunteered to the action	By the end of the 12-week treatment period
		Micro Teaching Practices	Course Instructor	10 participants volunteered to the action	First term of 3th year (2015-2016 academic year)
	IX	Course evaluation interview	Course Instructor	15 participants volunteered to the action	By the end of the 12-week treatment period
		Teaching practices in real/authentic classroom setting	School mentor and faculty advisor	8 participants volunteered to the action	Second term of 4th year (2016-2017 academic year)

As indicated in the table 1, the context of the study involved multiple procedures to scrutinize the adopted variables. Therefore various stages were planned and implemented. All of the stages were neatly selected to fulfil the objectives of the study. In order to analyse the present situation of the participants before the treatment process, two-way diagnostic analyses were implemented: administrations of strategies use questionnaires and oral exam. The questionnaires: Strategy Inventory for Language Learning (SILL) and Oral Communication Strategy Inventory (OCSI).

Administering the questionnaires (SILL and OCSI) as a pre-test. The first way to diagnose the strategy use of the participants was to administer the questionnaires. Strategy Inventory for Language Learning (SILL) byRebecca Oxford(1989): a widely used data collection instrument to measure perceived strategy use in language learner strategy research. There are 52 statements which help the researcher detect which language learning strategies are employed mostly when learning a foreign language. However, 6 of the statements were transferred to the Oral Communication Strategy Inventory (OCSI) developed by Nakatani (2006) and also used as a data collection instrument of the study since they were directly eliciting oral communication strategy use as well as the other learning strategies.

Oral Communication Strategy Inventory (OCSI) was developed by Japanese researcher Yasuo Nakatani (2006) who was working with Japanese students learning English. The questionnaire Nakatani developed has two parts: the first part is for coping with speaking problems, which has 32 items. The second part that looks at strategies dealing with listening problems consists of 26 items. 8 items from Nakatani's (2006) second part (focusing on listening problems) were included in the research tool since these items were decided to elicit oral communication strategy

useand facilitate the enrichment of the collected data. To enrich the data elicitation process, six statements of Oxford's SILL were also included in this part of the data collection tool. Therefore the adapted scale for OCSI included 46 statements, the same number as the ones in SILL (see Appendix E).

For the actual data belonging to the intervention study, Cronbach's Alpha coefficients were calculated again in order to find out if the measurements were reliable. The Cronbach's Alpha results indicated that the data for SILL were .82 in the pre-test and .74 in the post-test. For OCS, the coefficient was computed to be .78 in the pre-test and .88 in the post-test.

Oral Exam as pre-test assessment. The second way to diagnose theparticipants' present situation in overall speaking proficiency, and also elicit the strategies participants use before the actual treatment takes place.

The oral exam which was administered twice aimed to determine participants' speaking proficiency and elicit the communication strategies they used in the process of the exam. The first one was conducted as a pre-test in the first week of the academic term and the second one at the final exam week (2014-2015 academic years autumn term). An IELTS speaking test was used and the assessment was conducted by two raters. They performed individual rating by the use of a detailed speaking performance assessment form (see Appendix B). Four main categories were marked: vocabulary, accuracy, fluency, and intelligibility and pronunciation. Each category was marked up to 25 points (total 100), and to decrease the level of subjectivity clear statements were set to identify the awarded mark. One of the raters was the researcher, and the other was an experienced instructor who is also a PhD candidate with 15 year teaching experience in the field of ELT. Content validity was sought for with 4 experts. The experts were asked to rate the suitability of each item for the Items of the

Marking Sheet on a scale of 1 to 4. Analyses showed that the I-CVI value for each item was 1.00. The S-CVI/Ave value for the Items of the Marking Sheet was found to be 1.00 and the S-CVI/UA was calculated to be 1.00, too.In order to set inter-rater reliability the raters negotiated their grading if the final average score of a given student varies more than 10 points between the raters. The raters noted some of the communication strategies they detected at the time the exam was in the progress. Additionally, the exam was video-recorded, and to determine and elicit the communication strategies participants used during the exam the raters watched the recordings a week after the exam was administered. (Oral exam pre-test transcripts and comments regarding strategy use see Appendix L)

Course adaptation. The third stage includes the treatment process: the adaptation of the course content in relation to meet participants needs and lacks, which were detected through the implementation of the oral test and the administered questionnaire (SILL and OCSI). The researcher of the study was at the same time the practitioner of the course Oral Communication Skills. He had been instructing this course for 7 years when the study was carried out. Therefore, there was a ready for use course content which was modified and adapted according to students' needs. Also, special attention was paid on deciding which strategies to be practiced with the given course task. The course content was checked and corrected by two other experts of the ELT field who had 20 years job experience and accumulation of practice. (See Table 3, course content).

Intervention procedure. The fourth stage focused on the treatment as previously designed intervention procedures comprised of 12 week period. Carefully planned communicative tasks and activities were provided in a pre-designed sequence in which the participants were in the centre of the learning process, while the course

instructor acted as initiator, motivator, guide, role-model, information provider, feedback provider, and classroom safety provider. Also, the instructor conducted monitoring and evaluating functions regarding students' language output. The designed activities were mostly involving pair and group work participation. Additionally, the instructor explicitly encouraged the participants need to use communication strategies during the implementation of some of the tasks. Since the course instructor monitored the process of interaction while the activities were on action, he detected which communication strategies were employed by thestudents and how effectively they were manipulated. In order to raise awareness on the issue of communication strategy use, the course instructor conducted a brief commentary after the tasks were completed. He also asked some pairs to re-demonstratetheir performance in front of the class (sometimes on the stage, sometimes at their seating places) as a model of good example, and pointed on how some strategy use practices could facilitate for a better communication while the interaction process. In some other words, explicit strategy instruction was handled as whole class evaluation activity.

The students whose performance products were poor were not discouraged; moreover they were encouraged to use communication strategies that could enhance their oral production, communication skills and overall language proficiency. Besides, the instructor kept records on the used communication strategieswhile the activities were in progress by using a simple table (see Appendix N)

Course evaluation interview. The fifth stage was the evaluation of the course by administering the semi-structured interview. The students' perceptions regarding the intervention procedures and their follow up effects were aimed to be elicited by interviewing as retrospective method.Literature on research methods states that interviews need to be well-structured in order to obtain relevant and reliable data.

Castillo-Montoya (2016) proposed that a well-structured interview consists of four parts: introductory phase, transition phase, key phase, and closing phase.

Language learning strategies were often investigated by conducting retrospective interviews as they were regarded to be flexible when administered, letting the interviewer to address and elicit additional clarifications and elaboration from learners (interviewees) (Rubin, 1975). Retrospective interviews are useful instruments to find out underlying aspects of strategy use.

The students who volunteered to participate to the interview sessionswere asked 9 questions regarding their general opinion about the course in general, the effect of strategy instruction on their fluency, accuracy, overall communication abilities, motivation, and the other language skills (any gains on their reading, writing or listening skills). Also there were questions to elicit the follow up effects of strategy instruction on the participants' future academic practices and professional life as a teacher. The interview questions are in Appendix D and transcriptions of the interview are in Appendix C.

Table 2.

Information and Code Regarding the Interview Participants

Participant	Age	Gender
P1	20	Female
P2	20	Female
P3	21	Male
P4	20	Male
P5	21	Male
P6	21	Male
P7	21	Female
P8	22	Male
P9	21	Male
P10	21	Female
P11	21	Female
P12	21	Female
P13	22	Female
P14	21	Female
P15	21	Female

Administering the questionnaires (SILL and OCSI) as post-test. The sixth stage as the evaluation of the treatment process was the administration of the same questionnaires (SILL and OCSI) which were conducted in the first week of the 2014-2015 academic year. The aim was to identify the difference in oral communication strategy use, and also identify any change in the students' choice of strategy use.

Oral Exam as a post-test assessment. The seventh stagewas to determine the participants' oral proficiency and also to elicit the strategies participants used after the actual treatment takes place. Moreover, it was aimed to find out any positive development in specific criteria assessed in testing speaking such as fluency, accuracy, pronunciation and vocabulary. (Oral exam post-test transcripts and comments regarding strategy use see Appendix M)

Micro teaching practices. The eighth stage of the study was to evaluate the participants' oral proficiency during microteaching practices. In the first term of the third year, that is the fifth term of the previous curriculum, the participants take the Teaching Language Skills Course. The students had both theoretical and practical courses on how to teach language skills. The content of the course requires participants to focus their teaching practice on a specific language skill. Therefore the participants who were to deliver a teaching speaking practice as a micro teaching experience were asked to participate in the study. Those students were asked for consent, and ten participants agreed to be recorded and allowed the obtained data to be used in the present study. Then the recordings werewatched by two experts (one was the researcher himself) and detected the employed communication strategies participants used when teaching speaking.

Teaching practices in real classroom setting. The last stage of the study for evaluating the participants' performance in oral skills and strategy use was conducted in an authentic setting: real classroom environment. Prospective teachers at the faculty of education take the School Practicum Course in the last, 8th term of their undergraduate education. They attend secondary or high schools in the city of Edirne,which are under the control Ministry of Education. Thus, the majority of the students attend state schools for gaining teaching experience, but there are some attend private schools.The participants of this study were also observed during their school practicum process in order to collect data about their strategies-based instruction in real classroom setting. The data obtained in this action was recorded in the last three weeks of the participants' internship duration. The researcher, who was at the same time the participants' academic advisor, visited every participant individually for their actual course fulfilment, performing a complete teaching course session to meet the course requirements. The practices of the participants as trainee teachers were video recorded. Their oral communication strategies when teaching were later watched and examined by two field experts.

Course Design and Intervention Procedures

Oral Communication Skills course, a single term course of the second year, was designed to apply the intervention procedures. Course content was developed and adapted in relation to the students' needs. The course was held as three classes once a week. The intervention was designed to cover 12 weeks. Officially the course is to cover 14 weeks; however the first week was assigned to implement the pre-test stages of the study (conducting the strategy inventory questionnaire, and oral proficiency test. And also one week was assigned to administer the mid-term exams).

The first two classes were designed to make students actively participate in communication tasks which aimed to polish students' accuracy, fluency, pronunciation, vocabulary and phrases, non-verbal language, and listening comprehension skill through strategy use, and whenever needed implicit and explicitstrategy instruction provided by the course instructor. The third final class was assigned to give students practice presentation skills (public-speaking) on a topic set a week before the presentation session. You can see the details regarding the course content in Table 3where weekly the procedures of the intervention are reflected.

Table 3.

Course Content and Intervention Procedures

Week	Title/name of the activity	Activity Type	Aims	Assumed oral strategies to be employed by students	Presentation Topic
1.	1. Name-Country-Sign	1.Oral practice activity	1. to practice fluency and pronunciation	1. Generalization, appeal for assistance, nonverbal (Compensatory Strategies)	Since it is the first week of school the presentations start in the second week.
	2. Alphabet Order Line	2. Information gap activity	2. to practice nonverbal communication	2. Guessing, expressing non-understanding, nonverbal, asking for clarification (Compensatory, Negotiation for Meaning)	
	3. Story of my Life	3. Organizing activity	3. to organize notes for presenting in front of audience	3. Generalization, circumlocution, use of all purpose words, code-borrowing, literal translation (compensatory, cognitive strategies)	
	4. Chain Story	4. Oral Interaction activity	4. to practice vocabulary, fluency, accuracy and imagination	4. Circumlocution, guessing, time stalling, appeal for assistance, message replacement, use of all purpose words (compensatory, reduction strategies)	
2.	1. This is my Classmate	1. Communicative activity	1.to practice presenting in front of audience	1. Asking for clarification, generalization, non-verbals (Socio-affective strategy, compensatory strategy)	"A Work of Art"
	2. Job Interview	2. Communicative activity (role-play activity)	2. to practice fluency and pronunciation	2. Foreignizing, nonverbal, guessing, time-stalling (compensatory strategies)	

	3. Self-directed Interview	3. Communicative activity (role-play activity)	3. to practice fluency and pronunciation	3. Time stalling, use of all purpose words, appeal for assistance, circumlocution (Socio-affective strategy, compensatory strategy)	
	4. Family Values	4. Ranking task and discussion activity	4. to practice fluency and accuracy by discussing ideas	4. Circumlocution, appeal for assistance, guessing, literal translation, comprehension check (compensatory strategies)	
3.	1. Greeting Card Match up	1. Functional communication activity	1. to practice vocabulary, accuracy and fluency	1. Asking for repetition, asking for clarification, guessing, code borrowing (social, compensatory strategies)	"My Summer Holiday"
	2. Weekend Trip	2. Organizing activity	2. to practice making suggestions, agreeing and disagreeing	2. Generalization, appeal for assistance, literal translation, use of all purpose words, nonverbal, time-stalling (compensatory strategies)	
	3. A gap Year	3. Oral Interaction Activity	3. to practice fluency and imagination	3. Circumlocution, use of all purpose words, code-borrowing, literal translation, time-stalling, comprehension check (compensatory, negotiation of meaning)	
	4. Swap Shop	4. Functional communication activity	4. to practice accuracy and fluency	4. Circumlocution, asking for clarification, guessing, code borrowing (social, compensatory strategies)	
4.	1. Three Adjectives	1. Warm up activity / Oral practice	1. to practice vocabulary and fluency	1. Guessing, comprehension check, generalization, nonverbal, time-stalling (compensatory, negotiation of meaning)	"A Movie"
	2. Flipping	2. Guessing Activity	2. to practice accuracy and fluency	2. Omission, asking for clarification, nonverbal, time-stalling (compensatory, social strategies)	
	3. Try it out	3. Problem Solving Activity	3. to practice fluency and suggest solutions	3. Code borrowing, circumlocution, appeal for assistance, time-stalling (compensation strategies)	
	4. Letters on the Board	4. Communication Activity	4. to practice vocabulary, fluency and imagination	4. Generalization, code borrowing, appeal for assistance, use of all purpose words, non-verbals (compensatory strategies)	
	5. Keep Talking	5. Social Interaction Activity	5. to practice fluency	5. Use of all purpose words, time stalling, literal translation, topic avoidance (compensatory, avoidance strategies)	
	6. Describe and Draw	6. Information Gap Activity	6. to practice fluency and accuracy	6. Appeal for assistance, circumlocution, use of all purpose words, code borrowing, asking for clarification, non-verbals word coinage (compensatory, social	

				strategies)	
5.	1. Jigsaw Guessing	1. Autonomous Interaction Activity	1. to practice vocabulary, accuracy and fluency	1. appeal for assistance, word coinage, guessing, circumlocution (compensatory strategies)	
	2. Who Marred Whom?	2. Problem Solving Activity	2. to discuss ideas, practice fluency and accuracy	2. omission, circumlocution, literal translation, nonverbal, appeal for assistance, comprehension check (negotiation for meaning, compensatory strategies)	"Smart Technology"
	3. Who am I?	3. Oral Practice Activity	3. to practice fluency, accuracy and pronunciation	3. Generalization, paraphrase, appeal for assistance, non-verbals, use of all purpose words, asking for clarification (Compensatory Strategies, social strategy)	
	4. Life's an Adventure	4. Communication Activity	4. to practice fluency and imagination	4. Generalization, appeal for assistance, time stalling, topic avoidance, use of all purpose words, omission (Compensatory, avoidance Strategies)	
	5. Advertising a Holiday	5. Compound activity	5. to practice fluency, accuracy and imagination	5. appeal for assistance, literal translation, omission, code-foreignizing (compensatory strategies)	
6.	1. Proverbs	1. Oral Practice Activity	1. to practice vocabulary, accuracy and fluency	1. Generalization, appeal for assistance, guessing, non-verbals, code borrowing (Compensatory Strategies)	
	2. From Another Planet	2. Social Interaction Activity	2. to practice fluency	2. Circumlocution, appeal for assistance, guessing, literal translation, comprehension check (compensatory, negotiation for meaning strategies)	"Stay Healthy"
	3.Debate	3. Compound Activity	3. to discuss ideas an practice fluency	3.Non-verbals, generalization, literal translation, time-stalling, guessing, appeal for assistance, use of all purpose words (compensatory strategy)	
7.	1. Who is who	1. Information Gap Activity	1. to practice fluency	1. Guessing, asking for repetition, use of all purpose words, circumlocution, non-verbals (social, compensatory strategies)	
	2. What is Being Advertised	2. Functional Communication Activity	2. to practice fluency, accuracy and imagination	2. Guessing, code borrowing, non-verbals, omission, literal translation (compensatory strategies)	"Education"
	3. What's in the Bag	3. Functional Communication Activity	3. to practice fluency and vocabulary, imagination	3. Non-verbals, guessing, circumlocution, generalization, asking for clarification, use of all purpose words, code borrowing (social,	

			compensatory strategies)	
4. Detecting Differences	4. Organization Activity	4. to discuss ideas an practice fluency	4. Circumlocution, asking for clarification, asking for repetition, code borrowing, use of all purpose words, time-stalling, guessing (social, compensatory strategies)	
5. Taboo for English Learners	5. Oral Practice Activity	5. to practice fluency, vocabulary and pronunciation	5. Literal translation, expressing non-understanding, message replacement, omission, circumlocution, non-verbals, guessing, word coinage, time-stalling (social, message reduction, compensatory strategies)	

8.	1. What are Friends for?	1. Social Interaction Activity	1. to discuss ideas, to practice fluency and accuracy	1. Guessing, comprehension check, appeal for assistance, circumlocution, time-stalling (compensatory strategies)	"What can Money Change"
	2. Secret Topic	2. Social Interaction Activity	2. to practice fluency ,	2. Guessing, circumlocution, time-stalling, non-verbals, message replacement, use of all purpose words (reduction, compensatory strategies)	
	3. We're Just Alike	3. Communicative Activity	3. to practice fluency and vocabulary	3. Approximation, literal translation, asking for clarification, guessing, use of all purpose words (social, compensatory strategies)	
	4. Create your Story	4. Oral Interaction activity	4. to practice vocabulary, fluency and imagination	4. Circumlocution ,generalization, time stalling, appeal for assistance, use of all purpose words non-verbals (compensatory strategies)	
9.	1. Which is Better?	1. Communicative Activity	1. to practice fluency and vocabulary	1. Circumlocution, appeal for assistance, non-verbals, code borrowing, use of all purpose words (compensatory strategies)	"Friends and Relations"
	2. What do Man Really Think of Cosmetic Surgery?	2. Social Interaction Activity	2. to practice fluency, vocabulary and reading comprehension	2. Comprehension check, literal translation, topic avoidance, circumlocution, non-verbals, time stalling (negotiation of meaning, avoidance, compensatory strategies)	
	3. Don't Say "Yes" or "No"	3. Oral Practice Activity	3. to practice fluency, accuracy	3. Literal translation, expressing non-understanding, message replacement, omission, circumlocution, non-verbals, guessing (social, message reduction, compensatory strategies)	
	4. Word Wizard	4. Oral Practice	4. to practice	4. Omission,	

		Activity	fluency, vocabulary, and pronunciation	circumlocution, non-verbals, asking for repetition (social, compensatory strategies)	
10.	1. Mad Discussion	1. Social Interaction Activity	1. to practice, accuracy, and pronunciation	1. Use of all purpose words, time stalling, literal translation, topic avoidance, non-verbal (compensatory, avoidance strategies)	"Social Media"
	2. Optimists and Pessimists	2. Social Interaction Activity	2. to discuss ideas, to practice fluency and accuracy	2. Circumlocution, omission, code foreignizing, use of all purpose words, generalization (compensatory strategies)	
	3. First Aid	3. Social Interaction Activity	3. to practice fluency, vocabulary and reading comprehension	3. Circumlocution, appeal for assistance, guessing, literal translation, comprehension check (compensatory, negotiation for meaning strategies)	
	4. Dessert Island	4. Oral Practice Activity	4. to practice fluency, vocabulary, and pronunciation	4. Generalities, circumlocution, non-verbals, asking for clarification, use of all purpose words, time stalling (social, compensatory strategies)	
11.	1. Everyday Problems	1. Social Interaction Activity	1. to discuss ideas, to practice fluency and accuracy	1. Use of all purpose words, time stalling, literal translation, non-verbals, circumlocution, (compensatory strategies)	"Show Business"
	2. Comments	2. Functional Communication Activity	2. to practice note writing, vocabulary, fluency, and pronunciation	2. Circumlocution, use of all purpose words, non-verbals, literal translation, code-borrowing (compensatory strategies)	
	3. It will Change our Lives	3. Social Interaction Activity	3. to practice fluency, vocabulary and reading comprehension	3. Comprehension check, literal translation, circumlocution, non-verbals, time stalling, appeal for assistance (negotiation of meaning, compensatory strategies)	
	4. Don't Say the Word	4. Functional Communication Activity	4. To practice key words writing, vocabulary, accuracy, and fluency	4. Literal translation, expressing non-understanding, message replacement, omission, circumlocution, non-verbals, guessing, word coinage, time-stalling (social, message reduction, compensatory strategies)	
12.	1. Personalities	1. Oral Practice activity	1. to practice fluency and pronunciation	1. Circumlocution, literal translation, use of all purpose words, non-verbals, time-stalling (compensatory strategies)	"My Field of Expertise"
	2. Mimed Dialogue	2. Autonomous Interaction Activity	2. to practice non-verbal communication, to practice accuracy	2. Comprehension check, guessing, use of all purpose words, non-verbals, approximation (negotiation of meaning,	

			compensatory strategies)
3. Alphabet Improvisation Dialogue	3. Communicative Activity	3. to practice fluency, accuracy, and pronunciation	3. Appeal for assistance, non-verbals, code-foreignizing, literal translation, use of all purpose words, time-stalling (comp. strategies)
4. Survivors	4. Functional Communication Activity	4. to practice vocabulary , reading comprehension, to discuss ideas, to practice fluency	4. Generalization, asking for clarification, appeal for assistance, use of all purpose words, time-stalling, code-borrowing (compensatory strategies)

Data Collection and Analysis Procedure

In this study, to seek answers to the research questions, the data collection tools and

data analysis procedures are displayed in Table 4.

Table 4.
Data Collection Tools and Data Analysis Procedures

Research Question	Data Collection	Data Analysis
1.a. *What types of strategies do prospective teachers use?*	SILL - Questionnaire OCSI - Questionnaire Speaking Exam (oral test)	Descriptive Statistics
1.b.To what extentare they aware of the impact of using speaking strategies on their speaking skills development?	Interview	Content Analysis
2.a. Does strategies-based instruction affect their levels of fluency?	Speaking Exam (oral test) Interview	Wilcoxon Signed-Rank test Content Analysis
2.b. Does strategies-based instruction affect their levels of accuracy?	Speaking Exam (oral test) Interview	Wilcoxon Signed-Rank test Content Analysis
2.c. To what extentdoesstrategies-based instruction affect their communication abilities?	Interview	Content Analysis
2.e. To what extentdoesstrategies-based instruction promote their motivation?	Interview	Content Analysis
2.f. To what extentdoesstrategies-based instruction promote autonomous learning?	Interview	Content Analysis
2.g. To what extentdoesstrategies-based instruction affect their levels of self-confidence?	Interview	Content Analysis
2.h. Does strategies-based instruction affect their levels of strategy use?	SILL - Questionnaire	Wilcoxon Signed-Rank test
2.i. Does strategy instruction affect their levels of oral communication strategy use?	OCSI - Questionnaire	Wilcoxon Signed-Rank test
2.j. Does strategies-based instruction affect their levels of	Speaking Exam (oral test)	Wilcoxon Signed-Rank test

speaking performance?		
3.a. Can prospective teachers impose strategy use on their students during microteaching sessions?	Interview	Content Analysis
	Video Recording	Content Analysis
3.b. Can prospective teachers impose strategy use on their students during school practicum?	Interview	Content Analysis
	Video Recording	Content Analysis

For further analysis frequency, means, standard deviations, and percentages were calculated. For the selection of inferential analysis Kolmogorov-Smirnov tests of normality were administered.

Table 5.

Tests of Normality

Variable	K-S	df	p
Oral Pre-Test Accuracy Average	.12	83	.00
Oral Pre-Test Fluency Average	.19	83	.00
Oral Pre-Test Pronunciation Average	.18	83	.00
Oral Pre-Test Vocabulary Average	.17	83	.00
Oral Pre-Test Total Average	.15	83	.00
Oral Post-Test Accuracy Average	.14	83	.00
Oral Post-Test Fluency Average	.15	83	.00
Oral Post-Test Pronunciation Average	.18	83	.00
Oral Post-Test Vocabulary Average	.14	83	.00
Oral Post-Test Total Average	.11	83	.01
SILL Pre-Test Average	.08	83	.20
SILL Post Test Average	.05	83	.20
OCS Total Pre-Test	.10	83	.03
OCS Total Post-Test	.07	83	.20

Kolmogorov-Smirnov tests showed that SILL Pre-Test average, SILL Post Test average, OCS Total Post-Test data were normally distributed. Oral Pre-Test accuracy average, Oral Pre-Test fluency average, Oral Pre-Test pronunciation average, Oral Pre-Test vocabulary average, Oral Pre-Test Total average, Oral Post-Test accuracy average, Oral Post-Test fluency average, Oral Post-Test pronunciation average, Oral Post-Test vocabulary average, Oral Post-Test Total average, OCS Total Pre-Test were non-normally distributed.

For this reason, the comparisons using the non-normally distributed variables were made by means of Wilcoxon Signed-Rank Tests. On the other hand, normally distributed variables were compared using paired samples t-tests.

Chapter Summary

This chapter presented the methodology of the study. Detailed information was provided regarding the research design, research context, data collection tools, course design and intervention procedures, and data analysis. The chapter aimed to establish the overall framework of the research.

Chapter III: Findings

Introduction

The findings of the study are presented in this chapter. The data were collected by employing different tools like oral exams and questionnaires (SILL and OCSI) administered as a pre and post data collecting tools, semi-structured interviews, micro-teaching lessons' video recordings, and real-classroom environment lessons' video recordings.

Objectives and Research Questions

The purpose of the present study is two-fold: the first purpose is designing a model syllabus for developing ELT students' –as prospective teachers- oral proficiency skills through strategies-based instruction, and the second purpose is prompting prospective teachers to employ oral communication strategies; in this context, the study attempted to find out if strategies-based instruction competencies would be transferred to participants' teaching practices, both during microteaching sessions and during school practicum sessions in real classroom settings. For realizing the attempted purposes, initiallya course syllabus was designed in order to encourage the students to participate in communication tasks and activities voluntarily and to make them feel less anxious with higher motivation. The strategy-basedinstructionthat was carried out both implicitly and explicitly resulted in overall oral production development.

The research findings were gathered to seek answers to the following research questions and sub-questions:

Research Question 1.*Do prospective teachers use appropriate speaking strategies as learners of English?*

RQ1.a*. What type of strategies do they use?*

RQ1.b.*To what extent are they aware of the impact of using speaking strategies on their speaking skills development?*

Research Question 2.*How can effective strategy use be facilitated in the classroom?*

RQ2.a*. Does strategies-based instruction affect their levels of speaking fluency?*

RQ2.b. *Does strategies-based instruction affect their levels of speaking accuracy?*

RQ2.c.*To what extent deosstrategies-based instruction affect their communication abilities?*

RQ2.d.*To what extent doesstrategies-basedinstruction promotetheir general language skills development by facilitating individualized learning practices?*

RQ2.e.*To what extent doesstrategies-based instruction promote their motivation?*

RQ2.f.*To what extent doesstrategies-based instruction promote autonomous learning?*

RQ2.g.*To what extent doesstrategies-based instruction affecttheir levels of self-confidence?*

RQ2.h. *Does strategies-based instruction affect their levels of strategy use?*

RQ2.i. *Does strategies-basedinstruction affect their levels of oral communication strategy use?*

RQ2.j. *Does strategies-based instruction affect their levels of speaking performance?*

Research Question 3.*Can strategy instruction affect their teaching practices in speaking skills?*

RQ3.a. *Can prospective teachers impose strategy use on their students during microteaching sessions?*

RQ3.b. *Can prospective teachers impose strategy use on their students during school practicum?*

Findings of the Study

The findings were presented under each research question.

Initial Stage Data before Treatment

Findings of RQ1. *Do prospective teachers use appropriate speaking strategies as learners of English?*

To elicit relevant data for the main question above, it was elaborated with sub-questions to obtain a wider perspective of the proposed inquiry.

Findings of RQ1.a. *What types of strategies do they* use?

Strategy Inventory for Language Learning. Strategy Inventory for Language Learning (SILL), developed by Oxford (1990), was administered to the participants in order to determine what communication and learning strategies participants used before the treatment phase. Since the participants were assumed to have B2 proficiency level in English the questionnaire was done in its original language, English. The researcher provided the required instructions before the implementation of the questionnaire as participants were informed to ask for clarifications if any item is not clear enough because of any vocabulary or idiomatic expression obscurity. 89 participants responded the questions but 83 were taken into consideration since 6 participants' questionnaires were eliminated because they did not attend the post-test evaluation.

Table 6.

Means of SILL and its Subscales (N = 83)

Strategy	Min	Max	M	SD
Metacognitive Pre Test	2.25	4.63	3.46	.60
Compensation Pre Test	1.25	4.75	3.43	.66
Cognitive Pre Test	2.36	4.43	3.31	.47
Social Pre Test	1.80	4.60	3.22	.64
Memory Pre Test	2.22	4.11	3.14	.45
Affective Pre Test	1.50	4.33	2.78	.61
SILL Pre Test	2.43	3.96	3.23	.37

In the pre-tests, the mean metacognitive strategy use among the participants were found to be 3.46 (*SD* = .60). The employed compensation strategy use was detected to be 3.43 (SD = .66). The mean of cognitive strategy use of the participants was found to be 3.31 (SD = .47). The mean social strategy use was found to be 3.22 (SD = .64). The mean memory strategy use was detected to be 3.14 (SD = .45) and the least employed strategy by the participants is affective strategies with the mean 2.78 (SD = .61). The mean for the whole scale was found to be 3.23 (SD = .37).

Oral Communication Strategy Inventory. Oral Communication Strategy Inventory (OCSI) for students of English as a foreign or second language, developed by Nakatani (2006), was also carried out to determine prospective teachers' speaking strategy use. Since the participants were assumed to have B2 proficiency level in English the questionnaire was carried out in English. The researcher provided the required instructions before the implementation of the questionnaire as participants were informed to ask for clarifications if any item is not clear enough because of any vocabulary or idiomatic expression obscurity. 89 participants responded the questions but 83 were taken into consideration since 6 participants' questionnaires were eliminated because they did not attend the post-test evaluation.

Table 7.
Means of OCSI and its Subscales (N = 83)

Strategy	Min	Max	M	SD
OCSI Non-verbal PreT	1.67	5.00	3.61	.81
OCSI Attempt to think in EnglishPreT	1.00	5.00	3.58	.77
OCSI Message reduction PreT	2.00	4.67	3.57	.60
OCSI Negotiation for meaning PreT	2.00	4.67	3.53	.62
OCSI Fluency oriented PreT	2.14	4.71	3.44	.58
OCSI Accuracy oriented PreT	2.17	4.50	3.50	.54
OCSI Social affective PreT	2.20	5.70	3.38	.62
OCSI Message Abandonment PreT	1.00	4.75	2.94	.67
OCSI PreT Total Average	2.43	4.20	3.41	.41

In the pre-tests, the mean *Nonverbal* strategy use among the participants were found to be 3.61 (*SD* = .81). The second most employed communication strategy was detected to be *Attempt to think in English* strategies with mean 3.58 (SD = .77). The next one is *Message reduction* strategies with mean 3.57 (SD =.60). The mean for *Negotiation for meaning* strategies was detected to be 3.53 (SD =.62). The mean for *Fluency oriented* strategy use was recorded as 3.44 (SD=.58) and for the *Accuracy oriented* ones 3.50 (SD=.54). *Social affective* and *Abandonment* strategies were detected to be the less employed ones. *Social affective* strategy mean were found to be 3.38 (SD=.62) and *MessageAbandonment* meant were found to be 2.94 (SD=.67). The mean value for the entire scale was 3.41 (SD = .41).

Oral test findings. Regarding the first question, the researcher attempted to identify the observable communication strategies participants use when performing oral production. The data were collected via oral test as a pre-test application. 83 students were tested and video recorded separately. Participants were not told that they are being or will be assessed and there were no assessment sheets that they could see during the test procedure to avoid any inhibition. Two experienced instructors (raters) watched and examined the video recordings and noted the strategies participants used in the pre-test oral test. One of the raters was an instructor and PhD candidate with 15 year experience in the field of ELT, and the other was the researcher. They used a detailed check-list with 19 items to note down the observed communication strategies that participants used (Appendix F), and another speaking evaluation form to grade their overall speaking proficiency (Appendix B). The raters watched each participant's performance twice in order to detect the used communication strategies by the students, and complete the second form where students' performance was assessed in

terms of their fluency, accuracy, use of vocabulary and phrases, and intelligibility and pronunciation. The raters also negotiated their finalscores if the difference in the total score they award appears to be more than 10 points out of 100. This action facilitates for the inter-rater validity.

Table 8.

Descriptive Statistics: Distribution of Communication Strategies Use during Speaking Exam:Pre-test Evaluation (N = 83)

Strategy	f	%
Non-verbals	61	73.49
Literal Translation	48	57.83
Time Stalling Devices	35	42.17
Appeal for Assistance	30	36.14
Omission	24	28.92
Topic Avoidance	16	19.28
Borrowing	15	18.07
Approximation/Generalisation	10	12.05
Message Abandonment	10	12.05
Circumlocution/Paraphrase	6	7.23
Expressing non-understanding	6	7.23
Use of All purpose words	4	4.82
Foreignizing	3	3.61
Asking for Repetition	3	3.61
Asking for Clarification	3	3.61
Message Replacement	2	2.41
Word Coinage	1	1.2
Guessing	0	0
Comprehension Check	0	0

In the speaking exam that was conducted as a pre-test and also as a post-test, the following findings were obtained from the pre-test to find out the type of strategies students used before the treatment. In the above given table of frequency, it was detected that most students (74%) used nonverbal communication strategy during the speaking exam. The other communication strategies that were frequently employed were Literal Translation (58%), Time stalling devices (42%), and Appeal for Assistance strategies (36%). The least used communication strategies are Use of All

Purpose Words (5%), Foreignizing (4%), Asking for Repetition (4%), Asking for Clarification (4%), Message Replacement (3%), Word Coinage (1%). Additionally, no strategy use was recorded for Guessing and Comprehension Check strategies.

