THE EFFECTS OF EXPLICIT COMMUNICATION STRATEGY INSTRUCTION ON EFL STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH

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The Effects of Explicit Communication Strategy Instruction on EFL Students'
Willingness to Communicate in English

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

In the literature of second or foreign language (L2) teaching, the extent to which language learners are eager to communicate in and outside the classroom has been described through the term willingness to communicate (WTC). Although this term has been investigated in many English as a foreign language (EFL) contexts, including Turkey, there is still much to know about it. Since WTC has been found to have an essential role in students' communicative competence in the target language, some scholars have sought ways to enhance it, especially in the language preparatory school programs of higher education. One way to increase WTC could be explicit teaching of communication strategies in L2 classes. However, there were not many studies in EFL research that explored the effects of explicit instruction on communication strategies on students' L2 WTC.

Accordingly, the purpose of this study was two-fold. Firstly, it attempted to investigate the effects of communication strategy (CS) instruction on tertiary-level EFL students' WTC in the target language. Secondly, it explored whether explicit CS instruction made a meaningful difference in tertiary-level students' self-perceived communication competence (SPCC). In addition, the opinions of the participants who received communication strategies instruction were used to strengthen the findings of this inquiry.

The research was carried out in the English preparatory unit of a foundation university in Istanbul, Turkey. Thirty-eight students participated in the experimental phase of the study, which was divided into control and experimental groups. While the students in the control group followed the standard curriculum of the English preparatory unit, the students in the experimental group received a total of seven

weeks of communication strategies training. The training content was prepared on the basis of the needs analysis conducted through the "communication strategy use questionnaire" and interviews. Accordingly, six strategies were determined: 1) circumlocution, 2) approximation, 3) time-gaining strategies, 4) appeal for help, 5) clarification request, and 6) comprehension check. In the inquiry, "willingness to communicate in a foreign language scale" and "perceived communication competence self-report" were administered to both groups as data collection tools. In addition, the students in the experimental group participated in semi-structured interviews. Quantitative data gathered in the study were analyzed through SPSS, while qualitative data were analyzed through content analysis approach. The findings revealed that the students in the experimental group had a higher L2 willingness to communicate. It was also observed that the students who took communication strategy instruction had a higher perceived communication competence, and the differences between the groups were statistically meaningful. Finally, students who received communication strategies training stated that they held positive attitudes towards the communication strategy training. The study provides valuable insights into enhancing EFL WTC among tertiary-level language learners.

Keywords: willingness to communicate, communication strategies, self-perceived communication competence

ÖZET

Yabancı dil eğitimi literatüründe, dil öğrenenlerin sınıf içinde ve dışında iletişim kurma konusunda ne ölçüde istekli oldukları, iletişim kurma istekliliği (WTC) terimi aracılığıyla açıklanmıştır. Bu değişken, Türkiye'nin de dahil olduğu ve İngilizcenin yabancı dil olarak öğretildiği birçok bağlamda araştırılmış olsa da hala hakkında bilinmesi gereken çok şey vardır. Yabancı dilde iletişim kurma istekliliğinin öğrencilerin hedef dili öğrenmelerinde önemli bir rolü olduğu tespit edildiğinden, birçok araştırmacı özellikle de yükseköğretimin yabancı dil hazırlık programlarında, öğrencilerin iletişim kurma istekliliklerini arttırmanın yollarını araştırmışlardır. Bunu gerçekleştirmenin bir yolu, yabancı dil sınıflarında iletişim stratejilerinin doğrudan öğretilmesi olabilir. Ancak, İngiliz dili eğitimi literatüründe, iletişim stratejileri eğitiminin yabancı dilde iletişim kurma istekliliği üzerindeki etkisini irdeleyen çok fazla araştırma olmadığını söylemek mümkündür.

Tüm bunların doğrultusunda, bu araştırmanın iki amacı vardır. Birincisi, iletişim stratejileri öğretiminin, yabancı dil olarak İngilizce öğrenen yükseköğretim düzeyindeki öğrencilerin iletişim kurma istekleri üzerindeki olası etkilerini incelemektir. İkincisi de, iletişim stratejisi öğretiminin öğrencilerin öz algılanan yabancı dilde iletişim yeterliliği üzerindeki etkilerini araştırmaktır. Ayrıca araştırmanın bulgularını destekleme adına, iletişim stratejileri eğitimi alan katılımcıların görüşlerine yer verilmiştir.

