

İLETİŞİM STRATEJİLERİNİN KULLANIMI ÜZERİNE BİR ÇALIŞMA

A STUDY
ON
THE USE OF
COMMUNICATION STRATEGIES

Sema SÜMMEN
(Yüksek Lisans Tezi)
Eskişehir 2001

A STUDY ON THE USE OF COMMUNICATION STRATEGIES

İLETİŞİM STRATEJİLERİNİN KULLANIMI ÜZERİNE BİR ÇALIŞMA

Sema SÜMMEN

YÜKSEK LİSANS TEZİ

Danışman: Doç. Dr. Handan Yavuz

Eskişehir

Anadolu Üniversitesi Sosyal Bilimler Enstitüsü

Haziran 2001

ABSTRACT

A STUDY ON THE USE OF COMMUNICATION STRATEGIES

Sema Sümme

English Language Teaching Department

Anadolu University Social Sciences Institute, June 2001

Advisor: Assoc. Prof. Handan Yavuz

This study primarily investigates the types and frequency of communication strategies Turkish learners of English use. The study focuses on the investigation of task effect on the types and frequency of communication strategies employed. The study is limited to the identification of communication strategies at lexical level in oral production.

60 first year students in ELT department at Uludağ University participated in the study. In order to collect data for the identification and classification of communication strategies English learners employed, CAE (Certificate in Advanced English of Cambridge Speaking Test) was used. CAE included three different tasks. The first task was an interview, the second was a picture-based conversation and the last one was a problem solving task. All of the tasks were communicative.

Each session was recorded and transcribed to determine the types and frequency of communication strategies. Faerch's (1984) taxonomy was used to classify the types of strategies.

Analysis of the data indicated that the task type had an effect on the types and frequency of communication strategies employed.

It was also indicated by the results that Turkish learners of English tend to employ L₂ based strategies at a relatively high number than L₁ based strategies.

JÜRİ VE ENSTİTÜ ONAYI

Sema SÜMMEN'in "İletişim Stratejilerinin Kullanımı Üzerine Bir Çalışma" başlıklı tezi 1 Haziran 2001 tarihinde, aşağıdaki jüri tarafından Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca, İngiliz Dili Eğitimi Anabilim Dalında, Yüksek Lisans Tezi olarak değerlendirilerek kabul edilmiştir.

İmza

Üye (Tez Danışmanı) : **Doç. Dr. Handan Yavuz**
Üye : **Prof. Dr. Zülal Balpınar**
Üye : **Prof. Dr. Bekir Özer**

Prof. ~~Dr.~~ **Enver ÖZKALP**

~~Anadolu~~ **Univ. Üniversitesi**

Sosyal Bilimler Enstitüsü Müdürü

CONTENTS

SECTIONS	Page
YÜKSEK LİSANS TEZ ÖZÜ	ii
ABSTRACT	iii
JÜRİ VE ENSTİTÜ ONAYI	iv
ACKNOWLEDGEMENTS	v
ÖZGEÇMİŞ	vi
CONTENTS	vii
LIST OF TABLES	ix
LIST OF ABBREVIATIONS	x
CHAPTER 1: INTRODUCTION TO THE STUDY	1
1.1. Background of the Problem	1
1.2. Purpose of the Study	4
1.3. Research Questions	6
CHAPTER 2: REVIEW OF LITERATURE	7
2.1. Introduction	7
2.2. Definitions of Communication Strategies	7
2.3. The Role of Communication Strategies in Foreign Language Learning	10
2.4. Taxonomy of Communication Strategies	12
2.4.1. Corder's Taxonomy (1983)	13
2.4.2. Tarone's Taxonomy (1984)	13
2.4.3. Faerch and Kasper's Taxonomy (1983)	16
2.5. Empirical Research in EFL Settings	18
CHAPTER 3: METHODOLOGY	27
3.1. Subjects	27
3.2. Data Collection	27
3.3. Procedure	28
3.4. Data Analysis	29
CHAPTER 4: RESULTS	32
4.1. Overall Strategy Use	32

4.1.1. L ₁ Based Strategies.....	33
4.1.2. L ₂ Based Strategies	34
4.1.3. Appeal for Assistance	36
4.2. Strategy Use in Different Tasks.....	37
4.2.1. Strategy Use In Task I.....	38
4.2.2. Strategy Use In Task II.....	39
4.2.3. Strategy Use In Task III.....	39
CHAPTER 5: DISCUSSION AND CONCLUSION.....	41
5.1. Discussion	41
5.2. Conclusion.....	46
5.3. Implications for Teaching	51
5.4. Recommendations for Further Study	53
APPENDICES.....	55
APPENDIX A: CAE – A BRIEF GUIDE	55
Paper 5–Speaking	55
Description.....	55
Test Focus.....	56
Tasks	56
SAMPLE PACKAGE: PAPER 5 SPEAKING.....	58
Phase A (3 to 4 minutes):	58
Phase B (3 to 4 minutes):	58
Phase C (3 to 4 minutes):	60
APPENDIX B: THE PICTURES USED IN THE SPEAKING TEST.....	61
APPENDIX C: THE CONVENTIONS USED IN THE TRANSCRIPTIONS	74
REFERENCES.....	75

LIST OF TABLES

Table 1: Communication Strategies Used in the Oral Tasks (Combined).....	32
Table 2: The Total Number of Communication Strategies for Each Task.....	38
Table 3: L ₁ Based and L ₂ Based Communication Strategies in Task I.....	38
Table 4: L ₁ Based and L ₂ Based Communication Strategies in Task II.....	39
Table 5: L ₁ Based and L ₂ Based Communication Strategies in Task III.....	40

LIST OF ABBREVIATIONS

CAE	:	Certificate in Advanced English of Cambridge
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
I	:	Interlocutor
L ₁	:	First Language (Mother Tongue)
L ₂	:	Target Language (Second Language)
S	:	Student

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1. Background of the Problem

Within the area of language study, there has been a shift of focus from presentation of language as a set of forms and rules to be learned to presentation of language as a system of functions to fulfil a wide range of communicative purposes. With respect to this shift, encouraging learners to become communicatively competent to negotiate meaning in genuine communicative situations has gained a considerable importance (Tarone and Yule; 1989:17). From this particular view, communicative competence is described as the ability to use language. In an extended view, Savignon (1984:22) defined communicative competence as

the ability to function in a truly communicative setting, that is in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors.

Canale and Swain (cited in Savignon, 1984:28) have proposed a broader definition of communicative competence which includes three components - grammatical competence, sociolinguistic competence and strategic competence.

1. grammatical competence is the knowledge of what is grammatically correct in a language,
2. sociolinguistic competence is the knowledge of what is socially acceptable in a language, and
3. strategic competence is the knowledge of how to use one's language to communicate intended meaning.

In EFL situations, it is unrealistic to assume that language learners can increase their communicative competence efficiently as the opportunity to interact with native speakers and to use the target language outside the classroom is very limited. Therefore, language teachers need to help learners to develop their communicative competence by building up their 'strategic competence' and encouraging

them to use communication strategies that lead them to cope with problems when there is a breakdown in communication.

In traditional language classes, the aim of language teaching is to develop grammatical competence which provides learners with the ability to produce sentences that are grammatically accurate. The ability to produce sentences that are appropriate in a given context - sociolinguistic competence has also received interest as it enables learners to select appropriate forms of language in different situations. Thus, language learners are provided with classroom practices in the use of structures in various forms. As accuracy and appropriateness is emphasized, learners have difficulties in getting their meaning across when they are confronted with a communication problem due to lack of strategy use to compensate gaps in oral communication.

As it is stated by Tarone and Yule (1989:19) "the investigation of strategic competence is very much tied to the use of communication strategies". Since EFL learners cannot get benefit from language practice adequately in terms of having strategic competence, they cannot use communication strategies appropriately when they experience a problem.

Strategic competence - "the ability to successfully get one's message across to particular listeners" is related with the use of communication strategies that allow learners to arrange their utterances as efficiently as possible to get their messages across. Such strategies are also considered to be "part of the repair" to compensate for breakdowns in communication (Tarone and Yule; 1989:19).

Tarone and Yule (1989:103) consider two broad areas relevant to strategic competence:

- 1) the overall skill of a learner is successfully transmitting information to a listener or interpreting information transmitted and 2) the use of communication strategies by a speaker or listener when problems arise in the process of transmitting information.

By examining the attempts of language learners to convey meaning in communicative situations, it is possible to gain insight into the role of communication strategies.

Tarone and Yule (1989:104) present the following criteria as characteristic of communication strategies:

1. A speaker desires to communicate a meaning x to a listener.
2. The speaker believes the language form he or she wants to use to communicate meaning x cannot be produced, and
3. The speaker chooses to:
 - a. avoid (not attempt to communicate meaning x) or
 - b. attempt to alternate means to communicate meaning x such as using mime, word coinage, circumlocution etc. (The speaker stops trying alternatives when it seems to him or her that there is shared meaning.)

Tarone (1984:30) claims that communicative syllabuses include classroom activities that are designed to give the learner practice in conveying information using the target language. Such practice is important since it improves the learner's overall skill in conveying information. However, learners not only need instruction and practice in the overall skill of conveying information using the target language, they also need instruction and practice in the use of communication strategies to solve problems encountered in the process of conveying information. The sort of practice in which learners are required to attempt to express a meaning for which their competence lacks appropriate items may lead to development of learners' skills in communication strategies.

Language is a system of communication through which human beings send and receive messages and for that reason, in today's language classrooms, teaching foreign language should not be just for providing knowledge but also for communication. As establishing an atmosphere for authentic communication is essential for effective language learning, language teachers should reach this goal by considering learner's expectations in language learning and by providing them with the setting to use their target language. In addition, the language learner not only has to know the structure of the language but also has to acquire the competence to use it efficiently and comfortably

inside and outside the classroom to be able to convey the message he intends. Thus, the communicative needs of language learners play a great role in oral communication. Language teachers, thus should consider this issue to be essential in language teaching and lay emphasis on oral communication as well as grammar.

In language teaching field, developing strategic competence of learners has been a necessity. This can be achieved through classroom practices that emphasize the use of communication strategies in production. Equipping the learner with necessary language resources to communicate efficiently and successfully in a challenging task is necessary.

Therefore, there is ongoing research investigating communication strategies. The main concern of communication strategy research has been to identify communication strategies in uncommunicative tasks. Language learners are presented with isolated pictures and asked to describe them without any contextual information. However, in classrooms isolated pictures are rarely used and class activities are based on communicative tasks in which students are expected to demonstrate a wide range of skills. Students are assessed for their performance in such activities. Thus, testing, one of the crucial dimensions of instruction is based on communicative tasks in language classes.

Recently, in classroom practices, improving strategic competence of learners in communicative situations has gained importance. However, little is known about communication strategies in communicative settings. Thus, if they do, whether language learners employ communication strategies, what types of communication strategies they use needs exploration. Thus, the aim of the present study is to shed light into such issues.