Secondary Stage Data Obtained after the Treatment

FindingsRQ1.b. *To what extent are they aware of the impact of using speaking strategies on their speaking skills development?*

   Interview. Since strategy instruction was provided both explicitly and implicitly during the implementation of the course objectives, at the conducted interview no direct question was addressed to assess whether participants werethe aware of the benefits that speaking strategies can pose on their speaking skill development.Actually, students were asked to evaluate the course in general, and how beneficial the course practices were on their language proficiencydevelopment. All of the participants responded that the course was beneficial and effective in developing their speaking skills. Aseight participants' gave clear and informative responses on the effectiveness of the course and how strategy instruction promoted their speaking production. The comments of P39 and P29 revealedtheir awareness on learning about strategies and their benefits. P39 described how strategy-based instruction made him feel confident, and how he uses strategies consciously in the following lines:

P39 "First of all the course helped me to find out more about my speaking ability and language skills... we had speaking classes in the preparatory year and first year, however I had difficulties in reflecting what I can... speaking fluently... and my self-confidence grew bigger... I was using techniques and strategies that I had learned unconsciously... now I am much more aware of how to use them... and now I feel much more extravert in attending whole class activities."

In the parallel of what P39 said, P29 also stated that he the course practices expanded his vocabulary knowledge and the actual use of these words when speaking. Additionally, he made a remark that his self-confidence increased. P29 detailed his position with the following lines.

P29"... well... interestingly my vocabulary knowledge and use of these words when speaking expanded... and I got more self-confidence when speaking the target language."

The other 8 participants did not declared any negative attitudes, however their responses remained rather general as it was in the nature of the addressed question. On this topic P5 stated "For me probably this course was one of the most useful one in the term... Especially the group work activities. We had more chance to speak in English, and I think this had a positive effect." Another participant P79 said "My general impression is positive ... both from instructor perspective and course content ... I really believe that we gained a lot."

Findings of RQ2: *How can effective strategy use be facilitated in the classroom?*

Effective strategy use and strategy instructioncan facilitate various language skills. In order to collect more detailed data the second research question was sub-divided into ten sub-questions.

Sub-questions:

Findings of RQ2.a. *Does strategies-based instruction affect their levels of speaking fluency?*

Oral Exam. Regarding the second question, the researcher attempted to identify the oral fluency development of the participants. The data were collected via oral test as a pre-test and post-test application. 83 students were tested and video recorded separately. Participants were not told that they would be assessed and there were no assessment sheets that they could see during the test procedure to avoid any

exam inhibition. Two experienced instructors (raters) graded the participants by using a detailed marking sheet (see APPENDIX B) in which components of oral production such as accuracy, fluency, vocabulary, and intelligibility and pronunciation were listed. One of the raters was an instructor and PhD candidate with 15 year experience in the field of ELT, and the other was the researcher himself. The grading was done after participants left the exam room. After the raters completed the grading they checked the consistency of the total mark (a mark out of 100). In case there was more than 10 points difference they negotiated their assessments or watched the recorded performance again, and reevaluated the participant in question so that there is 10 points difference at most between the awarded marks of the raters.

Table 9.

Fluency level of oral production measured by pre-test oral exam and post-test oral exams (Wilcoxon Signed-Rank test results) (N = 83)

Construct	M	SD	Mean Rank	Z	p
Fluency PreT	15.90	2.35	40.75	6.96	.00*
Fluency PostT	17.61	2.09	24.50		

* p<.01

Descriptive analysis revealed that the mean fluency score among the participants was 15.90 (SD= 2.35) in the pre-test and 17.62 (SD = 2.09) in the post-test. Wilcoxon Signed-Rank tests indicated that the mean Fluency scores in the pre-test and the post-test were significantly different (Z = 6.96, p < .001).

Interview. After the treatment process of the study 15 participants were also interviewed to obtain more elaborated quantitative data regarding the research questions.

According to the findings obtained from the interview regarding fluency 13 out of 15 participants responded positively, agreeing that strategy instruction has positive

effect on developing fluency. 2 participants stated that they disagree with the proposal that strategy instruction can develop learners' oral fluency. Here are two of the views of the participants who agreed.

P39 stated that before getting strategy training he was using some of the strategies, however now he became more aware of the usefulness of using strategies and how they help to solve problems, especially when you get stuck when speaking. P39"...Certainly my speaking fluency improved because there were some strategies that I was using unconsciously before the strategy training we got.... no matter what language you speak... Turkish ... English...or any other... while speaking you may ask the listener's assistance... and as we learnt in the course that is a strategy ... "appeal for assistance".., however learning about the use and function of other strategies made me speak more fluently in the target language and when I get stuck I use the time stalling devices..."

P54 explained how the borrowing strategy enabled her to keep fluency when speaking L2. The reason she was using the borrowing strategy is that she had difficulties in automatic recalling the words at the time of speaking.

P54"S: ...Yes ... Especially, the borrowing strategy really helps us produce and speak with less interruptions... the reason for this not enough vocabulary stock... I don't know why but in the first year of the university I was much better at using vocabulary but recently I feel that I can't recall words at the moment of speaking.
T: Why do you think that you are worse in terms of vocabulary than you used to be?
S: It is my fault... now our focus on teaching practices and field oriented words ... and we are not exposed to general English as we used to be... so we start forgetting."

One of the two participants who disagreed on the idea that strategy instruction facilitates learners' oral fluency is P13: This participant claimed that fluency

development is more related to the intensive speaking activities held in the class rather than the impact of the strategy training. She confessed that when they had problems they used mother tongue to complete the goals of the activity in progress.

P13"S: I don't think so because we had many pair work activities and group work activities... even though in the beginning of the task we talked in English, we often switched to Turkish... when the instructor is away and you know ...task achievement in mother tongue is easier. On the other hand, we had whole class speaking activities or group tasks. Group tasks pushed me to be more productive because I felt the pressure to do something as a responsible group member."

Findings of RQ2.b. *Does strategies-based instruction affect their levels of speaking accuracy?*

   Oral exam. As it was described above in 2.a., regarding the second research question, the data obtained from the oral exam was used to detect the variation of accuracy before and after the treatment.

Table 10.

Accuracy Level of Oral Production Measured by Pre-test and Post-test Applications (Wilcoxon Signed-Rank test) (N = 83)

Construct	M	SD	Mean Rank	Z	p
Accuracy PreT	15.12	2.43	38.38	7.29	.00*
Accuracy PostT	16.87	2.03	4.50		

* p<.01

   Descriptive analysis revealed that the mean *Accuracy* score among the participants was 15.12 (SD = 2.43) in the pre-test and 16.87 (SD = 2.03) in the post-test. Wilcoxon Signed-Rank tests indicated that the mean Accuracy scores in the pre-test and the post-test were significantly different (Z = 7.29, p < .001).

Interview. According to the findings obtained from the interview regarding fluency, 12 out of 15 participants responded positively and 3 participated stated that they are neutral to the issue. Here are two examples from the agreeing party. P55 agrees that strategies-based instruction has positive effect on oral production accuracy but she stated that some strategies such as borrowing, word-coinage, and foreignizing may litter spoken accuracy.

P55"S: Well, in general yes but there are some strategies that help you to become more fluent but they seem that they are inhibiting accuracy.

T: Can you give some examples?

S: Sure, I think strategies like code borrowing, foreignizing, and word coinage can be the ones which may affect the accuracy level negatively."

Another participant (P1) gives examples on how some strategies can facilitate accuracy in terms of better or correct comprehension. These strategies are listed as clarification, paraphrasing, and appeal for assistance strategies.

P1 "S: Yes..yes ... especially for better comprehension... and consequently .. using time more effectively to think and give an appropriate and correct answer... for example when there is something we couldn't understand when the conversation is going on... we can ask for a repetition, clarification or paraphrasing and in that way the conversation will keep going in the same direction rather than changing focus because of misunderstanding.

T: There is a strategy called "appeal for assistance"... how can you relate it to the issue of accuracy you have been explaining above?

S: ... well... let's say that we are working on a speaking task... getting stuck to a word that we really need at the time of speaking is a common problem, however asking for

assistance from our peer or instructor is important to be understood clearly.... I observed that you in the class often give that assistance when people in class get stuck and somehow signal that need for help."

Here is the statement of P13 who is the one out of two disagreeing participants. P13 is indecisive since according to him his classmates keep making many mistakes, focusing his view on grammatical accuracy.

P13"S: Well, I am not sure about it... as you know in the speaking exams we have the opportunity to monitor our classmates' exam performance and many of them keep making mistakes ... and probably some of them are not aware that they produce grammatically incorrect utterances... or maybe they notice their mistakes and later on they feel regretful that they actually could perform better."

Findings of RQ2.c. *To what extent doesstrategies-based instruction affecttheir communication abilities?*

Interview. According to the findings obtained from the interview, 14 out of 15 participants responded that strategies-basedinstruction affect their communication abilities positively. One participant remained indecisive. Here are some of the statements of the participants who agreed: P24 stated that Turks use communication strategies as they help them to cope with speaking difficulties. P24 argues that borrowing a word from L1helps the speaker to maintain the conversation. On this topic P24 said:

P24"I think yes... especially if you are abroad and need to explain something you can often use circumlocution strategy or make generalisations ...we Turks really struggle to say exactly what we have in our minds ... however knowing about the strategies makes our job easier as a speaker. Sometimes articulating a word in Turkish (L1)

when you speak the target language can help you keep the flow of the speech and communication ... here we another important role as a listener to ask clarification questions when something is not clear. I am restating... especially when you are abroad...knowing about strategies and using some of them is very important."

P39 agreed that strategies-basedinstruction has positive effect on their communication abilities. However, she explained that time is needed to practice strategies in a classroom environment and then use them in real life communication settings. On this topic P39 stated:

P39"As I said in the beginning of the interview...yes.. I think that strategy instruction has positive effect on communication abilities...but you need time... you can start using a given strategy just after you have learned it... you need time to practice... try it out in a safe environment and then after when you get to know how to use it, ... and get aware that it beneficial.... you start using it in real environments... also there are a lot of strategies... it is not easy to start using all of them properly... Moreover, it is possible to misuse some of them and in this way you may even cause a failure in communication due to not convenient strategy use."

The participant (P5) who remained indecisive on the issue of strategy instruction in relation to developing communication abilities stated, "... I don't have a clear idea... probably yes... I think it is not easy for students to find out themselves which strategy is more useful on the spot of speaking." P5 indicated that students may know about communication strategies but which one to use in a given situation is a difficult task for them.

Findings of RQ2.d *To what extent doesstrategies-based instruction promote their general language skill development by facilitating individualized learning practices?*

Interview. The interview findings indicated that 11 participants responded positively, three participants remained neutral and one participant disagreed with the proposal that strategy instruction facilitates general language skills development. Among the participants who agreed, P80 declared that strategies-based instruction has positive effect on listening skill. Learners can transfer their oral communication strategy knowledge when the do listening tasks to become a better listener. P80 concludes that to be a good speaker you need to be a good listener.

P80 "S: Yes, especially strategies can also be used in listening classes and exams... I mean strategies help you to follow the listening extract more consciously and make guesses while listening. Additionally, as a listener if you know the speaking strategies you can follow the speech easily. The pauses and discourse markers really help me.

T: At that point, you really mentioned about the other side of the strategies. So far we tried to focus on speaking strategies; however listeners also use various strategies.

S: Yes, these two acts go together... I mean a good speaker is also a good listener... that is how you develop your speaking performance... and also the speaking and listening strategies are related."

P61 explained that within the course's practices not only speaking tasks took place but also reading, listening, learning vocabulary and idioms teaching. P61 stated that such tasks develop academic language skills.

P61"S: well... Language is based on all skills... in this course we also practiced listening as well... since a spoken interaction is both ways... but we also did some reading activities in which we learned new words... expressions and idioms... in that way the discussions were elevated to a more academic level."

A participant (P39) who was not sure whether there was relation between strategy instruction and development of general language skills said"Well, as to me listening skill is especially the one that can be developed... however, for reading skill I don't think that speaking strategy instruction may have any effects", explaining that strategy training has impact on speaking and listening skills but not on reading.

Only one participant (P79) disagreed with the proposal of strategy instruction as promoting learners' general language skill development by facilitating individualized learning practices. She stated "I think not all of them... for instance speaking skill is the one highly affected... then listening,... and reading partially can get a positive influence.", explaining that oral communication strategy instruction is mainly influential on speaking skill and partially on listening but there is not much relation with the other skills.

Findings of RQ2.e. *To what extent doesstrategies-based instruction promote their motivation?*

Interview. According to the interview findings, 12 of 15 participants declared that their motivation was promoted by strategy instruction. 1 participant stayed neutral to the question. 2 participants stated that his/her motivation level did not change as a result of strategy instruction. Among the participants who agreed that strategies-based instruction promoted motivation, P24 explained that strategy instruction promoted motivation through allowing the participants to make use of communication tactics. She said:

P24 "Of course knowing about the strategies gives you self-confidence and even motivation to go in a deeper conversation because you don't worry of getting stuck when speaking/listening the target language since you know some tactics you can use when you speak or listen during the conversation. I think people who can't use

strategies have such worries and speaking barriers... they avoid conversations with people they don't know well... however, speaking strategies can help you a lot to socialize and be respected."

P59 also agreed that strategy instruction had positive effect on motivation. She said"Yes... knowing what to do in the moments you have speaking problems can lead to higher willingness to interact and make you more motivated to practice. And you also get less anxious of making mistakes.",She explained that effective use of communication strategies may lead you to become a more active and risk taker language learner.

P5 said that strategy instruction does not promote learners' motivation. This participant disagreed that there is relation between strategy training and becoming more motivated. Then the interviewer gave some clues on how strategy instruction can affect motivation positively so P5 agreed to some extent. However, in his final statementproposed some negative consequences of strategy training.He stated the following:

P5: "…I think there is no relation between strategy training and being more motivated.
T: ...well think that a given student's vocabulary knowledge is limited and the teacher gives some clues for strategy use like circumlocution, generalizing or borrowing... and consequently that learner's language production and fluency expands…
P5: Yes, this case seems reasonable, however some students may overuse some strategies like borrowing and this may sound funny and learners may often choose the easiest option... say the word(s) in L1."

Findings of RQ2.f. *To what extent does strategies-based instruction promote autonomous learning?*

Interview. Most of the participants made comments that strategies-based instruction has positive effect on becoming an autonomous learner. P24, P5, P64, and P61explained how strategy instruction helped them to manipulate their own oral production. P24 said that she actually was using some of those strategies before the training but she wasn't conscious on the issue how they help her become more autonomous and better speaker. P24 stated:

P24: ".. Actually... sir, before we have learned explicitly about those strategies we were using some of them quite often ... however, now we are much more aware of what they are and how they work... For example here in Turkey many people think in Turkish and produce (speak) in English but we are told not do that ... actually, you see that it is a kind of strategy "literal translation" and I think it is a good way to maintain fluency when speaking..."

P5 made similar explanations as P24 did. She stated that he had been using speaking strategies unconsciously, and since now she got the training she uses some strategies more effectively. Here is what P5 said:

P5: "...Actually, we were using some of the strategies unconsciously... now we are aware of them and use them ... for example I didn't know that there is strategy for time stalling but I was using it... now I use this strategy more effectively. I can say I became a learner who is more conscious about herlearning."

P64 explains that strategy training helped him to obtain various choices that can be used to deliver a better speech. P64 commented that when encountering any problems in learning you can look for assistance that may be provided by the instructors so that you carry on your learning responsibility out of class. He said:

P64"... Yes... Because when you learn about the strategy ... somehow you get the awareness of different options one can use when speaking... I mean knowing about

strategies is like having the freedom to get any help from the person you talk to... or the instructors.... even after class you may go to ask for assistance from the research assistants or other instructors of the ELT department... in some other words you go up in terms of becoming an autonomous learner…”.

Strategy instruction training and the classroom practices employed by the teacher made some participants feel more responsible for their learning and look for individual solutions which made them become autonomous. Another participant (61) who also declared that strategy training has positive effects on the promotion of autonomous learning stated, “I think ... yes... during the activities we had freedom to choose our partners or groups... whenever we got stuck we could ask the instructor for help or clarification and all this resulted in more intense communication.”

Four participants stated that they disagree with the statement that strategy instruction can promote autonomous learning. P39 explained that speaking skill is an interactive process which is implemented by the participation of other people, so self-development and becoming more autonomous do not have close relation with the issue. On this topic, P39 said:

P39 “... I think no... Because being autonomous is a more self-cantered condition, however speaking is an interactive process in which you need people around... and when you practice strategies with your classmates ...you have a true to life experience... so how autonomous can you be? ... Not much I think.”

Findings of RQ2.g. *To what extent doesstrategies-based instruction affecttheir levels of self-confidence?*

Interview. According to the obtained data from the interview most of the participants stated that strategies-based instruction has positive effect on their levels of

self-confidence. P54 agreed that strategy instruction has positive effect on her self-confidence as a language learner. She said, "Yes... when you speak fluently and make fewer mistakes your self-esteem and self-confidence increase". These lines showed using strategies make you more fluent and accurate speaker and consequently this leads to become more self-confident.

Another agreeing participant (P79) points that strategy use is a problem solving process that gives you courage and confidence, "Of course ... as mentioned above ... because strategies can become very useful, especially when you are in trouble... and give you courage to go on." These lines indicated that strategy training endows you with ammunition that you use when in trouble and make you feel more confident.

Another participant (P24) related the issue of confidence to the issue of being a risk taker when speaking. She clearly declared that strategy training made her more knowledgeable speaker rather than risk takers or courageous speakers in relation to the inquiry of becoming more self-confident. She said:

P24 "... well, I think you should be a risk taker even when you are not sure whether the thing you say is grammatically correct or not ... and use strategies ..... but the training we got can lead the speakers to be more knowledgeable interlocutors rather than courageous speakers... so I think that is the relation of being a more autonomous and confident learner. But I think in general, risk takers are successful in conversations. And being self-confident makes the speaker you talk to more positive. The conversation flow will last longer if both are willing to speak. ... you know, giving mutual short answers and explanations leads to an end of a conversation and makes it monotonous..."

Only one participant (P13) declared that he disagreed with the proposal "strategy instruction affect levels of self-confidence". He explains that the topic of the conversation makes the speakers feel confident or not.He proposes that if the topic is familiar to thelearner he/she will feel more comfortable and confident to keep the conversation going. Hesaid:

"... Well I think that self-confidence is more related to the question directed to you or the topic of the discussion... people find it easy to talk about topics they are familiar to... and the affects self-confidence positively…"

Findings of RQ2.h. *Does strategies-based instruction affect their levels of strategy use?*

Strategy Inventory for Language Learning (SILL). Wilcoxon Signed-Rank comparisons revealed that there is a significant difference between SILL pre-test (M = 3.23, SD = .37) and SILL post-test (M = 3.48, SD = .39). In other words, mean SILL value increased from the pre-test to the post-test.

Table 11.

Comparison of Strategy Use Distribution before Treatment and after Treatment Regarding SILL (Paired Samples T-test Test Results) (N = 83)

Construct	M	SD	t	df	p
SILL Pre-test	3.23	.37	5.95	82	.00*
SILL Post-test	3.48	.39			

* p<.01

Findings of RQ2.i. *Does strategies-based instruction affect their levels of oral communication strategy use?*

Oral Communication Strategy Inventory (OCSI). Wilcoxon Signed-Rank comparisons revealed that there is a significant difference between OCSI pre-test (M = 3.41, SD = .41) and OCSI post-test (M = 3.57, SD = .38). In other words, mean OCSI value increased from the pre-test to the post-test.

Table 12.

Comparison of strategy use distribution before treatment and after treatment regarding OCSI

(Wilcoxon Signed-Rank test results) (N = 83)

Construct	M	SD	Mean Rank	Z	p
OCSI Pre-test	3.41	.41	46.75	3.81	.00*
OCSI Post-test	3.57	.38	31.38		

* p<.01

Oral exams. According to the obtained findings revealed in Table 13, there was no difference in frequency and percentage of pre-test and post-test in strategy use of circumlocution /paraphrasing (fpre=6; fpost=6), Foreignizing (fpre=3; fpost=3), Coinage (fpre=1; fpost=1), Message Replacement (fpre=2; fpost=2), Message Abandonment (fpre=10; fpost=10), Time Stalling Devices (fpre=35; fpost=35), Asking for Repetition (fpre=3; fpost=3), Asking for Clarification (pret=3; fpost=3).

Table 13.

Descriptive Statistics: Distribution of Communication Strategy Use during the Oral Exam;
Pre-test and Post-test Assessment. (N = 83)

Strategy	Pre Test		Post Test		Difference	
	f	%	f	%	f	%
Approximation/Generalization	10	12.05	7	8.43	3	3.61
Literal Translation	48	57.83	46	55.42	2	2.41
Topic Avoidance	16	19.28	15	18.07	1	1.20
Non-verbals	61	73.49	60	72.29	1	1.20
Omission	24	28.92	23	27.71	1	1.20
Expressing Non-understanding	6	7.23	5	6.02	1	1.20
Circumlocution/paraphrasing	6	7.23	6	7.23	0	0.00
Code-Foreignizing	3	3.61	3	3.61	0	0.00
Word Coinage	1	1.20	1	1.20	0	0.00
Message Replacement	2	2.41	2	2.41	0	0.00
Message Abandonment	10	12.05	10	12.05	0	0.00
Time Stalling Devices	35	42.17	35	42.17	0	0.00

Asking for Repetition	3	3.61	3	3.61	0	0.00
Asking for Clarification	3	3.61	3	3.61	0	0.00
Guessing	0	0.00	0	0.00	0	0.00
Comprehension Check	0	0.00	0	0.00	0	0.00
Code-Borrowing	15	18.07	16	19.28	-1	-1.20
Appeal for assistance	30	36.14	31	37.35	-1	-1.20
Use of All purpose words	4	4.82	8	9.64	-4	-4.82

There was a decrease in strategy use of Approximation/Generalisation ($f_{öt}$=10; f_{st}=7), Topic Avoidance ($f_{öt}$=16; f_{st}=15), Non-verbals ($f_{öt}$=61; f_{st}=60), Omission($f_{öt}$=24; f_{st}=23), Literal Translation ($f_{öt}$=48; f_{st}=46), Expressing Non Understanding($f_{öt}$=6; f_{st}=5).

The findings of the strategies such as Use All purpose words($f_{öt}$=4; f_{st}=8), Appeal for assistance ($f_{öt}$=30; f_{st}=31), Code-Borrowing ($f_{öt}$=15; f_{st}=16), there was an increase at minimal level.

Some of the communication strategies were not used both at the pre-test and post-test applications (Comprehension Check ($f_{öt}$=0; f_{st}=0), Guessing ($f_{öt}$=0; f_{st}=0)). Also for further information see Appendix F and Appendix G.

Findings of RQ2.j. *Does strategies-based instruction affect their levels of speaking performance?*

Oral exams. Wilcoxon Signed-Rank comparisons revealed that there is a significant difference between pre-test results of oral exam (M = 62.70, SD =8.99) and post-test results of oral exam (M = 69.49, SD = 7.75) (Z = 7.64, p < .001). It can be concluded that there is meaningful increase of the students' overall oral performance.

Table 14.

Overall Speaking Performance Results of Pre-test and Post-test Oral Exams (Wilcoxon Signed-Rank Test Results) (N = 83)

Construct	M	SD	Mean Rank	Z	p
PreSpTest	62.70	8.99	42.46	7.64	.00*
PostSpTest	69.49	7.75	16.33		

* p<.01

Findings of RQ3. *Can strategy instruction affect their teaching practices in speaking skills?*

To collect data for the third research question, the question was divided into two sub-questions to obtain separate data regarding the microteaching practices held at the faculty, and also data obtained from the internship school where participants completed their real-classroom setting teaching practices.

Findings of RQ3.a. *Can prospective teachers impose strategy use on their students during microteaching sessions?*

Interview. At the conducted interview by the end of treatment process of the study (detailed in action five, Table 1 of Applied Data Collection Tools), participant were inquired whether they would use speaking strategies that they had learnt when they start delivering microteaching sessions the following year. All of the 15 interviewparticipants responded that they would use such strategies in their teaching practices, and encourage their students to use them.

Among the participants who stated that they would use speaking strategies when teaching, there were various reasons they proposed supporting the idea why they would use them. P80 explained that speaking in front of audience is actually presenting a speech and strategies like time stalling devices enables the speaker to gain time. P80 said, "Definitely, because I am going to speak and present... addressing your

speech to an audience and that won't be easy... so strategy use will help us to gain time".These lines suggest that this participant is aware on the usefulness of strategy use.

Another participant (P29) focuses her view on the relation between the use of non-verbal strategies and platform skills which are indispensible features of teachers when they are on the stage. He said, "I will of course... non-verbal strategy will help me a lot when I am on the stage... and the right posture and body language will help me a lot for the classroom management". These lines reflect the participant's close approach on how strategy can help him in his future teaching practices.

P55 focuses her opinion on the benefits of strategy use as direct facilitator of oral fluency. She said, "I will use them... because fluency is an important component for foreign language learners and thanks to the strategies and strategy instruction we can develop it". These lines showed that P55 believes that there is strong relation between fluency and strategy use.

Video recordings. To obtain revealing data regarding the 3rd research question, the researcher also completed a longitudinal data collection process in two phases.

In the first phase, providing data for research question 3.a., was conducted in one of the school courses that participants took (Teaching Language Skills) when they were third year ELT students in the Spring Term of the academic year. In order to obtain convenient and valid data on how participants used communication strategies, only the ones who were assigned to teach speaking skill were selected. The course teacher was informed that the data was going to be used for academic purposes, and only the participants whose consent was taken would be video-recorded. The video recordings were done by a classmate who stayed neutral as the other classmates of the participants pretended to be behave like students who are being taught. Each

participant's teaching practice was about 20 minutes. The participants' were not told that when they were teaching, specifically their strategy use was going to be under the scope of the study. Thus, any extra efforts for conscious strategy use were assumed to beavoided. 14 participants were recorded.However, just 10 of them were taken into consideration because 4 participants' micro-teaching delivery often switched to L1 and complicated the data analysis. The recoded data were examined by two field experts. One of them was an instructor with 15 year experience in the field of ELT, and the other was the researcher. They watched each participant's recording twice, negotiated every possible feature and detail in relation to strategy use, and prepared two tables in which detailed information was filled out. The first table reflected only the frequency of the employed strategies participants used (see Appendix H). The second table revealed the used strategy, the original transcription of how it was used, and a commentary on why that strategy might have been used (see Appendix I).

Table 15.

Microteaching Oral Communication Strategies FrequencyDistribution (n = 10)

Communication Strategy	f	%
Non-verbals	10	100
Literal Translation	8	80
Time Stalling Devices	5	50
Approximation / Generalisation	4	40
Omission	4	40
Use of All Purpose Words	3	30
Circumlocution /paraphrasing	2	20
Code-Borrowing	2	20
Message Replacement	1	10
Asking for Repetition	1	10
Ask for Clarification	1	10
Code-Foreignizing	0	0
Word Coinage	0	0
Topic Avoidance	0	0
Message Abandonment	0	0
Appeal for Assistance	0	0
Guessing	0	0
Expressing Non-understanding	0	0
Comprehension Check	0	0

The findings in table 15 were recorded in in the micro-teaching practices. The most used strategies by the participants were non-verbals (100%) andliteraltranslation (80%). Nearly half of the participants used time stalling (50%), approximation (40%), and omission (40%) strategies. There were strategies like code-foreignizing, word coinage, topic avoidance, appeal for assistance, expressing non-understanding, comprehension check and Guessing that were not employed by any of the participants(teacher-students) who performed the micro-teaching task. (For communication strategy use distribution of the participants during the microteaching practices see Appendix H, and for the transcripts and commentaries regarding the strategy use during microteaching practicessee Appendix I)

Transcriptsof Microteaching Practices

P25 Micro teaching performance. P25 used five strategies (non-verbals, circumlocution, asking for repetition, generalisation, and use of all purpose words) in his microteaching practice. The first one, which was observed to be used by every participant, was the use of non-verbals. Here are transcripts of how P25 used this strategy:

Non-verbals

"so as you can see...there are some highlighted words (left hand holding a handout, right hand gesturing a part of the page where these words are) ... in a dialogue .. ok? ...what we are going to do basically (right hand thumb and index finger touching, the rest three are in relaxed straight position)... I just want you to substitute these words with the ones we have in stage B... ok? (right hand on the chest level, drawing circles)..." "... you just make alike substations...(right hand gestures a circle) simple as

that..." "... two minutes already started (both hands rise aside, palms facing the ceiling).

As seen in the transcripts, P25 often uses gestures to accompany his oral delivery. The additional information provided in the script above shows that this participant is quite used to speak and use body language while speaking. There are two attempts in which P25 seems to use comprehension check strategy by addressing the phrase "ok?",but the experts who watched the recording considered this just as a verbal filler rather than asking for any clarification because P25 did not pay any attention to his audience at that time and did not seem to catch anybody who wants to ask a question.

Circumlocution/paraphrasing and non-verbals

"... instead of these words ... you are using these ones (pointing a specific part of the page) ... for example "ohh yee" instead of "thank goodness" you say "ohh yee.. I am relieved... simple as that"

As it is seen in the transcript S25 tried to teach a new phrase, quite common in colloquial English", "thank goodness". Actually, it is a kind of paraphrasing since instead of just saying "thank goodness" P25 asked his students to use "ohh yee, I'm relieved". This participant demonstrate how speakers can transfer the same message by using different words and phrases, what actually paraphrasing is.

Asking for repetition

S25 approaches one of the groups in the class assigned to practice a speaking task. He encourages that students group to repeat the task by saying, "...just do it again... let me see one more time" since he could not overhear properly the task based interaction because of the distance and the others students' task productionnoise. In

this situation, P25 who is the course teacher used asking for repetition strategy to check the success of the task fulfilment and provide any feedback if needed.

Generalisation, non-verbals and use of all purpose words

P25 talks about the universal issue of greeting people. However he is not happy with his school, even his classmates' greeting practices. He starts from his own school friends and then goes on with some other examples he had experienced abroad. P25 started his point from a specific example of his class but then talked about the practices of other countries without naming them. He generalised his message without saying any names. Another strategy P25 used in the transcript above is the use of all purpose words, "but you see some other stuff…" Again similarly to the generalisation strategy P25 avoidsgoing in detail and used this strategy. There is also example how he keeps using his gestures (the explanation provided in the parenthesis above), sign of the employment of non-verbal strategy. Here is the transcript:

"we meet in the corridor...we come face to face... I know the guy ...I see him .. he doesn't give me eeee like greeting you know... that just tells you the difference in the perspectives of people (both palms facing and touching each other, moving from one side to the other)... you just go to some other countries.. people you don't know there... use a greeting.. but you see some other stuff... other people here.. who are your friends for a long time… and that guy ignores you...you just get ignored or rebuked by that guy.. "

P80 Microteaching performance. P80 employed 6 communicationstrategies during his microteaching practice. These were omission, non-verbals, use of all purpose words, asking for clarification, literal translation, and message replacement.

Omission, non-verbals

From the data obtained through the video recordings of the microteaching sessions, S80 used omission strategy where two words were omitted. The first one is "that or where" after the word "place" which is actually a contraction, but in the second case "was" had to be use before the word "born". P80 said,"...today I want to talk about the place ^ I ^ born...aa it's actually a village named Ortaköy".The participants of the study are assumed to have at least B1 language proficiency of English so such errors can be considered as simple mistakes occurring as a result of many factors, such as simplification, lack of concentration, inerlanguage transfer, etc. S80 also used gestures assisting him convey the message easily (see the explanation in the parenthesis):

"...today I want to talk about the place ^ I ^ born...aa it's actually a village named Ortaköy. It's near the Silivri..maybe (right hand banded in front of the stomach goes forward gesturing the audience) some of you know Silivri... connected to İstanbul..."

Use of all purpose words/ omission /asking for clarification

In one of theparts of his microteaching session, P80 held a whole class activity in which he tried to find out whether there is somebody who was born in a village, "...Is there anyone born in a village". In this phrase P80 referred to the use of all purpose words strategy, since words such as somebody, anyone, somewhere, etc. are classified to be representing many others in the same category.

Another strategy P80 used in this part of the course was actually omission strategy, the one used for a second time. The question addressed by P80"...Is there anyone ^ born in a village..." is missing "who was". However, this omission does not obstruct the comprehension.

The last strategy detected in this section is asking for clarification, used by P80:

P80"...Is there anyone born in a village..." (one student responds) "yeees ... Malatya" (whole class laughs since Malatya is a big city) P80 directs a second question "What is the name of the village, Malatya is not a village?(pretending that he knows about Malatya and its districts and villages)" student responds "Darende". P80 repeats "Darende" and the student replies "Darende".

As it is clear from the transcript, the response given by the student was not clear, even funny since it made his/her classmate laugh, so it was clarified by the teacher's (P80) question, and used strategy. Clarifying strategy simplifies the interaction, and facilitates interlocutors to set mutual understating.

Literal translation and asking for clarification

P80 carried on a whole class activity in which he tried to elicit what his students (actually, classmates who pretend to act as students) think about a general issue of where to live in the future, countryside or town. However, the formed question by P80 seemed to be a translated language form from L1. Here is the conversation between P80 and the student who previously declared that his comes from a village:

"...I don't live there... I go there in summer..." P80 asked "Can you share your thoughts... experiences with us ...Do you like to live in a city or village?" (the same student responds) "..I like to live in city...of course...I don't like village." P80 questioned "Why..?" (the students laughs and responds) "..I'm afraid of caw" P80 responds "...you are afraid of caws (expressing surprise)..?" The student smiles and nods, "They are very big and frightening)."

In the script above it is seen that P80 used two speaking strategies. The first one is literal translation which may cause slight misunderstanding of what is inquired. P80 aimed to ask for preference but it sounded like to enjoy doing something.

However the equivalent statement in Turkish "Şehirde mi köyde mi yaşamayı severesin?" sounds more like a choice, where to live.