Araştırma, İstanbul'daki bir vakıf üniversitesinin İngilizce hazırlık biriminde gerçekleştirilmiştir. Çalışmanın deney safhasına kontrol ve deney grubu olarak ikiye ayrılmak üzere toplam 38 öğrenci yer almıştır. Kontrol grubundaki öğrenciler İngilizce hazırlık biriminin normal müfredatını takip ederken, deney grubundaki

öğrenciler toplam yedi hafta süren iletişim stratejileri eğitimi almışlardır. Eğitimin içeriği, öğrencilerin ihtiyaçlarını belirlemek adına "iletişim stratejileri kullanımı" anketi ve öğrencilerle yapılan görüşmelerle hazırlanmıştır. Bu doğrultuda altı iletişim stratejisi belirlenmiştir. Bunlar; 1) dolambaçlı konuşma, 2) yakınlaştırma, 3) zaman kazanma, 4) yardım isteme, 5) açıklama isteme ve 6) anlama kontrolü yapma stratejileridir. Araştırmada her iki gruba da veri toplama aracı olarak, "yabancı dilde iletişim kurma istekliliği" ölçeği ve "yabancı dilde algılanan iletişim kurma yeterliliği" anketi uygulanmıştır. Son olarak deney grubundaki öğrenciler yarı yapılandırılmış görüşmelere katılmışlardır. Bulgular, deney grubundaki öğrencilerin iletişim kurma isteklerinin daha yüksek olduğunu ortaya koyarken, iletişim stratejisi eğitimi alan öğrencilerin İngilizce iletişim kurma yeterlik algılarının da daha yüksek olduğunu da göstermiştir. Gruplar arasındaki farkların istatistiksel olarak da anlamlı olduğu görülmüştür. Son olarak, iletişim stratejileri eğitimi alan öğrenciler, süreçle ilgili olumlu düşüncelere sahip olduklarını belirtmişlerdir. Bu çalışma İngilizce'nin yabancı dil olarak öğretildiği bağlamlarda, iletişim kurma istekliliğinin ne şekilde arttırılabileceği konusunda önemli veriler sunmaktadır.

Anahtar Kelimeler: yabancı dilde iletişim kurma istekliliği, iletişim stratejileri, algılanan yabancı dilde iletişim kurma yeterliliği

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LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

CS: Communication Strategies

EFL: English as a Foreign Language

ELPP: English Language Preparation Program

ELT: English Language Teaching

L2: Second Language

OCS: Oral Communication Strategy

SC: Strategic Competence

SPCC: Self Perceived Communication Competence

TL: Target Language

WTC: Willingness to Communicate

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CHAPTER 1

1. INTRODUCTION

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1.1. **Background of the Study**

Language is a tool for communication, and the main objective of teaching a foreign language is to enable students to be confident communicators in the target language by fostering their communicative competence (Richards & Rodgers, 2001). Communicatively competent language learners are strategic learners who have the necessary linguistic and functional skills that help them express themselves clearly and use right linguistic patterns in an appropriate way (Canale & Swain, 1980). That is why approaches such as communicative approach and methods such as communicative language teaching and task-based language teaching that focus on the development of communicative competence have been employed in foreign language classes. Language teachers, in addition to using different methods, focus on giving their students more opportunities for classroom interaction. These in-class opportunities are significant for learners who learn English as a foreign language (EFL) as they have few interaction opportunities outside the classroom. However, in every language classroom, one can observe students who try not to miss any opportunity to interact with others and students who are reluctant to do so (MacIntyre, 2007). This difference still exists even when students are exactly at the same language proficiency level. Therefore, learners' language proficiency, or their communicative competence alone is not enough for describing this phenomenon.

In the last decades of English language teaching (ELT) literature, a new variable has been introduced to describe why some language students are willing to communicate and some are not. This relatively new variable is called willingness to communicate (WTC). WTC can be described as being ready to interact in the target

language at a specific time with specific people (McIntyre, Clement, Dornyei, & Noels, 1998)

It can be estimated that language learners with a higher WTC level is likely to outperform their counterparts in respect of L2 communication (MacIntyre & Doucette, 2010). That is why there are many studies in the ELT literature that attempt to investigate the nature of WTC or its predictors (e.g., MacIntyre, et all, 1998; Yashima, 2002; MacIntyre & Doucette, 2010). Although these studies are all significant for understanding the nature of WTC, there are not many studies suggesting ways to enhance students' L2 WTC.