1.2. Purpose of the Study

Many students experience problems in verbalizing what they have in mind because of their language resources. They make use of different sources of information to overcome the inadequacy in their

interlanguage, and they tend to compensate for the gaps in the target language and to be understood while interacting with each other and the instructor.

The focus of this study is on the use of communication strategies in oral production because oral performance is viewed as one of the most problematic and challenging skills in second language learning. In addition, lack of vocabulary knowledge, which is more difficult to tackle in speaking, brings in communication problems for EFL learners. Thus the kinds of communication strategies employed to overcome lexical problems in communication is of interest. One of the goals of this particular study is then to identify communication strategies at lexical level in oral production.

It is believed that determining communication strategies of EFL learners may help teachers to become more familiar with the ways students communicate their intended meaning. Teachers could, then help students enhance their communicative skills successfully in various situations. In addition, teachers can provide situations in which students can practice communication strategies that are appropriate to the context of that particular situation.

Frequency of strategy use is equally important as types of strategies employed. Previous research has shown that while certain strategies are employed frequently, some are not. Such findings may suggest that students are not aware of these strategies, or they are not provided with an appropriate context and practice in which they can comfortably employ communication strategies and develop their skill in efficient strategy use. Thus, focusing on frequency of strategy use is vital to understand the effect of task type on it.

As a result, a study on the use of oral communication strategies of lexical meaning by Turkish EFL learners would indicate considerably important results on communicative competence of foreign language learners.

1.3. Research Questions

The following are the research questions this study aims to answer:

- 1) What are the types of communication strategies used in communicative tasks?

The study primarily investigates the types of communication strategies employed to solve oral lexical problems in three communicative tasks.

- 2) How frequently do students use communication strategies in communicative tasks?

The study also attempts to pose the question of frequency in the use of communication strategies in oral production.

- 3) Is there a difference in the frequency of communication strategy use based on task type?

The study investigates task effect on the types and frequency of communication strategies.

CHAPTER 2: REVIEW OF LITERATURE

2.1. Introduction

The aim of this review is to provide the theoretical and empirical basis for communication strategy research, concentrating on definitions of communication strategies and the findings of empirical research investigating the use and types of communication strategies.

In the first section of this chapter, how communication strategies are defined (2.1) and the role they have in foreign language production (2.2) are discussed. In section 2.3, a summary of taxonomies that the current literature offers is presented. The last section (2.4) presents the empirical research on communication strategy use of learners in language field.

2.2. Definitions of Communication Strategies

Wenden and Rubin (1987) argue that there are three types of strategies which contribute either directly or indirectly to language learning: Learning strategies, communication strategies and social strategies. They define learning strategies as strategies which contribute to the development of the language system that the learner builds up and this affects learning directly. Communication strategies, lay the emphasis on the process of engaging in a conversation and getting meaning across or classifying what the speaker intends to convey. Social strategies do not contribute to learning as they only put students in an environment where practice is possible.

Tarone (1983:67) explains the difference between learning strategies and communication strategies as "the basic motivating force behind learning strategies is not the desire to communicate meaning but the desire to learn the target language whereas communication strategies are used to resolve a specific communication problem at a point given in time not to learn anything for future use." Thus, learning strategies are

strategies used to obtain knowledge about L₂ or practice in L₂ while communication strategies are used in communication.

A number of different definitions have been proposed for communication strategies. Tarone (1983:65) defines communication strategies as:

Mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared.

According to this definition, communication strategies are regarded as interactional in nature. The individual language user experiences the problem and decides on a strategic plan for its solution. Hence, communication strategies are described from an interactional frame that includes a learner, an interlocutor, and negotiation of meaning.

Tarone points out that communication strategies are not the integral part of the speaker's grammatical competence but they describe the learner's pattern of use and what he knows as he tries to communicate.

Faerch and Kasper (1983:36) present a different definition for communication strategies. They define communication strategies as

Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.

Faerch and Kasper consider "problem-orientedness" as a key term for communication strategy and they claim that due to inaccessible linguistic means speakers are faced with problems and they need to expand their currently available linguistic resources to find a solution to their problems. As Faerch and Kasper state, communication strategies are conscious ways of coping with communication problems.

Likewise, Ellis (1985:182) defines communication strategies as follows:

Communication strategies are psycholinguistic plans which exist as part of the language user's communicative

competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement.

Jorden (cited in Faerch and Kasper; 1983:34) points out that strategies can only be applied when something is acknowledged as 'problematic'. Thus the use of communication strategies implies consciousness such that when a learner experiences a problem in reaching a goal that learner is conscious about there being a difficulty.

Corder (1983) offers a similar definition of communication strategies. Learner has to be aware of a difficulty to overcome this difficulty. Thus Corder (1983:16) defines communication strategies as

A systematic technique employed by a speaker to express his meaning when faced with some difficulty.

According to Corder, communication strategies refer to systematic means of overcoming a difficulty.

DeKeyser (1988:108) also defines communication strategies as "the learner's attempts at bridging the gap between the language resources and the message to be conveyed." DeKeyser claims that when the language learner uses target language for communication purposes, he makes use of L₂ skills that he has acquired and various sources of knowledge that are relevant to the communicative task. The gap between L₂ skills and knowledge and means to convey the intended message is reduced either by using additional resources or by reducing the message to be conveyed.

Oxford (1990:47) proposes another term for communication strategies, that is, compensation strategies. Oxford states that compensation strategies take place not only in comprehending the new language but also in producing it. Compensation strategies for production assist learners to practice the language which leads learners to achieve fluency as they use language in spite of lacking knowledge in grammar or vocabulary.

According to Oxford (1990:48), compensation strategies enable learners "to produce spoken or written expression in the new language

without complete knowledge." Moreover, "learners skilled in compensation strategies sometimes communicate better than learners who know many more target language words and structures." Thus, the possession of a large number of vocabulary items does not always indicate efficient strategy use.

Dörnyei and Scott (1987:179) regard communication strategies as "key units in a general description of problem management in L₂ communication." For Dörnyei and Scott, communication strategies mean "linguistic or paralinguistic strategic language devices used to compensate for deficiencies in the target language and involved constant efforts of problem solving in second language production."

2.3. The Role of Communication Strategies in Foreign Language Learning

In the area of language study, there has been a shift from teacher-centered language teaching to learner-centered classroom settings. With respect to this shift of focus, assisting learners to discover their strengths and limitations in language field and to improve their language skills have gained considerable importance. From this particular view, learners' role in language learning has been vital. For language teachers, learners' language use in the classroom provides valuable insight into how to improve language learning.

In EFL settings, accuracy has always been a requirement for language learners to be considered in target language. Thus, language teachers focus on accurate use of language rather than negotiation of meaning for the purpose of successful communication. For that reason, language learners have a tendency to correct their language and self-repairs are commonly observed in learners' language.

Moreover, in EFL classrooms, learners are not exposed to authentic language sufficiently. Face to face interaction with a native speaker seldom takes place in language classes. Therefore, language learners quite often find themselves coping with problems of communication. Since EFL teaching does not foster development of

strategic competence, language learners cannot get their message across due to lack of communicative ability. (Willems, 1987:356)

EFL learners tackle problems in any situation owing to deficiency in their knowledge of language. Oxford (1990) claims that lack of lexical and grammatical knowledge can bring about communication strategy use either in speech or written production. Thus, communication strategies do not only compensate for lexical gaps in oral performance of learners but also compensate for grammatical deficiency in speech or written production.

Not only language learners but also native speakers employ communication strategies when a breakdown in communication exists (Dörnyei, 1995). However, although it is a demanding task for EFL learners "to have a command of communication strategies," it is not a problem for native speakers as they speak fluently. Even though language learners are taught grammatical structures and social expressions, in a native setting communicative situations are challenging for them. In L₂ environment, EFL learners are required to use communication strategies as skillfully as they use communication strategies in their mother tongue, yet they do not have the necessary skills to convey their messages.

According to Willems (1987:357), "skillfulness in using communication strategies is of great importance to convey what we mean, to fulfill our needs or get things in our way." He also states that learners who acquire language in the community where it is spoken are "extremely skillful strategy users."

Dörnyei (1995:63) suggests that language learners should be encouraged to be risk-takers and be motivated to use communication strategies. By providing language learners with situations in which they can obtain practice for strategy use, language learners can be trained to be skillful strategy users.

Willems (1987:358) points out that language materials essential for efficient use of communication strategies are not available for

language learners. Hence, language teachers should prepare teaching materials in this respect.

When language learners are given opportunities to practice L₂ for communication making mistakes is unavoidable for them. Willems (1987:361) emphasizes that the main goal in encouraging communication strategy use is to make students communicate rather than produce perfect utterances. Therefore, in order not to demoralize learners, language teachers should allow their students to use language ignoring mistakes. Creating conditions in which learners employ communication strategies enables learners to build up self-confidence and strategic competence and gives teachers a more complex understanding of how learners cope with problems.

If communication strategies could be employed outside and inside classroom setting, language learners will be successful in conveying their opinions and getting by in real communication. Thus, the ability to use communication strategies effectively will naturally lead to fluency in speech production and fluency is one of the most desired goals in language learning.

2.4. Taxonomy of Communication Strategies

Much research has been carried out on communication strategies due to recent emphasis in teaching foreign language students how to communicate in real life situations more efficiently. It is essential to determine what kinds of communication strategies language learners employ due to lack of language resources.

Researchers have classified communication strategies in different ways and there is not a complete agreement on how communication strategies should be defined and categorized. Taxonomies are based on different criteria although they have similarities in their framework of description and classification of communication strategies. A summary of taxonomies will be given below to explain communication strategies in detail.

2.4.1. Corder's Taxonomy (1983)

For Corder, communicative intentions play an important role for language user to reach his/her goal in every situation. Corder (1983) emphasizes the competence of the speaker to achieve his/her aims. Using available language resources is essential to solve the problem.

Corder (1983) states that the language user adopts two alternative methods for reaching his/her goal. He/she either adjusts his message by avoiding communication due to inadequate command of language, thus employing message adjustment strategies or expands his/her language resources for describing the lexical item, hence adopting resource expansion strategies.

Message adjustment and resource expansion strategies are scaled in terms of "extremity of avoidance and the degree of risk taken by the speaker in communication". Besides, the personality of the learner, the nature of the message and the situation are effective on the type of strategy chosen (cited in Karatepe, 1993:13).

A summary of Corder's Taxonomy(1983)

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

(cited in Bialystok, 1990:35)

2.4.2. Tarone's Taxonomy (1984)

Tarone categorizes communication strategies into five main groups. These categories focus on different definitions of communication strategies. The categories are Avoidance, Paraphrase, Conscious Transfer, Appeal for Assistance, and Mime.

Avoidance

This category consists of two subcategories: topic avoidance and message abandonment strategies. According to Tarone (1984:131) in topic avoidance "the learner simply tries not to talk about concepts for which the target language item or structure is not known." The learner avoids difficult topics by changing the topic or stating no verbal response. By adopting message abandonment strategy, the learner initiates a topic that is difficult and cuts it short in the mid-sentence with no appeal to authority to finish the utterance.