The second strategy P80 used was again asking for clarification. The student who was the interlocutor interlocutor of P80 stated that he was afraid of caws. P80 finds this quite unusual since the same student declared that he was born in a village and every summer spends time there. Moreover, caws are not aggressive animals and being afraid of them made P80 to ask again and clarify the issue.

Message replacement, non-verbals

The last decoded strategies P80 used were message replacement and use of non-verbals. Here is a brief activity instruction from which the findings were obtained: P80 "...Now I want you to aaa.. (hands meet in front to the chest and move towards the mouth, touching lips and going down).. I will ask you a.... question...yes.. I want you to take some notes then share your thought with me...ok?.."

Looking at the whole instruction wording, it is seen that P80 is quite disorganised and nervous. Two things are clear examples to support this idea. First the body language described in the parenthesis. As seen P80's gestures signal tension which is also normal when delivering a lesson in frontof audience. And the second thing is the spoken production. P80 started with a command requesting students to do something regarding the task, and then the command was not announced; moreover P80 announced that he would ask a question then his students would take notes individually and share them with him as a whole class activity.

Findings of RQ3.b. *Can prospective teachers impose strategy use on their students during school practicum?*

Interview. At the conducted interview by the end of treatment process of the study (detailed in action five at Table 1 of Applied Data Collection Tools), participant

were inquired whether they would use speaking strategies that they had learnt when they become senior students attending schools in which they start teaching in real classroom settings. Only one participant out of 15 said that he is not sure basing his point on quite reasonable grounds. But the other 14 participants declared that they will use speakingstrategies in their teaching practices, and some of themalso stated that they will encourage their students to use them.

Among the participants who stated that they would use speaking strategies when teaching, there were various reasons explaining why they would use them. Most of the participants think that strategy use positively affects oral fluency. One participant declared that teacher's strategy use can motivate students and raise their attention before task implementation. Anotherparticipantargued that strategy use may help the teacher learn about his/her learners'learning styles and strategies they use during the task implementation. One participant proposed that modelling the strategies can be very beneficial in order to encourage students copy and use them in their own practices.

P80 proposed that there are many activities in which it is necessary to use speaking strategies and he believes that in the future when he starts teaching using speaking strategies will be a part of the successful task completion. He said:

P80 "Most probably I will... there are many activities which actually require the use of strategies... for example guessing, use of non-verbals, circumlocution, etc. I remember when we played Taboo in the course hmm ... we had to use various strategies to cover as many words as possible."

Another reason for teaching speaking strategies to learners was proposed by P55. She suggested that explicit teaching of strategies is needed since they have a supportive role and also encourage the learning process. She said:

P55 "Yes .. I will use them... even in some situations I think we should teach strategies explicitly... encouragement and support are important components of learning and strategy instruction involves these components."

P29explained that we use strategies not only when we speak in the target language but also in our mother tongue. He suggested that non-verbals are very important elements that the teacher should use to attract learners' attention. The details of her response are in the following lines:

P29 "Well... yes I will ... and I should use strategies somehow... however we use strategies when we speak our mother tongue... as a teacher you need to attract attention ... and sometimes a small gesture may mean a lot... that happens to me... We heave early morning classes and when I am in class I still feel sleepy, but your attitude, body language, addressing ... really makes me focused ... and that happens effortless I don't need to push myself. That's why I will benefit from the gains of this course."

The only participant who did not declare that he will use speaking strategies in his future teaching practices was P39. Actually, when participants were interviewed they had completed just the half of their undergraduate study program, and there was still a lot to learn and practice about the job of teaching. Moreover, the participant's uncertainty was self-centered, talking about his stage anxiety while teaching. However, he is hopeful to try and see how strategies and use of speaking strategies canfacilitate his teaching practices. His remarks were as follows:

P39 "Actually, I am not sure whether I will use these strategy... it is more related to my anxiety condition.... and still I have no idea of what it will be like.... still a bit early to give some decision on my teaching practices.....but I think we will have enough time to try some of the strategies and see how they work."

Findings from the video recordings obtained in a real classroom environment. The second phase of the longitudinal data collection process was carried out in a high-school in which eight participants were assigned to do their school practicum and internship obligations in their last term (8th term) of undergraduate education. These were participants P4, P72, P17, P7, P6, P71, P33, and P36. The data were collected in the second academic term of 2016-2017. The researcher of the study was the supervisor of these eight teacher candidates who were appointed to do their school practicum and internship obligations under the control of supervisor and mentor teachers. The mentors were responsible to set convenient conditions for the teacher candidates to complete their school practices, and supply required materials and give support and feedback before, while and after teaching experiences. The teaching practices were recorded by the researcher. Every participant (teacher candidate) performed a 40 minute teaching. After their teaching performance, the supervisor, the mentor, and the teacher candidate had a short meeting regarding the strengths and weakness of the performance aiming to supply some more positive feedback for the future teacher candidate. Then the mentor and the supervisor negotiated the teacher candidate's performance and did the final grading. Actually, the data obtained was elicited from the video recording that was examined by two field expert afterwards. The co-rater was the same lecturer who collaborated to examine the previous video data, and the other was the researcher himself. The recording was watched twice and negotiated to rate their strategy use. The data regarding the frequency of employed communication strategies when teaching are as follows:

Table 16.

Strategy Use Distribution of Oral Communication Strategies in Real Classroom Environment

(n = 8)

Strategy	f	%
Non-verbals	8	100
TimeStallingDevices	7	87.5
Omission	7	87.5
LiteralTranslation	7	87.5
ComprehensionCheck	7	87.5
Approximation /Generalisation	2	25
Use all Purpose Words	2	25
Circumlocution /paraphrasing	1	12.5
Borrowing	1	12.5
Topic Avoidance	1	12.5
Appeal for Assistance	1	12.5
Asking for Repetition	1	12.5
Asking for Clarification	1	12.5
Foreignizing	0	0
Word Coinage	0	0
Message Replacement	0	0
MessageAbandonment	0	0
Guessing	0	0
Expressing Non-understanding	0	0

The findings above reflect the distribution of the recorded speaking strategies participants used when teaching in their attendance to school practicum. The most used speaking strategies werenon-verbals, which were employed by all participants. In the second place come 4 strategies: time stalling devices, omission, literal translation, and comprehension check were used by 87.5% of the participants. Approximation and use of all-purpose words strategies were used 25% of the participants. Circumlocution, borrowing, topic avoidance, appeal for assistance, asking for repetition, and asking for clarification were used by separate participants only for once (12.5%). Some strategies such as foreignizing, word coinage, message replacement, message abandonment, guessing and expressing non-understanding were not used at all. (To see the distribution of the participants' communication strategy use while teaching in a real classroom setting see Appendix J)

Transcripts and Commentaryof Teaching Practices at the Real Classroom Setting (Appendix K).

P4's findings while teaching. P4 was observed to use 8 speaking strategies in her teaching session of 40 minutes. These were: asking for clarification, time stalling devices, borrowing, using non-verbals, asking for repetition, literal translation, omission, and comprehension check.

Asking for clarification, time stalling, borrowing

In the first part of transcript P4 used 3 strategies. She aimed to relate the activity to the students'' background experience, by asking about the recent move they had watched at the cinema. As students remained silent she commented her previous question by saying,"...so recently you didn't go to any movie ... right?... haa?". She tried to challenge them by calling them unsocial people. However, students did not respond. By the addressing "...so recently you didn't go to any movie ... right?... haa?" P4 used the clarification strategy as she believed that the students actually go to the cinema.

She also used the time stalling devices strategy by saying, "…aaa", which made her gain some time to construct her following utterance. Just after the use of time stalling P4 switched to a Turkish phrase expressing failure in achievement by saying "haydee".These strategies are detected in the following lines:

"...so recently you didn't go to any movie ... right?... haa? ...what kind of... you're unsocial people...aaa ... now I want you to watch a....haydeee..haydee (the visual material on the smart board disappeared)"

Time stalling, non-verbals, asking for repetition, literal translation

"... aaa ... I want you to ... match (left hand going over a picture on the screen of the smart board) the pictures and the type of ... type of films... OK? So... let's start with

the... historical drama. Historical drama? (Voice rises as in questions and the mimics refer a questioning face)?" students in the class respond "tarihi drama" (the Turkish version of the phrase) P4 asks students "... can you repeat it again?" and students say, tarihi drama. "

At the transcript excerpt above, it was detected that P4 used 4 speaking strategies. The first one is time stalling, the one that she often used by saying, "aaa". As it is given in parenthesis, P4 actively used non-verbals, specifically her mimics and gestures.

Another strategy used was asking for repetition. Students were asked to repeat the Turkish translation of "historical drama". She tried to make it sure that all students know the meaning of the repeated phrase.

As most of the students seemed to know the meaning of the phrase "historical drama", and P4 did not ask them to translate the phrase into Turkish, students used the literal translation strategy; however they could have paraphrased the term with their own words.

Omission

In the following excerpt taken from the transcripts of P4, it is seen that a student (Ayşegül) uses the omission strategy. Even though P4 seemed to be aware of the employed omission, she did not provide a corrective feedback. Moreover she repeated the phrase and addressed a follow up questions.

"....let's see... romanticcomedy...please Ayşegül (one of the students." Ayşegül responds "fourth (matching the type of the movie with its phrase)" P4 asks "...why?" Ayşegül responds "...because ^ ... ^ love^" (P4 repeats and directs a question) "...because love? ... and what do you see about love?"

Non-verbals, comprehension check

Non-verbals and comprehension check strategies are the last two speaking strategies detected to have been used by P4. As it is clear from the transcript below, P4 kept using non-verbals accompanying her instructions while teaching. After giving the task instructions, P4 wanted to make it clear whether all students had understood the task requirements correctly. Therefore, she seemed toaddress a comprehension check question.

"(S4 gives instructions to a task to be completed) ...so write it down... I will collect them...and write your aaa... name also... OK? .... I'll ask and I'll collect them... write it down (miming writing action, left hand open gesturing paper, and right hand gesturing as writing on it)...Do you understand me?.." students respond "..Yes..."

P6's findings while teaching. P6 was examined and recorded to use 6 speaking strategies while teaching in a real classroom setting. The detected strategies were omission, non-verbals, time stalling devices, comprehension check, appeal for assistance, and literal translation.

Omission, non-verbals

In the first excerpt of the transcript, P6 used 2 speaking strategies while teaching in a real classroom setting. The first one is the omission strategy. She utters the phrase "... have no idea?" in which the subject, and also the auxiliary verb of the utterance is missing. However, such phrases are acceptable in colloquial English, and the statement is fully comprehensible. Also another example for omission is the utterance, "yes…I wait you", and actually meaning "I am waiting for your response."

Referring to the transcript excerpt, P6's non-verbal language use is explained in the provided parenthesis in the following lines:"...yes yes... brainstorming (two hands raising up)...yes... what do you think about today's topic? ...^ have no idea? ...

guess it..... you don't afraid of ..... topic... (both hands raise aside then palms face the audience and move backwards)...yes..I wait you"

Use of time stalling devices

"...Do you read it **… aaa** detective story?" (some students respond) "yes" P6 responds "..yess... who is..**aaa**writer?

As it is seen in the transcript excerpt above P6 used the time stalling strategy to gain some time and modify her utterance. However, despite the strategy use, P6 is still having trouble in constructing fully grammatically correct and comprehensible utterances. Thereforethe expected first statement should be: "Do you read detective stories?",and for the second one, "Can you tell me who the writer is?"

Comprehension check

"...Do you know Agatha Christie?" (Students respond) "yes". P6 keeps questioning "...yes... who are you? (both hands raise up, waves a small circle) who are she? ..sorry..(P6 realizes her grammatical inaccuracy)" (one of the students responds) "writer".(P6 takes the turn) "...writer... yes…aaa she is popular writer...aaa she writes detective story... do you know ^?" (some students in the class respond) "yees".

Appeal for assistance, non-verbals, and literal translation

P4 encounters a failure in constructing a comprehensible instruction to a new activity. Despite her impaired language use, P6 refers to get help from her students who grasped what she meant. Thus, it was noticed that she used the appeal for assistance strategy to make herself comprehensible. As it is seen in the transcript excerpt below, instead of providing some explanations about the Word "robbery", P6 simply pointed the student who uttered the Turkish synonym of the word. The following lines clearly exemplify this situation:

"... Now let's do interview activity... OK? ...aaa what is that... there is the robbery aaa events... ROBBERY? ... do you know robbery?" (Some students respond "yes" some others "no", another provided its meaning in Turkish. P9 points the students who provided the Turkish synonym of the word "robbery" and keeps her effort to complete the instruction of the activity). "...yess... alright... aaa and there is a suspicious person ... suspicious? (some students provide the meaning of "suspicious in Turkish). Yess ...aaam ... suspicious person aaam... do you think aaa ... what do you think...aa about... what do you think (both hands go to the head, signalling a problem/failures in the message construction) ... what do you think as answer about this event ....him or her? ... do you understand me?" Students respond "nooo". S6 takes a turn, "...OK aaa do you ask... what do you ask him? .... or her? ... robbery event.. about robbery events ..aaa now aaa... every group ... include four peers... four people OK? ...yess OK ... aaa and ... there is aaa three ...three ... prosecutor in group and one aaa… suspicious ...OK? ... and you prepare aaa question about ..aaa this event...OK? ...now you have five minute..."

As for the non-verbals, S6 seems to use gestures and mimics quite often (given in bold above), in efforts to be more comprehensible since she is also aware that the language she produces lacks ineligibility. She said, "What do you think as answer about this event .... him or her?" sounds quite as an L1 formed utterance. However, it should be "How do you think this case can be solved? Who is the criminal? He or she?"

Chapter Summary

This chapter presented the findings in the order of the research questions. Every research question was studied regarding the obtained findings; quantitative, qualitative or

both. Some research questions investigated more than one construct, so samples of the findings were presented with in the sections.

Chapter V: Discussion, Conclusion and Implication

Introduction

The aim of this chapter is to discuss the findings regarding the purpose of the study, drawing conclusions and proposing implications. After discussing the findings, suggestion for further research will be presented to reveal the gap in the present study.

Summary and Discussion of RQ1: *Do prospective teachers use appropriate speaking strategies as learners of English?*

To answer the first research question of the study, it wasdivided into 2 sub-questions in order to have a more detailed frame and more varied findings. The first sub-question inquired the types of strategies ELT students used and the second one tried to find out whether the studentsgot aware of the positive effects strategy use can have on general language proficiency after the treatment process.

Summary and Discussion of RQ1.a. *What types of strategies do they* use?

Strategy Inventory for Language Learning. To obtain relevant data and answer the first research question two questionnaires were administered, and also a video-recorded oral exam was conducted. Thequestionnaires were the Strategy Inventory for Language Learning (SILL) and the Oral Communication Strategy Inventory (OCSI). The questionnaires were administered twice, once at the beginning of the term as a pre-test to gather data about the strategy use before the treatment process, and the second administration was used as a post test to gather data about the strategy use after the treatment was implemented. To answer this research question pre-test findings were investigated.Additionally, the findings revealing the frequency of speaking strategy use of the participants while speaking were elicited from the video recordings of the oral exams which were also conducted twice as pre-test at the

beginning of the term and as a post-test at the end. The pre-test findings were under the scope to answer the first research question.

The findings obtained from SILL indicated that the mean scores of the participants' metacognitive strategy use were found to be 3.46 (*SD* = .60). The employed compensation strategy use was detected to be 3.43 (SD = .66). The mean of cognitive strategy use of the participants was found to be 3.31 (SD = .47). The mean social strategy use was found to be 3.22 (SD = .64). The mean memory strategy use was detected to be 3.14 (SD = .45) and the least employed strategy by the participants is affective strategies with the mean 2.78 (SD = .61). The mean for the whole scale was found to be 3.23 (SD = .37).

It is seen from the findings that the most used strategies before the treatment were metacognitive, compensation, and cognitive. And the least used ones were social, memory, and affective strategies.

Oral Communication Strategy Inventory. For the speaking strategy use obtained from OCSIthe mean nonverbal strategy use among the participants were found to be 3.61 (SD = .81). The second most employed communication strategy was detected to be attempt to think in English with mean 3.58 (SD = .77). The next one is message reduction strategies with mean 3.57 (SD =.60). The mean for negotiation for meaning strategies was detected to be 3.53 (SD =.62). The mean for fluency oriented strategy use was recorded as 3.44 (SD=.58) and for the accuracy oriented ones 3.50 (SD=.54). social affective and message abandonment strategies were detected to be the less employed ones. Social affective strategy mean were found to be 3.38 (SD=.62) and message abandonment meant were found to be 2.94 (SD=.67). The mean value for the entire scale was 3.41 (SD = .41).

It is seen from the findings of OCSI that the most widely used strategies before the treatment were non-verbal, attempt to think in English, message reduction, and negotiation for meaning. And the least employed strategies were fluency oriented, accuracy oriented, social affective, and message abandonment.

Oral exam. The findings obtained from the oral exam conduced as a pre-test; the most frequent speaking strategies were seento be the use of non-verbals (73.49%), literal translation (57.83%), and time stalling devices (42.17%). And the least the least used ones were topic avoidance (19.28), borrowing (18.07), approximation (12.05), message abandonment (12.05), circumlocution (7.23), expressing non-understanding (7.23), use of all purpose words (4.82), foreignizing (3.61), message replacement (2.41), and word coinage (1.2%) . There were two strategies that were not seen to be used; guessing and comprehension check strategy.

The findings of the first research question obtained through the questionnaires and the video recordings revealed that theparticipantsusedlearning and communication strategies. The findings obtained are in line with many studies from the related literature as foreign language learners need to use communication strategies to compensate weakness and avoid failures during interactions (Celce-Murcia, Dörnyei, & Thurell, 1995; Richards & Schmidt, 2002). Faerch and Kasper (1983) described strategy use as planned actions learners employ to solve problems when achieving communicative goals. Some scholars argued that learners'strategy use facilitates learners to move cognitively from declarative knowledge to procedural knowledge (Anderson 1976, 1985; O'Malley and Chamot, 1990).

Moreover, it is stated that self-regulated learners benefit from strategy use as they direct their beliefs about the learning process(Schunk and Zimmerman, 1998 in Oxford, 2011). Oxford and Nyikos, (1989) proposed a number of variables such as

sex, years of study, motivation, etc.asinfluential factors effecting the choice of language learning strategies. They proposed that standard academic approaches to teaching and testing practicesinfluence the motivation of many foreign language learners negatively.Such practices can make learners become less motivated to try new, creative, communicatively oriented strategies.

The findings obtained from the questionnaires (SILL and OCSI) and from the video-recorded oral exam revealed that learners employ various learning and communication strategies before the actual treatment took place. In terms of learning strategies most participants used metacognitive strategies that facilitate learners to regulate theirown learning and understand the way they learn through planning, organizing, evaluating, monitoring etc.

Compensatory strategy is also one strategy that was widely employed. Analysing the findings from OCSI and the video recording, there are many indicators that participants used them very frequently. Relevant literature suggests that compensatory strategies are used by learners who are in an effort to compensate their language limitations as using mimics and gestures frequently (non-verbals), literal translation, employing the time stalling devices strategy, asking for interlocutor's help (appeal for assistance strategy) etc. Despite the fact that participants' language proficiency level was assumed to be B2, such intensive use of compensation strategies indicates insufficiency in managing communicative skills. The reason might be that the instructor encouraged the participants during course time to compensate the communication gaps in terms of vocabulary usage and syntactic failures by finding simple forms to replace the original ones.

The findings obtained from OCSI suggested that the least employed strategies were social affective and message abandonment. As to the message abandonment, it

seems that it is in line with the relevant literature since Nakatani (2010) claimed that students who have high proficiency level employed more achievement strategies but lower ones used more reduction strategies. In relation, the participants of the study were assumed to be above B1 (classified in the group of independent, high level learners) and their rare use of message abandonment is considered as an appropriate condition. However, there is one disagreement as Nakatani (2010) suggested that high-level students consciously use social affective and fluency oriented strategies but in the finding of this study it was seen that social affective strategy use was one of the less frequent strategy used by the participants. Social affective strategies are facilitating learners' control on their emotions, motivations and attitudes. Moreover, they direct learners to make contact with others, interact and learn from them. Therefore, considering language as a mean of communication with the others, social affective strategy is the one expected to be used by language learners.

Summary and Discussion of RQ1.b. *To what extent are they aware of the impact of using speaking strategies on their speaking skills development?*

Interview. The overall findings of the second question obtained from the interview indicated that the treatment process of the study affected positively participants' views regarding their use of speaking strategies. All of the participants declared that the course and the practices in it (including strategy training) raised their awareness on of how speaking strategies can help to become a more self-confident and more fluent interlocutor. The findings match with Malpass, O'Neil and However, (1999) in Oxford's (2011) proposed that self-regulated learners are aware of the benefits of strategy use and the possible learning outcomes. In parallel with this, literature also suggests that regarding sociocultural theory of Vygotsky, learners'

social and cognitive activities lead to development of more awareness on their mental capabilities, and cognitive processes (Gass, 2013).

In the treatment process of this study, the participants were physically and mentally engaged with speaking tasks involving strategy use and strategy training.Compensation strategies like time stalling devices, use of non-verbals, and appeal for assistance were speaking strategies that the participants often used in their task completion during the course, so it can be stated that using thesestrategies consciously or unconsciously affected fluency development positively. On the other hand Nakatani (2005) proposed that the success in the oral performance in general is related to learners' awareness of OCSs. This may lead to the conclusion that strategy instruction held explicitly or implicitly makes learners aware of them and moreover, learners' oral performance develops.

The qualitative findings regarding using speaking strategies revealed that all of the participants benefited from the course in general by proposing various reasons such as developing more fluency, feeling more confident when speaking during the whole class activities, expending vocabulary knowledge, and starting using newly acquired words when speaking. Stern (1992) suggested that good language learners who can manipulate affective strategies should have positive associations to the target language, to the people who speak it, and the learning tasks and activities in the learning setting. In addition, Stern (1992) proposed that learners should get strategy training as it can help them to overcome emotional failures. Most of the participants seemed to have speaking anxiety especially when they join the whole class discussions or deliver short presentations, but by the end of treatment period many participants were observed to be controlling their anxiety, and by the use of some strategies they were more willing to communicate, interact in the activities, and freely express non-

understanding. In sum, strategy training facilitated a lot to the learners, learning process, and even the course instructor since he ended up having more students who are willing to communicate.

Summary and Discussion of RQ2: *How can effective strategy use be facilitated in the classroom?*

To answer thesecondresearch question of the study, the main question wasdivided into 10 sub-questions in order to elaborate the research findings and to reach conclusive results. The first sub-question inquired whether strategy instruction affected participants' levels of fluency. The second sub-question sought answers for the question whether strategy instruction had an impact on the participants' accuracy. The third research question focused on the participants' communication abilities in terms of theirfacilitative role as a result of strategy training. The fourth one inquired whether strategy instruction promotes participants' general language skill development by facilitating individualized learning practices. The fifth sub-question inquired whether strategy instruction had a positive influence on participants' motivation. The sixth one inquiredwhetherstrategy training promoted becoming an autonomous leaner. The seventh one questions whether strategy training affected participants' self-confidencepositively. The eighth sub-question inquiredparticipants' levels of strategy use. The ninth sub-question inquired whether strategyinstruction affects participants' oral communication strategy use. And the last, tenth sub-question focused on whether strategy instruction affects participants' levels of speaking performance.

Summary and Discussion ofRQ2.a. *Does strategies-based instruction affect their levels of fluency?*

Oral exam. The quantitative findings obtained from the oral test both as a pre and post-testassessment showed that the mean fluency performance was 15.90 (SD=

2.35) in the pre-test and 17.62 (SD = 2.09) in the post-test. The comparison of the mean fluency scores indicated statistically differences between the conducted pre-test and post-test oral exams. In other words, quantitative findings indicated that strategy instruction implemented in the treatment phase of the study positively affected participants' oral fluency.

The findings of this analysis which indicated that strategy instruction affected learners'' language speaking production positively are in parallel with those of Nakatani (2010)that also concluded that strategy instruction through interactive negotiation activities are a very effective approach to teaching practices in order to improve speaking proficiency. Through such activities learners gain relevant experience of practicing turn-taking, fillers and time stalling devices, how to extend and keep the conversation going, and where to use repair devices. It can be concluded that all these mentioned speaking strategies directly may affect overall speaking production and consequently oral fluency. Incorporating strategy training practices in the course content and daily teaching practices may lead to an improvement in learners' oral fluency and overall speaking skill.

Interview. The qualitative findings regarding the impact of strategy instruction on the development of participants' oral fluency confirmed the quantitative ones as most interview participants reported a development in their oral fluency, even though a few participants remained unsure regarding the topic. Among the interview participants who reported that their fluency developed, the proposed arguments on how strategy training facilitated their oral fluency were as follows: a compensation strategy helps when you get stuck, being aware that strategies promote fluency encourages you to use them, borrowing words from L1 helps you to maintain the conversation. On the other hand, those who reported that strategy training did not

facilitate their oral fluency mentioned having more intensive and more frequent speaking activities helped them improve fluency. Another participant explained that the topic of the discussion or task is an influential factor rather that the employed strategy by giving an example from an exam setting. That participant pointed that during the exam you answer the directed questions, and discuss the topics addressed by the instructors, and not every topic in the interest field and competence of the student. Therefore, oral fluency may vary regarding those conditions.

In conclusion, the findings with regards to the development of oral fluency as a result of strategy training indicate that strategy instruction incorporated with appropriate tasks can increase learners' linguistic competence and performance sothat they become and sound more fluent when speaking in the target language. In this respect, it may also be concluded that strategy use enables language learners to monitor their oral production, avoid possible failures, gain confidence based on received training, and even help peers who encounter fluency based problems.

Summary and Discussion of RQ2.b. *Does strategies-based instruction affect their levels of accuracy?*

Oral exam. The quantitative analysis obtained from the oral exam, which was administered as a pre and post test revealed that the mean accuracy performance was 15.12 (SD = 2.43) in the pre-test, and 16.87 (SD = 2.03) in the post-test. The comparison with respect to the mean accuracy scores indicated statistically significant differences between the conducted pre-test and post-test. Briefly, quantitative findings revealed that strategy instruction implemented in the treatment stage of the study had a positive effect on participants' oral accuracy.

The findings which indicated the participants' development in terms of accuracy are in line with research studies carried out in the field of language learning.

Taron (1977), pointed that strategy use can facilitate minimizing grammatical mistakes. He suggested that when learners use approximation strategy they are aware of a vocabulary failure and look for a solution by using semantically a convenient word to make his/her message comprehensible. Nakatani (2010) argues that during interactive activities learners get and provide feedback. Such experiences enable learners to monitor their utterances, and provide correct forms by benefiting fromthe received corrective feedback.Scaffolding moves like providing corrective feedback facilitate learners'IL and serve as a bridge to move towards the target language proficiency. The findings of this research question also show that getting corrective feedback might have encouraged the participants to produce accurate utterances.

Interview. The findings revealing the effect of strategy instruction on the development of participants' oral accuracy confirmed the findings obtained from the interview. Most participants (12 out of 15) said that strategy instruction positively affected their progress in oral accuracy. The other 3 participants remained neutral as not providing clear explanations. Some of the interview participants who reported that their accuracy developed based their opinions on various reasons such as; the effective use of some compensation strategies like time stalling devices and appeal for assistance, also monitoring their own and their peer's oral production with intention to maintain accuracy, and asking the interlocutor for repetition orclarification if they encounter any difficulties as a listener in the interaction. Another suggestion was that it is not expected from a speaking course to improve your language accuracy; moreover for accuracy the suggestion was that grammar focused instruction is needed.

It can be concluded that strategy instruction has positive impact on participants' oral accuracy, both regarding the quantitative and qualitative findings. Especially, the use of compensatory strategies can enable learners to take more

controland stay focused to the issue of accuracy by asking for help or asking for clarification when encountering accuracy based failures. Oral accuracy is as important as oral fluency, so instructors of speaking courses should not neglect tasks that challengelearners' accuracy performance by providing and encouraging the use of communication strategies (Lazaraton, 2001) .

Summary and Discussion of RQ2.c. *To what extent does strategies-based instruction affect their communication abilities?*

Interview. Regarding the quantitative findings, the interviewees responded that most of them agreed that strategy instruction affected their communication abilities positively.The overall development in the level of participants' communication abilities can be attributed to the effective use of compensatory strategies which may have been backed by the explicit and implicit strategy instruction provided before or/and after the task completion. Moreover, participants pointed to the effectiveness of compensatory strategies training (use of non-verbals, time stalling devices, appeal for assistance), and observing practices of good speakers' oral delivery to be influential in the development of their communication skill. The findings of the research question are in line with the conducted relevant research. Nakatani (2005) investigated the patterns in relation to the strategy use, the teachability factor of explicit strategies, and which strategies are effective on oral communication abilities. The findings of his study showed that participants who got strategy training improved their oral proficiency and communication skills.Similarly, Ugla and his colleagues (2013) suggested that communication strategies should to be instructed effectively in the classroom setting to develop students' oral skill, especially to the students who experience failures in the communication process. The more students are enthusiastic to interact with the others, the higher development is detected in their speaking skill

since involvement and interaction are indispensible elements for many foreign language students who intend to improve their speaking skill (Coşgun Ögeyik, 2015).

In sum, strategy instruction seems to have positive results on developing learners' speaking skills and communication abilities. Well-designed tasks, attentive learners, well delivered teaching practices, and adequate practice time may directly affect learners' oral communication abilities.

Summary and Discussion of RQ2.d. *To what extent does strategies-based instruction promote their general language skill development by facilitating individualized learning practices?*

Interview. The findings retrieved from the content analysis of the interview indicated that most of the participants agreed that strategy instruction through tasks did not only positively affect their oral production but also the other language learning skills as well. However, many responses pointed out that participants made progress in listening skill and vocabulary knowledge development, but not a similar positive success was mentioned in reading and writing skills. The intensity of the speaking tasks, and the continuous involvement in various pair and group work activities consequently encouragedthe participants to conclude that mainly speaking, listening and vocabulary learning skills were practiced.Yaman and her colleagues (2013)researched the communication strategy use of EFL students who tried to cope with failures during interaction. They pointed that EFL students used strategies like compensatory, negotiation for meaning, and getting the gist strategies while they were involved in communicative tasks. According to Oxford (2001), compensation strategies are used by learners to cope with missing details and insufficiencies to cope with knowledge gaps and maintain the learning process active. She argued that some compensatory actions that learners do are tomake guesses when listening or reading,

use synonyms or non-verbals instead of unrecalled phrase when speaking or writing, and use time gaining words when speaking. The participants' inferences from their progress in listening skill and vocabulary knowledge may also lead to a positive transfer on the other skills, reading and writing since there is a lot of knowledge accumulation that occurs subconsciously and consciously within any language practice setting.

Summary and Discussion of RQ2.e. *To what extent does strategies-based instruction promote their motivation?*

Interview. To answer RQ2.e. the content analysis of the interview was used. Most of the participants reported that strategy instruction and the speaking tasks promoted their motivation. The participants suggested various samples on how the handled tasks and strategy training facilitated their language motivation. Gaining self-confidence as a result of strategy training was considered as a reason for a low level ofanxiety, and less chances on getting stuck. Some other participants suggested that some strategies make your job (as aspeaker) easier so that you feel better and consequently more motivated.Literature suggests that strategy use is seen as a problem solving tool and a reason to be more motivated. Csizér&Dörnyei (2005) pointed the relation between motivation and successful learning. However, there are several factors influencing the intensity of the motivation-outcome relationship.In Nakatani's (2010) study it was proposed that negotiation strategies were considered to facilitate target language development. He proposed that negotiation devices help students to stay focused to the produced language forms and meaning. He suggested that when students are concentrated they catch more negotiation signals. Students are seen to take conscious decisions for better comprehension, and add extra effort to sound more understandable. Nakatani (2010) concluded that speaking strategiesencourage students

to become more motivated, willing, and active participants in social settings. His conclusions and findings of the study point that strategy use makes language learners feel safer, and this motivates learners as success and progress are source of motivation. Stern (1975 as cited in Grenfell & Macaro, 2007:11-12) suggested ten learning strategies by listing the characteristics of good language learner such as; being positive to what is being learnt, participatethe tasks willingly, be ready to the possible difficulties and feel empathy with its speakers, plan your learning steps and develop the new language information in a system, be curios all the time, be willing to participate, be willing to use the language in a real interaction setting, etc. The last two features of a good language learner exemplify the importance of motivation and willingness in achievement at any stage of learning a language. The main reason of why strategies are useful, it might be considered that they help to cope with the possible problems, and encourage any interlocutor in the process of interaction to enjoy the taste of successful communication, and increase motivation to move to further steps.

Summary and Discussion of RQ2.f. *To what extent does strategies-based instruction promote autonomous learning?*

Interview. The qualitative findings obtained from the interview revealed that strategy instruction facilitated the participants' approach to learning. Most of them responded that as aresult of classroom practices in which strategy training was woven, they felt that they could control and plan their learning. The participants proposed many reasons on how classroom practices facilitated them to become more autonomous. Some participants pointed that as a result of these classroom practices and the provided strategy training, they had the chance to interact with a great variety of classmates and to build relations as a team since the tasks were mainly held as a

pair work or group work activities, and every learner in the class had the freedom to choose or change groups. They stated that having that freedom to choose your group mates makes you feel more autonomous. Wenden (1985) was one of the pioneering scholars who suggested that learner strategies have leading role in the development of learner autonomy. Additionally the teaching methodology should be designed to help learners become more autonomous. Also, other very important researchers in the field, Oxford and Nyikos (1989)proposed that language teaching programs should consider learners' needs, focusing on the ones that facilitate self-control and autonomy provided through strategy use.

In conclusion regarding Q2.f. it can be suggested thatstrategy training changed participants' awareness level while planningtheir tasks. During the class practices they had many opportunities to observe, assist, and interact with their classmates. Such experiences accumulated from their peers might positively haveaffected the participants' present situation, and assess their own performance and learning. This may lead to post-planning actions on what is lacking or shining compared to the peers' performance, and consequently decide on which strategies may enhance their language development.