To improve students' WTC, one approach might be eliminating the variables hindering it or enhancing the ones which have a positive effect on it. For example, it is likely for people to avoid communication when they think they cannot achieve a communication goal. At this point, learners' perception of their language ability, which was named as Self Perceived Communication Competence (SPCC), can be significant (McCroskey, 1988; McCroskey & Richmond 1990). As the literature suggests when students' SPCC is high they are likely to show less communication anxiety and higher self- esteem. Therefore, SPCC is thought as an indicator of WTC in English (MacIntyre, Babin & Clement 1999).

If language learners improve the skills that can help them maintain communication and avoid any breakdowns, they might feel more competent and take risks while communicating in the target language (Mesgarshahr & Abdollahzadeh, 2014). The use of these skills was explained as strategic competence (SC) by Dornyei and Thurell (1991). Since SC was seen as a component of communicative competence

by Canale and Swain (1980), the use of SC can be associated with the use of communication strategies (CSs).

Bialystok (1990, p.1) explained the term "strategy" as "a willful planning to achieve explicit goals". CSs can be most basically explained as "a plan of action to accomplish a communication goal" (Dornyei & Scott, 1997, p. 179). Although whether CS can be explicitly taught or not has been debated within the field of foreign language education, many scholars (e.g., Faucette, 2001) believe that the explicit teaching of communication strategies is promising. The reason is that it might help students maintain communication even when they have some linguistic deficits (Faucette, 2001). There is also some evidence in the literature positing the idea that students are likely to have higher self-esteem in terms of communicating in the target language when they use these strategies. These could help the language learners to have higher SPCC and WTC, and they would be more willing to take risks or use any kind of communication opportunity in the target language.

As an example, Tsai (2018) conducted research in a community college in Taiwan. In this inquiry, the possible effects of strategy training on language anxiety were investigated. The results of the research revealed that the students who took CS training improved their strategy use. Additionally, their speaking anxiety was also reduced (Tsai, 2018). In another example, Mesgarshahr and Abdollahzadeh (2014) carried out an inquiry in which they examined the effects of CS instruction on WTC. The results of the study showed that the students who took CS training had a higher level of WTC. These studies provide some evidence about the effects of CS training; however, there is still a rarity in the studies which investigate the possible effects of teaching CS on students' WTC (Mesgarshahr & Abdollahzadeh, 2014).

Therefore, the present study aims to fill in this gap in CS research by investigating the effects of explicit instruction on communication strategies on students' willingness to communicate.

1.2. Statement of the Problem

Communication is the primary reason for learning or teaching a foreign language, and it has a significant value for language learners to interact with others to achieve this goal. In addition to that, in today's world, foreign language students are supposed to use the language actively by being proficient in all language skills (reading, writing, speaking and listening) without neglecting any of them. For these reasons, language learners are expected to take any opportunities for interaction in and out of the classroom, especially in the countries like Turkey, in which English is taught as a foreign language. Yet, most young adult EFL learners studying at language preparatory schools in higher education are not highly willing to communicate in language classes. In most research carried out in the Turkish EFL context, tertiary-level students were usually found to be moderately willing to communicate in English (e.g., Başöz & Erten, 2018; Öz, Demirezen & Pourfeiz, 2015). This encouraged scholars to find ways to enhance WTC in this context as WTC was regarded to have crucial effects in students' learning the target language.

As a matter of fact, finding ways to enhance the students' WTC could be helpful for language teachers, material developers, and researchers of applied linguistics. The use of CSs seems to be promising to achieve this goal. By its nature, CSs enhance L2 communication even when difficulties such as vocabulary or time-related difficulties are faced. Knowing how to deal with language related-difficulties might enhance students' SPCC, which was also found to be an important variable affecting WTC positively. However, there are not many studies in the ELT research

that inquire the effects of explicit instruction of CSs on the students' WTC. In this regard, some evidence is still necessary on the effects CSs, and the ways for making CS instruction more effective to increase learners' L2 WTC.

1.3. The Purpose of the Study

The aim of the present study is two-fold: first, to explore the possible effects of explicit communication strategies (CS) instruction on tertiary-level English language learners' L2 WTC, and second, to investigate whether explicit CSs instruction makes a meaningful difference in tertiary-level students' SPCC. To support the findings, the students' feelings and ideas about the CS instruction and its effect on their WTC and SPCC were also investigated. This study also intends to help researchers and practitioners to have some insights into the instruction of CSs and its possible effects on tertiary-level English language learners.