Paraphrase

Paraphrase strategies include three subcategories; Approximation, Word coinage and Circumlocution. Tarone (cited in Bialystok, 1990:40) explains approximation as

The use of a single target language vocabulary or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the learner.

Approximation is illustrated as the use of a superordinate term "*pipe*" for "*waterpipe*".

Word coinage is defined by Tarone (1984:31) as "making up a new word or phrase in order to communicate a desired concept". Varadi reports an example of word coinage as "*airball*" for "*balloon*" (cited in Bialystok, 1990:41).

Tarone, Cohen and Dumas (1983:11) explain circumlocution as "the description of the desired lexical item or a definition of it in other words." Instead of using the target language item, the learner provides a description of the properties of the lexical object. They exemplify circumlocution as "*a thing you dry your hands*" for "*towel*".

Conscious Transfer

There are two subcategories in this category: Literal translation and language switch.

Tarone (1984:131) states that in literal translation the learner translates word for word from the native language. An example for

literal translation is reported by Tarone as "*He invited him to drink*" for "*They toast each other*".

Language switch is the use of L₁ words with L₁ pronunciation in the target language. The example Tarone gives to refer to "*caterpillar*" is Turkish "*tırtıl*".

Appeal for Assistance

Appeal to authority takes place when the learner asks somebody else to supply a form or lexical item. Tarone's example for appeal for assistance is a question such as "*What is this?*". In this way, the learner asks help from his/her interlocutor explicitly by indicating that he lacks the needed lexical item.

Mime

Mime is explained as the description of whole concepts nonverbally or accompanying a verbal strategy with a visual illustration. For example, The learner *claps his hands* to illustrate *applause*.

A summary of Tarone's Taxonomy (1984)

1. Avoidance
 - a. Topic Avoidance
 - b. Message Abandonment
2. Paraphrase
 - a. Approximation
 - b. Word Coinage
 - c. Circumlocution
3. Conscious Transfer
 - a. Literal Transfer
 - b. Language Switch
4. Appeal for Assistance
5. Mime

(Cited in Bialystok, 1990:36)

Tarone's study is an important contribution to the classification of communication strategies as the definitions are explicit and broad.

2.4.3. Faerch and Kasper's Taxonomy (1983)

Faerch and Kasper (cited in Bialystok, 1990:31) state that when learners encounter a communication problem they choose one of the two approaches: they either ignore the problem by changing their communicative goal, thus avoiding the obstacle or confront the problem by developing an alternative plan, thus achieving a solution. In this respect Bialystok (1990) explains that their classification is based on Corder's taxonomy.

The speaker's choice determines the main division in Faerch and Kasper's taxonomy: Reduction and Achievement Strategies.

Reduction Strategies

Reduction strategies are composed of two subcategories – formal reduction and functional reduction strategies.

Formal Reduction Strategies

Faerch and Kasper (1983a) explain formal reduction on four main aspects of language: phonological, morphological, syntactical, lexical.

Functional Reduction Strategies

Faerch and Kasper (1983) describe functional reduction in three levels: propositional, modal and actional reduction.

Achievement Strategies

Achievement strategies are observed in every language level and they are divided into two major groups: compensatory and retrieval strategies.

Compensatory Strategies

According to Faerch and Kasper (1983a) compensatory strategies are the systematic means for compensating for the gaps in learner's language.

Retrieval Strategies

Faerch and Kasper (1983) point out that retrieval strategies are employed in order to gain time when the language user has difficulty in retrieving a problem.

A Summary of Faerch and Kasper's Taxonomy (1983)

Reduction Strategies

1. Formal Reduction Strategies

Phonological

Morphological

Syntactic

Lexical

2. Functional Reduction Strategies

Actional Reduction

Modal Reduction

Propositional Reduction

Achievement Strategies

1. Compensatory Strategies

a. Non-cooperative strategies

i) L₁-L₃ based strategies

code switching

foreignizing

literal translation

ii) L₂ based strategies

substitution

paraphrase

word coinage

restructuring

iii) Non-linguistic strategies

b. Cooperative strategies

i) Direct Appeal

ii) Indirect Appeal

2. Retrieval Strategies

a. Waiting

b. Using semantic field

c. Using other languages

(cited in Özarı, 1997:16)

Faerch and Kasper's taxonomy provides a broad and detailed framework of communication strategies.

In this study, the focus is on the lexical aspect of communication strategies employed by EFL learners in speech production. For that reason, to limit the broad taxonomy of Faerch and Kasper (1983) is

essential. Faerch (1984) suggests a taxonomy for describing communication strategies solely at the lexical level.

Faerch's (1984) Taxonomy for Communication Strategies at Lexical Level

Communication strategies based on the first language (L ₁ based strategies)	Communication strategies based on the second language (L ₂ based strategies)
--	---

1. Language Switch

Learner borrows one or more words from his native language and he is aware that it/they are not English.

2. Literal Translation

Learner makes a word for word translation from his native language.

3. Foreignizing

Learner tries to make a word in his native language sound a word in the foreign language and thinks now it may be a word in the foreign language.

(cited in Özarı, 1997:17)

1. Circumlocution

Learner attempts to describe or define the characteristics or functions of the target lexical item by means of other words in the target language.

2. Approximation

Learner uses a target language word which shares semantic features with the target word.

3. Word Coinage

Learner creates a new target language word or phrase.

Faerch's (1984) taxonomy for communication strategies at lexical level is preferred in this study to analyze the types of oral communication strategies employed by Turkish learners of English. Since communication strategies for lexical items are to be investigated in this study.

2.5. Empirical Research in EFL Settings

Considerable theory and research has been ongoing in the field of communication strategies for about 25 years. Much of the research has focused on how learners tackle situations in which there is a gap between

communicative intention of the language use and the means to effectively transmit what he intends.

At the beginning of the 1970s, language specialists recognized the function of communication strategies – handling of difficulties or breakdowns in L₂ communication. Selinker, (1972) identified processes in the development of interlanguage which involved language transfer, overgeneralization of target language rules, transfer of training, strategies of second language learning, and strategies of L₂ communication (cited in Bialystok, 1990:25). However, he did not provide a detailed framework of communication strategies. Savignon (1972) reported the effect of 'coping strategies' (a term for communication strategies) on communicative language teaching. Although Varadi (1973) is the first researcher who analyzed strategic language behavior in a systematic way, Tarone and her associates (Tarone, 1977; Tarone, Cohen and Dumas, 1976) initially provided the description of communication strategies in two studies and offered a taxonomy for the classification of communication strategies (cited in Dörnyei and Scott, 1997:175).

In the original research by Tarone (1977), second language learners were required to describe the objects in two simple drawings in their mother tongue and in English. Nine subjects and seven target language concepts were included in the data set. It was expected that subjects would apply different strategies. Tarone's study contributed to the field of language since it provided the basis for most of the research carried out subsequently in this area (cited in Bialystok, 1990:39).

A significant study was conducted by Tarone and Yule (1989:104). Tarone and Yule touched upon the strategic competence of second language learners by adopting a task-based methodology. The purpose of the task based procedure was to create an information gap activity which provided speakers with some information to transmit to the listener. There were three different tasks. In the first task the speaker was encouraged to describe four objects which appeared one after the other.

In the second task he/she was told to give instructions for the assembly of an apparatus and the last one was a narration task in which the speaker was required to narrate a story reporting actions taking place in a classroom scene.

The data set included twenty four learners of English and nine native speakers of English. Two subjects took part in each session, one south American and one Asian; English was the medium of communication. The speaker was asked to look at a set of visual stimuli presented on a video screen and to provide the missing information to the listener. The speaker's utterances were tape-recorded. The results showed that when language learners' and native speakers' use of strategies are compared, the native speakers are apt to use the strategies of circumlocution and approximation more frequently than non-native speakers. The findings indicated a systematic structure describing the ways in which learners overcome difficulties in order to communicate.

Tarone and Yule (1989:106) consider that the variety of expressions available to a learner or native speaker is dependent upon at least three factors: "1) the speaker's knowledge of the language; 2) the speaker's knowledge of the world; 3) the speaker's assessment of the listener's knowledge of the world and the language."

The results also revealed that the non-native speaker group provided more information and used redundant expressions to communicate difficult objects. Blum-Kulka and Olhstein (cited in Tarone and Yule; 1989:107) believe that "the less confident you are that you can get the meaning across, the more words and contextual information you use."

Haastrup and Phillipson (1983) analyzed the communication strategy use of learners from different types of school in an interaction based activity with a native speaker. They investigated the relationship between strategy use and educational background. They used Faerch and Kasper's (1983) taxonomy focusing on achievement strategies whereby learners try to reach their communicative goal by overcoming

communication problems. They excluded reduction strategies whereby learners avoid demanding topics due to incomplete knowledge.

Eight subjects from different schools participated in the study. They conversed with native speakers. The results indicated that "paraphrase is the strategy that has the highest potential for communicative success". The findings of the study revealed that there are many individuals so are there styles and strategy use is not directly related with re a particular educational tradition (Haastrup and Phillipson, 1983:155). Thus, there are a lot of issues to be considered before substantiating a relationship between teaching and strategy use. Haastrup and Phillipson (1983:156) emphasize the effect of other factors such as personality, classroom practices that focus on accuracy and supply of the target words by the teacher in the classroom. They argue that such issues need to be explored to get a deeper understanding of communication strategies. According to Haastrup and Phillipson, learners can be trained to be good communicators through strategies.

Poullisse and Schills (1989) examined the effect of task and proficiency related factors on the use of communication strategies. The study involved a picture-description, a story retell, and an oral interview with a native speaker of English tasks. Three groups of Dutch learners of English at three different proficiency levels participated in the study. The findings of the study revealed that proficiency level is related to the number of strategies as the least proficient subjects use communication strategies more frequently than the most advanced subjects. On the other hand, the study showed that the type of strategies is not related to proficiency level and the study did not provide significant data in this respect.

The data, however, indicated that task type is effective on the use of communication strategies. In picture-description task, the pictures were presented in isolation and in story retell task, the pictures were embedded in a context. In the oral interview task, subjects discussed everyday topics. According to the findings of the study, subjects

employed fewer communication strategies in story retell task and oral interview task whereas they employed a large number of communication strategies in picture-description task.

Özari (1997) investigated communication strategy use of Turkish EFL learners at different proficiency levels in different tasks. The study focused on communication strategies at a lexical level. The study involved 30 subjects; 10 elementary, 10 pre-intermediate, and 10 upper-intermediate EFL learners. Two different tasks -structured questions and interview were administered. 10 concrete and 10 abstract lexical items were included in the tasks. Faerch's model was adopted as the classification system. The findings of the study indicated that the number of communication strategies used do not vary according to different proficiency levels but the types of communication strategies differ according to proficiency level. L₁ based strategies were more frequently employed by the least proficient learners whereas L₂ based strategies were predominantly used by higher proficiency levels. The nature of the lexical items was also effective on communication strategy choice. L₁ based strategies were frequently used for description of abstract lexical items while L₂ based strategies were used for description of concrete lexical items. Özari (1997) argues that task types led subjects to employ different types of strategies. In the oral interview task, elementary learners used more L₁ based strategies and higher proficiency learners adopted more L₂ based strategies.