Summary and Discussion of RQ2.g. *To what extent does strategy instruction affect their levels of self-confidence?*

Interview. The qualitative findings regarding RQ2.g. indicated that the participants' self-confidence increased as a result of the strategy training practices. Most of the participants reported that strategy training positively affected their self-confidence. Referring to their explanations on how such training facilitated their self-confidence, the participants declared that by the end of the term when the designed course was over, they became more courageous in taking risks, and better in producing

what they want to say, so that made them more self-confident. Some other participants stated that the intensity of the handled tasks made them feel more confident in their production. The relevant researches regarding the relation of strategy instruction and its benefits on learners' self-confidence are in line with the findings listed above. Alshalabi (2003) described risk taking as a mainly subject of speaking skill and pointed the difficulties foreign language teachers experienced with students who do not want to be active participants in classroom discussions, students who prefer to stay silent and not take any risks to produce language. Gass and Selinker, 2008suggested that learners' ability to take risks served as a predicator variable of being successful. Cao and Philip (2006) proposed that learners' willingness to communicate in the classroom is directly related to the group size, familiarity with the interlocutor, the content of the topics under discussion, learner's self-confidence, medium of communication and cultural background. In sum, there are a great many of factorsinfluencing language development, more specifically the level of oral production. Strategy instruction practices, their frequency of exposure, and the content intensity of the coursemay enhance learners' language development process directly. When learners start using communication strategies and feel more courageous to take risks, the learning process would become more manageable since more efforts, more performance, and more exposure might lead to faster development of oral language proficiency.

Summary and Discussion of RQ2.h . *Does strategies-based instruction affect their levels of strategy use?*

Strategy Inventory for Language Learning. Quantitative analyses revealed that the mean SILL values measured within the context of the study were 3.23 (SD = .37) for the pre-test, 3.48 (SD = .39) for the post-test.Comparisons of the obtained

mean values indicated statistically differences between the conducted pre-test and post-test. In other words the level of strategy was measured to have increased as a result of the conducted intervention.

The findings of the present study indicated that strategy instruction positively affected the strategy use. Thesefindingswere in parallel with those Chamot (2004). She proposed that language teachers should integrate explicit practices on strategytraining into their routine course content, rather than providing strategy instruction separately. She also proposed that every teacher should encourage strategy use and teach strategies so that learners can transfer some strategies learned in one subject to the other. It is stated thatstrategically self-regulated learners become active participants navigating their own learning (Griffiths, 2008; Malpass, O'Neil &Hocevar, 1999, 2006, as cited in Oxford, 2011); thus they make conscious attempts to make progress. Such learners can manipulate their cognitive and affective conditions, observe good examples of performance, and control the learning setting. Moreover, learners who are considered to be self-regulated use strategies to facilitate their beliefs about the learning process and their achievements(Schunk & Zimmerman, 1998). Such learners are expected to choose appropriate strategies for the achievement of different objectives, in different learning settings(Ehrmann, Leaver, & Oxford, 2003 as cited in Oxford, 2011).

It can be concluded strategy instruction may directly affect learners' strategy use habits. Regarding the instructor's choice of activities and tasks that are designed to promote strategy use practices, learners may develop awareness on how they can themselves control their learning by choosing convenient tactics, more specifically byselecting themost appropriate strategy use regarding the learning condition and learning objectives.

Summary and Discussion of RQ2.i. *Does strategies-based instruction affect their levels of oral communication strategy use?*

Oral Communication Strategy Inventory. Quantitative analyses showed that the mean OCSI values measured within the context of the study were 3.41 (SD = .41) for the pre-test, 3.57 (SD = .38) for the post-test. Comparison of mean values indicated statistically differences between the pre-test and post-test results. In other words, the level of communication strategy was measured to have increased as a result of the conducted treatment.

Oral exams. Quantitative analysis was also conducted with the findings obtained from the oral exam. Frequency of strategy use was analysed in both of the oral exams conducted as a pre-test and post-test. 19 communicative strategies were under the scope. The overall findings indicated that there wasn't a significant difference in the frequency of strategy use during the speaking exam. Significant difference was detected in only two of the communicative strategies, Approximation-Generalization which was 12.5% in the pre-test, and decreased to 8.43% in the post test. And the second strategy which was detected to indicate significant difference was Use of All-purpose Words which was 4.82% in the pre-test and increased to 9.64% in the post-test. However,comparative analysis among the most used strategies such as Non-verbals (73%), Literal Translation (58%), Time Stalling Devices (42%), and Omission (30%)did not indicate any significant difference. The lack of differences between the communicative strategy use between the pre-test and post-test can be attributed to the participants' anxiety level which was observed to be much higher compared to oral production performed in class. Despite that fact that strategy use is a tool to cope with problems, the exam atmosphere poses a threat that many learners complain that they could have performed better. However, the intensive use of

compensation and fluency oriented strategies such as non-verbals, time stalling devices, and literal translation can be attributed to the participants' awareness that they can benefit from strategy use, and also lower the level of anxiety they feel during the exam. Horwitz (2001) suggested that anxiety can be encountered at different levels and situations. In various situations, state anxiety is activated by a particular event, act or a specific situation. MacIntyre (1998) proposed that language anxiety is mainly triggered by situation-specific anxiety.The research suggested that language anxiety should employ measures of anxiety experienced in specific second/foreign language contexts.

The quantitative findings achieved through the administered Oral Communication Strategy Inventory were considered to be in line with many studies from the related literature as such positive evidence supporting that learners' level of oral communication use increased as a result of adequate strategy instruction. Nakatani (2005) studied the patterns of strategy use, the teachability levels of explicit strategies, and which are those strategies that could improve oral communication production. The findings reflected that the participants who got the strategy training improved their oral performance. Hua, Mohd Nor, and Jaradat (2012) investigated how and when oral communication strategies are used in group discussions by international students in a public university in Malaysia. They suggested that raising awareness on how communication strategiesare be usedcould be a solution.They also proposed that the use of different CSsfacilitated problem solving in various contexts, and this phenomenon should be integrated in the teaching practices. It was concluded that when learners gain the ability to use appropriate communication strategies in a given situation and benefit from them in a creative and efficient way, they are assumed to have acquired useful skills for communication. Metcalfe and Ura (2013) conducted a

research investigating the communication strategy use of high and low proficiency learners of English at a Thai university. They used Oral Communication Strategy Inventory to detect the use of Communication Strategy (CS). The obtained results pointed that the most used communication strategies were message reduction, alteration, and negotiation for meaning while listening. The findings also revealed that high-proficiency learners used more social-affective, fluency-oriented, negotiation for meaning while speaking and circumlocution. However, low-proficiency learners were found to use higher rate of message abandonment and less active in using listening strategies.

In sum, it can be proposed that the participants of the study, who were prospective teachers of English, developed their oral performance in relation to the indicated increase of their communications strategies use. Strategy instruction may have functioned as a source of ammunition to cope with any problems and difficulties possible to occur during communication. Bearing in mind the challenges that speaking production poses on language learners may clarify how facilitative strategy instruction can be on the improvement of oral proficiency. Effective manipulation of CSs may lead learners tobe involved invarious communication achievements successfully such as maintenance of a longer interaction, total fulfilment of task objectives, better performance in oral exams, performing with confidence in public speaking settings, etc.

Summary and Discussion of RQ2.j. *Does strategies-based instruction affect their levels of speaking performance?*

Oral exam. The findings of RQ2.j. examined whether strategy instruction developed participants' oral performance as a result of the held treatment. The findings obtained through Wilcoxon test results reported that there was a significant difference

between the participants' oral exam performance in the pre-test 62.70 (SD = 8.99), and 69.49 (SD = 7.75) in the post-test.

The indicated difference between the participants' oral performance in the pre-test and post-test can be attributed to various factors such as implicit and explicit strategy instruction embedded in the course tasks, peer observations as a good example of oral production, public speaking practices held regularly every week. The related literature supports the findings of the study. Ugla and his colleagues (2013) researched the problems and failure that Iraqi students encounter while communicating in English. They concluded that communication strategies should be instructed effectively to maintain development of students' oral skills. Nakatani (2010) pointed that high oral proficiency level students employed more achievement strategies and fewer reduction strategies compared to the low proficiency level students. He also concluded that high level oral proficiency students benefited from modified output, modified interaction, time gaining devices to maintain the interaction more frequently compared to low level proficiency students. However, low level students more frequently employed reduction strategies. Considering the effective use of compensatory strategies, Liao (2006) investigated the role of translation as a learning strategy on students' language progress. The findings revealed that Taiwanese college students used translation strategy effectively in their learning practices. On the other hand, some other findings in the same study indicated that more proficient learners responded that they do not often use of translation strategy as less proficient learners did. In the same line with the conclusions of Liao (2006), Lam (2010) studied the effects of strategy intervention. The findings reported that the performance in terms of task achievement and strategy use of low-proficiency students was better than high-proficiency ones.

In conclusion, regarding the findings of the study and the findings in the related literature viable conclusions can be proposed. Better performance in oral production in the exams does not necessarily involve intensive or varied communicative strategy use. As the findings of the oral exam regarding the frequency of communication strategies use, which werediscussed in RQ2.j., indicated that there was not a significant difference between the pre-test and post-testfindings.Thisshould not imply that participants' oral proficiency did not develop. High-proficiency level learners are classified as low users of communicative strategies. Another vital conclusion can be made regarding the participants' oral exam performance. The increase in the final overall proficiency scores may have happened as a result of selecting the best strategy that can work for a given situation. Oral performance is directly affected by the most appropriate strategyuse at the time needed rather than by the employment of variety of communication strategies during language production. Moreover, strategy use may be interrelated with cultural norms of the learner. Such strategy use may vary regarding the cultural differences that shape the learners' life.

Summary and Discussion of RQ3. *Can strategies-basedinstruction affect their teaching practices in speaking skills?*

To answer the third research question of the study, the main question was elaborated into 2 sub-questions in order to obtain conclusive findings. The first sub-question inquired whether prospective teachers could transfer their competencies regarding strategy use on their students during micro teaching practices assigned as a teaching task of a program course in the ELT department. The second sub-question tried to find out whether prospective teachers could transfer their competencies regarding strategy use on their students during school practicum in a real classroom setting.

Summary and Discussion of RQ3.a. *Can prospective teachers impose strategy use on their students during microteaching sessions?*

Interview. Qualitative findings regarding the participants' strategy use when they start micro-teaching practices indicated that all of the interview participants would use strategies in their teaching practices. The most frequently stated reasons were found to have been theirawareness regarding stage performance as a student-teacher and how strategy use can help them to perform better on the stage. Actually, the strategy use was stated to be used as a facilitator to overcome speech delivery problems when teaching on the stage. Some interview participants pointed that some compensation strategies like non-verbals and time stalling devices could facilitate their teaching performance, and consequently this could enhance their oral fluency. Oxford (2002), proposed that when teaching communication in the target language there are various teaching techniques, methods and strategies employed, as well as teacher's investigation on other effective and stimulating factors such as styles and strategies of learners which can be really helpful when deciding their language learning abilities. Additionally, teachers try their own teaching practices, present new models of language items that students may need, plan required practice to the language presented, organize communicative activities, and provide feedback to the language output in the class (Edge and Garton, 2009:123-4). These features of the teacher makes him quite powerful person as becoming the organizer, security provider, motivator, instructor, guide, evaluator, feedback provider, conductor of the whole process.

In other words, micro-teaching practices are indispensible tool to prepare student-teachers with needed knowledge, experience, and capability of handling expected performance in real classroom setting. Strategy instruction and strategy use may enable perspective teachers to cover that serious responsibility with an ease.

Microteaching. The quantitative findings microteaching experience indicated non-verbal's (100%) and literal translation (80%) were the most used communication strategies. Additionally, time stalling devices (50%), approximation (40%), and omission (40%) were the other often used communication strategies when teaching. On the other hand there were many communication strategies that were not used at all or only once. These were message replacement, asking for repetition, asking for clarification, code-foreignizing, word coinage, topic avoidance, message abandonment, appeal for assistance, guessing, expressing non-understanding, and comprehension check. As the findings revealed participants who were video-recordedwhile performing their microteaching practices employed mainly compensatory strategies when on the stage.

Regarding the content analysis implemented on the communication strategy use of the participants' micro teaching performance, literal translation wasone of the most frequently used strategy. The participants as student-teachers produced utteranceswhich were totally comprehensible for their students (pretending classmates), and it seemed that neither the student-teacher nor the others were aware of this communicative strategy use. Examples from microteaching participants' utterances: "Let's start our lesson", "which kind of animal …?"; "I will open a video." Since these student-teachers will start teaching in real classroom soon, their language output is expected to be clear, comprehensible, modellingphrases and structures that learners can copy and benefit. Even though, literal translation is an appreciated strategy that facilitates oral fluency, as it comes from the teacher's perspective; language teachers should produce as accurate as possible to avoid mislearning and misunderstanding.

Another communication strategy, actually the most used one, was the use of non-verbals. All of the microteaching participants used mimics and gestures effectively on the stage, accompanying the messages, instructions, feedback attempts, etc. Use of nonverbalfacilitated student-teacher' performance since they were able to imply more effective comprehension, made both listeners and the speaker more confident and more attentive. This compensatory strategy use is indispensable for teachers since you cannot practice the job of teaching without benefiting from non-verbal strategies effectively as stage skills are directly related to non-verbal communication.

There were also many micro-teaching participants who used the time stalling strategy whenteaching on the stage. The most used phrase as a stalling device was "aaa.., ahh..." utterance as in the given examples "...Now I want you to aaa..", . "...last week aah... I bought a book from the aaa..bookstore..", "...last week aaa... I bought a book from the aaa..bookstore".Even though more effective phrases such as "well, actually, I think, etc." could be replacing the "aaa..." utterance, participants seemed to benefit from this compensatory strategy and maintain their fluency by using it.

In conclusion, the findings regarding participants' communicative strategy use reported that student-teachers benefit from compensatory strategies when performing teaching speaking practices on the stage. Effective use of nonverbal, literal translation and time stalling devices resulted in more fluent, comprehensible, and effective language production. Briefly, it can be deducted communication strategies maypositively affect teaching performance, especially when the teacher is involved with speaking activities.

Summary and Discussion of RQ3.b. *Can prospective teachers impose strategy use on their students during school practicum?*

Interview. Qualitative findings regarding the participants' strategy use when they started teaching in real the classroom setting showed thatmost of the participants would use strategies in their teaching practices. One of the most common explanations focused on the relation between communication strategies and their positive effect on oral fluency. Some other views pointing that teacher's knowledge about communication strategies may make the teacher learn more about his/her students and detect the lack in their learning styles and strategies. Another view focused on the importance of modellingcommunication strategies as a teacher to your students. Observing good models of strategy use can affect students' performancepositively, encouraging themto copy and practice such strategies. Accordingly, the literature suggests that teachers should examine learners' learning styles and strategies in order to assist them discover their own ways while learning the target language. Moreover, learners' poor or good performance in communicative tasks and oral production can be interrelated to the appropriate strategy use (Brown, 2007). Nunan (1997, as cited in Oxford, 2001) stated that strategy instruction facilitates motivated foreign language learners more than the ones who are not that willing to interact. Oxford, (2001)suggested that the best strategy instruction is providedin situations when the learner needs it, by showing how to use it and alsomodelling how to transfer it to other similar situations. Oxford (2011) argued that the mother tongue can be used successfully in strategy instruction. She stated that more success is obtained in strategy instruction when teachers present given strategies first in L1, then plan the right activities for students to use and practice them in L2. Additionally, she also pointed that modelling a strategy by the use of a specific L2 task, allocating enough practice

time for learners to use them, and raising awareness on how can strategies facilitate to their language development are good examples of strategy instruction.

Real classroom setting. The quantitative findings from real classroom experience indicated non-verbal (100%), time stalling devices (88%), omission (88%), comprehension check (88%), and literal translation (88%) were the most used communication strategies. Additionally, approximation (25%), and use of all-purpose words(25%) were less used ones.However, there were communication strategies that were rarely or not used in the teaching practices of participantsin a real classroom setting such as borrowing, circumlocution, topic avoidance, appeal for assistance, asking for repetition, asking for clarification, message replacement, message abandonment, foreignizing, word coinage, guessing, and expressing non-understanding. As the quantitative findings regarding the frequency of communicative strategy use in a real classroom setting indicatethe student-teacher participants generally employed some of compensatory strategies intensively and did not use others at all. Actually, some strategies such as expressing non-understanding, asking for clarification, and asking for repetition were expected to indicate higher frequency as language teachers often make students repeat what they have said, use non-verbals to express non understanding, or make students clarify their statements as a result of syntactic or sematic failures by providing feedback.Moreover, compensatory strategies can enable teachers to sound more fluent, to be more comprehensible, to speak in a more convincing manner, and avoid any possible communication breakdowns. In relation to the quantitative findings,Rodriguez and Rodriguez (2012) stressed the importance communicative strategies as a problem solving tool that can help both the teacher and her students in communicative interactions. They concluded that the lack

of using appropriate communicative strategies in the classroom may lead to less success in solving communicative breakdowns in real life.

The content analysis implemented on the communication strategy use of the participants' real classroom setting performance indicated that the use of non-verbals was widely used by every teacher participant. All of the participants used adequate mimics and gestures accompanying their verbal messages (instructions, explanations, and feedback responses) to strengthen them and to seem more convincing. Briefly, the use of nonverbal strategy contributed to the teaching performance of the student-teachers. Positive use of nonverbal strategy may function as a motivation source both for the teacher handling communicative tasks and for the students as a source of motivation.

The use of time stalling devices in the microteaching practices was one of the most employed communicative strategies used in the real classroom setting. Some examples revealing the use of time stalling devices strategy which were cited from different participants are as follows: "...why is it about ...aaa why is it to be about ...horror... what do you think?", "… we can play volleyball, ...volleyball, you can play football aaa, you can aaa spend great time with your family or ...", ".... yes close your eyes... think that ... aaa ...think that you are aaa.... eee... you are in a jungle…".

The findings regarding the omission strategy were interestingly detected to be employed in both teaching practices in the micro-teaching ones at the faculty and in the real classroom setting of the practicum school. The detected omission in the participants' language production may not be due to cognitive limitations and accuracy failures of the participants while speaking. Moreover, in most of the omitted utterances there was a complete comprehension. One of the reasons can be that prospective teachers prefer using a modified and simple language to be more

comprehensible. Another reason can be the anxiety level during the teaching performance which may lead to higher concentration on the message transfer and less attention to the messages' accuracy. There may be little doubt that student-teachers are lacking syntactic knowledge to be the reason of the limited performance detected as an omission. Here are some sample utterances: "...yes yes...^ brainstorming..yes... what do you think about today's topic?", "...^ you know this?", . "... OK... and what do you feel... while aaa you are listening ^ music?", "…what can ^ be?..." "... imagine please ... and there is a strange man ^ gets out..gets out of it.... you are very thirsty." Briefly, it can be stated that the use of omission strategy is quite common among foreign language learners, even among language teachers. However, the reason of the employment of this strategy can vary depending on the learners' proficiency level, the level of the interlocutor, the pressure of the interaction, etc. Even in some cases, like the one in which the student-teacher participants were not assumed to be low profile language users, they employed this strategy quite often.

The findings regarding the use of literal translation implied that this strategy use was detected to be employed in every stage in which oral production of the participants was recorded; oral exams, microteaching practices, and real classroom settings. Here are some sample utterances cited from the transcripts of the real classroom settings: "...do you want me to... repeat it again? (a question addressed to ask if students want to listen again)", "... I am totally excited (aiming to say: I am very nervous)...", "...who will act out according to song?... actually asking: who wants to actout in harmony with the song?"

The relevant research proposed revealing information about the impact of IL as a triggering component of literal translation strategy use on learners' language proficiency development. Kalebic (2007) researched the use of compensatory

strategies in students' IL. The obtained results implied that the distribution of some strategy sub-types was not equal. Furthermore, the frequency use of some communication strategies such as paraphrasing, code switching, and literal translation was very high. Also, the findings of the conducted research by Kalebic (2007) revealed a difference in the distribution of compensatory strategies. It was concluded that learners' proficiency level can be anaffecting factor.Briefly, it can be concluded that the participants who were under the scope of this study at the microteaching practices held at the faculty and the ones who were the student-teachers in the real classroom environment were under the impact of the IL transfer phenomenonsince some of their utterances lack the proficiency levels,similar to the native language speakers.

Regarding the content analysis, another interesting finding was the increase of the comprehension check strategy use which appeared to be employed by 88% of the teacher-student participants in the real classroom setting. In the previous findings (microteaching practices and oral exams) comprehension check strategy was not used at all. This increase can be bound to the teacher-student participants' various needs to use this strategy. These needs of using this strategy can be as a tool to proceed firmly to the following step of the planned activities as ensuring that every student fully comprehended, understood or learned what had been taught or explained.Another reason may be to make it sure that the provided activity instructions in the target language were clear and comprehended. Also, it can be claimed that some student-teachers' comprehension check strategy use may increase their motivation of fulfilment, as they saw that their teaching practices were proceeding well by the assistance of comprehension check questions. Here are some sample utterances that student-teacher participants produced: "...eee I'll divide you to ..eeem seven groups ...

each group has four people (right hand up, showing four fingers)... OK? ...each group has.....four people.","...writer..yes aaa she is popular writer...aaa she writes detective story... do you know?", ". "...while I was coming here... I listened eeem upbeat music ... a pop music ...OK?...I feel better...".

While producing oral language, speakers cope with some challenges and also benefit from some other tools to facilitate their own performance. Communication strategies are the tools which can solve many possible problems during interaction.Celce-Murcia, Dörnyei, and Thurell, (1995); Richards and Schmidt, (2002) argued that communicative competence is concerned with the communication ability of the language users. When users are in alanguage learning setting, the speaking skill is being developed. As speaking skill is directly linked to the language production in the target language, learners need to employ facilitative tool to sound more intelligible and competent. Using strategies is seen as employing facilitative mechanisms to achieve communicative goals through appropriate communication channel (Richards and Schmidt, 2002).

Briefly mentioned, it can be concluded that student-teacher participants' use of compensatory strategiesis a basic employment of communicative tool to maintain teaching performance on the stage. Compensatory strategies can make teachers' job much easier because the effective manipulation of such strategies can make them sound more comprehensible, behave in a confident and convincing way, speak intelligibly, and carry on the course with a feeling of achievement and self-esteem.

On the other hand there was quite a long list of communication strategies that were not used during the teaching practices of micro-teaching participants and real-classroom setting participants. These were asking for repetition, asking for clarification, word coinage, topic avoidance, message abandonment, code-

foreignizing, appeal for assistance, guessing, expressing non-understanding, code-borrowing, and message replacement. The list is comprised of avoidance and compensatory strategies most of which were seen to be employed in the conducted oral exams. Additionally, the administered OCSI also revealed that participants used most of the communication strategies which were not used in the teaching practices. Briefly, the range, the frequency, and the intensity of employing communication strategies may vary in the same group of language speakers or language teachers regarding the conditions (oral-exam, classroom setting, real-life experience, etc.), needs, interlocutors, positions (as a student or teacher), and competencies. Knowing about communication strategies and being trained on how to use them properly in oral production might not be enough to make language learners to reach the highest proficiency level in oral production. However, many researchers such as Anderson (1976, 1985); O'Malley and Chamot, (1990); Hua, Mohd Nor, and Jaradat (2012)concluded that language learners can benefit from strategy use and gettraining while they are polishing their oral production abilities.

Conclusions of the Study

The present study aimed to reveal the effect of strategy instruction on the oral proficiency,an oral performance developed as a result of the mastery of communicative strategies which were adapted through redesigned communicative tasks. The strategy instruction presented both implicitly and explicitly, resulted in overall oral production development. Secondly, the study attempted to find out if strategy instruction competencies would be transferred to participants' teaching practices, both during the microteaching sessions and school practicum sessions in real classroom settings. Based on the findings of the following conclusions can be proposed:

- Before the treatment, in terms of learning strategies, participants used metacognitive, compensation, and cognitivestrategies more dominantly compared to social, memory, and affective ones.

- Before the treatment, in terms of communication strategies, participant used more non-verbal, attempt to think in English, message reduction, and negotiation for meaning, and the less used ones were fluency oriented, accuracy oriented, social affective, and message abandonment.

- Communication strategy training positively affected participants' awareness of strategy use regarding speaking skill development.

- Strategies-basedinstruction increased oral fluency level of the participants.

- Strategies-based instructionincreased oral accuracy level of the participants.

- Strategies-based instruction led to positive results on developing participants' communication abilities.

- Strategies-based instruction enhanced the development vocabulary knowledge, speaking and listening skills but not reading and writing skills.

- Strategies-based instruction facilitated participants' motivation.

- Strategies-based instruction facilitated participants to become more autonomous learners.

- Strategies-based instruction enhanced participants' level of self-confidence.

- Strategies-based instruction enhanced the participants'' level of strategy use positively.

- Strategies-based instruction enhanced the participants'' level of communication strategy use positively.

- Strategies-based instruction enhanced the participants'' overall speaking performance.

- Participants used communication strategies in their micro-teachingpractices effectively.

- Participants used communication strategies in their real-classroom setting practices effectively.

To consider participants' learning strategy use, before the treatment process, SILL was administered. Consequently it was found out that participants mostly employed metacognitive, compensation, and cognitive strategies, while social, memory, and affective strategies were less used.

In order to make conclusions about the participants' communication strategy use, before the actual treatment takesplace,another questionnaire (OCSI) was administered.It was noticed that the participants attempted to think in English by using mostly non-verbal, message reduction, and negotiation for meaning strategies; however, they were not able to use fluency oriented, accuracy oriented, social affective, and message abandonment strategies.

In terms of the impact of strategy use awareness, the provided strategies-based training through explicit and implicit practices encouraged theparticipants touse compensation strategiesmore consciously, and thoseencouragement attempts positively affected their speaking skill development. Apparently, strategy instruction made a triple impact; on the participants, on the learning process, and onthe instructor.The participants' willingness to participate in the communicative tasks got increased, and they felt less anxious. Moreover, learning practices were handled with an ease, and the course instructor felt satisfied by having attentive students willing to interact.

The participants' oral fluency level was detected to have increased by the end of the academic term. Moreover, the participants noticed how to use compensatory strategies by controlling the ongoing interactions, and they tended to prevent failures by using repair

devices. Regarding the results of the study, it can be stated that strategies-based instruction incorporated to the course content, more specifically in the classroom tasks of the speaking courses, may improve learners' oral fluency. Additionally, the participants' ability to cope with the possible problems that may occur during oral production and their self-confidence got increased.

Strategy instruction was also found out to have increased the participants' oral fluency. The conscious use of some communication strategies such as appeal for assistance, asking for clarification, and time stalling devices also led to an improvement inthe participants' oral accuracy. In this context, it can be deduced that use of strategies while speaking may help learners plan, gain some time to construct the intended message, and makeattempts to compensate any language failure. It was concluded that oral accuracy is an important element of oral proficiency and the provision of strategy instruction seems to be the responsibility of course designers and course practitioners.

The content analysis revealed that the participants' communication abilities were positively affected by the integration of communication strategies within the tasks implemented in the course. Strategy training made participants employ some compensatory strategies such as non-verbals, appeal for assistance, and time stalling devices. The use of these strategies made learners be involved in the tasks more voluntarily and consequently spent more efficient time interacting. Briefly, involvement in the learning process facilitated by the practitioner's teaching practices may lead to animprovement in learners' communication skills.

Language development is a multi-dimensional process integrating the practice of various skills and competencies. The participants reported that strategy instruction provided through the communicative tasks developed their language proficiency in terms of speaking,

vocabulary development and listening, but regarding the reading and writing skills, they were quite unsure. The main reason for this conclusion can be the intensity of the course on speaking practice rather than asking students to perform any reading and writing tasks. However, any knowledge gained through practicing one skill can be transferred to another.

The findings revealed that strategy training in this study increased the involvement of the participants to the assigned communicative tasks. The feeling of achievement enhanced as a result of strategy use increased the participants' willingness and motivation to implement the tasks, especially whole class discussions. All in all, fulfilling the requirements of task completion proceduresby the participants voluntarily points out the impact of the course design and teaching methodologieson learners' motivation.

With respect to beingautonomous learners, strategy instruction was reported to have positive effect. As a result of strategy instruction, especially in terms of the capability to manipulatesome compensatory strategies,the participants became more planned and controlled in regulating their own oral performance. Having control on their own performance may enable learners to come up with various conclusions regarding their individual performance, since they have the chance to compare their language production with their peers.

Regarding the findings, it can be concluded that strategies-based instruction may increase learners' self-confidence while employing activity types by taking risks due to employed methodologies. Therefore, to increase learners'self-confidence in language productionskills,adequate practice, frequent exposure to interactive situations, and professional guidance are among the course essentials.

Thestrategies-basedinstruction, which was provided in combination with the pre-designed communicative tasks during the treatment process of the study, was also seen to

have positive influence on the level of strategy use of the participants; that is,providing purpose-oriented communicative tasks in order to accomplish the goalsin limited time encouraged them to use communication strategies efficiently. Thus, the participants were seen to employ the most functional strategies and tactics which would enable them to achieve the goals of the assigned tasks.

The strategies-based instruction seemed to enhance problem solving abilities of the participants. It is assumed that language learners often encounter with problems during oral interaction. In this regard, strategies-based instruction may establish firm bases on how to make such a challenging skill manageable.

Study analysis showed that the participants' overall speaking performance improved by the end of the intervention process. The findings indicated that participants' oral exam results increased, but the frequency of the employed strategies did not change. It can be concluded that strategy instruction did not lead to a significant difference in the frequency level of strategy use. However, the findings displayed that there was a change in the choice of employed strategies. Briefly, better selection of the communication strategies when speaking in the target language is more efficient that the frequency and the variety of using them.

Concerning the participants' strategy use when they started their first microteaching practices, content analyses indicated that all of the interview participants would use communication strategies efficiently.The participants proposed that communicative strategy use would make them more successful teachers in the classroom as some compensatory strategies would enable them to overcome various stage problems teachers may encounter while teaching.

The analyses which were conducted regarding themicroteaching practices revealed that the student-teacher participants used communicative strategies when teaching. Effective use of some compensatory strategies like non-verbals, literal translation, time-stalling devices,

approximation, and omission facilitated student-teacher participants' oral and stage performance.

The findings with respect to theparticipants' future strategy use when they start teaching in real classroom setting indicated that the strategy instruction and the participants' awareness of the facilitative function of communicative strategies during oral production would positively affect their teaching practices. The effective use of communication strategies was seen to be an essential factor in the improvement of oral fluency. Additionally, it can be concluded that teachers' knowledge and experience in using and teaching communication strategies may be an advantage to consider their learners' lacks, and design their course practices by incorporating strategy instruction.

The findings obtained from the video recordings regarding the student-teachers' real-classroomperformanceshowed that various communication strategies such as non-verbals, time stalling devices, omission, comprehension check, and literal translation were efficiently used by most of the participants. The participants' communication strategy use functioned as a toolbox which helped student-teachers cope with the anxiety and pressure posed by teaching practice. However, as strategy use is assumed to be facilitating problem solving, teachers' effective use of communication strategies may positively affect the whole process.

Regarding the findings, a plausible general conclusion can be drawn that strategy training through communicative tasks have enhancing effects on the mastery of oral fluency, oral accuracy, and overall language proficiency. It may also be concluded that strategy instruction facilitates learners to build awareness of the benefits of strategy use regarding speaking skill developmentand also encourages learners to become better in performing communicative tasks with higher motivation. Since language learning process is a multi-dimensional process, strategy training is diagnosed to have positive effects not only on oral proficiency and learners' autonomy but also on listening skill and vocabulary

knowledge.Strategy instruction may seem develop learner' strategy use abilities and make them feel more confident when speaking in the target language. Finally, since strategytraining positively affectedstudent-teachers' microteaching and real-classroom teaching practices in this study, it can be suggested that the ELT programs should adopt communication oriented courses in which strategy training is encouraged, practiced and evaluated by the guidance of professional instructors.

Implications

This study investigated the impact of learner strategies instruction on the development of oral proficiency skills that were examined in a classroom settingand also in a real-classroom environment. The study revealed that communication strategy instruction led to positive results in developing participants' awareness on the efficiency of using them, oral fluency and accuracy levels, communication abilities, vocabulary knowledge, learner autonomy, self-confidence, learning and communication strategy manipulation, and overall speaking performance. Moreover, strategy instruction as follow up impactwas also efficient during the participants' microteaching and real-classroom setting practices while teaching. Another implication of the study can be statedregarding the lacking components in the previous learning experiences of the participants;strategies-based instruction in skills based courses should be among the concerns of teachers and policy makers in educational settings.

Methodological implications. In the present study, only one moderator variable was considered: namely, learners' oral proficiency in terms of strategy use. The findings indicated that strategy instruction embedded in communicative tasks seem to promote oral skills, as well as many other sub-skills.However, wider range of moderator variables could be considered to strengthen the methodological perspective of similar studies. These can be listed as learners' preferences, styles, aptitudes, study

and learning habits, personality traits, language exposure time out of school, and so forth.

As the study was designedas an action research process, in which the researcher adopted longitudinal approach to implement the steps of the process,various data collection instruments were used to collect quantitative and qualitative data. The data obtained from questionnaires, rating scales, video recordings and interviews facilitated the formulation of the findings and discussions. However, some other researchinstruments can help to collect more conclusive data, such as teachers' journals, think aloud applications, observation notes, andchecklists.

In addition, the duration of data collection took three academic years-the research was started in the first term of the second year and finished by the last 8th term of the school program-. Having 83 participants under the scope for such a long research period is quite challenging. Additionally, just about 15% of them were the ones who were investigated in their microteaching practices and the practice in a real-classroom environment.

As for the material employed in the intervention period of the study, the tasks incorporated with the communicative strategy design had been piloted, so the obtained results were thought to indicate valid conclusions. Materials designed to develop learners' oral proficiency may be supported with appropriate strategy use instructions and modelling samples in order to make teachers' job manageable and students 'practices easily handled.

Regarding the findings and discussions of the study, the participants reported that they were using strategies before the actual treatment to some extent. Even though the findings obtained from thesimultaneouslyadministeredquestionnaires (SILL and OCSI) indicated that the participants used learning and communication strategies, the

conducted pre-test oral exam pointed that the participants' overall oral proficiency was insufficient, lacking satisfactory levels of fluency, accuracy, and appropriate word choice.