1.4. Research Questions and Hypotheses

This research intends to answer the question below:

1. Are there any effects of communication strategies instruction on tertiary-level EFL learners' L2 WTC? If yes, to what extent?

2. Are there any effects of communication strategies instruction on tertiary-level EFL learners' SPCC? If yes, to what extent?

3. What are the students' perspectives on explicit CS instruction in the English preparatory school classroom setting?

This study intends to test the hypotheses that are given below.

H1. Explicit instruction of communication strategies enhances foreign language learners' willingness to communicate in L2.

H2. Explicit instruction of communication strategies enhances foreign language
learners' self-perceived communication competence.

1.5. Overview of Methodology

This study follows a quasi-experimental research design, which includes pre-tests, a treatment procedure, post-tests, and semi-structured interviews. In line with this, both qualitative and quantitative data were collected to answer the research questions in this inquiry.

The inquiry was carried out in an English language preparation program (ELPP) at a foundation University in İstanbul, Turkey. The research started with selecting the appropriate data collection instruments to answer the research questions and then continued with the adaptation of scales and piloting considering the research context. 104 students took part in the piloting phase. The participants in this phase were B1 level students from the ELPP program.

After the piloting phase, the data collection instruments were made ready. The participant students in the study were reached through convenience sampling. Thus, two classes that the researcher would be teaching were randomly selected among the B1 level classes in the ELPP, and the classes were randomly assigned as control and experimental groups. 38 students took part in the study. 19 of these students were in the experimental group, and 19 were in the control group. Their proficiency level (B1) was also tested and confirmed by the Michigan University Placement test.

The first scale used in the study was the Turkish version Willingness to Communicate Scale. The original scale was developed by McIntyre, Clement & Conrod (2001) and translated to Turkish by Ugurlu (2020). In this study, the scale was used after some linguistic modifications were done. The second instrument used in

this study was the Turkish version of the Self-Perceived Competence Self-Report developed by McCroskey and Baer (1988) and translated by Cetinkaya (2005). These two scales were piloted with 104 participants, and their Cronbach's Alpha was computed through SPSS. Cronbach alpha score of the Turkish version of the WTC scale was found as 0,93. This value was determined as 0,87 for the Turkish version of the SPCC self-report. These values are highly acceptable in the social sciences as they are higher than 0,70 (Fraenkel & Wallen, 2009).

While the experiment group (n=19) took communication strategy training for seven weeks, the control group (n=19) followed the regular syllabi in ELLP. During the treatment, six different communication strategies were introduced to the students in the experimental group. To decide which strategies to teach, the researcher needed to determine the CS use of the students. For this purpose, he adopted a communication strategy self-report from Nakatani (2006) and Kongsom (2009). It consisted of 33 questions, and each two or three represented different communication strategies. Its Cronbach's alpha score was determined as ,80. This self-report was used for needs analysis and to measure the CS use of the students. Then by using the data collected through CS self-report, strategies with the lowest mean were given priority. In addition to the self-report, the data obtained from semi-structured interviews were used for determining students' needs. In the light of the data obtained in the needs analysis, the students were explicitly taught the strategies of circumlocution, approximation, time gaining strategies, appeal for help, clarification request, and comprehension check. The students took two hours of CS lessons each week, but the researcher also encouraged participants to employ the communication strategies they learn in any L2 communication opportunity.

Both the experimental and the control groups took the Turkish version of Willingness to Communicate scale, Self-Perceived Communication Competence Self Report, Communication Strategies Self Report, and Michigan Placement test. In addition to these, the students in the experimental group joined semi-structured interviews before and after the treatment.

1.6. Significance of the Study

Foreign language learners' L2 willingness to communicate has been regarded as a major indicator of their success in learning the target language (MacIntyre & Doucette, 2010). Every language classroom consists of students with different characteristics. For a language teacher, it has always been a challenge to have students who are eager to take risks and communicate in the target language. This study attempts to provide some applicable ways for language teachers to enhance classroom interaction and their students' productivity.

Moreover, this study presents data on the effects of teaching CSs on students' self-perceived competence and WTC in English. It will also provide language learners' thoughts on the communication strategy instruction.

Considering the rarity of the empirical research on CS and WTC, the study could provide some insights for future research. In addition to these, it will also be one of the first in the Turkey context by studying the effects of CS and WTC. Since the existing studies mostly depended on quantitative data, adopting a mixed method combining both qualitative and quantitative data will be a contribution to the WTC literature.