Kebir (1984) examined the communication strategies of adult learners when they are engaged in classroom tasks. To collect the data he set up a specific task that was based on picture-dictation in which student A had to describe an isolated picture to student B so that student B could successfully reconstruct the original picture. Six pairs of learners on three different situations in three different picture dictation tasks were recorded. Kebir used an adopted model of Faerch and Kasper's (1983) taxonomy as a system of classification of communication strategies. As this study was carried out in the

classroom, students gained confidence as the project continued when they managed to overcome difficult speech situations.

Clennel (1994) investigated the strategy use of a specific group of language learners of English when faced with potential communication breakdown. The task was to identify two differences in similar photographs of isolated stationery items. 12 pairs of learners performing three different tasks were tape-recorded. The results of the study indicated that the paraphrase strategy which describes the object's function and shape or constituent material was used more frequently for coping with the problem of communication failure.

Karatepe (1999:1) investigated the communication strategies five Turkish ESL learners with different proficiency levels. The study aimed first, to determine if Kellerman's taxonomy could be applied to the data in this study. Secondly, it was an attempt to investigate the relationship between the types of communication strategies and the proficiency level of learners.

The proficiency level of each subject was determined by an oral interview and native speaker base-line data was collected at the beginning of the study. The learners were expected to write down the names of each part of a car in the picture. Therefore, it was not a familiar topic for learners. For that reason, the students focused on vocabulary items in order to deal with the problem of unfamiliarity. Two Turkish mechanical engineers provided the Turkish names of each part of the car in the pictures.

Having completed the task, students were required to make comments on their lexical choice in their mother tongue in order to collect retrospective data to understand better whether the students were aware of their communication strategy preferences.

The findings showed that 5 subjects employed a total of 108 communication strategies in picture description task. In addition, the study indicated that Kellerman's model was applicable to the data collected from ESL learners. The data also revealed that the more

proficient ESL learners were the more conceptual strategies they used, whereby learners rely on their linguistic resources as they have a command of language. It was also pointed out that the more proficient subjects did not make frequent use of strategies as the least proficient ones.

Dikdere (1999) investigated communication strategy use by FI and FD subjects to determine whether the type and frequency of communication strategy use differed based on cognitive style.

The study was carried out in Anadolu University with the participation of preparatory class students. After having assessed the proficiency levels of subjects, Group Embedded Figures Test was administered to subjects at the same proficiency level to identify subjects' cognitive styles. The study involved a picture description, a story retell and an oral interview task.

In picture description task, subjects were given isolated pictures of lexical items that are beyond the competency level of subjects. Subjects were asked to provide the description of lexical items in the pictures.

In retelling a story task, subjects retold five stories after having listened to the tape recordings of the stories and having looked at the pictures that accompanied them.

In the oral interview task, subjects were involved in discussion of everyday issues for communicative purposes..

The results of the study indicated that subjects employed 1212 communication strategies. 51.55% of these strategies were employed by FI subjects and 48.85% of the total were used by FD subjects. The data obtained from two different groups of subjects indicated similar results in terms of type and frequency. Both groups used L₂ based strategies more frequently. The use of L₁ and L₂ based strategies in different tasks was analyzed to obtain data on task effect on the use of communication strategies.

In picture description task predominantly L₂ based strategies were used by both groups (85% and 87% by FI and FD subjects respectively).

In story retell task, FI and FD subjects used L₂ based strategies slightly more than L₁ based strategies with the percentage of 56% and 54% respectively.

In the oral interview task subjects in both groups employed L₁ based strategies dominantly.

The findings of the study also revealed that the number of strategies used by FI and FD subjects reduced in oral interview task when compared with picture description and story retell task. 11.06% of the total were used in oral interview task whereas 58.33% of the total were used in picture description task and 30.61% of the strategies were employed in retelling a story task.

Based on the research done related to the topic of this study, it might be concluded that communication strategies play an important role in getting meaning across when learners are faced with problems that are difficult to cope with owing to lack of lexical knowledge. Communication strategies allow learners to obtain practice in language as learners try to find alternatives to replace the unknown language item with their incomplete knowledge.

In order to understand better the strategic competence of learners and to improve their skills in language learning, it is necessary to analyze communication strategy use of EFL learners in Turkey. Hence, language teachers will be able to adjust their teaching methods and implement classroom activities accordingly.

The research literature provides us specific details regarding learners' communication strategy use in different tasks. The information obtained from the research on communication strategies seems to indicate that task type has an effect on frequency of strategy use and types of strategies. Accordingly, what Poulisse and Schills (1989), Karatepe (1993), Özarı (1997) and Dikdere (1999) found was of importance as the results of their research support the view that task types motivate learners to appeal to different communication strategies.

In addition, the findings of their study shed lights on the significance of task type on the frequency of strategy use.

In view of all research, it seems clear that task type plays an important role in the use of communication strategies.

CHAPTER 3: METHODOLOGY

3.1. Subjects

The participants in this research were 60 first year students of English Language Teaching Department at Uludağ University. 32 of students were female, 28 of them were male. Their ages ranged from 17 to 20.

Subjects were from four separate sections with similar English proficiency. At the time of the study, subjects were taking 3 hours of Speaking, Reading, Writing, and Grammar, 3 hours each, a total of 12 hours of English per week.

3.2. Data Collection

To determine the types and the frequency of communication strategy use of learners, an oral task which would engage learners in different communication activities was necessary. Thus, CAE (Certificate in Advanced English of Cambridge) was used to collect the data. Although CAE includes testing of Reading, Writing, English in Use, Listening and Speaking skills, only the speaking part of the test was used for the purpose of this study (see Appendix A for a brief guide on CAE).

CAE was chosen because it is a standard test designed to offer a high level of qualification in the language to those at high intermediate level and wishing to use English for study and professional purposes. Although the tasks in CAE may be beyond the subjects' spoken proficiency level, CAE was specifically chosen with the assumption that this test would stimulate learners to use communication strategies. The tasks in the test provide a situation where students can demonstrate their range of language skills by involving them in interaction.

In CAE there are three different tasks. Each task aims to elicit oral data which is related to a different set of core vocabulary.

In Task A, oral interview, interlocutor, a native speaker of English invites the participants to introduce themselves. Subjects are asked to talk about everyday topics such as family, educational background, hobbies, interests and plans for future.

In Task B, picture based conversation, each participant is given an information gap activity which offers the participants the opportunity to identify and describe elements in a randomly selected picture by the participant. It also presents scenes of various kinds of holiday locations on which students give their opinions.

In this study, in addition to describing the pictures, students and the interlocutor discussed the students' holiday choices and this simulated a real communication exchange.

The pictures are taken from two multimedia encyclopedia CD-ROMs, namely 1999 Grolier, Multimedia Encyclopedia 1998 Deluxe Edition. The pictures were similar to images in the sample speaking paper. (see Appendix B for the pictures used in the test.)

In Task C, problem solving, subjects are given the opportunity to express their views in a problem solving task. The activity is based on visual prompts. In this study, subjects were asked to choose a best alternative for the Olympic symbol and were expected to justify the reasons for their choices. Olympic symbols were chosen because students were familiar with the concept and thus it was assumed that this would bring in more talk on the part of the subjects. It was thought that this topic would arouse interest of the learners as it was a topic which students are interested in.

In each of the tasks, the interlocutor could ask questions to elicit more information. Interlocutor encouraged the participants to fulfil the tasks in A, B, and C.

3.3. Procedure

To administer the oral tasks two examiners -an interlocutor and an assessor were chosen. A native speaker of English Teaching at ELT department was chosen as the interlocutor because he had a training in

administration of CAE. A research assistant working in the department was asked to be the assessor during the interviews.

Students were told that this was a conversation practice drill with a native speaker. Subjects were asked to produce full sentences for a successful communication. They were told that this was only a conversation practice and not to worry if and when interrupted by the interlocutor.

Students were interviewed in pairs. The pairs were determined based on their enrollment sequence. Each of the four groups were assigned a day when to be interviewed. Learners' oral performance was recorded throughout the interviews. Interviews consisted of Tasks A, B, and C in the same order for each pair.

3.4. Data Analysis

Communication strategies is a broad area covering different aspects of communication. As the focus of the study was on lexical based strategies, aspects e.g. grammatical and phonological were excluded. The oral tasks of each pair were recorded. The tape-recorded interviews were first transcribed orthographically in detail. Then, communication strategies were determined.

Communication strategies in CAE Speaking Test were identified on the basis of problem indicators such as pauses, false starts, hesitations, repetitions, a rising intonation, laughs and comments such as "I don't know what it is," or "I don't really know what it is called in English." These problem indicators were considered as a way of identifying communication strategies that were adopted by EFL learners in speech production (Poulisse and Schills, 1989:20).

In the identification of communication strategies, there were some cases in which it was difficult to decide a communication strategy use. These cases are presented as in the following:

A lexical mistake does not always indicate a strategy use. The person may have learned the concept incorrectly or may have confused one word with another. At this point, it is difficult to determine

whether the use of a wrong lexical item is due to inadequate linguistic knowledge or retrieval strategy use.

There were certain cases where Turkish and English use the same lexicon for the same concept. In such cases, Turkish students produced such words with a Turkish pronunciation. Such cases were excluded because it was difficult to determine whether students were using a strategy or producing the target word with a non-native pronunciation.

Strategic language devices adopted by subjects were classified on the basis of Faerch's (1984) taxonomy. Faerch (1984) divides communication strategies into two main categories, L₁ and L₂ based strategies. Within each of these categories, there are subcategories. The classification and the criteria are as follows.

L₁ Based Strategies

Language Switch– a communication strategy in which learners provide a word from L₁ for the target concept as in "yatılı" for "boarding school".

Literal Translation– a communication strategy in which learners translate words from his language to the target language as in "restricted income" for "low income".

Foreignizing– a communication strategy in which learners apply target language phonology to a native language word. Dikdere (1999) provides an example of Foreignizing as "diziiz" for "soap opera".

L₂ Based Strategies

Circumlocution– a communication strategy in which learners describe the characteristics or functions of the target word. In circumlocution, description has three subcategories.

1. physical properties– colour, size, material, spatial dimension (shape and location) as in "It is made of stone" for "temple".
2. Specific distinguishing features– as in "their neck are tall" for "giraffe".

3. Functional characteristics– as in "It is put around the neck of the winner of the game" for "medal".

Approximation– a communication strategy in which learners use a synonym or target language word that shares the semantic features with the target concept as in "animal" for "camel".

Word coinage– a communication strategy in which learners create a target language word in L₂ by using L₂ resources as in "cooker" for "cook".