Moreover, the treatment process was conducted in the first term of the second academic year, and all of the participants took compulsory Speaking Skills-I and Speaking Skill-II in their first year. Furthermore, most of the participants reported that they had studied a preparatory year in which they also took the compulsory Speaking Skills course in two terms. In this respect, it can be concluded that the participants who were still seen to encounter communicative problems and oral proficiency insufficiency before the treatment had not received an adequate, sufficient, and satisfactory training in terms of oral proficiency. In this regard, deficiencies in the courses content, course design and course material may be factors of lower oral performance.

All in all, it should be stressed that oral production skill development requires intensive practice through well designed course content, well designed course material meeting the lacks of the learners, updated teaching approaches in which all of the learners are active in the process, and contemporary methodologies such as strategy training, and genuine practice environment. Briefly, the possible knowledge and performance gaps among the language learners with respect to the standard teaching speaking practices can be prevented by incorporating strategy training methodologies in developing oral proficiency.

In sum, in this study, strategy instruction through communicative tasks was conducted merely to young adults at only one Turkish university. The findings can also provide valuable agenda for applying the study in the other state or private universities in Turkey in relation to the following:

- Proposinginstructional frame for curriculum developers to integrate communication strategy practices into the tasks of a teaching speaking skill syllabus,

- Suggesting teaching practices to EFL instructors regarding the efficiency of strategy instruction on overalloral production,

- Enlightening material designers and developers regarding the learners' lacks in developing oral proficiency,

- Preparing learners to take standardized test in English, especially enhance oral proficiency.

Pedagogical implications. The adopted sample data collection instrumentsof this study such as SILL, OCSI, and oral exams can facilitate course designer and course instructors to redesign their course content in order to determine learners' needs and expectations. When the course content meets the learners' expectation by providing interesting, challenging, and enjoyable tasks, as the ones which were designed in the courses for this study, learning experiences will become rather captive. Additionally, when learners' awareness on the efficiency of strategy use gets increased they will look for opportunities to benefit from them in order to perform better while communicating.However, these pedagogical outcomes should be investigated in different settings to reach firm conclusions regarding their effectiveness.

The participants of the study were students of an ELT program in a Turkish state university. English teachers' oral proficiency level may directly affect their teaching practices as it is expected to use the target language as much as possible when teaching. The findings obtained from the participants'' microteaching practices and from the real-classroom teaching experiences may change the school mentors' and faculty advisors' mentorship approaches to teaching profession.

Considering thevitalimpact of communication strategies in teaching practices and their positive effect on prospective teachers' stage performance, it can be concluded that effective strategy use in classroom environment may contribute to the teachers' stage performance and learners' language development. Since this study suggests the effectiveness of strategy use in relation to its influence on oral proficiency, teacher training programs seem to take more responsibility in adopting measures in developing and redesigning their programs, especially in the field oriented courses.

Considering the discussed implications drawn from the findings of the study, it seems reasonable to state that strategy instruction implemented through communicative tasks can be employed in order to shape learners' learning habits for further development in the oral proficiency, lexical development, and teaching platform skills. Additionally, this reason can serve as a decisive factor to adopt strategy instruction into skill based courses to improve the learning practices.

Suggestions for Further Research

In the previous section of the study, the focus was on the implications based on the findings obtained from the research questions set to accomplish the purpose of this study. These implications led to suggestions for further research with the intention to disseminate potential effectiveness in the field.

The implementation process of the study started when the participants were 2nd year students in the Faculty of education, ELT department. The study was carried out until the participants were in their last academic term of the education process. As it was mentioned in the discussion section, the conducted treatment led to satisfactory results regarding their development of oral proficiency, the micro teaching practices, and the real-

classroomsettingpractices.Therefore, the benefits of strategy based instruction should be investigated in speaking courses as well as other skills-based courses.

The findings indicated that though the frequency of strategy use did not causea significant difference between the pre-test and post-test results, the chosen strategy and the efficiency in terms of employing it led to success in oral production. Therefore, the factors which directly affect the required strategy selection and its successful manipulation should be investigated. Additional qualitative data collection tools such as structured and semi-structuredinterviews think aloud protocols, check lists and teacher diaries may lead to conclusive results with respect to the proposed matter above.

The overall conclusions of the study reported that strategy instruction had positively effectson oral performance in various settings such as oral exams, microteaching practices, and teaching in real-classroom settings. Furthermore, it evokes a research matter in relation to the impact of strategy instruction in terms of decreasing stage anxiety while teaching. In other words, strategy instruction as an impact to decrease stage anxiety of foreign language teachers can be set as an objective of a further study.

Chapter Summery

This chapter includes discussion, concussion, implications, and suggestion sections of the study. In the discussion part, the findings were elaborated regarding the relevant literature. The discussed issues enhanced the researcher to draw conclusions which were later used to suggest practical suggestions for education and research contexts regarding education. In the final part of the chapter, suggestions for further research were proposed to indicate that gap in the present study and enlighten the research potential of the implications.

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Appendices

Appendix A: Sample Lesson Plan Used in the Treatment Process

Information about the course and students

Date and time   : 23.10.2014 – 9:30-12:20 three lessons (each lesson 50 min. plus two breaks)

School   :Trakya University Faculty of Education

Language Level   : B2

Course materials   : Visuals, worksheets, printed material (photocopies, pictures, drawings), dictionary

Subject   : Practicing various strategies through speaking tasks and activities

Class Profile:

- 5 male and 24 female students
- 2nd year ELT students (most of them had studied a preparatory year)
- Average age 20.4
- There are speaking skill classes held two terms in the first year (3 classes a week) and two terms in the preparatory year (4 classes a week).

Physical Environment: The classroom chairs and desks are mobile since some activities require a specific seating arrangement. i.e. grouped seating, horseshoe arrangement, full circle, semi-circle. The course teacher ensured that the curtains are open to obtain sufficient daylight and a window is left open at the break times.

Objectives:

By the end of the lesson:

- Students will be able to name the practiced communication strategies

- Students will be able to use the practiced communication when speaking

Target communication strategies to be practiced:

- Guessing, approximation, code-borrowing, use of all purpose words, literal translation, appeal for assistance, comprehension check, non-verbals, generalisation

Procedures:

   I.   Activity design
   Type of activity: Warm up activity (10 minutes)
   Name of the activity: Three Adjectives
   Aims: to discuss assumptions based on provided information/ to practice fluency

Organisation: individual, whole class

Procedure: The teacher distributes same size small pieces of paper. Each student writes at least 3 at most 5 adjectives that describe him/her. All the papers are collected by the teacher. Then the teacher reads out the papers one after the other. The students try to guess whom those adjectives describe and speculate who wrote them. The student concerned (the one who wrote the read out words) should be told to stay anonymous.

II. Activity design

Type of activity: Guessing Activity (15 minutes)
Name of the activity: Flipping
Organisation: whole class, pair work, small groups

Procedure: One student comes to the front of the class. She/he thinks of an action verb. He tells the words to the teacher but not his other classmates. The rest of the class tries to find out the mystery word by asking questions in which the verb is substituted with a master word "flip".
i.e. "Have you flipped today?", "How often do you flip?", "Do you enjoy flipping?"

After carrying on the activity for about 10 minutes with different students the teacher makes students to practice the activity in pairs or small groups of three or four students. (5 minutes)

III. Activity design

Type of activity: Problem Solving Activity (15 minutes)
Name of the Activity: Try it out
Aims: to practice fluency and suggest solutions
Organisation: Small groups of three or four, whole class

Procedure: Each group is given a set of pictures and a task list. Students work in groups and discuss which implement would be the most useful in each situation. Students compare the implements and discuss the advantages and disadvantages of each. After 10 minutes negotiation time groups have a whole class session to compare their conclusions with the others in the class.

IV. Activity design

Type of activity: Communication Activity-Story Construction (10 minutes)
Name of the Activity: Letters on the Board
Aims: practice fluency and imagination
Organisation: pair work

Procedure: Ask one student to pick up any letter from A to Z. Since the whole class will be asked to propose three nouns that start with the initial of the selected

letter, the letter "X" should be avoided not to get stuck in the activity. Let's assume that the student says "H". The teacher writes a big H letter on the board. Then he asks students to give three nouns that start with the letter H. For example the proposed words could be *house, horse, and hurricane*. Write them on the board. Pair the students up and announce that the ones sitting on your left are A and the others on the right are B. Student A has one minute to choose one of the topics on the board – horse, for example – and talk about it with his/her partner. Students are allowed to make up stories and keep speaking as much as possible in the time given. If student A gets stuck, B can prompt with suggestions. Then student B chooses a topic and talk about it as student A becomes the listener. After both students complete their 1 minute talking tasks, the teacher goes on the activity with the selection of a new letter and new nouns.

Break for 10 minutes

V.   Activity design
Type of activity: Social Interaction Activity – Story Construction (20 minutes)
Name of the Activity: Keep Talking
Organisation: Small groups of three, pair work

Procedure: The pairs and small groups are seated in a circular arrangement. The teacher prepares slips of paper in which the beginning of a sentence that needs to be completed and later discussed in coherent discourse. Each pair and small group has 1 minute to talk about the topic on their slip of paper. After the set time is over the teacher announces the command "change" and pairs hand their slip to the following pair running in clockwise direction. Now the pairs have a new slip with a topic to discuss.

Examples:

Friendship	: You can find eternal friendships through the Internet….
Police	: There are many women who join the police force in my country….
Time	: If I had the power to stop and restart time …
Birthdays	: If I could celebrate my birthday the way I wanted, I……
Creativity	: In some professional fields people are really creative ….

VI.   Activity design
Type of activity: Information Gap Activity (20 minutes)
Name of the Activity: Describe and Draw
Aims: to practice fluency and accuracy
Organisation: Pair work

Procedure: The teacher prepares as many as possible simple drawings. The materials that students need are a pencil, a rubber, and a sheet of blank paper that can also be provided by the course instructor. The instructor hands out a drawing to one of the students in each pair. The other student should not see the drawing. Students work in pairs as one of them chooses to be student *A* and the other student *B*. In the first part of the activity student *A* is the information reporter and student *B* is the drawer. So *A* describes the picture by giving every small detail to student *B*. Student B is allowed to ask any questions to make it more clear what and how to draw. The drawing of one picture is assumed to take about 5 minutes. Each student will draw two pictures in terns so about 20 minutes is allocated for the implementation of the activity.

VII. Extra Activity designed in case the planned activities above finish earlier that set time

Type of activity: Organizing Activity (putting in order)
Name of the Activity: The Man and the Boat
Aims: to practice fluency and suggest solutions
Organisation: Groups of 3 or 4 students, whole class

Procedure: There are 7 (from "*a*" to "*g*") story lines to be uncovered. Each group is given a pack of strips. Students negotiate and discuss every strip to put them in order. The problem is: a man has to transfer three items on the other bank of the river by using a boat. The items are: a goat, a wolf, and a cabbage. However, the wolf will eat the goat, and the goat will eat the cabbage if given an opportunity. He can take only one thing at a time. The task is to put the strips in order so that all the three items are transported safely across the river. First each group works individually. Then group members stand up and compare their transporting version with the other groups in the class. At the end the activity finishes by discussing the right order of the story line as a whole class.

Break for 10 minutes

VIII. Activity design
Presentation Session (50 minutes)
Name of the Activity: A Movie
Organisation: Whole class

As every week students are assigned to research and present a different topic chosen by the course instructor. Today it is "Movie" assigned at the end of the previous week's course. Students are expected to make a presentation on a topic

related to a movie they choose. Three volunteering students are chosen to present and at least three students are chosen by the instructor's random selection.

Instructions Regarding the Presentation

- The presentation time from 6 to 8 minutes
- The presentation should have a clear title
- Limited topic
    - i.e. the possible topics can be: sample topic titles
        - The cinematography and special effects of the selected movie
        - Starring actors, actresses and their performances
        - The presentation of the most striking scenes
        - The biography of the selected movie's director
- The presentation should consist of three parts
    - **the introduction**: attention getting statement, thesis statement (what the topic of the presentation is, and sentence of method (the main points that will be covered)
    - **main body**: main ideas, supporting ideas, and examples
    - and **conclusion**: restatement of main points
- To make the above mentioned parts of the presentation noticeable students are expected to use transitional words like moreover, additionally, then, to sum up, for instance, firstly, etc.

The students are evaluated by the course teacher, and by the end of the course students visit the course instructor's office to get feedback about their strong and weak performance. A teacher evaluation form is attached in appendix 88.

IX. **Follow up activity; students assigned to prepare a short presentation**
The presentation topic for the following week: Smart Technology

Appendix B: Marking Sheet for Speaking Course
(Every marking sheet is used for the assessment of two students)

Instructor: ……………………… Student 1 ………………………………Student2………………………………			
Component	**Mark**	**S1**	**S2**
Vocabulary (25) • Use of vocabulary and idiomatic expressions accurate and appropriate. ……… • Appropriate terms used, but student must rephrase ideas due to lexical inadequacies • Communication limited from inadequate and inappropriate vocabulary…….... • Frequent misuse of words and very limited vocabulary. ………………………... • Communication impaired from inadequate vocabulary. ………………………	**21-25** **16-20** **11-15** **6-10** **1-5**		
Accuracy / Grammar and Structure (25) • Make few (if any) noticeable errors of grammar or word order……………… • Some errors of grammar or word order, but meaning not obscured…………... • Some errors of grammar or word order with obscure meaning……………… • Use of only basic structure and simple sentences, and frequent errors of .grammar and word order which obscure meaning………………………………. • Many errors, even in basic structures, causing impaired communication. …...	**21-25** **16-20** **11-15** **6-10** **1-5**		
Fluency (25) • Speech is fluent and effortless with wide range of expressions used…………. • Occasional brief hesitations or searching for words but they do not disturb the listener…………………………………………………………………………. • Noticeable hesitation which sometimes disturb listener or prevent communication…………………………………………………………………… • Hesitations and fragmentary speech often demand great patience from the listener. ………………………………………………………………... • Fragmentary and disconnected speech results in disturbed communication…..	**21-25** **16-20** **11-15** **6-10** **1-5**		
Intelligibility and Pronunciation (25) • Fully understandable, with little influence from mother tongue………………. • Some mispronunciations attract listeners' attention, yet do not affect understanding…………………………………………………………………….. • Frequent pronunciation deviations demand listener's attention……………….. • Hard to understand due to pronunciation deviations………………………….. • Not understandable due to pronunciation deviations…………………………..	**21-25** **16-20** **11-15** **6-10** **1-5**		
Total	**100**		

Observed Speaking Strategies during the oral exam:

For Student 1	**For Student 2**
- ……………………………………………	- ……………………………………………
- ……………………………………………	- ……………………………………………
- ……………………………………………	- ……………………………………………
- ……………………………………………	- ……………………………………………
- ……………………………………………	- ……………………………………………

Additional Comments (if any)
For Student 1………………………………………………………………………………
For Student 2 …………………………………………………………………………

Appendix C: Raw Data obtained from the Administered Interview

Used Abbreviations

T: T stands for the teacher researcher who conducted the interview

P: P stands for the participant

P + (number): The number of the participant who responded the interview questions

Introductory, overall question aiming to elicit the general impression and opinions of participants regarding the course

T: Your general (overall) impression and opinion about the course...

P24: First of all, I'd like to say that the speaking course during the term was very fruitful. As we compare it with the course we had last year ... I can say, ... this term was much better, since last year we had a course book and most of the things we did were from the course book, but this term you used various sources and different activities...even some language games. Some topics we studied last year were quite boring... however the topics and the activities we covered this term were more appealing to us. I saw that many of my friends got involved in the activities and there were effective group interactions.

T: You mean the procedures were more student-centered?

P24: Exactly, you let us work in groups... I am happy with the things we did during the term.

……………………………………………………………………………….

T: Your general (overall) impression about the course...

P5: For me probably this course was one of the most useful one of the term... Especially the group work activities. We had more chance to speak in English... and I think this had a positive effect.

…………………………………………………………………………………

T: Your general (overall) impression about the course...

P39:.. First of the course helped me to find out more about my speaking ability and language skills... we had speaking classes in the preparatory year and first year, however I had difficulties in reflecting what I can... speaking fluently... and my self-confidence grew bigger... I was using techniques and strategies that I had learned unconsciously... now I am much more aware of how to use them... and now I feel much more extravert in attending whole class activities..

……………………………………………………………………………….

T: Your general (overall) impression about the course...

P29:... well... interestingly my vocabulary knowledge and use of these words when speaking expanded... and I got more self-confidence when speaking the target language.

……………………………………………………………………………….

T: Your general, overall impression about the course...

P64: the course we got this year helped me to improve my fluency and I also learned many new words. Last year I wasn't good at speaking... now I think my speaking proficiency level increased.

…………………………………………………………………………………..

T: Your general (overall) impression about the course...

P1: Sir, the course is closely related to our future job as teachers... because a foreign language teacher is instructing, directing ... explaining or teaching something in the target language.

……………………………………………………………………..

T: Your general (overall) impression about the course...

P79: My general impression is positive ... both from instructor prospective and course content ... I really believe that we gained a lot.

……………………………………………………………………

T : Your general (overall) impression about the course...

P80: It was a really interactive course... for us the students and I think the teacher also enjoyed it. The relation between the Teacher and students was close... especially for me ...I can say that I have built self-confidence in public speaking... also we were given time to use the target language with our classmates in order to complete challenging tasks... it was fun... we had a great time.

…………………………………………………………………….

T: Your general (overall) impression about the course...

P13: The course was interesting because there were some games like taboo and when playing such games you feel the pressure of competing and desire to win and ...

T: Can you conclude that you used the language to achieve a real goal?

P13: Exactly... on the other hand we did some activities that bored me... for example the one in which we prepared an advert... actually, I like activities in which many people are involved at once like group works.

……………………………………………………………………

T: First of all can you tell me about your general (overall) impression about the course...

P61: Well... this term the course practices were different from the ones we had last year... mainly we had group work and pair work activities in which we had more time to practice the target language... when we have a whole class activities and we speak in your presence we feel anxious and also the pressure to produce more accurate language ... however when in groups and pairs we are more productive since we are not that worried about the mistakes we make.

……………………………………………………………………

T: First of all can you tell me about your general (overall) impression about the course...

P82: I am normally stressed in speaking classes but this term the increased number of pair and group work activates... and the less number of whole-class activities let me be more willing and productive during the tasks. However, some of the whole class activities were quite good since they were language games.

………………………………………………………………..

T: First of all can you tell me about your general (overall) impression about the course...

P55: Well, especially language games very motivating for me ... they were fun to play and we had the chance to practice specific vocabulary. Many students in the class joined them willingly. And when compared with the previous year's practices this term was more beneficial.

………………………………………………………………..

T: First of all can you tell me about your general (overall) impression about the course...

P83: Well... this term in the speaking course we did various activities that lasted 15-20 minutes each. All of them were to make the learners speak, by discussing and sharing ideas... and we actively participated in the activities.

……………………………………………………………………………..

T: First of all can you tell me about your general (overall) impression about the course.

P54:... well, compared to the last year's course this term we had longer time for pair works and group work activities... and moreover when we work in groups I feel more productive since the mistakes I make are not exposed to the whole class.

T: Do you get any feedback to the mistakes you make by your peers?

P54: S: ... not about the mistakes but I often get a kind of reinforcement as my peer guesses what I want to say and they supply some clues and help me express myself accurately.

... And last year we had presentation sessions (public speaking) ... and they were stressful to perform and only few people were going on the stage to present in one class... the rest were just audience... but this term we had full time for speaking tasks and activities ...

T: But, you will be teachers and presentations help you to develop stage skills and learn to control your anxiety when presenting.

P54: Yes, I agree to some extend but whenever I need to present something in English I feel anxious.

T: Ok ... let's start with the designed questions...

……………………………………………………………………………

T: First of all can you tell me about your general (overall) impression about the course.

P59: For me this term it was more beneficial... lots of activities and some language games... on the other hand last year we felt the pressure of the presentations we were to present ... actually I didn't like it.

……………………………………………………………………………

Interview Question 1. The impact of strategy instruction the level of oral fluency

T: During the implementation of the activities we practiced communication strategies ... so do you think that knowing about those strategies,... and being aware of how they can be used when speaking a foreign language ...   can this improve the level of fluency?

P24: Yes, sir they do... we learned about strategies ... for example while speaking we may not remember a word ... or may have some difficulties when we describe something... or even have some problems in pronunciation of a word... a given strategy can help you maintain the fluency of your speech... me, for example now I use some words in Turkish and keep my speech going and I compensate my speaking fluency in that way ... another example in relation is... for example you don't know or can't remember a word in English ... it can be an animal or another thing... so what you do is describing its features and making the listener understand what you mean. When we cannot understand something you can ask for clarifications or repetitions...

T: Can you name some strategy names ... the ones you have just mentioned above?

P24: ... they are "circumlocution", "asking for clarification"; "repetition"... repetition is one that teachers often use when teaching a foreign language.

T: So... can we conclude that the things you have mentioned are essential in speaking fluently?

P24: Sure...

……………………………………………………………………………………

P5: Sir, I think speaking fluency is not directly related to strategy use... but the topic, ... I mean if the topic is familiar to the speaker, a more fluent speech is produced...

T: Well, we have learned about a strategy called "topic avoidance"... Don't you think that if a learner uses this strategy effectively, he/she will have fewer problems in fluency?

P5: ... no...actually as I mentioned... it is more related to the topic you speak about... think that you are in a speaking exam and your task achievement matters... I think you can't use topic-avoidance strategy in such situations because clearly you need to discuss the addressed question.

T: ..Yes, you are right... if you are responding to exam questions ... you must discuss the exam question, but what about during the activities we do in class... usually I am not close to you and as the leader of the activity I may not know what is happing in the group work... so you, as group members, can switch to a different or even irrelevant discussion topic...

P5: Well, in such condition we switch to something related if the topic is not enough familiar...

T:.. OK, thank you.

…………………………………………………………………………………

P39: .. Certainly my speaking fluency improved because there were some strategies that I was using unconsciously before the strategy training we got.... no matter what language you speak... Turkish ... English...or any other... while speaking you may ask the listener's assistance... and as we learnt in the course that is a strategy ... "appeal for assistance".., however learning about the use and function of other strategies made me speak more fluently in the target language and when I get stuck I use the time stalling devices...

T: ... isn't that what you do in an ordinary daily conversation... can you make the issue clearer..?

P39: ..well... for example sometimes I may be asked to talk about a topic that I don't know well ..., but I can push myself to tell a few sentences relating to my topic competence... so what I may come across is waiting... and having pauses on purpose in order to make my mind clear... and how to say it... that pause can be a reason for a communication breakdown, ...in this cases if I use time stalling devices... or ask for assistance from the listeners ... I can get enough time and clues to organise my thoughts... and keep the conversation going.

……………………………………………………………………………………..

P29: ...yes, there is positive effect....when speaking you feel less anxious that I won't be understood, ... and especially, the feeling that makes you proud of yourself because you speak fluently is really increasing your self-confidence... also being able to use your body language properly is a big advantage... in strategy like "omission", body language can help you to convey the meaning of a word that was not articulated. So... I can say that learning how to use strategies made me more self-confident and now I take more risks.

………………………………………………………………………………….

P64: Yes... actually we did many activities which promote fluency...

T: Do you remember the name of these activities?

P64: ...sure ... One of them is "Keep Talking" ... a pair walk activity full of interaction...

T: well… in the activity you mentioned "Keep Talking", every second minute the speaking topic is changing... Don't you thing that starting a completely new discussion is a kind of challenge that may affect speaking fluency negatively?

P64: Actually, this is more related to your background knowledge of the topic... if it is something that you know you can easily start the discussion and... There is little pressure on you because it is a pair-work and there is nobody to judge what you say.

T: ..OK ... thank you.

……………………………………………………………………………………

P1: Yes... because they help us when we speak ... especially when we face difficulties ... like not remembering the meaning of a word...or... asking somebody for assistance ... and all these lead to a more effective communication...

……………………………………………………………………………………

P79: Of course using strategies is beneficial... for me the use of fillers ....at the times when I am anxious ... for example during speaking exams... I started using fillers and they really helped me to organise what I want to say... and actually say it correctly.... moreover I noticed that I improved my coherency. That will help me when I start practicing teaching as I am going to use this strategy with my students and I will encourage them to use it.

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P80: Yes, sure... actually before we learned what these strategies were we had been using some of them. However, learning the theory of speaking strategies raised awareness and confidence of the way I speak.

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P13: I don't think so because we had many pair work activities and group work activities... even though in the beginning of the task we talked in English, we often switched to Turkish... when the instructor is away and you know ...task achievement in mother tongue is easier. On the other hand, we had whole class speaking activities or group tasks. Group tasks pushed me to be more productive because I felt the pressure to do something as a responsible group member.

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P61: Now... I think now we feel more relaxed to discuss issues. Using strategies helps us to keep the discussion or conversation longer... even when the topic is not that interesting.

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P82: Yes... before I started using strategies I often used to get stuck to some words I don't know and that was really affecting my speech flow negatively... but now thanks to some strategies I feel much relaxed and my fluency is much better.

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P55: Well, interestingly in terms of fluency there was a positive effect... for example, especially during the speaking exams I sometimes cannot remember an English word or phrase I need to use... I was worried whether I will get a low grade if I borrow ... or literally translate that in English. When I learned that it is a kind of strategy of foreign language learners I felt much comfortable to use them and as a result I became a more fluent target language speaker.

T: But you know that in the speaking evaluation form there are five sections and one of them is for the use of vocabulary and expressions. That is to say borrowing or foreignizing strategy

may help you to get a higher grade in the fluency item; however that will affect negatively your use of words and expressions grade.

P55: I know that, but I keep myself doing the task without interruption and... This is important.

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P83: Yes..of course.. because at the time of speaking the target language there are many strategies which help you to become fluent... these are borrowing, foreignizing, omission, and time stalling devices.

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P54: ...Yes ... Especially, the borrowing strategy really helps us produce and speak with less interruptions... the reason for this not enough vocabulary stock... I don't know why but in the first year of the university I was much better at using vocabulary but recently I feel that I can't recall words at the moment of speaking.

T: Why do you think that you are worse in terms of vocabulary than you used to be?

P54: It is my fault... now our focus on teaching practices and field oriented words ... and we are not exposed to general English as we used to be... so we start forgetting.

T:ok..

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P59: .. Yes in some perspectives strategy can help the speaker.... for example you interact with somebody and you can't remember a key word that affects the context ... so in such situation using a strategy can be really essential for the rest of the conversation... and can make you sound a fluent speaker.

Interview Question 2. The impact of strategy instruction the level of oral accuracy

T: As you know not only fluency is important in speaking a foreign language but also accuracy is another essential component... Do you think that strategy instruction and the activities held to promote speaking skill has affected your level of spoken accuracy positively?

P24: ...Yes, they had a positive effect. We had many group-work activities and during the activities we got peer correction which helped us to improve our pronunciation and language use ... for example in the beginning of the term we had some problems in forming questions and ... sir... by your assistance we gained some tactics in addressing appropriate and accurate questions... so I think when we compare the beginning of the term with the end, I can say that there was an essential development in the speaking skill of most of my classmates.

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P5: ... I can say yes.... as you know there is a strategy called "time stalling" ... it gives the speaker to thing and organise what is going to be said... I think when I use this strategy I make fewer mistakes when I speak the target language...

T: ..you mean that when a speaker uses the "time stalling devices" strategy he/she produces less improper language when speaking...

P5: yes...

T: Right...

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P39: I think there is a positive effect... but it depends how you use them ... what I mean is ... you may know about the strategy and still not use it even if it is for your benefit... or you may learn how to use a given strategy and use it in various situations... for example when speaking in class... or at the speaking exams ..or with a foreigner.

T:... So... do you think that effective strategy use leads to higher accuracy in speaking? What about you... do you think that you are accurate speaker after getting strategy instruction?

P39: ...well ... I don't think that my speaking accuracy improved because accuracy is more related to grammar instruction... also correct pronunciation is affecting the meaning ... of course strategy instruction enabled us with various ammunitions... first of all strategies help to set a better communication and avoid unwanted communication breakdowns...

T: ..do you mean that compared to fluency development, strategy instruction has less contribution on speaking accuracy?

S:..yes.. that is what I mean..

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P29: .. Well ...yes ... I can say yes because as we have learned from SLA course ... we keep learning when we monitor our classmates' language production... we compare their language production with ours and when they use a language form that we haven't used before we can get it as a model and start using it... monitoring is important and planning what to say next can help you make less mistakes...

T: ok...

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P64: Yes, certainly... the things we had learned during the course make you a better learner and consequently this leads to a better language production.

T: Can you be more specific... about spoken accuracy?

P64: We sometimes make pronunciation and grammar mistakes.... our peers monitor what we say and afterwards give us corrective feedback.

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P1: Yes..yes ... especially for better comprehension... and consequently.. using time more effectively to think and give an appropriate and correct answer... for example when there is something we couldn't understand when the conversation is going on... we can ask for a repetition, clarification or paraphrasing and in that way the conversation will keep going in the same direction rather than changing focus because of misunderstanding.

T: There is a strategy called "appeal for assistance"... how can you relate it to the issue of accuracy you have been explaining above?

P1: ... well... let's say that we are working on a speaking task... getting stuck to a word that we really need at the time of speaking is a common problem, however asking for assistance from our peer or instructor is important to be understood clearly.... I observed that you in the class often give that assistance when people in class get stuck and somehow signal that need for help.

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P79: I think compared to fluency... strategy instruction has less impact on accuracy... but it has positive effect that can't be neglected.

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P80: I believe so... before you utter a sentence you rethink what you say a few times... that is you use time stalling devices strategy, and I often use it. This strategy gives me the chance to organize my thoughts and also make a more mature and accurate speech. On the other hand I feel that I can speak more fluently and appropriately.

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P13: Well, I am not sure about it... as you know in the speaking exams we have the opportunity to monitor our classmates' exam performance and many of them keep making mistakes ... and probably some of them are not aware that they produce grammatically incorrect utterances... or maybe they notice their mistakes and later on they feel regretful that they actually could perform better.

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P61: Yes... but here your intervention was very important... modelling the activity... and monitoring us when we speak ... and giving encouraging feedback to our mistakes was very beneficial.

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P82: well... I have an accuracy problem and in the post it used to be bigger, however since the anxiety factor was lower this term I made some progress in terms of producing more accurate utterances both syntactically and semantically.

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P55: Well, in general yes but there are some strategies that help you to become more fluent but they seem that they are inhibiting accuracy.

T: Can you give some examples?

P55: Sure, I think strategies like code borrowing, foreignizing, and word coinage can be the ones which may affect the accuracy level negatively.

T: ok... thank you.

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P83: ... I am not sure but ... it depends to the correct language exposure and feedback... as a speaker if the learner gets positive and corrective feedback when or after he speaks the target language ... well yes... accuracy level can go up.

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P54: ...well... Maybe ...I think it is related to being anxious... when you speak and if you feel nervous and anxious you make more mistakes... so, the cooler you are when speaking the fewer mistakes you make... and consequently you are a more accurate speaker. Well ... the emphasis here seems to be on fluency... but I mean... it is all about how much time you practice a day. Both fluency and accuracy may develop at the same period... but I still feel that I haven't practiced enough so I still have accuracy and fluency problems...

T:... you think that intensified practice will lead to more accurate language production...

P54:Yes... the feedback you get... if your interlocutor is a native speaker ... or your instructor .... or a classmate who is good at speaking you can get the right feedback... so the mistake rate will decrease in time... I think... and this needs time of course...

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P59: ... I think yes... especially if you see the difference in your language production when you use a strategy ... or sometimes your peer can help you notice your mistakes and give you corrective feedback...

Interview Question 3.   The impact of strategy instruction the participants' communication abilities

T: Does strategy instruction affect your **communication abilities** in general?

P24: I think yes... especially if you are abroad and need to explain something you can often use circumlocution strategy or make generalizations ...we Turks really struggle to say exactly what we have in our minds ... however knowing about the strategies makes our job easier as a speaker. Sometimes articulating a word in Turkish (L1) when you speak the target language can help you keep the flow of the speech and communication ... here we another important role as a listener to ask clarification questions when something is not clear. I am **restating**... especially when you abroad... knowing about strategies and using some of them is very important.

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P5: .... I don't have a clear idea... probably yes...

T: Can students decide which strategy best suits them in order to produce a more fluent speech.

P5: I think it is not easy for students to find out themselves which strategy is more useful.

T: Well, ... let's suppose that an intensive strategy instruction is provided to learners where they practice explicitly the application of various speaking strategies... by that experience can learners decide which strategy is more useful when producing the target language?

P5: Yes, but in this case the teacher's role is very important because he is facilitating and making this happen... so students can decide where and when they performed well. .. in some other words there is somebody (the teacher) who is guiding and giving a chance for a trial.

T: ... you mean that the teacher has a great role as an instructor and guide in facilitating strategy use...

P5: Yes, he/she observes the learners and decides which strategies can be beneficial for the learners...then gives the necessary feedback.

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P39: As I said in the beginning of the interview...yes.. I think that strategy instruction has positive effect on communication abilities...but you need time... you can start using a given strategy just after you have learned it... you need time to practice... try it out in a safe environment and then after when you get to know how to use it, ... and get aware that it beneficial.... you start using it in real environments... also there are a lot of strategies... it is not easy to start using all of them properly... moreover it is possible to misuse some of them and in this way you may even cause a failure in communication due to not convenient strategy use.

T: Thank you for your detailed explanation...

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P29: ... Certainly ... it does... in the beginning of the term I didn't feel comfortable when speaking the target language... somehow unconsciously I was using "time stalling devices" strategy and I thought that is something bed ... thinking whether I am enough comprehensible to my listeners... now I know that it is something normal to use this strategy.. Moreover I think that now I am much more successful in conveying the message in the target language...

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P64: I think yes... today in our society people prefer texting as a communication tool, however in the course we had genuine communication which I think is very important. Moreover, in face to face communication you can use mimics, gestures and they can help you to be much more impressive and I think while texting it is hardly possible to do that. It is known that body language has great influence in face to face communication.

T: Do you think that knowing about the strategies made you a better performer when you are on the stage?

P64: Yes... some strategies like using non-verbals, time stalling devices, and appeal for assistance can be very effective if you can use them properly when speaking....