1.7. Limitations of the Study

The study has some limitations. The first limitation comes from the number of participants. Including the piloting, only 142 students took part in this study, and 38 of these students joined the experiment. Future studies can be conducted with more participants and in different contexts. Secondly, the quasi-experimental design has some weaknesses such as the sampling technique. Convenience sampling is employed in this study, but future studies might employ random sampling for the sake of the reliability and validity of the inquiry. Thirdly, because of the time restriction of the program, the treatment took only seven weeks; more time can be allocated to the treatment procedure in future studies. Last but not least, only the CSs that were determined through the needs analysis were taught in the treatment. This might limit the generalizability of the findings regarding the effect of CS training on L2 WTC. Limitations of the study are also elaborated in Section 5.2.3.

1.8. Definitions of the Terms

Communication Strategies: Plans that are consciously employed to handle language-related problems when achieving a specific communication goal is desired (Faerch and Kasper, 1983, cited in Faerch and Kasper, 1984).

English as a Foreign Language: Teaching or learning English which take place an environment where English is not spoken.

Self-Perceived Communication Competence: A person's perception of his/her ability of speaking or writing to pass along or give information (McCroskey & Baer, 1988).

Strategic Competence: Employing communication strategies when language-related difficulties are encountered because of inadequate communication competence (Canale & Swain, 1980).

Willingness to Communicate: Being ready to interact in the target language at a specific time with specific people (MacIntyre, et al., 1998).

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

This section presents a literature review on communication strategies and willingness to communicate in L1 and L2.

2.2. Historical Background of Communication Strategies (CSs)

It is necessary to go back to the 1970s to find the historical roots of the term "communication strategies", which was first used by Selinker (1972). In his paper, Selinker included CS under five crucial language learning and teaching procedures. These procedures are "strategies of second language communication", "training transfer", "language transfer", and "overgeneralization of L2 material" (p. 229). Selinker is a pioneering name for CS research as he was the first researcher to use the term, but he did not provide enough details to understand the nature of CS (Dornyei & Scott, 1997). In the same year, Savignon (1972) addressed the same phenomenon by using a different terminology which she called coping strategies. While doing this, she also emphasized the importance of coping strategies in language learning and teaching. These two researchers paved the way for the following research on CS (Kongsom, 2009). However, communication strategies had to be defined and classified, and they also needed to be exemplified. Following these two researchers, Váradi (1973/1980) is seen as the first researcher to exemplify CS; in his talk at a European conference, he defined message adjustment as a strategic language behavior. By doing so, he exemplified communication strategies.

The 1970s were important years for the theoretical roots of CS, and at the end of this decade, the first definition and taxonomy of CS were brought by Tarone

(1977). In her definition, she regarded CS as methodological attempts which are employed when individuals cannot convey or comprehend the meaning in the target language. She also maintained that these efforts were shown when individuals encountered with lack of linguistic resources (Tarone, 1977). In her classification, morphology, phonology, syntax, and lexicon were seen as the main realms where communication strategies could be found. Tarone (1977) contributed significantly to the CS literature by providing this definition and classification (Dornyei & Scott, 1997).

Another essential step for CS was taken by Canale and Swain (1980) by including strategic competence in their communication competence model. They included communication strategies as problem-solving problem devices that language learners employ when they encounter a language-related problem that stems from a lack of language knowledge during L2 communication. Besides, they also pointed out the possible usage of CS in language classrooms, which can be seen as an essential step for teaching CS in foreign language classrooms. Then, Farsch and Kasper (1983) compiled some prominent inquiries on CS together in their book titled "Strategies in Interlanguage Communication". This book was seen as an essential resource for the following inquiries on CS (Kongsom, 2009). These two studies helped CSs get more interest from researchers of applied linguistics (Dornyei & Scott, 1997). In the second half of the 1980s, applied linguists from Nijmegen University conducted large-scale empirical research, which helped other researchers develop a better understanding of the definitions and taxonomies of CS.

The 1990s were not less important for the historical background of CS research than the previous decades. In this decade, the taxonomies and definitions became more concrete, and researchers provided data on the teachability of the

communications strategies in foreign language classrooms. For instance, Bialystok (1990) made significant contributions to CS literature with her book on the communication strategies (Dornyei & Scott, 1997; Kongsom, 2009). In the first parts of the book, theories and definitions, which were made by some influential researchers in CS, were discussed. In the latter sections of the book, the writer focused on some empirical research. In this book, she suggested that focusing on teaching language structures could be a better idea than teaching CS. That was against the teachability hypotheses of CS, but she made significant contributions to future CS research. She also argued that CS had to be seen as a psychological process in speech production. This view was also crucial for the psycholinguistic approaches to communication strategies.