Faerch's (1984) Taxonomy For Communication Strategies At Lexical Level

L ₁ Based Strategies	L ₂ Based Strategies
1. L ₁ switch	1. Circumlocution
2. Literal translation	2. Approximation
3. Foreignizing	3. Word Coinage

(cited in Özarı, 1997:17)

Transcriptions of the recorded data were analyzed and communication strategies were categorized according to the taxonomy presented above by two raters - the researcher and a faculty member of Anadolu university who has done her Ph.D work on communication strategies. In categorizing the communication strategies, the two raters worked together and reached a consensus.

CHAPTER 4: RESULTS

4.1. Overall Strategy Use

The categories of communication strategies and the frequency of each category used by the 60 EFL students during the oral tasks are presented in Table 1.

Table 1: Communication Strategies used in the oral tasks (combined)

	Strategies	Number of Occurrences	% (out of 169)	Total	
				N	%
L₁ Based Strategies	Language Switch	43	25.4	65	38.5
	Literal Translation	22	13.0		
	Foreignizing	-	0.0		
L₂ Based Strategies	Circumlocution	58	34.3	84	49.7
	Approximation	12	7.1		
	Word Coinage	14	8.3		
Appeal for Assistance		20	11.8	20	11.8
Total				169	

Analysis of the data showed that Turkish students used a total of 169 communication strategies. Among these 65 (or 38.5%) L₁ based, 84 (or 49.7 %) L₂ based communication strategies were used. Appeal for assistance was not used as frequently as either L₁ or L₂ based communication strategies. 20 (or 11.8%)of the strategies were appeal for assistance. Each category is described in detail below.

4.1.1. L₁ Based Strategies

Language Switch

Among L₁ based communication strategies the most frequently used strategy was Language Switch (43 out of 65 strategies, or 66.2 %). In this strategy, the speaker uses words from his/her native language.

1) S₁: I miss my family. They live in Uşak.

I: Where is that?

S₁: In Ege region.

Target word: Aegean

In this example, subject might have assumed that the lexical item-Aegean is used in Turkish and English lexicon as it is a proper noun.

2) S₂: I have graduated from a high school in Aydın. It was a... yatılı.

Target word: Boarding school

In the given example, the subject provides a Turkish word-yatılı for defining the target lexical item-boarding school.

3) S₃: It is a big türbe.

Target word: Tomb

In the last example, subject borrows a Turkish word for lexical item-tomb.

Literal Translation

Literal translation was used 33.8% of the time (22 out of 65 strategies).

The speaker translates the word or phrases from his/her language to the target language.

1) S₁: I think -it is in Middle Anatolia- Nevşehir my hometown.

Target word: Central

In the first example, subject defines the target word -central by translating it from his/her native language -middle.

The speaker describes the target word -carpenter by explaining its function -makes tables in the given example.

3) S₃: These are high buildings.

Target word: Skyscraper

In the last example, subject describes the constituent features of the target word -skyscraper that is similar to what is given in the dictionary -high buildings.

Word Coinage

Word Coinage was employed 16.6% of the time (14 out of 84 strategies).

The speaker creates a new word or phrase in L₂ by using L₂ resources.

1) S₁: My brother is a cooker.

I: Chef, not a cooker. He is a chef.

Target word: Chef

In the example given, subject creates a new word -cooker for defining the target lexical item -chef.

2) S₂: It is a two flat house

Target word: Two storey

In the second example, subject creates a phrase in L₂ -two flat house by using L₂ resources for describing a two storey house.

3) S₃: My father is an officeman.

Target word: Officer

In the last example, subject describes the target lexical item -officer by creating a new word in L₂ -officeman.

Approximation

Approximation was employed with the percentage of 14.2% (12 out of 84 strategies).

The speaker provides a synonym or semantically related term of the concept.

1) S₁: There is an animal but I forgot its name.

I: Camel

S₁: Camel

Target word: Camel

In the first example, subject describes the target lexical item - camel by giving a superordinate term -animal.

2) S₂: I know playing bağlama. Do you know? They say in English Turkish guitar.

Target word: lute

In the second example, subject uses a synonym -guitar for the target lexical item -lute.

3) S₃: There is a tree and a sea.

Target word: Palm tree

In the third example, subject makes use of a superordinate term - tree to define the target word -palm tree.

4.1.3. Appeal for Assistance

In addition to categories in Faerch's taxonomy, the data analysis revealed that subjects employed another strategy type- Appeal for Assistance.

Appeal for Assistance was employed 11.8% of the total time (20 out of 169 strategies).

The speaker asks the interlocutor or somebody else to supply a lexical item and tries to get help from the interlocutor implicitly (pause, a rising intonation) or explicitly by asking (what is name of it?)

1) S₁: I like music. Turkish... music. What's the name of it?

I: Pop, arabesk?

S₁: No, halk.

In the example given, subject requests help directly by using a verbal strategy marker- "What's the name of it?" to define the lexical item -folk.

2) S₂: I think it can be a \nearrow ... I don't know its name.

I: Castle

Target word: Castle

In the second example, subject tries to get help from the interlocutor implicitly by using a nonverbal strategy marker, a rising intonation and explicitly by indicating that he lacks the necessary vocabulary.

3) S₃: They are full of snow. They are so high that snow cannot -snow cannot- erimek? I don't know.

Target word: Melt

In the last example, subject asks what the word means in the target language by code-switching and by indicating that he does not know the essential vocabulary item -melt.

4.2. Strategy Use in Different Tasks

In this study, students were asked to perform oral communication in 3 different tasks. Task I consisted of an oral interview in which students were asked to talk about themselves, their goals, hobbies. In Task II, subjects were given pictures and asked to provide the description of the picture and make comments on the picture. In Task III, subjects were told to choose a symbol for Olympic Games among the given alternative symbols and were asked to explain the reasons for their choice.

The combination of three tasks were administered and analyzed as one of the aims of the study was to investigate whether the number and the type of L₁ and L₂ based strategies used by the subjects were affected differently in each task.

The distribution of L₁ based and L₂ based strategies and appeal for assistance strategy in each task is given in Table 2.

Table 2: *The Total Number of Communication Strategies for Each Task*

	Task I		Task II		Task III		Total
	N	%	N	%	N	%	N
L₁ Based Strategies	30	17.7	24	14.2	11	6.5	65
L₂ Based Strategies	18	10.6	43	25.4	23	13.6	84
Appeal for Assistance	5	3.0	10	6.0	5	3.0	20
Total	53	31.3	77	45.5	39	23.0	169

As seen in Table 2, the number of communication strategies employed vary in each task. In Task I 53 strategies, in Task II 77 strategies and in Task III 39 strategies were employed.

4.2.1. Strategy Use In Task I

The distribution of L₁ based and L₂ based strategies in Task I is given in Table 3.

Table 3: *L₁ and L₂ Based Communication Strategies in Task I*

L₁ Based Strategies	Task I		L₂ Based Strategies	Task I	
	N	%		N	%
Language Switch	19	11.2	Circumlocution	9	5.3
Literal Translation	11	6.5	Approximation	5	3.0
Foreignizing	-	0.0	Word Coinage	4	2.4
Total	30	17.7	Total	18	11.0

As seen in Table 3, a total of 30 L₁ based communication strategies were used by the subjects. Among these Language Switch was predominantly used in Task I (19 of the 30 strategies, or 11.2%). A total of 18 L₂ based strategies were employed in Task I. Among these, Circumlocution was predominantly used (9 of the 18 strategies, or 5.3%).

4.2.2. Strategy Use In Task II

The distribution of L₁ based and L₂ based strategies used in each task is given in Table 4.

Table 4: L₁ based and L₂ Based Communication Strategies in Task II

L ₁ Based Strategies	Task II		L ₂ Based Strategies	Task II	
	N	%		N	%
Language Switch	16	9.5	Circumlocution	29	17.1
Literal Translation	8	4.7	Approximation	7	4.1
Foreignizing	-	0.0	Word Coinage	7	4.1
Total	24	14.2	Total	43	25.4

As seen in Table 4, a total of 24 L₁ based communication strategies were used in Task II. Among these Language Switch was predominantly used (16 of 24 strategies, or 9.5%). A total of 43 L₂ based strategies were used in Task II. Among these, Circumlocution was used more often (29 of 43 strategies, or 17.1 %).

4.2.3. Strategy Use In Task III

The distribution of L₁ based and L₂ based communication strategies used in Task III is given in Table 5.

Table 5: *L₁ based and L₂ based Strategies in Task III*

L₁ Based Strategies	Task III		L₂ Based Strategies	Task III	
	N	%		N	%
Language Switch	8	4.7	Circumlocution	20	11.8
Literal Translation	3	1.8	Approximation	-	0.0
Foreignizing	-	0.0	Word Coinage	3	1.8
Total	11	6.5	Total	23	14.0

A total of 11 L₁ based strategies were used in Task III. Among these Language Switch was predominantly used (8 of 11 strategies, or 4.7%). A total of 23 L₂ based strategies were used in Task III. Circumlocution was predominantly used (20 of 23 strategies, or 11.8%)

The Distribution of Appeal for Assistance in three tasks is presented in Table 2. Appeal for Assistance was used more often in Task II (10, 6%) than in Task I (5, 3.0%) and in Task III (5, 3.0%).

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1. Discussion

The results indicated that a total of 169 strategies summing across L1 based, L2 based and Appeal for Assistance were used.

Compared to similar studies investigating communication strategy use of Turkish EFL learners, the number of communication strategies used by the subjects of this study were less. For example, Dikdere (1999:54) reported that 40 subjects employed 1212 communication strategies across three different oral task types. Similarly, in Karatepe (1993:135), only 5 subjects used a total of 118 communication strategies in only one oral task.

One of the main reasons for considerably more use of communication strategies in these studies might be the effect of task design. In both Dikdere (1999) and Karatepe (1993) picture naming task in which students were asked to name the objects in isolated pictures were used. These lexical items were often beyond subjects' vocabulary knowledge. Thus, when subjects were asked to name the object, they needed to use various communication strategies to describe the picture as subjects often did not know the lexical item.

In the present study, a speaking test -CAE (Certificate in Advanced English of Cambridge) was used to elicit communication strategies. CAE as a speaking test, initially aims to provide tasks that engage students in communicative activities. These communicative activities focus on the general use of English rather than the use of strategic language devices by learners.

In CAE, subjects were given pictures also but for a different purpose. In this study, pictures were presented in a way that subjects could provide contextual information and they provided the lexical items in a context. Thus, this allowed subjects to avoid the use of lexical items they did not have in their linguistic repertoire. Hence, avoidance was

unavoidable in the study and this resulted in a lower number of communication strategy use.

The second reason for the use of more communication strategies in the other studies might be due to the interviewers' intervention during the interviews. In Dikdere (1999) and Karatepe (1993) interviewers asked for clarification when necessary. Thus subjects were not allowed to avoid any lexical items.