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P1: Certainly ... it is known that eye-contact is very essential component in conversations and face to face interactions... it is a sign of respect and somehow serves as a must to keep the interaction going. Also ... besides speaking fluently, the assistance of body language is playing an important role to convey the right meaning.

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P79: .. I think that an improvement of communication abilities will be a natural consequence of appropriate use of speaking strategies...

 T: ... I think you remember the activity we did in the last course which had a focus on active use of non-verbal communication... how can you relate this to the improvement of general communication abilities?

P79: .. Yes... it was a specific activity aiming to foster body language and as to me... it is a good way to initiate creativity ... and fan factor in the classroom environment...

 T: What about self-confidence....

P79: Yes... since students go on the stage and perform ... you feel better after achieving the task goals.

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P80: Certainly, it does. The theoretical knowledge about strategies made me become a better observer of effective speakers. For example, I noticed that some of the instructors are good orators thanks to effective use of speaking strategies.

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 P13: Depending on a scientific research, it is said that when you speak a foreign language you get a new personality. I can say that when I speak English I find it much easier to speak about topics I avoid speaking in Turkish... so in that perspective speaking English gives me more freedom and that is something positive.

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P61: Yes, of course it did... I didn't use to use non-verbal language or circumlocutions when speaking but now by using speaking strategies I am a willing participants in interaction activities since I know what to do when I get stuck. There were many tasks in which we practiced non-verbal communication... and being aware that mimics and gestures really work when you are in trouble is a great advantage.

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P82:... Yes, it does.

T: Do you want to clarify the point or give some examples?,

P82: ...No.

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P55: …. hmm .. Probably for non-verbal communication yes… strategy instruction may encourage you to use actively body language… gestures and mimics can really help you express yourself correctly and easily.

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P83: ... I think yes... because using the body language effectively is a very important feature in communication... the right intonation... eye–contact... posture ... well ….all of these are important.

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P84: Well, body language is very important and has an effective because sometimes you experience difficulties in expressing yourself correctly... that is gestures and mimics help a lot when you misuse some words or make a grammatical mistake ... since your listener(s) understand what you mean from your body language and the mistake is compensated in that way.... even in some cases your peer (in pair works) completes or says what you have wanted to express...

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P59: Well... sometimes when we have difficulties in fluency we can mime and the listener can infer the meaning from your mimics and gestures...

Interview Question 4. The impact of strategy instruction the participants' development of language skills

T: Does strategy instruction help you to find out the best way to develop your **language skills**?

P24: I think yes... especially some strategies can be very helpful to keep even an undesired conversation going ... for example using the topic avoidance strategy can be both useful for the interlocutors in case one of them is not familiar with the topic or has some personal reasons not to talk about it... in that way the communication is going on.

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P5: .. Yes, I agree that strategy instruction can have a positive effect on the other skills as well.

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P39: ... Well, as to me listening skill is especially the one that can be developed... however, for reading skill I don't think that speaking strategy instruction may have any effects...
T: O.K. let's switch to the next question.

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P29:... probably listening... well .. let me explain... in the past I was listening very carefully when somebody was speaking English... and often judging the speakers from what they say... now knowing about the strategies somehow made me less tense on somebody else's oral production ... I use strategies and I feel that I am better in communication.

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P64: well.. I think yes... I remember when I was a first year student I had difficulties in comprehending listening tasks... however, the same year we also had speaking skill courses with you... and what I noticed is that the intensity of speaking course, the tasks we handled during the class and my engagement helped me to become a better listener.... I mean note

taking and comprehending the listening tasks became a manageable task for me thanks to the support of the speaking classes.

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P1: ... I am not sure about that... probably it (strategy instruction) can be helpful when we are the listeners in a conversation.... so mostly your listening skill can be promoted by strategy instruction.

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P79: ... I think not all of them... for instance speaking skill is the one highly affected... then listening,... and reading partially can get a positive influence.

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P80: Yes, especially strategies can also be used in listening classes and exams... I mean strategies help you to follow the listening extract more consciously and make guesses while listening. Additionally, as a listener if you know the speaking strategies you can follow the speech easily. The pauses and discourse markers really help me.

T: At that point, you really mentioned about the other side of the strategies. So far we tried to focus on speaking strategies; however listeners also use various strategies.

P80: Yes, these two acts go together... I mean a good speaker is also a good listener... that is how you develop your speaking performance... and also the speaking and listening strategies are related.

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P13: ...I think yes. For example in some activities we practiced reading aloud... and we had to practice pronunciation, intonation and the right stress on the words so that the meaning of the reading extract is implied in the right way... however many of my classmates faced difficulties in the task achievement of such activities. And also in some role play activities speaking strategy use could help to achieve the tasks more successfully in the classes but again many of my classmates had troubles because they didn't benefit from the speaking strategies... especially using non-verbal communication and appeal for assistance would be useful.

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SP61: well... Language is based on all skills... in this course we also practiced listening as well... since a spoken interaction is both ways... but we also did some reading activities in which we learned new words... expressions and idioms... in that way the discussions were elevated to a more academic level.

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P82: Yes, when you improve your speaking skill ... your listening is also developing because they are interrelated.

T: Can you explain the relation..?

P82: It is said that if you are a good listener you can become a successful speaker... so when we listen ... we learn.

T: Do you think that when you listen you also use strategies?

P82: Of course... guessing, non-verbals, asking for clarification are strategies we often use.

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P55: Well... for writing ....yes, we write in a way we speak ..so if strategy instructions help us to develop speaking skill that means our writing skill also develops.

T: What about the other two skills?

P55: ... also strategy instruction can affect listening skill positively...because listeners are not passive in interactions ... they also play an important role in communication... but I think reading is not that affected.

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P83: .. I think for writing it can have positive effect.... since if you are good at speaking... you should also be good at writing.

T: What about listening and reading...

P83: For listening it is also related... as a speaker when you know the speaking strategies ... when you are the listener your job is easier because you can see some of the used strategies and attend the interaction more effectively... guessing what may be the next or as an active participant in the interaction by asking various questions on the discussed issues.

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P54: ...I think... yes... all skills can be positively affected when your speaking fluency and accuracy develops...

T: Can you give a specific example on the effect of strategy instruction on a concrete skill... writing or listening...?

P54: ... I used to mispronounce the word "chemical"... pronouncing the initial sound /tʃ/ like in chair... however it hast to be with /k/ sound... so... once in the listening course we listened to a part related to environment and pollution.. and I couldn't understand the phrases where the word "chemical" was mentioned. However, later on when we were discussing a similar issue, my friend corrected my mispronunciation... and I realised that this was not my total fault... that was the way I was thought the word... Some speaking activities help me to get aware how to use some of the new words I learn... that learning can be easily transferred when I am writing something...

T: So... you mean promoting one skill affects the others as well...

P54: Yes, that's right...

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P59: Well... in some activities we needed to take notes or write some descriptions before we discuss... so I think it is interrelated... we practice writing tasks and then discuss the topics... so you can't avoid strategy use even though it is writing...

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Interview Question 5. The impact of strategy instruction the participants' motivation

T: Does strategy instruction promote your motivation?

P24: Of course knowing about the strategies gives you self-confidence and even motivation to go in a deeper conversation because you don't worry of getting stuck when speaking/listening the target language since you know some tactics you can use when you speak or listen during the conversation. I think people who can't use strategies have such worries and speaking barriers... they avoid conversations with people they don't know well... however, speaking strategies can help you a lot to socialize and be respected.

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P5: .. I think there is no relation between strategy training and being more motivated.

T: ...well think that a given student's vocabulary knowledge is limited and the teacher gives some clues for strategy use like circumlocution, generalizing or borrowing... and consequently that learner's language production and fluency expands..

P5: Yes, this case seems reasonable, however some students may overuse some strategies like borrowing and this may sound funny and learners may often choose the easiest option... say the word(s) in L1.

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P39: ...Yes, especially in the beginning ... when I realized that the use of some strategies help me to be more fluent... that is a source of motivation... however... for extra motivation ...strategy use is not enough... there are many other factors...

T: Good... can you name some factors which affect the speakers' motivation?

P39: ...yes... for example the topic...the place.... the people you speak to... your mood at the time of speaking... yes ...these can be some of the factors.

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P29: Sure ... at least some strategies help you to save face...

T: Can you be more specific...

P29: ... for example last month I was asked to make a phone call on the behalf of the company I am working for. I would ask for a specific document but I didn't know its English terminology.... so I used the circumlocution strategy and described what I wanted ... and luckily ... we got the right document we required.

T: Well done...

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P64: ... hmm... motivation is something that may change... maybe the activity you deal with... and your group members are factors... if strategies promote your speaking... I think you will be more motivated and focused to the tasks that are handled in the class.

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P1: Yes... since you use strategies when speaking you get more self-confidence, and consequently your motivation is affected positively.

T: Can you give an example related to the issue of getting self-confidence when somebody uses strategies?

P1: ...for example I can ask my peer a word and that peer assistance can be very effective on my learning of the related word... when I learn I feel motivated... also by addressing questions to my peers or instructor, ... and getting the answers can also affect my self-confidence positively ... and I am not a shy person so asking questions is easy for me.

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P79: Certainly it has a positive effect... as I mention in the speaking exams I feel much better.... or if you are to give a speech in front of a group you can feel more motivated and confident instead of trying to avoid it... a kind of pre-conditioning that we will do well because we are equipped with strategies in case we encounter any difficulties.

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P80: I think that there is a direct relation with self-confidence and being as confident your motivation will be effected positively.

T: Can   you   explain   this   relation?

P80: Well, knowing gives you the courage to take risks and consequently the desire to act and produce speech show that you are motivated and enthusiastic.

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 P13: I think yes, ... when you learn something new you feel the need to use it.

T: Is a learner who uses speaking strategies more motivated to attend the tasks?

P13: Yes, such a learner has more desire to participate the tasks ... and also that may positively affect the interlocutor in the conversation.... not only what he/she talks about gains importance but also the learner is focused on how he/she is talking and on the choice of words.

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P61: Certainly it does... I remember last year when we followed a course book my classmates were less enthusiastic and didn't attend the activities in a motivated way... however this term many of my classmates seemed more enthusiastic and motivated on the task completion. Even ... I can conclude that as a class we got to know each other better than we used to be as a result of group works we did.

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P82: Yes, knowing is always an advantage both keeping silent or starting a conversation... that is the desire to speak when ready and keep silent when needed... strategy instructions are guidance for manageable interaction in general.

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P55: Yes... when something makes your job easier ... you feel better and... motivated.

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P83: Yes... it is a bit related to the self-confidence... when you learn what to do in difficult situation you are more enthusiastic to take risks ... and this is related to motivation.

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P54: Well... it is more related to my own performance... when I do well in the task achievement of the activity I feel motivated... Or when I get stuck my motivation goes down...especially when I make simple mistakes I feel nervous...So when strategy use affects my performance positively ...I feel good.

T: What if you encounter some troubles when you use circumlocution strategy... I mean ... for example you cannot explain something properly?

P54: Of course this can affect me negatively but... in such situation I ask for help... this is also a strategy use...

T: Ok ...

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P59: Yes... knowing what to do in the moments you have speaking problems can lead to higher willingness to interact and make you more motivated to practice. And you also get less anxious of making mistakes.

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Interview Question 6. The impact of strategy instruction on promoting autonomous learning

T: Does strategy instruction make you a more autonomous learner?

P24: .. Actually... sir, before we have learned explicitly about those strategies we were using some of them quite often ... however, now we are much more aware of what they are and how they work...for example here in Turkey many people think in Turkish and produce (speak) in English but we are told not do that ... actually, you see that it is a kind of strategy "literal translation" and I think it is a good way to maintain fluency when speaking...

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P5:...Actually, we were using some of the strategies unconsciously... now we are aware of them and use them ... for example I didn't know that there is strategy for time stalling but I was using it... now I use this strategy more effectively. I can say I became a learner who is more conscious about her learning.

T: OK... thanks...

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P39: ... I think no... Because being autonomous is a more self-centred condition, however speaking is an interactive process in which you need people around... and when you practice strategies with your classmates ...you have a true to life experience... so how autonomous you can be... not much I think.

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P29: ... Well I am not sure... I think I am autonomous learner because my study habits are not affected by others... usually I am autonomous in the subjects I like ... and when there are things that bore me but I need to learn... I think I can ignore them for a while.

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P64: .... yes. Because when you learn about the strategy ... somehow you get the awareness of different options one can use when speaking... I mean knowing about strategies is like having the freedom to get any help from the person you talk to... or the instructors.... even after class you may go to ask for assistance from the research assistants or other instructors of the ELT department... in some other words you go up in terms of becoming an autonomous learner...

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P1:... it depends... being an autonomous learner is related to many things ... and one of them is how motivated you are ... the classroom atmosphere ... also your self-confidence and... it is more an individual issue .. If one is introvert and shy that person can often avoid others and the challenges around... That's why I think that being an autonomous learner is a personal trait rather than becoming autonomous learners as a result of training.

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P79: Well ... I think that strategy instruction has not much to do with being autonomous... since when we speak about autonomous learner we mean that the learner him/herself develops strategies ... sometimes even unique ones. I mean that I can be autonomous learner and still not be aware of speaking strategies...

T: The question is ... does knowing how to benefit from speaking strategies make you a more autonomous learner?

P79: ... well it is difficult to say "no" ... but I am still on the side that the learners' personality traits play an important role on developing autonomy and becoming autonomous learners.

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P80: Hmm, as we know some strategies require assistance and interaction with others... and being autonomous is more related to individual achievements... so I think that strategies help you to develop team building skills rather than autonomy.

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P13: ... Well, for me, I don't have study habits but I regularly research something on the web... for example when I hear new song in English that I like... I check the lyrics and study the meaning and ... make inferences from the lyrics.... I also compare the song with some

others songs I like ... and I think that helps to develop my language skills and learn new words.

T: How do you learn new words?

P13: I don't have the habit of keeping a vocabulary diary ... so I try to associate the new word with a scene I visualise in my mind... in some other words the word I learn should be in context so that I can remember the event I learned it ... after a few confrontations with the word I memorize it by remembering the mind- picture I have created about the word.

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P61: I think ... yes... during the activities we had freedom to choose our partners or groups... whenever we got stuck we could ask the instructor for help or clarification and all this resulted in more intense communication.

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P82: ... I agree that strategy instruction leads to more autonomous learners... the more you know the more you get independent and shape your learning.

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P55: ... why not... when you use the strategies effectively you know what to do in various situations and that makes you autonomous and independent learner.

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P83: Yes... such students/ learners know what they do... know what they need to do and somehow they can plan their learning. Strategy instruction is explicitly telling you the things you should do and may do... during interactions... the more you know the less assistance you need.

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P54:... well.. I am not sure... I think being autonomous is more related to your study habits ... and... involvement in a given lesson... if I make progress due to the strategy instruction I may refine my study habits and that can make me more autonomous.. But this is my idea.

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P59: ... I don't have a clear idea ... I am not sure what kind of relation there is between being autonomous and knowing about speaking strategies.

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Interview Question 7.   The impact of strategy instruction the participants' self-confidence

T: Does strategy instruction affect your self-confidence positively?

P24:... well, I think you should be a risk taker even when you are not sure whether the thing you say is grammatically correct or not ... and use strategies ..... but the training we got can lead the speakers to be more knowledgeable interlocutors rather than courageous speakers... so I think that is the relation of being a more autonomous and confident learner. But I think in general, risk takers are successful in conversations. And being self-confident makes the speaker you talk to more positive. The conversation flow will last longer if both are willing to speak. ... you know, giving mutual short answers and explanations leads to an end of a conversation and makes it monotonous.

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P5: ... I think yes ...when you speak well... you have more confidence.

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P39: ...Yes... you speak ... and when you express your ideas fluently... with little hesitations, automatically your self-confidence goes high... and my willingness to keep the conversation going will also increase. However, when you can't come over the problems and often get stuck when speaking... that influences you negatively and you have low motivation and confidence.

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P29: ..Sure ... I don't feel that nervous... moreover I want to be active in conversations... and as I mentioned before now I'm more confident and also a risk-taker.

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P64: Yes... whenever you learn something you and if you can internalize it by practicing it in time... that new thing makes you happy and consequently I think that your self-confidence is affected positively.

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P1: ... I am not sure ... as I mentioned above being autonomous, or... having self-confidence seems like a personal trait ... probably if your speaking skill improves dramatically... your self-confidence especially in speaking the language will increase.

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P79: Of course ... as mentioned above ... because strategies can become very useful, especially when you are in trouble... and give you courage to go on.

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P80: (... this question was not addressed since it was mentioned above)

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P13: ... Well I think that self-confidence is more related to the directed question or topic of the discussion... people find it easy to talk about topics they are familiar to... and the affects self-confidence positively.

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P61: Well, ..just simply knowing the strategies and actively using them gives you a speaking self-confidence.

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P82: Yes,... since you feel you know what to do in specific situations there is less anxiety.

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P55: ..yes... they are related actually... when you are independent, motivated and autonomous learner... somehow you get self-confidence...

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P83: Yes... that is what I mentioned above ... the more you are capable of doing something; the more confident you are in doing it.

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P54: Yes... when you speak fluently and make fewer mistakes your self-esteem and self-confidence increase.

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P59: S: ... well it depends... if strategy use helps you improve your speaking skill... yes your level of self-confidence goes up.

T: What about you... do you feel more confident because you can use speaking strategies...

P59: Generally yes... but it depends on who my listener is... when it is you or an authority I feel nervous and that prevents me to use strategies.

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Interview Question 8. The impact of strategy instruction on the participants' teaching practices: microteaching

T: Do you think that you will use some of the strategies you learnt in this course when you start delivering microteaching sessions next year?

P24: Well. I will ... I hope my students will use strategies... sometimes I will teach strategies explicitly and ask students to use them... sometimes implicitly through modelling and imitations...

T: Don't you think that explicit teaching of strategies will be too much of theoretical knowledge?

P24: ...actually, implicit teaching with good examples sounds much better... even the teacher may wait until the right time a given strategy is the best to be taught ... and show how can students benefit to make a more fluent speech. For example, when a student who speaks the target language uses a word from L1 and somehow sounds silly in class, ...the teacher could explain that this is a "strategy use" called "borrowing" and encourage such attempts for the sake of maintaining fluent production in the target language and moreover the students who had used that borrowing will not be mocked and demotivated of the funny language they had produced.

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P5: ...well it depends... I need to know about my students... if I know about their characters and learning styles I can guide them to the right strategy they can use when speaking...

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P39:.. I think.. I should myself use speaking strategies as a model to the learners when speaking in the class ...meanwhile I would also expect my students to copy some of the strategies that I use... I will explicitly focus on a strategy and explain how they can use it when speaking the target language.

T: Can you give an example of the explicit strategy use you mentioned above?

P39: .. For example a learner is speaking but in every 10-15 second he/she can't remember the word in L2 that he/she wants to use... as a teacher and leader of the course I will try to follow carefully the cohesion of the speech and help the learner by saying the words he/she can't remember... that is assisting the learner to keep the fluency ... also scaffolding the production as well, in which the teacher and the learners are modelling a conversation...

T: ... what about the explicitness of the process?

P39: ... the whole class will see the interaction between the teacher and learner ... the teacher in the end of the conversation may explain that when the learners work in pairs they can sometimes use this strategy ''appeal for assistance"... usually by reading the body language of the speaker who somehow gives off some signals that he/she needs help.

T: ... that is ... in cases when the learners' vocabulary knowledge is insufficient, "appeal for assistance" is strategy to be used to keep the conversation going.... however the teacher may suggest some other strategies to show how fluency is promoted...

P39: Yes.. I agree.

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P29: I will of course... non-verbal strategy will help me a lot when I am on the stage... and the right posture and body language will help me a lot for the classroom management... another example is time stalling devices will help me when I need to answer some questions which are more demanding...

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P64: I think... in the very beginning it won't be easy because being on the stage as a teacher is a rather demanding process...

T: .. ok... good... think that as a micro teaching classroom practice you have prepared an elementary speaking activity... can you use any of the strategies that we had learned in class...

P64: yes... but as I said I will need some time to calm down my anxiety on the stage... later I can do a real performance of what I am teaching... including giving guidance or modelling speaking strategies.

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P1: Yes.. I will... It won't be that difficult since the students will be our classmates... also, during this course we have already experienced a good collection of speaking activities that involve the use of strategies somehow... so I will...

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P79: Yes... we should use them... they are useful features that promote speaking skill of learners ... consequently bearing in mind the usefulness of strategy will affect our teaching practices... I mean.... when we are planning speaking activities we should design the incorporation of some speaking strategies that can strengthen the outcomes of the activity.

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P80: Definitely, because I am going to speak and present... addressing your speech to an audience and that won't be easy... so strategy use will help us to gain time... to get assistance from the audience... or if there is need to avoid some speaking situation when necessary. Speaking the target language and teaching is not easy ... you need familiar audience to use the strategies effectively... because when the audience is the one you meet for the first time speaking anxiety may dominate strategy use.

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P13: ... well, I think that these strategies are very important... people in the class know English... however when we come to the point of speaking... many learners tend to be silent... strategy use by the teacher... and explicit speaking strategy to students may affect positively the classroom interaction and more learners can become active participants in the tasks held. For example a very simple use of the borrowing strategy can keep an interaction/conversation going longer than average.

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P61: Yes...We should use strategies... They will make our job easier... for example we had designed a simple role play activity for elementary learners... we can ask the learner to borrow some words from L1 ... in that way they can have longer interactions. Also body language can be an effective tool at the miming activities.

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P82: Well, I think I will use some of them... but there are many strategies and which one will be useful for specific situations is difficult to say... it has to be pre-planned considering the task goals and type of interaction. For example, when teaching English to young learners

speaking strategies are very important.... I mean the strategies can help you as a teacher to be more effective... use more body language.... neglect the mistake but to encourage any spoken production to take place...

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P55: ... I will use them... because fluency is an important component for foreign language learners and thanks to the strategies and strategy instruction we can develop it. But I think that first I need to master these strategies myself ... just then I can use and model them to my learners.

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P83: Yes... I will... especially I will focus on visual and modelling instruction... I believe that the goal of an activity should be clear... and the more visual materials the activity is supported the better results as a teacher you may have... and also challenging activities and materials are useful to encourage students to participate actively in the tasks.

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P54: Sure... I have saved some of the activities you held in the class... and their application needs somehow strategy use ... both for the students and for the instructor... so

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P59: Well ... as a teacher of English... using speaking strategies is very essential... especially for your learners... when your learners use strategies they make more progress... We are not native speakers and as a teacher I may also use strategies to make my speech more comprehensible... I mean sometime consciously borrow words from L1... or mime and gesture a word we can't remember at the time of speaking.

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Interview Question 9. The impact of strategy instruction on the participants' teaching practices: real-classroom settings

T: When you start teaching in an authentic classroom environment ... for example next year you will do your internship ... do you think that you will be able to use the knowledge of these strategies in real environment when you deal with any speaking activity?

P24:.. I think yes... a teacher who knows about strategies and uses them will be more successful... because he/she will use strategies and also will encourage the students use them... and when students have fluency problems the teacher will be able to detect the reason and refer to any strategy use if needed. The teacher has many lessons with students ... that gives him/her the opportunity to convey and teach strategies and about the strategies... students who observe how teacher himself uses strategies may copy and benefit when they speak in the target language themselves... and I think this is a kind of psychological gain for the students since speaking is a demanding skill often casing problems for the language learners.

T: Thank you very much ...

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P5: For sure, I think I will. Especially, I remember the activities in which strategy use was directly affecting the result. Some pair work activities were very intensive but rewarding since I felt I really do something for myself to improve my speaking fluency.

T: Can you name one of the activities that you think was useful.

P5: .... "Keep Talking" ... the one we worked in pairs and switched discussion topics every second minute... on the other hand whole class activities are less effective since many

introvert learners do not want to take part actively... that's why I say that pair work activities are much more effective...

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P39: Actually, I am not sure whether I will use these strategy... it is more related to my anxiety condition.... and still I have no idea of what it be like.... still a bit early to give some decision on my teaching practices.....but I think we will have enough time to try some of the strategies and see how they work.

T: Do you think that using speaking strategies can make your job as a teacher easier?

P39: Well, when I was a language student in my secondary and high school years I didn't know about these strategies and our language teachers didn't teach us anything explicitly. However, now I know that using some strategies are very beneficial... so why not teach and use these strategies to my students when I am handling some speaking activities... so my students, from early years, not like me, will know about the strategies and use at least some of them.

T: O.K. ..thank you do you want to add something?

P39: NO.... thanks.

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P29: Well... yes I will ... and I should use strategies somehow... however we use strategies when we speak our mother tongue... as a teacher you need to attract attention ... and sometimes a small gesture may mean a lot... that happens to me... We heave early morning classes and when I am in class I still fill sleepy, but your attitude, body language, addressing ... really makes me focused ... and that happens effortless I don't need to push myself. That's why I will benefit from the gains of this course.

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P64: For sure... because we started using English actively,... and when we are at the practicum schools we will try to find out our mentors' strategies when they teach and utilize those strategies when we teach... by the use of strategies we can learn more about the learner group, ... even about our mentors....

T: well... thank you.

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P1: Actually, this is the follow up of the micro teaching that we will have done with our classmates... however, we need to be more planned, bearing in mind small details that can be affective on the success of the task... and teaching English for me is teaching the four skills ... not the grammar, words or phrases.... and speaking skill is favourable if you can adapt it to the level of students and their interests... and to achieve this, the strategies we have learned can be very useful...

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P79: Yes, certainly... when needed to promote the speaking skills of students I can present some strategies explicitly so that I can encourage students to use them in appropriate settings.

T: Do you think that it is necessary to teach a given strategy explicitly?

P79: Actually, in some cases yes... but in general just modelling and implicit encouragement can be a better choice.

T: Let's say that a student is using the "borrowing strategy" and he/she does that just because some of his/her classmates do it... not being aware that this is actually a strategy.... my

question is... Do you need to raise awareness to students that this is a strategy called blablabla strategy... and using it is something normal?

P79: I think ... there is no need... A teacher notice that a student uses a given strategy not as a result of explicit teaching but as a performance resulting from copying somebody else... instructor or... classmates...

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P80: Most probably I will... there are many activities which actually require the use of strategies... for example guessing, use of non-verbal, circumlocution, etc. I remember when we played Taboo in the course hmm ... we had to use various strategies to cover as many words as possible.

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P13: ... First of all I need to know about the students.... so to be able to make the right analysis and set the convenient speaking tasks I have to know about speaking strategies. That is to say, for example the students in a speaking task keep being silent ... or they are not attentive or creative... this doesn't mean that they can't speak... if I have enough information about the students' likes, dislikes, needs and wants... I can design appropriate speaking activities...and at the point of using speaking strategies... even if there is a need I can explicitly model some strategies and encourage the target language production.

T: Why teach the strategies explicitly?

P13: ... Well, sometimes the use of some strategies may confuse the learners..... for example when a teacher models the borrowing strategy .. he/she should explain the students what he/she is doing when the activity takes place... otherwise some students may think that the teacher is using L1 words because of having a poor vocabulary stock.

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P61: Yes, I will... actually now I am practicing this... I have been teaching English to young learners in a private language school ... and often learners ask me the words in English.... and consequently this intervenes the conversation tasks ... so I tell the learners to borrow words for the sake of the oral fluency. This oral fluency leads to more self-confidence... and it is funny.

T: You mean that you have already been using strategy instruction in your teaching practices in real classroom environment.

P61: Yes, that is right... and my students really benefit from some strategies even though the borrowing strategy seemed weird to them soon it become an enjoyable experience.

T: Thank you.

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P82: Well, I believe I will use strategies but it depends mainly on my learners ... their age... their background, personal features etc. ... I mean some groups may need more encouragement and support to practice the target language... when they start practicing you can model and encourage students to use various strategies.

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P55: Yes .. I will use them... even in some situations I think we should teach strategies explicitly... encouragement and support are important components of learning and strategy instruction involves these components...

T: OK ... Thank you.

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P54: Well, I think I will, and especially if it works well with the micro teaching practices... not only me... most of our classmates will use those strategies...

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P59: Well, the situation is like in the previous question... we will use strategies... they are somehow like an inseparable tool of spoken production. They help learners to be more fluent... and this is important for any conversations...

T: Ok... thank you.

APPENDIX D   **The Questions Directed at the Semi-structured Interview**

Interview Questions

Introductory Question : What is your general impression and opinion about the course?

Q1. Does strategy instruction affect your level of fluency positively?

Q2. Does strategy instruction affect your level of accuracy positively?

Q3. Does strategy instruction affect your communication abilities positively?

Q4. Does strategy instruction help you to find out the best way to develop your language skills?

Q5. Does strategy instruction promote your motivation?

Q6. Does strategy instruction make you a more autonomous learner?

7. Does strategy instruction affect your self-confidence positively?

Q8. Do you think you will use some of these strategies when you start delivering micro-teaching sessions next year?

Q9. Do you think you will use some of these strategies in real classroom environment (in your teaching practices) after you finish school?

Appendix E: Questionnaire Form Administered as a Pre-test and Post-Test in Stage I and Stage V of the Study

Questionnaire Consent Form
Course name and number: Oral Communication Skills

Assignment: The Impact of Learner Strategies on the Development of Oral Proficiency Skills of ELT Prospective Teachers

I, _____ (participant's name), understand that I am being asked to participate in a questionnaire activity that forms part of Sezgin Kondal's required Doctoral Dissertation study in the above-noted **Oral Communication Skills** course. It is my understanding that this questionnaire has been designed to gather information about the following subjects or topics:

Part I: **Strategy Inventory for Language Learning (SILL)**
Part II **Oral Communication Strategy Inventory (OCSI)**

I have been given some general information about this project and the types of questions I can expect to answer. I understand that the questionnaire will be conducted in person and that it will take approximately 20 minutes of my time to complete.

My participation in this project is completely voluntary and I am free to decline to participate, without consequence, at any time prior to or at any point during the activity. I understand that any information I provide will be kept confidential, used only for the purposes of completing this assignment, and will not be used in any way that can identify me.

I have read the information above. By signing below and returning this form, I am consenting to participate in this questionnaire project as designed by Sezgin Kondal, Çanakkale Onsekiz Mart University PhD student.

Participant name _____
Signature: _____
Date: _____

Background: Please tick (√) the appropriate choices and provide the requested information.
1. Gender: male ☐   female ☐

2. The **high school** you were graduated from:

    ☐   A State High School (Regular)
    ☐   A private High School
    ☐   Super High School
    ☐   Anatolian High School
    ☐   Anatolian Teacher High School
    ☐   Vocational High School
    ☐   Other: …………………………….

3. Have you lived or stayed for a long time in an English speaking country?
☐ No, never.   ☐ Yes, in (where) …………………………. for (time) …………………………….

4. Did you get any foreign language education in your family? ☐ Yes, I did.   ☐ No, I didn't.

5.   Have you studied a preparatory year in English?   ☐   Yes, I have.   ☐   No, haven't

PART I.   Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)
© R. Oxford. 1989

Directions

This form of **the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)** isfor students of English as a second or foreign language. Write the response (l, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

l. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half thetime.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of *how well the statement describes YOU*. Do not answer how you thinkyou *should* be, or what *other* people do. *There are no right or wrong answers to thesestatements*. Put your answers on the separate Worksheet. Please make no marks on theitems. Work as quickly as you can without being careless. This usually takes about 20-30minutes to complete. If you have any questions, let the teacher know immediately.

		l.	2.	3.	4.	5.
1.	I think of **relationships** between **what I already know and new things I learn** in English.					
2.	I use **new English words in a sentence** so that I can remember them.					
3.	**I connect the sound of a new English word** and **an image or picture of the word** to help remember the word.					
4.	**I remember a new English word by making a mental picture of a situation** in which the word might be used.					
5.	I **use rhymes to remember new English words**.					
6.	I use **flashcards to remember new English words**.					
7.	I **physically** act out **new English words**.					
8.	I **review English lessons** often.					
9.	I **remember** new English words or phrases **by remembering their location on the page, on the board, or on a street sign.**					
10.	I **say or write new** English words several times.					
11.	I **translate into native language little by little to** understand what the speaker has said.					
12.	I **practice the sounds** of English.					
13.	I use the English words I know in **different ways**.					
14.	I watch English language **TV shows spoken in English.**					
15.	I go to **movies spoken in English**.					
16.	I **read for pleasure** in English.					
17.	I **write notes, messages, letters, or reports** in English.					
18.	I first **skim an English passage** (read over the passage quickly) then go back and read carefully.					
19.	I **look for** words in my own language that **are similar to new words** in English.					
20.	I **tryto find patterns** in English.					
21.	I find the meaning of an English word **by dividing it into parts** that I understand.					
22.	I try **not to translate** word-for-word.					
23.	I **make summaries of information** that I hear or read in English.					
24.	To understand **unfamiliar English words**, I make guesses.					
25.	I read English **without looking up every new word**.					
26.	I **try to guess what** the other person will say next in English.					
27.	If I **can't think of an English word**, I use a word or phrase that means the same thing.					
28.	I **notice my English mistakes** and use that information to help me do better.					
29.	I pay attention when **someone is speaking English**.					
30.	I **try to** find out **how to be a better learner** of English.					
31.	I **plan my schedule** so I will have enough time to study English.					
32.	I **look for** people I **can talk to** in English.					
33.	I **look for** opportunities **to read** as much as possible in English.					
34.	I have **clear goals for improving** my English skills.					
35.	I think about **my progress in learning** English.					
36.	I try to relax whenever **I feel afraid of using English**.					
37.	I encourage myself to speak English even when I am afraid **of making a mistake**.					
38.	I **give myself a reward or treat** when I do well in English.					
39.	I **notice if I am tense or nervous** when I am studying or using English.					
40.	I write down my feelings in a language **learning diary**.					
41.	I talk to someone else about how I feel when I am learning English.					
42.	If I do not understand something in English, I **ask the other person to slow down** or say it again.					
43.	I practice English with **other students**.					
44.	I ask for help **from speakers**.					
45.	I often try to **ask questions in English in the classroom or among my classmates**.					
46.	I **try to** learn about the **culture of English speakers**.					

PART II.Oral Communication Strategy Inventory (OCSI)

Directions

This form of the **Oral Communication Strategy Inventory (OCSI)** is for students of English as a second or foreign language. Write the response (l, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

(Based on Nakatani, 2006)

l. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of *how well the statement describes YOU*. Do not answer how you think you *should* be, or what *other* people do. *There are no right or wrong answers to thesestatements*. Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE

I actively seek out opportunities to talk with native speakers in English.

On this page, put an "X" in the blank underneath the statement that best describes whatyou actually do in regard to English now. Do not make any marks on the Worksheet yet.

l. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

If you have answered the question above, you have just completed the example item.

Now wait for the teacher to give you the signal to go on to the other items. When youanswer the questions, work carefully but quickly. Mark the rest of your answers on theWorksheet, starting with item 1.

		l.	2.	3.	4.	5.
1.	I think first of **what I want to say in my native language** and then construct the English sentence.					
2.	I think first **of a sentence I already know in English** and then try **to change it** to fit the situation.					
3.	I use **words which are familiar** to me.					
4.	I **reduce the message** and use simple expressions.					
5.	I replace **the original message with another message** because of feeling incapable of **executing my original intent**.					
6.	I **abandon the execution of a verbal plan** and just say some words when I don't know what to say.					
7.	I pay attention **to grammar and word order** during conversation.					
8.	I **try to** emphasize **the subject and verb of the sentence**.					
9.	I **change my way of saying things** according to the context.					
10.	I **take my time to** express what I want to say.					
11.	I **pay attention** to my pronunciation.					
12.	I **try to speak clearly and loudly** to make myself heard.					
13.	I pay attention to **my rhythm and intonation**.					
14.	I pay attention to **the flow of conversation**.					
15.	I **trytomake eye contact** when I am talking.					
16.	I **use gestures and facial expressions** if I can't communicate how to express myself.					
17.	I **correct myself** when I notice that I have made a mistake.					
18.	I **notice myself using an expression** which fits a rule that I have learned.					
19.	While speaking, I pay attention **to the listener's reaction to my speech**.					
20.	I give examples **if the listener doesn't understand** what I am saying.					
21.	I repeat what I want to say **until the listener understands**.					
22.	I make **comprehension checks to ensure the listener understands** what I want to say.					
23.	I **try touse fillers when I cannot think of** what to say.					
24.	I leave **a message unfinished** because of some language difficulty.					
25.	I **try tomake a good impression** on the listener.					
26.	I **don't mind taking risks** even though I might make mistakes.					
27.	I **tryto enjoy the conversation**.					
28.	I **tryto relax when I feel anxious**.					
29.	I actively **encourage myself to express** what I want to say.					
30.	I **try to talk like a native speaker**.					
31.	I ask other people **to help when I can't communicatewell.**					
32.	I **give up** when I **can't make myself understood**.					
33.	I **tryto talk like native** English speakers.					
34.	I start **conversations in English**.					
35.	When I **can't think of a word** during a conversation in English, **I use gestures**.					
36.	I **make up new words** if I **do not know the right ones** in English.					
37.	I **tryto find as many ways to speak** English.					
38.	I **look for people** I can talk to in English.					
39.	I **ask** speakers **to correct me when I talk**.					
40.	I pay attention to **the conversation flow and avoid silence**.					
41.	I **try to** speak English **as fluently as native speaker**.					
42.	I **make eye-contact** when I am talking.					
43.	I prefer to remain quiet if I **don't know what to say to avoid embarrassing myself**.					
44.	I ask the speakers **to use easy words** when I have difficulties in comprehension.					
45.	I ask the speaker **to give an example** when I am not sure what he/she said.					
46.	I **try to catch every word** that the speaker uses **in order to borrow and use these words in my speech**.					

Appendix F: Distribution of Communication Strategies Employed by Participants in the Oral Exam - Pre-test

Communication Strategies \ Participants	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandonment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P1	+									+		+	+						
P2											+	+							
P3			+						+	+									
P4							+			+	+								
P5										+									
P6			+							+	+	+	+						
P7			+				+	+		+			+						
P8	+		+							+	+		+						
P9						+		+		+			+				+		
P10										+			+						
P11										+	+		+	+					
P12										+			+						
P13		+	+							+									
P14	+									+			+	+					
P15						+				+	+		+						
P16						+							+						
P17	+							+		+			+	+	+			+	
P18			+							+		+	+						
P19						+				+	+		+						

Communication Strategies / Participants	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandonment	Appeal for assistance	Non-verbals (mime,..)	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P20			+					+		+	+	+	+						
P21									+	+	+		+						
P22						+	+			+	+		+						
P23										+	+	+	+						
P24									+	+									
P25										+									
P26				+						+			+						
P27									+	+									
P28									+	+								+	
P29						+			+	+		+	+						
P30									+	+		+	+				+		
P31		+																	
P32									+	+									
P33										+	+		+						
P34											+								
P35		+									+								
P36			+			+					+		+					+	
P37										+	+		+						
P38		+	+							+	+	+							

Communication Strategies / Participants	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandon-ment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P39	+		+		+					+								+	
P40						+													
P41										+	+								
P42									+	+			+						
P43										+	+								
P44						+				+									
P45						+													
P46										+									
P47	+									+			+						
P48		+									+								
P49										+				+					
P50										+	+								
P51										+	+	+	+						
P52						+			+			+	+						
P53			+					+	+	+	+		+				+		
P54										+	+	+	+					+	
P55			+										+						
P56										+	+			+					

Communication Strategies / **Participants**	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandon-ment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P57			+							+	+		+						
P58									+	+			+				+		
P59	+		+									+			+				
P60						+				+	+	+	+		+				
P61								+	+	+			+						
P62			+					+	+	+	+	+	+						
P63										+			+						
P64										+			+						
P65										+		+	+				+		
P66									+	+	+	+	+				+		
P67									+			+	+						
P68										+		+	+						
P69			+					+	+	+	+	+	+						
P70						+													
P71									+				+						
P72										+			+						
P73				+						+									
P47			+						+	+	+		+						
P75								+		+	+	+							

The

Communication Strategies / Participants	Approximation/Generalisation	Circumlocution/paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandonment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P76								+	+		+		+	+					
P77						+				+									
P78										+	+	+							
P79	+																		
P80		+									+								
P81										+	+								
P82								+	+	+							+		
P83		+							+		+		+						

AppendixG: Distribution of Communication Strategies Employed by Participants in the Oral Exam - Post-test

Communication Strategies / Participants	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandonment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P1	+								+	+		+	+						
P2											+		+						
P3									+	+	+		+		+				
P4									+	+	+			+					
P5									+	+	+	+	+	+					
P6									+	+	+		+				+	+	
P7									+	+			+					+	
P8										+	+		+					+	
P9								+	+	+		+	+						
P10									+		+		+						
P11									+	+	+	+	+						
P12			+							+	+	+	+						
P13	+									+	+		+					+	
P14	+									+	+	+	+						
P15	+		+						+	+	+		+						
P16									+	+		+	+						
P17											+		+					+	
P18										+	+		+						
P19									+	+			+						

Communication Strategies / Participants	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandonment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P20	+								+	+	+		+						
P21										+	+		+						
P22					+					+		+	+					+	
P23									+	+	+		+				+	+	
P24	+								+	+	+	+	+						
P25											+			+					
P26	+				+					+	+	+	+						
P27	+									+			+					+	
P28			+						+	+	+	+	+						
P29			+					+	+	+	+		+						
P30	+									+	+		+						
P31	+									+									
P32	+									+									
P33	+								+		+	+	+						
P34	+									+									
P35	+									+	+		+						
P36							+		+		+	+	+						
P37	+									+									
P38	+									+	+	+							

Communication Strategies / Participants	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandon-ment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P39			+							+	+		+						
P40										+	+								
P41	+									+	+		+						
P42										+	+		+						
P43										+									
P44	+		+				+			+		+	+					+	
P45	+						+				+		+						
P46	+										+		+						
P47										+		+	+					+	
P48											+							+	
P49	+									+			+					+	
P50		+								+	+	+							
P51	+									+			+					+	
P52	+						+			+	+	+	+				+		
P53										+		+	+	+					
P54										+	+	+	+						
P55									+				+						
P56			+						+	+	+	+	+					+	

Communication Strategies / Participants	Approximation/Generalisation	Circumlocution/paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandonment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P57										+		+	+						
P58			+				+		+	+	+		+						
P59									+	+		+	+						
P60			+						+	+		+	+						
P61	+		+						+	+	+	+	+						
P62			+						+	+		+	+				+		
P63										+		+	+					+	
P64			+							+			+				+		
P65										+		+	+						
P66	+							+	+	+	+	+	+				+		
P67						+					+	+					+		
P68										+	+		+						
P69									+	+	+	+	+					+	
P70	+				+								+						
P71			+							+	+	+	+					+	
P72										+			+	+					
P73			+			+			+	+			+					+	
P47											+		+						
P75		+	+						+	+	+		+						

Communication Strategies / Participants	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandon-ment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P76					+				+	+			+						
P77										+	+	+							
P78			+							+				+					
P79	+								+		+								
P80										+	+								
P81	+									+									
P82	+		+							+		+	+						
P83										+	+		+					+	

Appendix H: The Distribution of the Participants' Communication Strategy Use while Microteaching Practices

Communication Strategies / Participants	Approximation/ Generalisation	Circumlocution/ paraphrase	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Abandonment	Appeal for assistance	Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
S5	x									x	x	x	x						
S8			x							x			x						
S10			x							x			x						
S25	x	x								x				x				x	
S63										x	x		x						
S32										x	x		x						
S72	x									x		x	x					x	
S80							x			x		x	x		x			x	
S71	x	x								x	x								
S73										x	x	x	x						

AppendixI: Transcripts and Commentary of Strategy Use while Teaching Practices in Microteaching Sessions / Content Analysis

Particip ant	Used Communication Strategy	Sample Statements	Commentary
P8	1. Literal translation / Non-verbals 2. Non-verbals 3.Code-borrowing	1. "...OK .. Let's start our lesson with a question...Have you ever flown somewhere? ....Flown? (S8 rises his both hands aside and gestures pale wings).." 2. "(students are provided with worksheets on which airport vocabulary items are listed).. For example... what is the meaning of take off ... (one student gestures the action of taking off)... yes .. the plain is .. take off (by the use of his right hand, gesturing the action of a plain to take off as his hand, palm facing down, rises up)..." 3. (S8 instruct students to build sentences by using the words in the worksheet) " Can you make a sentence by using "*gate*" ... for example...you can use your dictionaries... or you can ...aaa speak English and Turkish ... both of them.... (encouraging borrowing strategy) ..."	1. One of the very first sentences of S8 sound a translated one from L1 reflected in bold. To make the directed question more comprehensible S8 repeats the verb and acts it out. 2. S8 gestures the taking off action of a plain. 3. S8 asks students to produce a sentence that contain the word "gate" that is in the worksheet they were delivered. Students are allowed to get help from a dictionary or borrow words from L1 in order to build a sentence in which the new vocabulary item is used.
P10	1. Literal translation / non-verbals 2. Borrowing	1. "...I went in a party... I don't stay like this... (arms straight down, in a military posture.. I dance (mimes dancing figures)... I make what other people do...)?" 2. "...What do you know about Selanik?"	1. S10 makes some slight grammatical mistakes but the massage is quite comprehensible. The utterances sound as translated utterance from L1 rather than English. S10 language production is often accompanied with mimics and gestures. 2. S10 borrows a word from L1 instead of using the English version "Thessaloniki".
P25	1. Non-verbals	1. "so as you can see...there are some highlighted words (left hand holding a handout, right hand gesturing a part of the page where these words are) ... in a dialogue .. ok? ...what we are going to do basically (right hand thumb and index finger touching, the rest three are in relaxed straight position)... I just want you to substitute these words with	1. S25 uses gestures quite often, assisting him to convey the meant message more clearly. 2. S25 gives instruction on how to handle the speaking activity that he is teaching. He is trying to present as much details about the objective of the task as possible, actually repeating what he

		the ones we have in stage B... ok? (right hand on the chest level, drawing circles)...” “... you just make alike substations...(right hand gestures a circle) simple as that...” “... two minutes already started (both hands rise aside, palms facing the ceiling). 2. “... instead of these words ... you are using these ones (pointing a specific part of the page) ... for example “ohh yee” instead of “thank goodness” you say “ohh yee.. I am relieved... simple as that” 3. “...just do it again... let me see one more time.” 4. “we meet in the corridor...we come face to face... I know the guy ..I see him .. he doesn’t give me ee like greeting you know... that just tells you the difference in the perspectives of people (both palms facing and touching each other, moving from one side to the other)... you just go to some other countries.. people you don’t know there...use a greeting.. but you see some other stuff... other people here.. who are your friends for a long time.. and that guy ignores you...you just get ignored or rebuked by that guy.. ”	had already said with different words. Also body language employed to attract his listeners’ attention. 3. S25 approaches one of the groups that are assigned to practice the speaking task. Ss claim that they have already done it but S25 asks for one more trial to monitor the task. 4. AS25 exemplifies his ideas by giving examples from the other countries and goes from the general to make clear his specific case. Uses gestures accompanying his statements. S25 benefits from the use of all purpose words without going in details as it is presented in bold letters.
	2. Circumlocution / non-verbals 3. Asking for repetition 4. Generalisation/Non-verbals / Use of all purpose words		
P63	1. Time stalling / non-verbals 2. literal translation	1. “Hi friends... ee I will talk about world cuisine...eee I ... I have some... eee picture of... pictures of flags ..eeee so do you know what is this...which country? (raising left hand aside, pointing and showing the Italian flag projected on the classroom screen)..” 2. “...now eee I want you guess eee (pointing the visual on the screen) eee...” At this time one of the students in class say “spaghetti”, another student says “pasta”. S63 “...yess.. but what does it belong to... which country...”	1. S63 Often uses time stalling devices as given in bold on the middle column. S63 uses some gestures to direct his listeners’ attention on a specific point. 2. S63 refers to literal translation strategy. Instead of saying “Where does pasta come from / originate from?” he utters the statement given in bold ... thinking in L1 and transferring.
	1. Non-verbals	1. “.. Hello friends... today I have a picture for you... (right hand rises towards the visual attached on the white	1. S32 uses her body language effectively, caring not to back listeners. Also she uses her hands to

P32	2. Literal translation / non-verbals	board, posture half facing the listeners and half the visual) what do you see in the picture?..” “...What we can see in a forest (looking at the picture and touching the trees)...” 2. “... which kind of animal ... can you give a name ..for exa... (some students in the class star naming animals and S39 is confirming by nodding)” “...OK... now .. let's read our story once...”	point specific places on the visual. 2. S32 wants to question what animals live in the forest. However the phrase she utters “... which kind of animal ... can you give a name ..for...” sounds L1 translated form. S39 also uses mimics to confirm the listeners' responses. S32 uses visual material and performs storytelling to her classmates who pretend to be language learners A2 level. After she finishes telling the story she says “... let's read our story once” where she gives instructions to read the story that had been told, actually a story that has an author rather than being classroom production or narration. The phrase S32 utters is literal translation from L1.
P72	1. Omission / Use of all purpose words 2. Literal translation / Non-verbals / Generalisation	1. “...Hi everyone.. you are going with me now...aa I know everybody love eating something in the daily life...and it's like a habit...” 2. “...all student ...just imagine yourself ... you are at the university ... you are 14 or 25 now (arms bended in front of the stomach, facing the ceiling) .... just imagine yourself you are at the university and it is the exam week (arms)...at the... at the night time nobody sleep and eating something (hands sign something round shaped)... because they are studying (right hand gestures writing)... just imagine that you are at the university...”	1. S72 starts a teaching presentation as a second speaker and greets his listeners. Here we can see that he should have said “...you are going on with me...”. The omission of “on” can be considered as a mistake that does not affect message comprehension. S72 uses all-purpose words such as everyone, everybody, and something. 2. S72 tries to make listeners imagine that they are university students living away from parents. However, his utterance refers to being at the university site rather than being a university student because twice he states “ just imagine yourself you are at the university”. But in terms of L1 the same expression refers to being a university student. S72 often uses mimics and gestures to convey his message more clearly.

			S72 draws some conclusions about the things university students do during exam week but he still does not go in detail. For instance he says "...at the night time nobody sleep and eating something...", generalising the story.
P80	1. Omission / non-verbals 2. Use of all purpose words/ omission /Asking for clarification 3. Literal translation / Asking for clarification 4. Message Replacement / Non-verbals	1. "...today I want to talk about the place I born...aa it's actually a village named Ortaköy. It's near the Silivri.. maybe (right hand banded in front of the stomach goes forward gesturing the audience) some of you know Silivri... connected to İstanbul..." 2. (S80 is holding a whole class speaking activity. He questions any student who was born in a village and one student responds) "...Is there anyone born in a village..." (one student responds) "yeees ... Malatya" (whole class laughs since Malatya is a big city) S80 directs a question "What is the name of the village?" student responds "Darende". S80 repeats "Darende" and the student replies "Darenede". 3. (the student who tells about the village he was born gives some extra information) "...I don't live there... I go there in summer..." S80 asks "...Can you share your thoughts... experiences with us ...Do you like to live in a city or village?" (the same student responds) "..I like to live in city ..of course...I don't like village." S80 questions "..why.." (the students laughs and responds) "..I'm afraid of caw.." S80 responds "...you are afraid of caws (expressing surprise)..?" (the student smiles and nods). 4. "...Now I want you to aaa.. (hands meet in front to the chest and move towards the mouth, touching lips and	1. S80 uses omission strategy where two words are omitted. The first one is "that or where" after the word "place" which is actually a contraction but the second one is "was" that had to be use before the word "born". S80 uses gestures to assist him convey the message easily. 2. S80 uses all-purpose to question any student who was born in a village. He also uses omission strategy since he drops the clause "who was" before the word "born". A student (actually one of the classmates of S80 who pretend to be students) responds as the one who was born in village. However, S80 repeated the name of the village to make it certain that he got the name of the village correctly. 3. S80 carries on a whole class activity in which he tries to elicit what his students (actually, classmates who pretend to act as students) think about the directed questions. S80 utters a language form which is an L1 formation when he questions where one of the students prefer to live (city or countryside). "...Do you like to live in a city or village?". S80 uses "asking for clarification" strategy responding to one of the students reply on being afraid of caws, expressing slight surprise.

		going down).. I will ask you a.... question...yes.. I want you to take some notes then share your thought with me...ok?..”	4. S80 gives instructions on the following activity but his instructions are not clear, even confusing. He starts uttering a message then he gets stuck and makes a new start which is not enough intelligible. He asks Ss to take notes...but at the same time to tell the instructor what that think and all that response will be based on a question. S80 uses mimics and gestures often when he conveys his messages.
P5	1. Generalisation / Non-verbals / time stalling devices 2. Literal translation / non-verbals / omission	1. “...last week aaa... I bought a book from the aaa.. bookstore... and I really really like it (left arm bended in natural position in front of the stomach, then while “really really” is uttered it goes up and down twice)...and there’re a lot of stories in it... and I love stories very much.. and I want to ask you...aaa do you like stories (left hand is drawing a circle upwards to the front)...” 2. “...now..I will open a video (right arm moves backwards gesturing the whiteboard, also head glance a look on it then faces the listeners)...and aa I want to.. to ... listen to it carefully and watch it carefully...”	1. S5 produces a language by keeping the message general. For example she says “a book” (what kind of book), “the bookstore” (which bookstore, actually not mentioned before), “a lot of stories” (what kind of stories). S5 uses some gestures as detailed in parenthesis on the left box to accompany and help her message be delivered more clearly. S5 often uses “aaa” utterance to gain some time and organise her opining while speaking. 2. S5 uses literal translation as “..open a video..” sounds non-English at all. S5 often uses mimics and gestures while speaking. S5 also omits the word “you” after “want” when addressing her listeners, but her posture and body language meant that her listeners are supposed to do the instructed action.
P71	1. Non-verbals 2.Nonverbal / time stalling devices / Paraphrase	1. “...it’s too early for a lesson (pointing the clock on the wall)”. The audience listening to S71 (pretending to be the learners of the micro-teaching course) cannot understand this first utterance so S71 repeats the same utterance again in a slower pace pointing the clock by keeping her right	1. S74 tries to convey her message more comprehensibly by using non-verbals. 2. S71 uses gestures while speaking. In the given situation S71 points a classmate to respond to the addressed questions. In the phrase “Did you

	3. Generalisation /paraphrase	hand in the air. 2. "...Did you have breakfast ..?"S71 addresses to one of the Ss "...Ayşegül, did you have breakfast?"...the addressed student responds "yes" S71 asks a second question "Did you prepare it...your ...aaa meal (left hand pointing hand position, pointing the student who responds)?" 3. "...Have you ever heart any cooking methods...?...we will learn it today... there're some cooking methods.."	prepare it...your ...aaa meal?" S71pauses before the word "meal" S71 paraphrases the pronoun "it" in the question by adding "your meal". 3. S71 questions about cooking methods but the question is quite irrelevant. S71 talks about any cooking methods she aims to teach some of them. She generalises the topic without giving any specific example. The pronoun "it" in the phrase "...we will learn it today.." refers to cooking methods (actually it should be "they") and S71 uses paraphrasing to make it clear.
P73	1. Time stalling, literal translation, use of non-verbals 2. Omission	1. " aaa ... I have some questions for you....did you have breakfast today (arms crossed over the chest)?" The class responds "Peynir (cheese in Turkish)" S73 responds "...in English.. can I have it (smiling)...in English" S73 continues "...now... aaa...as you remember... aaa...we learned aaa some food names (hands joined in front of the stomach go on two sides) aaa in the other lesson (left hand drawing two circles goes backwards) ..let's remember them..." 2. "...OK.. now.. I want to ...aaa look at the conversation that I will show you...(trying to project the slide vie data show) ..."	1. S73 often pauses with the articulation of "aaa" to gain some time a construct what to say next. S73 poses a defensive body language since she keeps her arms crossed for 14 seconds. She often uses gestures to assist her covey her message to the listeners. The expression "...we learned aaa some food names aaa in the other lesson..." sounds a literal translation, actually aiming to say "...we learned some food names in the previous lesson..." 2. S73 omits to add a pronoun "you" aiming to say "...I want you to look at ..." in the utterance and this omission may lead to miscomprehension or non-understanding to the given instruction.

Appendix J: The Distribution of the Participants' Communication Strategy Use while Teaching Practices in Real Classroom Settings

Communication Strategies / Participants	Approximation/ Generalisation	Circumlocution/ paraphrasing	Code borrowing	Code foreignizing	Word coinage	Topic avoidance	Message replacement	Message Abandonment	Appeal for assistance	Use of Non-verbals	Time-stalling Devices	Omission	Literal Transl.	Asking for repetition	Asking for clarification	Guessing	Expressing non-understanding	Use of all purpose words	Comprehension check
P4		+	+							+	+	+	+	+	+				+
P72	+									+	+	+	+					+	+
P17										+	+		+					+	+
P7	+									+	+	+	+						+
P6									+	+	+	+	+						+
P71										+		+	+						
P33						+				+	+	+							+
P36										+	+	+	+						+

Appendix K: Transcripts and Commentary of Strategy Use while Teaching Practices in Real-classroom Setting / Content Analysis

Participant	Used Communication Strategy	Sample Statements	Commentary
P4	1. Asking for clarification, time stalling, borrowing 2. Time stalling, non-verbals, asking for repetition, literal translation 3. Asking for repetition, non-verbals 4. Borrowing 5. Omission 6. Literal translation 7. Repetition 8. Non verbals, comprehension check	1. "...so recently you didn't go to any movie ... right?... haa? ...what kind of... you're unsocial people...aaa ... now I want you to watch a....haydeee .. haydee (the visual material on the smart board disappeared)..." 2. "... aaa ... I want you to ... match (left hand going over a picture on the screen of the smart board) the pictures and the type of ... type of films... OK? So... let's start with the.... historical drama. Historical drama (voice rises as in questions and the mimics refer a questioning face)?" students in the class respond "tarihi drama" S4 asks students "... can you repeat it again?" and students say "tarihi drama" . 3. (S4 points at one of the pictures on the visual) "...why is it about ...aaa why is it to be about ...horror... what do you think?" S4 addresses the question to one of the students. The students replays "aaa because ... vampir (uttering the word as if in L1)" S4 approaches saying "Excuse me (pretending she couldn't hear properly and turning her ear side of the face to make student repeat)". 4. A student's utterance "...I think ..aaa ... ikinci (means "the second" in L1).." S4 provides the L2 version of the phrase "the second" and the student repeats by saying "the second". 5. "....let's see... romantic comedy... please Ayşegül (the name of a student).." Ayşegül responds "fourth" S4 asks "...why?" Ayşegül responds "...because ... love" S4 repeats and directs a question "...because love? ... and what do you see about love?" 6. S4 plays a recorded conversation. Students have worksheets that they need to complete while listening. After the recording is over S4 asks the class "...others... every one miss... everyone catched ..the eee record? .....do you want me to... repeat it again?... (some students respond yes ... others no)" 7. S4 addresses a discussion question to the class "What type of film would your life be?" but the class keeps silent so S4 repeats the question, in a bit modified wording... "... your life... what type of film could be?" 8. S4 gives instructions to a task to be completed "...so write it down... I will collect them...and write your aaa... name also... OK? .... I'll ask and I'll collect them... write it down (miming writing action, left hand open gesturing paper, and right hand gesturing as writing on it)...Do you understand me?.." students respond "..Yes..."	1. S4 aims to relate and activate students' background knowledge to the task that is going to be done in the class so she directs some questions. S4 wants to get confirmation to the previously asked question about students' latest experiences with going to cinema social activity. Students stay silent and she directs the question "...so recently you didn't go to any movie ... right?... haa?" and after wards commenting that they (the students) are not social. This is asking for clarification but students did not respond to it. S4 uses "aaa" sound articulation as a time staling device which helps her to sustain her fluent oral production. At the moment she wants to enlarge a visual on the smart board the visual disappeared and S4 used a Turkish phrase (expression) "...haydee .. haydee..." for expressing frustration and disapproval which means "Oh..no... what have I done.". 2. Again the same "aaa" production as a time stalling device. S4 also uses mimics and gestures plus prosodic features of language effectively. S4 utters the phrase " So... let's start with the.... historical drama... Historical drama?" by raising her voice in the end of the phrase. Students (about half of the class) respond by giving the translated form of the phrase in Turkish. S4 asks students to repeat the translated phrase as a whole class. So here two strategies are detected to be used: asking for repetition and literal translation. 3. S4 uses her mimics and gestures to make her students repeat a given utterance during the course. 4. S4 provides support to the student's borrowing strategy use 5. S4 notices that Ayşegül used an omission strategy but S4 does not respond with corrective feedback moreover repeats the same phrase with the omission. 6. The question S4 addressed "...do you want me to repeat it again?" sounds as a literal translation. 7. S4 asks a question but students' unresponsive silence leads to a second time questioning. In the second attempt S4 repeats the same question, by using an inversion. 8. S4 uses nonverbal language to make her message more comprehensible. At the end of the instruction she addresses a comprehension check question " Do you understand me?.." since the students stayed a bit motionless as they were expected to take a piece of paper and start writing the assigned task.

P72	1. Use of all purpose words, non verbals 2. Literal translation, time stalling devices, non-verbals 3. Comprehension check 4. Omission 5. Generalisation, comprehension check	1. "... it is something like .... when you tell me something I am gonna answer ... (both hands go forward drawing a semi-circle in the air) because think it (pointing the side of his head) ... say it (right hand index finger moving forward, like giving a warning)..." 2. "...it's something like... "what would you like to drink sir? ... just think about yourself aaa at the restaurant.. you are sitting...and man is coming down and say "what would you like to drink sir?" .. if you say "I am going to ...aaa I am going to order fizzy drink" he will just learn another thing... (deep breathing) ... I am totally excited (titters then goes on)..." 3. " (S72 gives examples on the use of "will future" form) (..How is he doctor? Don't worry, he will get better.) ... Did you understand that?" 4. "...now I need two person... Lauren and Sue (the two characters in the conversation to be improvised)... make a dialogue here...and make some... like a role-play..." "... and now we talk about our future plans.. when I was your age I was just thinking about being a teacher, being an English teacher because ... I love English..." 5. One of the students in the class asks a question to S72 (Everyone wants to be a lawyer... why?) S72 responds "..I don't know the reason... so I said you are a dangerous class... everyone lying because being lawyer mean to be... being a good liar ... do you know what "liar" means?	1. S72 tries to explain the use of the future form of "will" as "on the spot usage". It clearly seen that he uses "use of all purpose words" strategy. S72 often uses mimics and gesture to strengthen the meaning of the message he tries to convey. 2. S72 struggles to explain the usage of "will" and his anxiety and efforts are observable. He uses time stalling devices to make himself more intelligible, also mimics and gestures to assist the intensity of the message to be conveyed. S72 is quite nervous and he tells it to his audience however the phrase he utters is a literal translation actually aiming to say "I am quite nervous/excited". 3. S72 direct comprehension check questions after he explains new information. 4. S72 omits some words and structures but despite these omitted words still sounds comprehensible. What could be the better version of the S72'sutterance is: ".. now I need two person (volunteers)... to act out Lauren and Sue... you will make a dialogue... and make some aa... like a role-play..." S72 omits some words in the phrase as: "... and now we (will) talk about our future plans.. when I was (at) your age I was just thinking about being a teacher, being an English teacher because ... I love English..." 5. S72 makes general conclusions about the students in the class because most of them told that they want to become lawyers in the future. S72 generalises that lawyers need to be liars and that is the reason why students in the class are considered to be dangerous. S72 asks a comprehension check question to make clear students understand what is meant by the word "liar".
P17	1. Literal translation , time stalling devices 2. Non-verbals 3. Use of all purpose words 4. Comprehension check, non-verbals	1. S17 talks about what can people do when they are on a picnic. "...we can make barbeque ....right, we can play volleyball, ...volleyball, you can play football aaa, you can aaa spend great time with your family or .... your friends or people who you love..." 2. "...So what do you need for a picnic? (hands open in the front , head leans aside, face signalling questioning, chin goes up and lips down).." 3. "...so there are a lot stuff that aaa you can bring for a picnic.... and aaa also I have a lot of stuff in my bag..ok? ...so let's check them together..." 4. S17 shows a bottle of water which is a quarter full. "...Is there much water in the bottle? (S17 holds the bottle up in her left hand)" Students in the class respond "No". S17 repeats "No, there is not much water in the bottle (face mimes negation, right hand fingers approach the bottle gesturing a small amount)....there is a little water in the bottle...right?" The students respond "yeess". After writing sample sentence revealing the use of adverbs of quantity S17 asks "...Is it clear?". Students respond "yes". "... Any question?" Students respond "no".	1. S17 provides input information to the class. In the very beginning of her utterance the phrase " ...we can make barbeque..." is a literal translation from Turkish "..mangal yapabiliriz.." whereas "have a barbeque" is the right expression. S17 also uses "aaa" time stalling utterance as a filler. 2. S17 uses no-verbals effectively to strengthen the intension of her question. 3. S17 uses all-purpose words to avoid naming the previously listed items that you need when you go on a picnic. 4. S17 teaches adverbs of quantity and introduces the phrases "much and a little" S17 presents the information, demonstrates it, and asks... "Right?" to check the comprehension of the provided input. S17 uses non-verbals to make her utterances be better understood. As in the examples "...Is it clear?" and"... Any question?" S17 directs comprehension check questions to check whether the presented information is clear and understood.
P7	1. Time stalling, comprehension check, omission, non-verbals 2. Literal translation	1. "....today we make imagination... do you like imagination?... (Students respond "yes")...OK... I want to... I want to...you close your eyes.... yes close your eyes... think that ... aaa ...think that you are aaa.... eee... you are in a jungle.. there are many tree... yes ...and the weather is a bit cloudy...	1. S7 often uses "aaa" stalling utterance that gives her the chance (quite limited time) to plan what to say next. Looking at the transcript of the discourse you can find that S7 pauses and asks "OK?" to check whether the story she tells is being comprehensive to students.