In this study, interlocutor did not try to elicit further information for the lexical gaps not to interrupt communication. Subjects avoided volunteering extra information on lexical gaps as not to cause a breakdown in communication, and to achieve fluency. In some cases, subjects preferred to leave some utterances unfinished and went on with another topic rather than focusing on a single target lexical item.

CAE as a speaking test, initially aims to provide tasks that engage students in communicative activities. These communicative activities focus on the general use of English rather than the use of strategic language devices by learners.

In all of the tasks, subjects were free to determine the speech topics, thus avoiding topics involving unknown lexical items was a more common strategy. Tasks were not controlled and subjects provided a general description of the pictures rather than dealing with communication problems. This was true for all three tasks in which communication problems were embedded within a context which resulted in subjects avoiding to discuss topics they did not have the vocabulary for.

Task effect was reported in Dikdere (1999:63) also. The number of strategies used in the oral interview was decreased considerably compared to the number of strategies in picture description task. While 58.33% of the strategies were used in the picture description task, only 11.05% of the strategies were employed in the oral interview task.

Poullisse and Schills (1989:15) found task effect on the use of compensatory strategies (a term for communication strategies). The

results showed that the task related factors play a great role in the use of communication strategies. In oral interview, subjects could successfully complete the task by leaving some problems unresolved, but in controlled tasks such as picture description and story retell tasks they need to solve all lexical problems.

Although the number of communication strategies in three tasks did not differ considerably in the present study, L₂ based strategies were used 49.70% while L₁ based strategies were employed 38.46% of the time.

One of the reasons for more frequent use of L₂ based strategies might be the proficiency level of the subjects. The subjects of this study were at a high intermediate level of English with a non-negligible command of spoken language. Thus, the type of communication strategies used by the subjects have communicative potential. EFL learners at this level try to be communicatively competent in English hence relying on their linguistic resources and L₂ skills. This is evidenced by the use of L₂ based strategies more frequently (49.7%) than L₁ based strategies (38.46%).

Si-Qing (1990:155) in his study investigated the relationship between proficiency level and strategic competence of the learners. The results indicated that the most advanced students relied upon their knowledge of the target language. Hence, they used linguistic based communication strategies extensively.

A considerably important reason for frequent use of L₂ based strategies may have been the interlocutor effect. Since the listener was a native speaker of English subjects were inclined to employ L₂ based strategies so as not to lead misunderstandings on the part of the interlocutor.

Another reason for more frequent use of L₂ based strategies compared to L₁ based strategies may be due to the task design. The type of tasks used in this study may have led the subjects to engage in interactional activities that require demonstration of a wide range of

language. In this study, as subjects were expected to interact both actively and responsively as to provide contextual information, they preferred using L₂ based communication strategies to compensate for their lexical shortcomings.

In this study, 3 different tasks were employed to determine communication strategy use in oral interviews. The findings indicated that the frequency of the types of communication strategies varied across the three tasks. Results showed that in Task I 53, in Task II 77, and in Task III 39 communication strategies were employed. (see Table 2). Although the use of these strategies varied based on the task type, the number of strategies used in the 3 tasks was not considerable compared to strategy use reported in similar studies.

In Task I, subjects had an oral interview with a native speaker of English on everyday issues and subjects were free to determine the speech topic, hence they could solve all lexical problems and manage to complete the task. They were fluent in the target language as they discussed the topics they were familiar with in language classes.

An interesting finding of the study was the increase in the number of L₁ based strategies used by subjects when moved from picture based talk to oral interview task. In Task I 30, in Task II 24, in Task III 11 L₁ based strategies were used by subjects (see Table 2). It may not be wrong to say that when unfamiliar topics had been discussed in oral interview, subjects decided to employ L₁ based strategies rather than compensating their lexical gaps in English by using L₂ based strategies.

In Task II, picture-based conversation task subject who knew what the pictures referred to had the adequate sources of knowledge and vocabulary to describe the pictures successfully. However, in some cases, it was ambiguous whether the subjects had lexical problems or if their problems had been more general: subjects had no world knowledge on the objects in the picture so they could not produce any utterances. For example, a student had not heard about Taj Mahal so he assumed that it was a mosque. However, when subjects knew the cultural setting, they

were successful in describing the cultural characteristics of the concept presented in the picture. Thus, subjects had not difficulty in completing the task due to their knowledge on the topic.

As Bygate (1988) points out, when subjects are familiar with the concepts they make comment on or if they are preequipped with lexical knowledge on a particular topic they do not have communication failure.

In addition, the results showed that In Task II 43, In task III 23 and In Task I 18 L₂ based strategies were employed by subjects (see Table 2). The more frequent use of L₂ based strategies in picture based conversation task indicates that pictures as conversation tools were effective to lead subjects to employ elaborate communication strategies.

In Task III, the problem solving task, subjects were given a set of symbols of Olympic Games and they were asked which symbol they would choose if they were to change the symbol for Olympic Games and to justify the reasons. This task encouraged the use of learners' creativity which also led to some communication problems when stating the reasons for chosen symbols. However, as subjects were free to choose any symbol, they could easily avoid symbols that they would have difficulty in expressing. Thus, the subjects tried to overcome the lexical problems by choosing avoidance strategy. As a result subjects could talk about a topic they felt comfortable about.

In Task I, they could complete the oral interview without expressing any difficulty as they had the language resources. In Task II they could supply the contextual information as the pictures were embedded within a context. In Task III, they could choose the symbols they could discuss to avoid problems.

Although L₂ based strategies were employed more frequently, L₁ based strategies were also used(38.5% of the time). It is interesting that language switch was used predominantly (25.44%). Although the interlocutor was a native speaker of English, subjects tried to get help from the interlocutor and asked for confirmation when they were not confident of what they said by switching to their target language.

Language switch was commonly used when subjects were asked to focus on the production of a single right answer.

The use of literal translation is guessed to be the native language interference. When the meaning range of Turkish word is too broad, the speaker might use the literal meaning of the word (Karatepe, 1993:84). It might also depend on teaching approaches which do not enable the subjects to use target words in real life situations or to be aware of appropriate or accurate forms of the lexical items. In addition, subjects might not have the potential resource in efficient use of communication strategies. Thus, although a native speaker has the adequate linguistic resources when making his choice, a non-native speaker may not have sufficient resources in that respect (Corder:1983).

The results of the study also showed that subjects asked for assistance from the interlocutor either directly or indirectly. The reason may be that when subjects cannot compensate for the lexical gap by using their L₂ resources they ask the interlocutor to provide the answer for them. The use of this strategy also indicates that there is a problem that they cannot overcome by using a nonverbal strategy marker -a rising intonation or pause. Another important point is that when subjects appealed for assistance they signaled it by language switch.

In summary, Turkish students used a total of 169 communication strategies in a communicative task. L₂ based strategies were used more frequently than L₁ based strategies - 49.7% and 38.5% respectively.

5.2. Conclusion

The main purpose of the present research was to analyze types and frequency of oral communication strategies employed by Turkish EFL learners in L₂ communication. In order to achieve this goal, CAE Speaking Test was administered in the ELT department of Uludağ University. The data was obtained from 60 students by means of a speaking test. Each session of the test was tape-recorded and transcribed. For the identification of communication strategies, problem indicators were used. For the classification of communication strategies, Faerch's

taxonomy was used. Communication strategies were analyzed by two raters and there was a consensus on the strategies and the types.

The aim of the study was to answer the following research questions.

The first question was what type of communication strategies Turkish learners employed in oral communication and production.

The results showed that Turkish learners of English employed all types of communication strategies in Faerch's taxonomy except foreignizing. In addition to categories in Faerch's taxonomy, Appeal for Assistance was used.

The second question was what types of communication strategies were used more frequently. The findings showed that EFL learners used L₂ based strategies more frequently than L₁ based strategies.

The third question was whether there was a difference in the frequency of communication strategy use based on task type. The results of the study showed that the number of strategies employed varied based on task type. Communication strategies were used more frequently in Task II, a picture-based conversation 45.5% (77 out of 169 strategies). In Task I, oral interview, communication strategies were employed 31.3% of the time (53 out of 169 strategies). In the last task, communication strategies were used 23.0 % of the time (or 39 out of 169 strategies).

Dörnyei and Thurrel (1991) state that strategic competence has not been the focus of attention as a component of communicative competence of language teachers and coursebooks are not sufficient enough to involve materials on the use of communication strategies (cited in Dikdere, 1999:61). Terrel (1977, cited in Özarı:78) claims that communication strategies are vital in the development of communicative competence at the early stages of language learning. Thus, course syllabi which involve training of communication strategies would enhance the strategic competence of learners which in turn would bring out successful speaking performance.

Özari (1991:78) state that most of the language teachers would like their students to speak without being told to. However, in practice students prefer to remain silent when they are not assigned a task. By implementing classroom activities that include communication strategy use, language learners would be communicative.

In the present study, communicative tasks in CAE Speaking Test resulted in less communication strategy use than uncommunicative tasks designed for similar studies. It can be stated that CAE possibly prevents learners to use communication strategies since language learners easily avoid problems encountered in communication. Considering this fact, CAE Speaking Test can cover some activities that encourage learners to use communication strategies in a communicative task.

It can be concluded that in communicative tasks like CAE, subjects do not employ communication strategies frequently as they can easily solve communication problems by choosing avoidance approach.

The findings of the study indicated that picture-based conversation task resulted in more strategy use than oral interview and problem solving tasks. Pictures can be a useful tool to have students employ communication strategies. In oral interview tasks, learners can be guided by questions to face some communication problems since question types that are too broad might keep problems away from learners. Thus, students would not employ communication strategies effectively.

In language classrooms, for assessing oral proficiency of learners, teachers consider fluency and accuracy as vital. However, communication strategy use of learners has not been given priority as a criterion for testing learners. On the other hand, the ongoing research in the field of language indicate that effective use of communication strategies enable learners to be communicatively competent and, that leads communicative success (Karatepe, 1993; Özari, 1997). Successful strategy users can handle communication problems to compensate their lexical gaps in oral production; therefore, they can communicate better than language learners who focus on the production of the single lexical

item rather than providing alternatives for the target word. This naturally leads to fluency as there is no communication failure. Moreover, learners who employ communication strategies verbalise what they have in mind and they do not leave problems unsolved and they avoid reduction behaviour, a major barrier in communication (Dikdere, 1999:67). Thus, students should be encouraged to develop the ability to use communication strategies to overcome communication difficulties. Communication strategy use should take priority in testing language proficiency of learners as much as fluency and accuracy has.

Si-Qing (1990) claims that course materials provide vocabulary in advance for language learners. These materials can leave some problems unresolved as students are not prepared for vocabulary. Language teachers approaches in the presentation of vocabulary can be modified in a way that students are encouraged to practice vocabulary in real communication. Course materials can be designed to include classroom practices for employing communication strategies. Equally important, course materials that include pictures could be chosen so as to encourage learners to use communication strategies for classroom activities and for testing oral performance of learners as pictures provide learners with the context to overcome language obstacles.