	3. Approximation	you are walking in jungle...and suddenly aaa there is a aaa strange object aaa going to... towards you ...among clouds ... clouds.... imagine please ... and there is a strange man gets out.. gets out of it.... you are very thirsty ... and this man .... gives a glass of water .... but you are.... you are afraid of aaa... he can be harmful man.... you don't want.. at first you don't want this water... but ...finally you ... drink it (hands in front of the chest, drawing small circles towards herself)...OK?.. you drink it.. and you look at look at the man and aaa .... thank you.... but you are afraid of (S7 covers hear mouth with both hands, signalling she can't keep telling the story , turns right and walks towards the teacher's desk) ." 2. "...yes ...now you will answer this question... true false question... you have two minutes...or three minutes..." 3. "...OK, thank you... aaa now we have last.... finally give as a game aaa... I.. I write some words on the board and you are two team... group A group B (pointing the students who are to be group A and group B)... OK? aaa you... you will write a words.. you are race... you will race... aaa together....OK? ..."	S7 omits some words as: "... and there is a strange man gets out.. gets out of it..." here "who" is omitted after the phrase "a strange man", ".... but you are.... you are afraid of aaa... he can be harmful man...": there is an omitted phrase after "afraid of". ".. and you look at look at the man and aaa .... thank you...." before the phrase "thank you" S7 should have used "you say". S7 does not often use body language but the mimics on her face and some gesture reveal her high level of anxiety. 2. S7 introduces a new activity by giving the needed instructions, but the phrase "...yes ...now you will answer this question.." sounds like a literal translation from Turkish actually meaning to say "...Well, now you need to (are supposed to) answer the following questions..." 3. S7 gives instructions for an activity however the instructions are clear and comprehensible. The utterance ".. I write some words on the board and you are two team..." is confusing. It gives some clues about the activity but still too general, not explaining what kind of words, any specific category or an initial letter to start with. In the phrase "... you will write a words... you are race... you will race..." students are informed that they will compete but are not told what is required to win. S7 uses approximation strategy but the game rules need to be clear and understood so the provided information as an instruction is problematic.
P6	1. Omission, non- verbals 2. Use of time stalling devices 3. Comprehension check 4. Appeal for assistance, non-verbals, literal translation	1. "...yes yes... brainstorming (two hands raising up)...yes... what do you think about today's topic? ... have no idea? ... guess it..... you don't afraid of ..... topic... (both hands raise aside then palms face the audience and move backwards)...yes... I wait you..." 2. "...Do you read it aaa detective story?" some students respond "yes" S6 responds "..yess... who is aaa writer? 3. "...Do you know Agatha Christie?" Students respond "yes" S6 keeps questioning "...yes... who are you? (both hands raise up, waves a small circle) who are she? ..sorry.." one of the students responds "writer". S6 takes the turn "...writer.. yes aaa she is popular writer...aaa she writes detective story... do you know?" some students in the class respond "yees" . 4. "... now let's do interview activity... OK? ...aaa what is that... there is the robbery aaa events... robbery? ... do you know robbery?" Some students respond "yes" some others "no" another provided its meaning in Turkish. S9 points the students who provided the Turkish synonym of the word "robbery" and keeps her effort to complete the instruction of the activity... "...yess... alright... aaa and there is a suspicious person ... suspicious? (some students provide the meaning of "suspicious in Turkish) .... yess ...aaam ... suspicious person aaam... do you think aaa ... what do you think...aa about... what do you think (both hands go to the head,	1. S6 is wearing a police officer waistcoat and cap. She invites students to guess the topic of the lesson. There is an omission in the phrase "brainstorming" as it could be "let's do some brainstorming". In the phrase "... have no idea? ..." the subject "you" is omitted. And in the phrase "... you don't afraid of... topic..." the verb and determiner "the" are omitted as it could be "... you don't (need to) be afraid of... the topic..." S6 uses non-verbal language that helps her to strengthen the message she wants to convey. 2. S6 uses "aaa" filler to gain some time and put into words her following thoughts. 3. S6 provides some information about Agatha Christie. After a few utterances S6 says " yes aaa she is popular writer...aaa she writes detective story... do you know?" in some other words S6 check the comprehension of her message and also questions the students' background information about Agatha Christie. 4. S6 uses some prosodic features to get students' assistance to make them translate some words into L1. We can see that in the following phrases: "...aaa what is that... there is the robbery aaa events... robbery? ... do you know robbery?" another one is "...yess... alright... aaa and there is a suspicious person ... suspicious?..." S6 uses non-verbal language to make herself more comprehensible since the language she uses is difficult to understand.

		signalling a problem) ... what do you think as answer about this event .... him or her? ... do you understand me?" Students respond "nooo" S6 takes a turn "...OK aaa do you ask... what do you ask him? .... or her? ... robbery event.. about robbery events ..aaa now aaa... every group ... include four pers... four people OK? ...yess OK ... aaa and ... there is aaa three ...three ... prosecutor in group and one aaa suspicious ..OK? ... and you prepare aaa question about ..aaa this event...OK? ...now you have five minute..."	S6 Uses literal translation strategy for that following utterance that sound more Turkish than English. "... what do you think as answer about this event ... him or her?"
P71	1. Literal translation, omission 2. Omission, non-verbals	1. "...so I want to tell you the topic..topic because you will guess our topic..from the picture OK? (S71 sticks a picture on the board)... what can be?...you can just say on your own words..." one students responds "love" S71 responds "No" ... Another student says "Hug". S 71 again negates the answer. S71 "...another idea?" 2. S71 writes on the board "bestie" and asks "....you know this? (moving her body aside, make all students see the written word and tapping it a few times)" S71 gives an instruction "..please make sentence.... these words..."	1. S71 hangs a picture on the board that is half covered. She invites students to guess the topic of the lesson. The phrase "... what can be?..." sounds like a literal translation, however it can be also considered to be an omission in which the pronoun "it" is missed. 2. S71 holds a brainstorming activity on the word "friendship" as she writes students responses which are the associations regarding the given word. After writing the word "bestie" S71 uses a non-verbal language to attract students' attention. The phrase "....you know this?" sounds as a question thanks to the use of prosodic features. In this case, raising voice by the end of the utterance. However, another strategy is also used. The auxiliary verb "do" is omitted. Such omissions are often detected in colloquial language use. S71 assigns an activity in which she asks students to make sentences by the use of the new vocabulary. There is also omission in the phrase "...please make sentence.... these words..." S71 could have used "using" or "with " before "these words".
P33	1. Non-verbals, topic avoidance 2. Comprehension check, omission 3. Time stalling, non-verbals, comprehension check	1. "... so ... can you give me any examples about important dates... important day?" (S33 points a student) That student says "... (first speaks in Turkish) bi dakika adını unuttum... volunteer gönüllü demek (laughs).." S33 asks " .... Volunteer ... voluntee...? .. OK ... what else? (pointing to another student to propose an important day)" . 2. "... so, I am going to write some words ... and I wanted to paste these pictures...OK?" then students respond "yes". 3. "...eee I'll divide you to .. eeem seven groups ... each group has four people (right hand up, showing four fingers)... OK? ...each group has.....four people (right hand index finger drawing circles, pointing the groups to work together).	1. S33's topic that she is going to teach is Halloween. In the beginning of the course she asks students to name some important days. A student in the class proposes quite an unknown international day called International Volunteers Day. S33 repeats the word "volunteer". However, most probably S33 hasn't heard of that day before so without any signals of comprehension she avoids focusing and even confirming the existence of such a day and immediately responds with the chunk "OK. ... What else?" and directs the attention to another student. S33 also uses mimics and gestures while she gives instructions and maintains the classroom management process. 2. S33 will write some words related to Halloween on the whiteboard and she gives an instruction on what she wants students to do with these words. However the instruction provided is not comprehensible enough since she wants students to place the pictures next to the words that are going to be written on the board. There are omissions in three places in the utterance. The first omission is quite predictable. The expected instruction could be "... so, I am going to write some words on the white board and..." That is students can guess that the mentioned words are going to be written on the board. The second one is the omission of pronoun "you" after the verb "want". So the utterance could be "...and I want you to paste these pictures...OK?" Ant the third omission is related to the location of the pictures instructing where the pictures should be placed. So the

			total utterance could be "... so, I am going to write some words on the white board and... I want you to paste these pictures (next to/ under/ over) the pictures on the board...OK?" At the end of the utterance S33 check for the comprehension of the given instruction by asking "...OK?" and interestingly the students respond that it is clear by saying "yes". 3. S33 uses some time stalling phrases like "eeem" and "eee" to gain sometime and construct an appropriate and comprehensible utterance (giving instructions in the given case). S33 uses mimics and gestures at the time she introduces the activity. The phrase "...each group has four people...OK?" actually means "...form groups of four..." as a classroom instruction. And S33 addresses the question "... OK?" to check whether Ss have understood the given instruction.
P36	1. Time stalling devices, comprehension check, non-verbals 2. Omission, time stalling. 3. Time stalling, literal translation, comprehension check	1. "...while I was coming here... I listened eeem upbeat music ... a pop music ...OK?...I feel better... music makes me better (left arm bended in front of the stomach, hand facing upwards, short moves up and down)...what about you? Do you like music?..." 2. "... OK... and what do you feel... while aaaa you are listening music?" 3. "... now... we have a... aaa funny activity...aaa who wants to come here?...(a student raises hand and S36 invites him in front of the class)...Numan (S36 makes an inviting gesture, left hand raises up and gets backwards)... you can choose a partner..... who will act out according to song ... OK?..."	1. S36 uses a filler "eeem" as a time staling device to gain some time. S36 directs the question "...OK?" to check whether students understand what is being told. S36 uses gestures to reinforce the uttered words. 2. S36 questions the effect of music on the students' mood. In her expression it can be seen that she uses "aaaa" utterance as a fillers. Also S36 omits the preposition "to" after the verb "listen". 3. S36 uses "aaa" utterance as fillers to gain some time and keep her speech going. S36 uses a literal translation strategy in the utterance "...who will act out according to song ... OK?...". A better choice could be...who will act out in harmony with the song... OK?." In the last phrase "... OK?." S36 does a comprehension check to see whether her attempt to start the activity is comprehensible enough.

	Used Communication Strategy	Sample Statement	Commentary
Appendix L: Oral Exam Pre-test Communication Strategy Use Content Analysis			
Participant			
P26	1. Non-verbals 2. Code-Foreignizing 3. Literal Translation	1. "... when I start to listen my favourite music... (palms facing the table... rising up) I am dreaming....I start to dream... (elbows on the table, right hand goes in circles)" 2. "... *Feriudun Düzağaç*...(making it sound English)", ...I never listen to *Arabesk*.....(making it sound English)." 3. ..."I start to feel happiness...", ..."I listen to music for being happy..." (an example of literal translation)	1. S26 performs intensive non-verbal communication as if acting. 2. S26 utters a famous Turkish singers name by adding English sounding pronunciation. The same is valid production of the Turkish word "arabesk"... making it sound English. 3. S26 expresses an idea which is one to one translation from L1... as the better version is "I start feeling happy." and "I listen to music to get happy".
P33	1. Time Stalling 2. None-verbals 3. Literal Translation	1. "...aa I lost...aa ... paper" "..I like my phone ...aa but... I think ..." 2. ".. I think it is luck … about technology... (elbows on the table, hands folded towards face, right hand goes forward in two moves)" 3. ".. I think it is luck … about technology.."	1. S33 often stalled to have short pauses to clear her mind and gain some time to put her ideas into words. 2. S33 uses some gestures that accompany the topic of her speech… especially to elaborate the meaning of some words. 3. S33 means that technological devices can cause you some problems no matter how properly you use them
P36	1. Use of all purpose words 2. Time stalling/ code-borrowing 3. Topic avoidance 4. Literal translation	1. "... this shirt and other small staff in the box." 2. "...well, ...how can I say it... (waits)" 3. S36 takes a deep breath, closes her eyes, smiles with a positive face and asks the teacher to change the topic... saying "I can't go long in the past...another topic?" 4. "Mreve is studying... teacher ... class-teacher ..."	1. S36 describes a gift she got last week. There is shirt as a gift and a small box... the things in the box are described as small staff. 2. Rater 2 addresses a question related to cooking routines at home... "who does the cooking? S36 uses time stalling devices to keep the fluency but she ends up to produce a sentence in L1 as a response (kim eve once giderse o pişirir).. which means "whoever goes home first does the cooking"? 3. Rater 1 addresses a question related to a happy

			memory in the past... by saying "Talk about a happy event of your life...", however S36 seemed she cannot think of anything that made her happy in the past and kindly, with a smiling faced signalled to change the topic. 4. S36 describes her home-mate as a student studying Primary School Teaching; however she directly translates the L1 form to L2.
P58	1. Non-understanding 2. Appeal for assistance 3. literal translation 4. Non-verbals	1 "..Is there somebody who is replacing you?" 2. "R2...Do you want to work as an anchor-woman in the future?" "S58...anchor-woman? (voice goes up, face expression wears non-understanding, and asks the rater to help) 3. "... I want to go a course about this." 4.S58 frequently uses her mimics and gestures.	1. Rater 1 (R1) addresses the given question, since S58 states that she left her job.. S58 wears a non-understating expression on her face so R1 paraphrases the question. 2. R2 asks S58 if she wants to become an anchor-woman in the future or not but S58 does not know the meaning of that profession and signals non understanding asks for the meaning of that word. 3. S58 describes that she needs to do a course to become a voice actress but the statement she produces is an L1 translation. 4. S58 uses her mimics and gestures effectively. In that way she adds more emphasis on her speech. For example she asks for the raters' help as she points and means "I know it but can't put it into words".
P56	1. Non-verbals 2. Asking for repetition 3. Literal translation	1... " before marriage ..first of all I graduated from university..."(left palm lying on the table, right hand fingers in Mukula gesture) . 2. R2 directs a question "Do you study hard at thi.. University... Do you do everything you could ...to improve your English and become a good English teacher?" S56 mimes "a non-understanding face" to an ordinary question. 3. "...I am not working everyday but.."	1. S56 uses gestures accompanying most the words she articulates. For example when she utters "..first of all I graduated from university..." every word is accompanied by the right hand, moving up and down in Mukula gesture. 2. R2 directs a question. S56 shows a non-understanding expression so the rater repeats the question. 3. S56 answers a question related to her study habits.

			Actually she means "I don't study everyday but..." she transfers her L1 word choice in sentence formation.
P20	1.Non-verbals/ Message abandonment 2. Omission / code-borrowing / time stalling devices 3. Non-verbals/ literal translation	1. "...yees ..and ..... (bending forward..... leaning back and smiling...after 5 seconds abandons the message)..." 2. "...I think ..aamm... their artist very talented .. than Turkish artists..." 3. "...A girl and a boy fell in love (right hand index finger pointing a visual point in the air)...aa but their family don't want their relationship (both hands fix her hair, leaning back)....then they married... (both elbows on the table, index fingers facing each other, drawing small circles in the air one after the other) ...and then woman .... have Alzheimer...aa she .....forget everything.... "	1. Rater1 asks S20 about the things that make Hollywood movies superior to Turkish ones, giving some clues like special effects, but she gets stuck and gives up discussing the point. 2. S20 uses time stalling devices such as ..."I think" and "aaamm". Omission and code-borrowing executed. The word "artist" in L1 means "actor or actress" so S20 borrows a word from L1... thinking it has the same meaning. 3. S20 often uses mimics and gestures when she delivers her speech. S20 produces her statements based on literal translation from L1.
P15	1. Non-verbals 2. Topic avoidance 3.Appeal for assistance 4.Literal translation	1. "...they throw their trash ...aa on the streets (S15 uses her right hand to gesture the throwing: hand goes outwards)... and they don't care.. (this time the right hand does a similar to the previous movement but from an upper position)" 2. Rater 1 asks a question: "What are the main sources of pollution". S15 performs a series of movements revealing topic avoidance. 3. ...S15 can't remember an L2 word... She stops and says "...çöp kutusunu unuttum.." asking an L2 word 4. ..."...it is harmful for air..."	1. S15 Speaks with the gestures accompanying the statements. 2. Rater 1 addresses a question related to environmental problems in Turkey "What are the main sources of pollution". S15 comprehends the question, takes some time but cannot start speaking, somehow signalling avoidance (taking a deep breath and closing eyes for short while, folding fingers and trying to make a false start). Rater 1 gets aware of this and paraphrases the question by giving some clues related to the topic "Think about industry, filtration ...". 3. S15 can't remember a word in L2 and asks the raters for help... "...çöp kutusunu unuttum.." meaning "I forgot how to say trash-container." 4. S15 speaks about cosmetic products that pollute

			air however instead of saying "....they cause air pollution..." she says ..." it is harmful for air..." a translation from L1 i.e.
P74	1. Time stalling/ Non-verbals /Appeal for assistance 2. Code-borrowing /literal translation	1. "... hmm, ..." 2. ..."I don't know its English ... but the class is Dil edinim." ...	1.R2 asks a simple question "What does your mum do?". S74 starts thinking saying "...hmm..." (using a time stalling device), points his left forefinger towards his head.... (use of non-verbals) and looks at his friend waiting for assistance (appeal for assistance). 2. R1 addresses a question related to the classes students had the previous day. Responding this question S74 uses two strategies, borrowing a word from L1"dil edinimi", which means "language acquisition", and literal translation "I don't know its English" statement that means "...I don't know how they call it in English...".
P29	1. Topic avoidance / non-verbals 2.Literal translation / non-verbals 3.Omission	1. R1 asks .. "Describe a happy moment or event that you can't forget..." S29 mimics and gestures, showing signs of thinking like looking aside, raising hands up... meaning why I can't think of something to tell. 2. ..."One day, ...last summer ... I want to go with the Clio , ... to my girlfriend... to... next to my girlfriend". S29 frequently uses gestures to accompany his story. 3. "you ask me ...your generation always speak about BMW, Mercedes.. but you Clio...why you ask... because it's my first love.... I can say..."	1. (Remark: in the very beginning S29 looks a bit disturbed from the video camera, glancing a few times to the place where it is) R2 asks S29 to talk about his happiest or about any happy moment in his life. R1 also gives some clues like "Talk about the place where you are, the people you are with...". S29 smiles and acts as if he would start speaking, ...touching his moustaches and short beard, uttering meaningless sounds as if he is about to start speaking. However after 20 seconds of interval the student gives off signals as if the topic does not suit him. R2 proposes to change the question and S29 agrees but still feels weird because he could not discuss the first question (signals body language: scratching his head and having a guilt look).

			2. S29 speaks about a past experience. However, the production of L2 sounds as if L1 translation. Instead it could be: ..."One day, ... it was last summer (tomb goes backwards, signalling a past event), I wanted to visit my girlfriend by our Clio (a model of Renault)... to be close to my friend (palms facing, closing simultaneously, then moving together to the right)." 3. In the bold phrase you can see how S29 uses omission strategy. He means "you talk about Clio".
P39	1.Generalistion / time stalling 2. Word coinage 3. Borrowing 4. Non-verbals/ use all purpose words	1. ..."Last summer I worked somewhere ..."...(talking about a friend) his name is Kaan. We can achieve many things...I guess ... 2.... "I have .. had some imi... imision /imɪʒn/.. I want to found a company." 3. "I want to do something somut …" 4. "…a friend, … we share all the things (hands folded) …aa.. last summer (thumb is up.. pointing backwards)… I worked somewhere…"	1. S39 describes a friend with whom he wants to set a business. He makes generalisations as given in the sample sentences, skipping details he thinks are not essential. S39 uses the phrase "I guess" to gain some time and plan what to say next. 2. S39 speaks about a future dream and meanwhile speaking and coins a word that is similar to the word imagination, by saying imision /imɪʒn/. The topic gets clear as in the following sentence S39 talks about his future plans. 3. S39 uses a word from L1 "somut"... aiming to say "I want to do something concrete." 4. S39 uses gestures and mimics that accompany his speech, however the use of non-verbals is not that excessive. Also S39 instead of being specific he uses all-purpose words (given in bold) avoiding details that he thinks are not important in his story.
P23	1. Non-verbals / tame stalling devices / omission 2. Literal translation/	1. "...Your lesson (pointing Rater1).. I think... because I can't speak very well ...(right hand gestures a circle going forward).... so aam.. I want to ....speak (both hands go forward) but I can't ...so I was so nervous ..aa your lesson.." 2. "...at exam time I was so nervous... like now" "...For	1.S23 talks about the difficulties she encountered in previous year Speaking Course. She often uses pauses to gain some time and keep her speech fluent. She also uses many gestures that go together with her speech. In the phrase given in bold there is omission where the word "during" is omitted.

	omission	example, ..I watch series and movies ... and listen music, but ...aaa not enough for me..."	2. S23 thought flow is very L1 oriented even the word order s correct and meaning is quite comprehensive. There are two parts omitted in the speech. The first is missing "to" after listen, and the second one is missing subject and verb before the phrase "..not enough for me".
P4	1. Time stalling devices /non-verbals 2. Time stalling / non-verbals / message replacement	1. "...aaa ....aam ... there is...are ..there two things... (short pause and gesturing two with right hand fingers). One of them is (now gesturing one with the same hand fingers)...I swam in the ocean...I've .. I've never swam in the ocean..(left hand rises from the knees and gestures a short line to the left in company to the word "never")". 2. "... and the ocean was really great... it's like an ....amm ... there is...aam (both hands splash the table as a sign of failure and the face reveals a slight frustration, eyes stare up pretending thinking) how can I say it ... I can't compare with the Bodrum... the ocean... I can't compare ... but you know... you swim in the ocean... it's different (hands accompany the semantic features in her speech)..."	1. S4 tries to organise her thought in the very beginning and uses time stalling devices. Her mimics and gestures accompany her words to strengthen the meaning. 2. S4 uses effectively time stalling devices as fillers and sounds quite fluent despite the pauses in her speech. She uses mimics and gestures trying to make the right message transfer. She tries to describe her impression she got from her ocean experience. She leaves her statements unfinished. She moves to what she did at the ocean, actually when her purpose was to describe how it looks comparing it with her sea experience she had in the city of Bodrum, Turkey.

Appendix M: Oral Exam Post-test Communication Strategy Use Content Analysis

Participant	Used Communication Strategy	Sample Statements	Commentary
P26	1. Generalisation 2. Non-verbals 3. Time stalling devices 4. Omission 5. Word coinage / literal translation	1. "Mehmet the Concurer ..or ...Süleyman the Magnificent are the greatest larders in the past periods ... they ruled a lot of places... and there was no disagreement...there was unity..." 2. "... if you rule a lot of nationalities (using both hands, gesturing a round shape on the table, hands open upwards)...you have to be tolerance..." 3. "....so the Ottoman empire is tol... tolerants.. every nationality and ruled them...ruled them... I think .. (nodding her head ad stalling for a few seconds)". 4. "....so the Ottoman empire is tol... tolerants.. every nationality and ruled them...ruled them..." 5. "...I think..he would be so requif ... if he saw ... saw the İstanbul .. because he ruled... he ruled İstanbul... and... he saw a lot of things that...aaa. is not appropriate according to Islamic rules and so...and he would think.. he would think that... I wish that I couldn't conquer ..."	1. S26 talks about great leaders ... mentioning some main points without going into details. 2. S26 often uses mimics and gestures when describing an event. 3. S26 uses short pauses when she delivers her speech. 4. S26 omits the use of "to" preposition after the word "tolerant". 5. Rater 2 (R2) asks a question related to the reaction of Fatih Sultan Mehmet if he lived today. S26 makes up a word "requif" meaning that Fatih would not be happy with the things he sees today. The flow of thought and some expressions refer to use of literal translation strategy.
P33	1. Generalisation 2. Appeal for assistance 3. Time stalling devices 4. Omission 5. Literal translation	1. "..teachers... didn't know... students' mental process or their weakness... they just told... subject..." 2 "... because ..aaa alışkınlar ...(hand gesture trying to remember its meaning in L2)". Rater 2 gives the L2 version " are used to" .. 3."...aaa how I can..aaa I don't know... maybe I.. I... I will try... aaa ..." 4. "...I don't want because ...aa .. there ... they were so ignorant ... someone ...students.."	1. S33 describes her dissatisfaction she had in her high-school years. She does not go in details, just mentions about general truths. 2. S33 speaks about negative characteristics of private school students. She cannot recall an L2 word so she utters it in L1 and gestures for help. 3. R2 addresses a question regarding teaching practices that will be difficult to deal with. S33 uses time stalling strategy to think of something

		5. "...I went to a public school... it was... it wasn't satisfactory for me ...because there were ... so many students in classroom ..."	and respond the question. 4. R2 asks S33 if she wants to work in a private school. S33 responds the question however she fails to produce a full comprehensible sentence. 5. S33 transfers her ideas as they are ordered in L1.
P36	1. Appeal for assistance 2. Time stalling devices 3. Omission 4. Literal translation 5. Message replacement	1. "...my account is .... (waits... bending her head down) ..." 2. "... and I don't share ...aaa.. my pictures .. which is ... how can I say... I always share my face..." 3. "...for example...aa whenever I get ... come ..to with my friends ...I say.. let's take a Selfie..." 4. "... now we can open our old pictures..and.. we .aaa..with love..." 5. "... and I don't share ...aaa.. my pictures .. which is ... how can I say... I always share my face..."	1. S36 speaks about her facebook account and tries to explain that it is protected. She can't remember the word "private" and after waiting for a few seconds rater 2 says "Private" and she confirms. 2. S36 pauses to organise her following utterance. 3. S36 speaks about coming together with friends. In this statement she omits the word together. 4. S36 tells her past habit of taking pictures. The uttered sentence is based on L1 translation. 5. R1 makes comments about the insecurity of photos that we share on social media. In that concern S36 tell that she doesn't share her photos ... however she ends up agreeing that she shares her face .
P58	1.Code-borrowing 2.Appeal for assistance/Time stalling 3.Non-verbals 4.Message replacement 5. Literal translation	1. "...eyes ...aaaa... eyes is bigger ....aa ..lips..no.. my face ...more ....aaa "ince" ..." 2."...eyes ...aaaa... eyes is bigger ....aa ..lips..no.. my face ..more ..aaa.." 3. "... I like people with tattoos.. but I don't like making tattoos... (when she utters the negative part of the statement both hands go aside showing negation)". 4. "... beauty is ...aaa.... depend on...aa firstly we ... can't love anybody.. but aa.. time by time we can love.. thanks to his character. 5. "...Beauty is some important for me ... aaa ... character	1. S58 uses an L1 word for the L2 "slim". 2. S58 has difficulties in production. She can hardly deliver her speech. Pauses and her gestures sign help from the interlocutors. 3. S58 often uses mimics and gestures accompanying her statements. 4. S58 has difficulties in expressing herself and sounds as if she changes what actually she wants to say. 5. S58 flow of thought seems to be in L1.

		is more important than beauty...”	
P56	1. Non-verbals /omission 2. Appeal for assistance/borrowing / literal translation 3. Omission 4. Literal translation 5.Use of all purpose words	1. “...I think behaviours... demonstrate our features of... character... (elbows on the table, hands facing each other and moving simultaneously at the same direction) ... aaa maybe our behaviours affected external factors”. 2. “... I said (her) ... you shouldn’t express everything...you should tell only close friends..or family... because some people ..aaa .. “dalga geçmek”...” 3. “...maybe our behaviours ..effected .. external factors... for example religion...” 4. “... for example.. my father is not talkative ...and in this way ... I look after him.” 5. “.. I have a friend .. she is so talkative.. she express ..everything to everyone...it is she’s close or not..”	1. S56 often uses her mimics and gestures during her speech. S56 needs to use the auxiliary verb “are” in the phrase given in bold. 2. S56 cannot recall the L2 phrase “make fun of” and asks the raters help by borrowing the word from L1. 3. S56 omits some words which actually do not affect the meaning of the utterance. 4. S56 uses L1 structure to express the person she takes after. 5.S56 describe her friend’s talking habits by using some opened words.
P20	1. Generalisation / Non-verbals 2. Appeal for assistance / Time stalling devices 3. Literal translation /non-verbals / appeal for assistance / time stalling	1. “... initially, my sister always complain about my cooks...” 2. “...she didn’t know ..aa cook...(mimics on the face reveal that the phrase used is not appropriate and pauses for a while)..” Rater2 helps by saying “how to cook...” ... “Yee, how to cook ..and...” 3. “...I went to see a doctor... we was talk about my sister and our relationship (hand in front of the chest but not close. Hand gesture talking action then moving together towards the chest assisting the phrase “my sister”) ... and he said me she ...hmm (thinking and gesturing that she needs help).. fear... (R1 “...she is afraid of ...”) S20 switches into Turkish asking “Evede kalmak ne demek (how do we say “not to being able to get married”)”....	1. S20 talks about her cooking experience and tries to explain her sister’s dislike to the meals she cooks. The word used “my cooks” refers to my meals. 2. S20 encounters an accuracy problem and pauses for 2 seconds. R2 supplies the correct form of the phrase and S20 repeats it. 3. S20 encounters difficulties in fluency. That is also observed from her mimics and gestures. She often sops to think and waits for the assistance of the raters. She also switches into L1 to ask for a phrase. Her flow of thought is in L1. Vocabulary limitations lead her to uses time stalling devices and appeal for assistance strategies.
P15	1.Generalisation 2.Appeal for assistance/ code-	1. “...but I prefer vegetables... I like eating health things ...vegetables, ...drinking herbal teas, ...” 2. “... I don’t know... it’s very dangerous... maybe	1. S15 speaks about her eating habits but she speaks in general categories without giving specific details.

	borrowing 3. Time stalling devices / Non-verbals 4. Literal translation	because we need calcium, proteins, ...so we need to ....*tüketmek* (an L1 word)... (miming for help)" 3. "...they don't .aa eat any animal products ..aaa, I think.. (elbows on the table, hands moving in company with the message)..." 4. "... I know some persons ... aaa who ie a vegetarian in my relatives ...and the just eat vegetables..."	2. S15 talks about the dangers that vegans may encounter, however she cannot remember the word "consume" and asks raters to help. 3. S15 often uses mimics and gestures, as if she really means what she says. Short pauses give her brief time to produce accurate and coherent statements. 4. Student 15 produces sentences in the flow of L1 course.
P74	1. Literal translation 2. Non verbals	1. "...For example walking under ladders...aa we can hitto ladder and the one who walking on it (hand gestures) can fall...or something can fall to our head." 2. "...rabbit leg ..rabbit leg (elbows on the table, right hand closed, only index finger open and the hand moving in circles) ..for example ..or horse shoes...I don't know more (now fingers pulling at his beard hairs)."	1.. S74 speaks about superstitions. The expression given in bold and used for climbing up ladders has an L1 form. 2. S74 seems to avid the use of gestures while speaking but he often unfolds his arms and gestures while speaking.
P29	1. Literal translation /abandonment / non-verbals 2. Literal translation / Code borrowing /non-verbals /Appeal for assistance/ time stalling devices 3. Literal translation / Non-verbals	1. "for the girls you know...the boy with a car is al... is already ...aaa ... one stop..(both hands open, eyes looking up the ceiling).." 2. "...No, I will buy a Volkswagen Golf ..aa one *stop* six (1.6) motor .... aa engine ...one hundred six horse power.. aaa and for ... for just ... *thirtyyyy fourrr....*(waiting, both hands on the head) (help provided by rater2 saying thousand) .... thousand.." 3. "...we can see many people that ..aaa right signal is open (left and right hand gesture one after the other).. but he turns left (right hand gestures right direction).	1. S29 uses L1 phrase "with the car" instead of the phrase "who has a car". He cannot complete his message leaving it unfinished. 2. S29 uses various strategies at once. Literal translation in expressing the engine size, meaning one point six. S29 uses code borrowing for the word engine which is motor in L1. S29 often uses mimics and gestures. S29 uses appeal for assistance and time stalling simultaneously and almost without a long pause continued his speech. 3. S29 speaks about traffic rules when driving. The phrase in bold is an L1 translation meaning ...we can see many people signal right but turn left.
P39	1.Code-borrowing	1. "...I change many times (right hand moving in short	1. S39 uses gestures and mimics often to

	/non verbals 2. Time stalling devices 3. Literal translation	gestures to left then right) my hairstyle ... sometimes dikik (right hand gestures punk style)...sometimes yatık (gestures flat hairstyle).... 2. "I guess doing exercise ...two months ago I started to ...aa do ... do it ... exercise...and .." 3. "...I haven't made any change ..aa for these days ...ee change is important.. Exactly if you have an ordinary life..." "No..I never change my group...peoples are the same.. my environment..."	strengthen the meaning. S39 borrows L1 words to make himself comprehensible. 2. Short pauses gives S39 time organise what to say next. 3. S39 uses translated L1 version of the phrases.
P23	1. Non-verbals / appeal for assistance / use of all purpose words / literal translation 2. Time stalling / appeal for assistance / non-verbals 3. Literals translation 4. Non-verbals /expressing non – understanding	1. "...twenty lira... by Cotton ... it's a black... you know.. it's a small.." R2 asks "Is it your favourite colour?" S23 "Yes...(showing her nail polish on the fingers).. my naily ... (switching into Turkish and gesturing helplessness)... ayy diyemedim (right hand covers her mouth expressing sign of shyness)...R1 supplies the unuttered phrase "nail polish" ..S23 smiles and says "... what can I say... it's a good thing .. (both hands go aside showing my message for this topic is over)." 2. R1 asks "...what is it made of (referring to the material of the purse)" S23 (bending her hair down...left hand index finger goes up to touch the forehead and thinks for 2 second) "...(speaks in Turkish) deri de nasıl desem.." R2 provides assistance saying "...it's fake-leather.." . S23 only bows her head saying "...yes...yes..". 3. "...my flatmates..aa really liked it....and she wants to...one of them... she wants to buy ...(pointing the purse).. like it. 4. R1 addresses a question "...why don't you buy her one? S23 expresses non understanding as she knits her eye borrows and bending her head on the left to signal it. R1 repeats the by adding some more details. "... Why didn't	1. S23 describes a purse taken out of her bag. She often uses mimics and gestures. At the time she gets stuck in the articulation of the phrase "nail polish" she looks at the raters and switches into Turkish. At that moment R1 provides the required phrase. S23 uses the all purpose word "thing" without the explanation "why" as she speaks about the features of her purse. S23 uses an often used in L1 given in bold, in which she means "well ... what more can I say". 2. S23 uses time stalling devices but cannot produce what she wants to say in L2 and asks raters' assistance spiking in L1. S23 often uses mimics and gestures when she delivers her speech. 3. The expression S23 "...she wants to buy like it..." a literal translation from L1, actually meaning " she'd like to buy a similar one...like mine.." 4. R1 addressed a question that S23 couldn't understand so her mimics made R1 to paraphrase

		you buy your flatmate one..purse ... because she liked it?"	the question and make it a bit more comprehensible.
P4	1. Asking for repetition 2. Non-verbals / time stalling / appeal for assistance	1. R1 asks the question "..Have you met any people who have a very strong sixth sense?" S4 cannot understand the question and asks the rater to repeat it saying "... could you ask me again...". R1 asks the question again, a bit modified. "..Have you ever met a person whose sixth sense is really... very strong? " 2. "... my grandmother (right hand goes on the heart... and laughs) ...aaa (2 seconds pause) can ... I don't know what's the meaning "yourumlamak" (hands in front of the chest, fingers touching and pressing each other, their direction is the chest)" R1 gives an inappropriate assistance by saying "... read... can she read coffee cups?" S4 negates "Not coffee cups... the dreams (right hand rising up on the head level and drawing small circles when S4 articulates the word "dreams)." R1responds "...interpret dreams...". S4 "...yeee... dream interpretation (head nods down to agree with provided help).	1. S4 cannot understand a question that R1 directs and asks for a repetition. 2 S4 explains her grandmother's ability to interpret dreams but she cannot recall an L2 word and asks raters for help. The word "yorumlamak" may refer to fortune telling, interpreting. R1 provides inappropriate feedback because of the insufficient and unclear discourse provided by S4. Then S4 clarifies that the issue is about dreams and then after she gets the right assistance. S4 uses mimics and gesture actively, assisting most of her phrases.

Appendix N: Instructor's Observation Table for Oral Communication Strategies Use while Oral Production

Communica-tion Strategies / Participants	Approxi mation/ Generali sation	Circumlo cution/ paraphra se	Code borrow ing	Code foreigniz ing	Wor d coina ge	Topic avoida nce	Message replace ment	Aband on-ment	Appeal for assista nce	Non-verb als (mim e, ..)	Time -stalli ng Devic es	Omissi on	Liter al Tran sl.	Asking for repetit ion	Asking for clarifica tion	Guessi ng	Expressin g non-understan ding	Use of all purp ose word s	Comprehe nsion check