As speaking in the classroom is challenging for most of the students, generally language teachers have difficulty in making their students speak. To learn about oral communication strategies employed by language learners due to lexical deficiency will help language teachers to have a better understanding of when learners disrupt communication and which lexical items are problematic for language learners. In that way, they will focus on the problematic issues in language acquisition and try to deal with them.

Faerch and Kasper (1983:55) claim that "If by teaching we mean passing an information only there is probably no need to teach strategies. FL learners no doubt have implicit knowledge about communication strategies and make use of this. But if by teaching we also mean making

learners conscious about aspects of their (already existing) behavior it is obvious that we should teach them about strategies in particular how to use communication strategies most appropriately." In addition, it is not only important to make teachers be aware of learners' strategy use but it is also essential to make learners be aware of their own strategy use.

In this way, learners can attain success in communication as they know about their strength and limitations in language learning and surely on their strategy styles.

Consequently, in order to attain achievement in oral communication, communication strategies that students employ should be taken into consideration in foreign language teaching.

Another important finding of the present study is that task type is a relevant factor in strategy choice. Oxford (1990:13) argues that different task requirements have an effect on the type of the strategies employed. In view of this point, the task that students are engaged in the classroom environment gains a considerable significance. More importantly, teachers should go beyond the traditional role of providing information and create circumstances in which students can employ different strategies that are appropriate and efficient to overcome breakdown in communication. However, some students are more willing to take risks in class and try different communication strategies than other students. At this point, tasks should engage all students. In order to improve students' skills in efficient strategy use, teachers should consider the importance of tasks and provide the students with different types of activities. When students are free to choose the topic, they often direct conversation to the topics in which they possess the needed vocabulary and structures. In this way, they feel more comfortable as they avoid problems (Oxford, 1990:96).

However, there are certain cases in which students cannot come up with the right word or expression in everyday communication. Therefore, language activities should allow learners to deal with topics they have difficulty with. Avoiding certain topics for which the learner

does not know the words or concepts result in less student talk. Since the main aim in oral production is to speak as much as possible, students should keep practicing in English instead of using avoidance strategy when difficulties are encountered.

Oxford (1990:94) offers solutions to cope with avoidance. Teachers can provide students with a variety of language materials covering as many topics as possible. Students can be encouraged to engage in every topic efficiently starting from the easiest ones and moving into more difficult topics. Teachers can help students to build up their self-esteem by ensuring that they can compete with challenging tasks.

As a result, teachers can plan for language tasks in detail and determine its requirements as tasks seem to shape strategy choice. They can create opportunities for learners to practice language in a way that students are eager to handle problems by employing different types of strategies. In this way, students might benefit from having practice in the target language whenever they are confronted with a problem. Moreover, in order to make language teaching efficient and beneficial to students, having an understanding of the issue of communication strategies is a necessity.

5.3. Implications for Teaching

In EFL situations, speaking a foreign language has been a major problem for learners. Language learners have difficulty in expressing their communicative intentions because of gaps in their linguistic repertoire. These gaps are usually due to lack of appropriate grammatical or lexical knowledge. Because of this problem, learners cannot explain their ideas as they would like to and they cannot grasp the ideas transmitted to them.

It has been grammar that has been a major interest in the area of language learning. Allen (1983:1-2) lists the reasons for focusing on grammar and neglecting vocabulary as follows. Firstly, the teachers were

convinced that the focus should be on grammar rather than vocabulary since being good at grammar meant using language efficiently. Secondly, the initial stage in foreign language learning should be the command of basic grammar because learning a large number of words is not essential at elementary level and it may be confusing. Thirdly, it was believed that the mastery of vocabulary could be achieved gradually through the efficient use of language. Teachers had the idea that having competency in grammar meant using language efficiently. As they viewed grammar as the core of language learning, they haven't emphasized practicing vocabulary for communication. To promote communication in EFL classroom affects the learner's success in the acquisition of desired language, yet it has been ignored by language teachers.

Recently, language teachers have focused on promoting communicative competence in language learners by providing learners with communication activities that "rely on more on the student's ability to understand and communicate real information" (Riggenbauch and Lazaraton, 1991:125). Teacher can make use of a variety of activities in order to improve students' communicative competence. For that reason, it is also essential that they should arouse interest in the learner to participate communicative tasks. In that way, they can enhance students' capacity to learn and the desire to communicate.

In EFL settings, students can be provided with communicative activities to use newly-learned vocabulary items, be encouraged to use communication strategies when they have communication breakdown.

According to Riggenbauch and Lazaraton (1991:126) "the goal of speaking component in language class should be to encourage the acquisition of communication skills to foster real communication in and out of the classroom." If students acquire communication skills they can make use of various sources of knowledge to supply the language items needed for expressing their thoughts clearly.

Language teachers can develop an awareness of their students' communication strategy use and then they can create situations in which

learners practice communicative tasks. It is essential to encourage learners to be active participants since it will enhance their overall skills to communicate efficiently. Even though it is not investigated in this study, it is certain that communication strategies can contribute to improving some of the skills of language learners to interact in communicative activities.

As a result, as teachers gain insight on the strategy choice of EFL learners, they can implement valuable activities that will challenge and engage all students to make progress in language learning and they can make use of teaching materials specifically designed according to the communicative needs and purposes of the learners.

5.4. Recommendations for Further Study

On the basis of these findings, the following can be recommended for further studies on this topic.

1. In this study, oral communication strategies of Turkish EFL learners are analyzed. A similar study can be carried out to identify communication strategies of EFL learners in written production.

2. In classroom setting, language learners might also use various sources of information to overcome their deficiencies in the target language, therefore similar studies can be conducted in classroom to observe learner's strategy use.

3. Study on the identification of communication strategies can be conducted in order to find out the effect of other factors on strategy choice.

4. Other types of classroom setting (private, technical, vocational, state, Anadolu state secondary schools in which the medium of education is English) can be included in later studies.

5. Since the study is limited similar studies can be conducted by collecting retrospective data from the students.

6. Study on the effectiveness of communication strategies training on achievement in language learning can be also conducted in a similar setting.

APPENDICES

APPENDIX A: CAE – A BRIEF GUIDE

Paper 5 – Speaking	Test Focus	Input	Formats
Phase A	Using general interactional and social language.		<ul style="list-style-type: none"> • Three-way conversation (2 candidates/1 examiner). • Introducing oneself; responding to questions about self/ interests/ career.
Phase B	Using transactional language.	Visual prompts (photo, cartoon, diagram, map, etc. to set up information-gap tasks; a visual prompt may consist of several individual images.	<ul style="list-style-type: none"> • Two-way interaction between candidates, Interlocutor assisting as and when necessary. • One task per candidate, involving describing and commenting on the visual prompt; second candidate responds as specified.
Phase C	Negotiating and collaborating ; reaching agreement or ‘agreeing to disagree’.	Visual (as above) and/or written prompt to set up a problem-solving task.	<ul style="list-style-type: none"> • Two-way interaction between candidates following the setting up of the task by the Interlocutor. • Candidates work together on one shared task, involving, for example: sequencing, ranking, comparing and contrasting.

Paper 5–Speaking*

Description

The CAE Speaking Paper is conducted by two examiners (an Interlocutor and an Assessor) with pairs of candidates. The paper takes

* Extracted from University of Cambridge Local Examinations Syndicate Handbook, Certificate in Advanced English (90-5) (1996)

fifteen minutes for each pair of candidates and is divided into four phases:

- Phase A** Social interaction
- Phase B** Transactional long turns with reciprocal information-gap activities
- Phase C** Transactional short turns, negotiating the outcome to a problem-solving task

The Interlocutor encourages the candidates to fulfil the tasks in Phases A, B, and C.

The visual prompts for Phase B are usually in full color and may be all or part of a photograph, line drawing, diagram, map, poster, notice, etc. displayed individually or as a set of pictures.

The prompts for Phase C are visual stimuli, usually in color.

Test Focus

Interacting in conversational English in a range of contexts; demonstrating this through appropriate control of fluency, accuracy, range, pronunciation, task achievement and interactive communication.

Tasks

The purpose of **Phase A** (three minutes) is to test general interaction and social language.

During this conversational phase, the Interlocutor introduces himself/herself and the Assessor and then invites the candidates to introduce themselves, or each other as appropriate. This may be followed by direct questioning by the Interlocutor to elicit more information.

The purpose of **Phase B** (three to four minutes), is to elicit a sample of transactional language from each candidate.

During **Phase B** each candidate is given a task which offers him/her the opportunity to talk without interruption for about one minute.

Task types include:

- Describe and identify
- Describe and rank/arrange/eliminate

- Describe and draw
- Describe and compare
- Describe and contrast
- (Describe), hypothesize and comment

Sometimes the two **Phase B** tasks will be completely independent of one another; sometimes they will form a 'shared' task, with related visual stimuli on a common theme sharing the same rubric.

The purpose of **Phase C** (three to four minutes), is to elicit short transactional turns from each candidate by engaging both of them in the same problem-solving activity. The tasks are designed to be open and speculative, ranging beyond pure description, and to give candidates the chance to demonstrate their range of language; the metalanguage of the exchange is as much part of the test as the utterances directly connected with the prompt.

In **Phase C** candidates are given an opinion-exchanging task with no definite outcome, i.e. a problem-solving task with no precise answer. All **Phase C** tasks are shared; candidates should be able to express their own views, invite the opinions and ideas of their partner and, where necessary or appropriate, negotiate a decision.

At the end of the Speaking Paper candidates are thanked for attending.

Note:

The majority of the tasks in CAE Speaking Paper are designed for two candidates; however, if there is an uneven number at any session, three candidates will be examined together as the last group of the session. Appropriate tasks are available in the examiners' packs.

SAMPLE PACKAGE: PAPER 5 SPEAKING

Phase A (3 to 4 minutes):

The interlocutor encourages each of the candidates in turn to give personal information about themselves.

A variety of questions and prompts is used to elicit both short and more complex responses related to personal information, such as:

Where are you from?

How long have you lived here/there?

Tell us what it's like living here/there.

How do you usually spend your free time?

What are your plans for the future?

Candidates talk to the interlocutor and to each other as appropriate.

Phase B (3 to 4 minutes):

Holidays and People (Describe, hypothesize and comment)

Note: Tasks B1 and B2 are linked

Note: Also suitable for groups of 3.

Give one picture to each member of the group in turn and encourage group discussion after individual observations.

Interlocutor

In this part of the test I'm going to give each of you the chance to talk for about a minute. You'll each see a picture of a type of holiday and I'd like you to say as much as you can about the kind of person you think would enjoy this sort of holiday. Think about the person's age, personality, what type of joy he/she might have and whether he/she would prefer to go alone or with friends or family. You might also consider what time of year he/she would choose to go on this type of holiday.

You each have about one minute to talk about your picture.

When you have both/all finished talking about the pictures, I'd like you to comment on each other's observations and compare opinions on the people described.

All right? So, Candidate A, here is your picture.

Hand over one picture of a holiday to Candidate A.

Would you like to begin now, please?

Candidate A

One minute

Interlocutor

Thank you. Now, Candidate B, here is your picture.

Hand over a different picture of a holiday to Candidate B.

Would you tell us about your picture now, please?

Candidate B

One minute

Interlocutor

Thank you. Now, Candidate C, here is your picture.

Hand over another of the pictures of holidays to Candidate C.

Would you tell us about your picture now, please?

Candidate C

One minute

Interlocutor

Thank you. Now, would you like to look at each other's pictures and see if you agree or disagree with what you have each said?

either

You only have a minute for this, so don't worry if I interrupt you.

or (for groups of 3)

You have less than two minutes for this, so don't worry if I interrupt you.

Candidates A and B

One minute

or

Candidates A, B and C

One and a half minutes

Interlocutor

Thank you.

Phase C (3 to 4 minutes):

Olympic Symbol (evaluate and rank order)

Interlocutor

In this part of the test I'd like you to discuss something between/among yourselves but please speak so that we can hear you.

Hand over the pictures of the alternative Olympic symbols to the pair of candidates.

The International Olympic Committee is considering alternatives to replace the current Olympic Symbol of five circles. Please decide which you think are the best two or three in order to merit. You may, if you prefer, choose something entirely different which you think is more suitable.

You have three to four minutes for this.

**APPENDIX B: THE PICTURES USED IN THE SPEAKING
TEST**

COMPTON 1: NEUSCHWANTEIN CASTLE



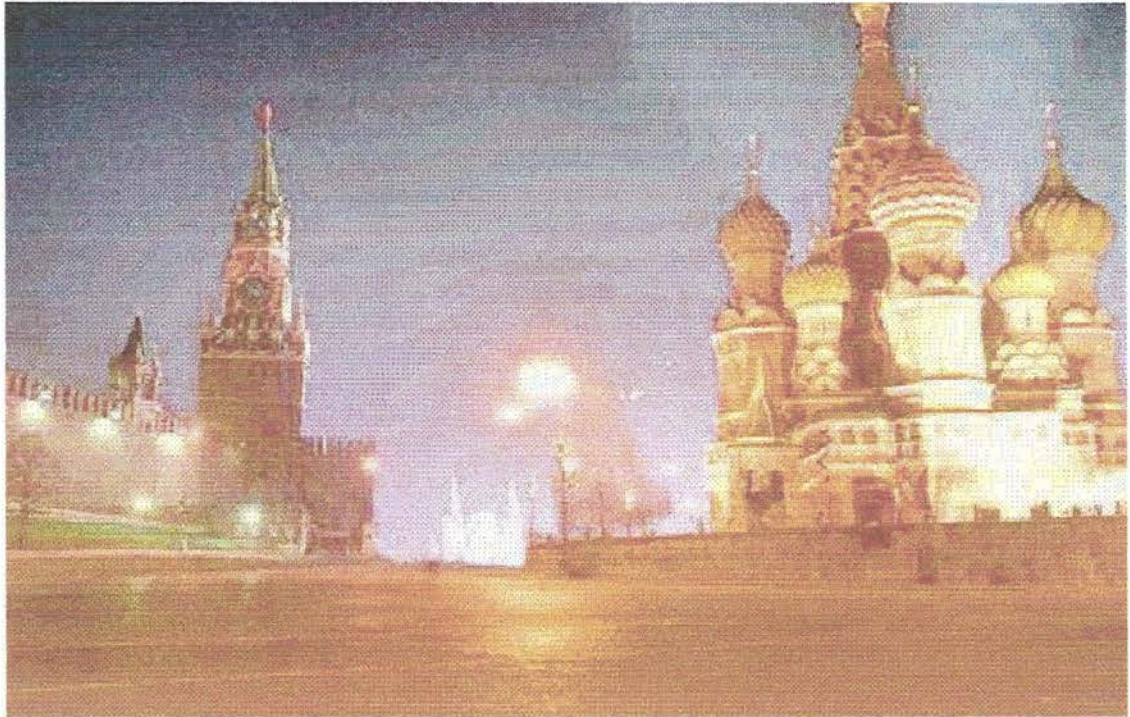
COMPTON 2: GREAT PYRAMIDS



COMPTON 2: JAMAICA NEGRIL'S SEVEN MILE BEACH



COMPTON 2: KREMLIN (CATHEDRAL OF ST. BASIL THE BLESSED)



COMPTON 2: NEW YORK'S MANHATTAN BOROUGH



COMPTON 2: THE TAJ MAHAL OUTSIDE AGRA, INDIA



COMPTON 2: VENICE, ITALY



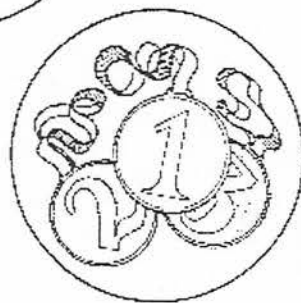
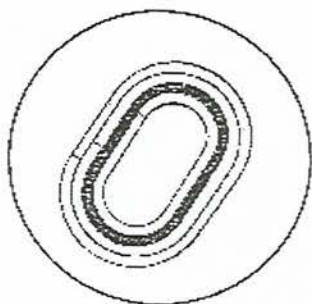
GROLIER 1: ATHENS, GREECE



GROLIER 1: IMPERIAL PALACE (JAPAN)



OLYMPIC SYMBOLS



APPENDIX C: THE CONVENTIONS USED IN THE TRANSCRIPTIONS

The conventions that are used in the transcriptions of the data:

- : Short pause
- ... : Long pause
- ↗ : Rising intonation
- (...) : No response
- I : Interlocutor
- S : Student

REFERENCES

- Bialystok, E. "Some Factors in the Selection and Implementation of Communication Strategies." In **Strategies in Interlanguage Communication**, eds. C. Faerch and G. Kasper 100-118 London: Longman, 1983
- Bialystok, E. **Communication Strategies: A Psychological Analysis of Second Language Use**. Oxford: Blackwell, 1990
- Brumfit, C. J. and Johnson, K. (eds.) **The Communicative Approach to Language Teaching**. Oxford: Oxford University Press.
- Clennel, C. "Investigating the Use of Communication Strategies by Adult Second Language Learners: A Case for Trusting Your Own Judgement in Classroom Research" **Tesol Journal**, 4: 32-35, 1994
- Corder, S. P. "Strategies of Communication" In **Strategies in Interlanguage Communication**, (eds. C. Faerch and G. Kasper). 15-19 London: Longman, 1983
- DeKeyser, R. M. "Communicative Processes and Strategies" **Annual Review of Applied Linguistics**. 9: 108-121, 1988
- Dikdere, M. "A Study on the Communication Strategies used by Field Dependent and Field Independent Turkish EFL Learners to Express Lexical Meaning" **Unpublished MA Thesis**. Anadolu University SBE, 1999
- Dörnyei, Z. "On the Teachability of Communication Strategies" **TESOL Quarterly**, 29 : 55-85, 1995
- Dörnyei, Z. and Scott, M. L. "Communication Strategies in a Second Language and: Definitions and Taxonomies Review Article" **Language Learning**, 47,1 : 173-210, 1997
- Ellis, R. **Classroom Second Language Development**. UK: Prentice Hall, 1985
- Faerch, C. and Kasper, G. "On Identifying Communication Strategies in Interlanguage Production" In **Strategies in Interlanguage**

- Communication**, eds. C. Faerch and G. Kasper 210-238 London: Longman, 1983b
- Faerch, C. and Kasper, G. "Plans and Strategies in Foreign Language Communication" In **Strategies in Interlanguage Communication**, eds. C. Faerch and G. Kasper 20-61 London: Longman, 1983a
- Faerch, C. and Kasper, G. **Strategies in Interlanguage Communication**, London: Longman, 1983a
- Faerch, C., Haastруп, K. and Phillipson, R. **Learner Language and Language Learning**. Copenhagen: Glyndendals Spragbiblotek, 1984
- Haastруп, K. and Phillipson, R. "Achievement Strategies in Learner/Native Speaker Interaction" In **Strategies in Interlanguage Communication**, eds. C. Faerch and G. Kasper 140-158 London: Longman, 1983
- Karatepe, Ç. "Communication Strategies of Turkish Speakers of English" **Uludağ Üniversitesi Eğitim Fakültesi Dergisi**, 2000
- Karatepe, Ç. "Communication Strategies of Turkish Speakers of English" **Published MA Thesis**. The University of Liverpool, 1993
- Kebir, C. "An Action research Look at the Communication Strategies of Adult Learners" **TESOL Journal**,4: 28-31, 1994
- Littlewood, W. **Foreign and Second Language Learning Language Acquisition Research and Its Implications for the Classroom** London: Cambridge University Press, 1983
- Oxford, R. L. **Language Learning Strategies: What Every Teacher Should Know** New York: Newbury House, 1990
- Özari, R. "A Study on Comparison of Communication Strategies of Turkish EFL Learners at Different Proficiency Levels" **Unpublished MA Thesis**. Anadolu University, SBE, 1997
- Poulisse, N. and Schills, E. "The Influence of Task and Proficiency Related Factors on the Use of Communication Strategies: A Quantitative Analysis" **Language Learning**,39: 15-48, 1989

- Riggenbauch, and Lazaraton, A. "Promoting Oral Communication Skills" in **Teaching English as a Second or Foreign Language**. Eds. Celce-Murcia, M. and McIntosh, L. New York: Newbury House Publishers, Inc., 1989
- Savignon, S. "Communicative Competence: Theory and Classroom Practice Reading" in **Initiatives in Communicative Language Teaching**, (eds. S. Savignon, and M. Berns) Reading Mass: Addison Wesley, 1984
- Savignon, S. **Communicative Competence: Theory and Classroom Practice in Initiatives in Communicative Language Teaching**. eds. S. Savignon, 1984
- Selinker, L. "Interlanguage" **International Review of Applied Linguistics**, 1972
- Selinker, L. "Interlanguage" **Review of Applied Linguistics**, 10;3 : 209-231, 1972
- Si-Qing, C. "A study of Communication Strategies in Interlanguage Production by Chinese EFL Learners" **Language Learning**, 40;2: 155-187, 1990
- Tarone, E. "Teaching Strategic Competence in the Foreign Language Classroom" In **Initiatives in Communicative Language Teaching**, (eds. S. Savignon and M. Berns.) Reading Mass: Addison Wesley, 1984
- Tarone, E. and Yule, G. **Focus on the Language Learner** Oxford: OUP, 1989
- Tarone, E., Cohen, A. and Dumas, G. "A Closer Look at some Interlanguage Terminology: A Framework for Communication Strategies" In **Strategies in Interlanguage Communication**, eds. C. Faerch and G. Kasper 4-14 London: Longman, 1983
- Wenden, A. L. And Rubin, J. **Learner Strategies in Language Learning** Englewood Cliffs, NJ: Prentice Hall, 1987
- Willems, G. M. "Communication Strategies and Their Significance in Foreign Language Learning". **System**, 5; 3: 351-364, 1987