In the 1990s, Dornyei published some important work for CS research. As stated earlier, there were some arguments against the teachability of communication strategies. To test this hypothesis, Dornyei (1995) conducted an empirical inquiry. In this research, the participants were taught communication strategies, and the findings of the research were in favor of the teachability of communication strategies. In the late 1990s, Dornyei and his associate Scott (1997) wrote an important systematic review, including taxonomies proposed up to their study. This paper is still an important resource to develop a better understanding of the nature and the historical background of communication strategies.

Nakatani made significant contributions to CS research in the 2000s. He proposed classification and an inventory of CS. In his taxonomy, Nakatani (2005) classified communication strategies under two main categories: "speaking and listening strategies". While doing this, he followed a psycholinguistic view, which is seen similar to Faerch and Kasper's (1983). He also suggested that foreign language

learners ought to be aware of the language strategies, and they should be taught explicitly.

2.1.1 Different Approaches to Conceptualize Communication Strategies

In communication strategies literature, there are different approaches to conceptualize these strategies. The interactional view and psycholinguistic view are the two main views to conceptualize CS. However, in the present research, Dornyei and Scott's (1997) extended view is mainly followed as it briefly covers the rationale behind using communication strategies. In this section, these three approaches are discussed.

One of the most common views is the interactional view, and its roots go back to the 1980s. Tarone (1980) is a pioneering name for this view. As can be understood from its name, this conceptualization emphasizes the interaction of all parties in the conversation. While doing so, it also emphasizes the cooperative efforts of all parties in the conversation to retain it going. This approach can be seen in Tarone's (1980) definition. She stated that CSs are regarded as mechanisms employed in a joint negotiation of meaning when all parties in conversation aims to achieve a mutual communication goal. In her definition, "joint negotiation" and the attempt of both interlocutors show the main rationale behind this view. Canale (1983) also followed the same view and extended it by offering two different categories. He described the first category as the mutual attempts to handle interlocutors' lack of linguistic resources and the second category as the mutual attempts to improve the productivity of communication. In a nutshell, avoiding or dealing with communication breakdowns with collaborative attempts is the core of this view.

Other researchers in the CS literature approached CS differently. Especially, Bialystok (1990) and the Nijmegen Group saw CS as a cognitive process rather than

an interactional process. These researchers suggested that ignoring psycholinguistic processes underlying CS use would lead to insufficient definitions and taxonomies (Dornyei & Scott, 1997). In this perspective, it is seen as more important to understand the reasons why learners employ these strategies, and the use of communication strategies is seen as an individual procedure rather than a collaborative process.

In their comprehensive view, Dornyei and Scott (1997) described CSs as all the deliberate and conscious efforts made by the language learners to handle issues regarding linguistic deficits. This view is quite inclusive compared to the first two. It also describes the rationale behind the use of CS effectively. In their extended view, they also emphasized two important aspects to define CS, which are "problem-solving mechanisms" and "consciousness". So, it is safe to say that they saw communication strategies as conscious attempts to deal with language-related problems occurring in L2 communication. This research adopted this view in describing CS and formulating the treatment procedure.

2.1.2. Definitions of Communication Strategies

Finding a consensus on the definition of communication strategy is difficult. Researchers suggested different definitions, and there are also different approaches to classify these strategies. For instance, Dornyei and Scott (1997) compiled CS definitions under two main categories. These are problem-orientedness and consciousness. In their review article, they explained definitions of CS under these main categories.

The former is seen as a fundamental phenomenon to define CS. For example, Bialystock (1990) saw "problemacity" as an important variable to define CS. She suggested that CS is only used when the speakers think there is a problem that can

lead to a communication breakdown. As Bialystock (1990), Varadi (1992) also suggested that CS is used when there is an inconsistency between communication goals and language resources. The concept of "problemacity" is accepted as an important feature in defining CS. Yet, Dornyei and Scott (1997) argued that this feature alone is insufficient to specify CS. They suggested that the "problem" could be specified with more details to have a better definition of CS (Dornyei & Scott, 1997). Other researchers in literature had the same view, and they thought an extension of the problem was necessary. Then, three subcategories came out, which are own performance problems, other performance problems, and processing time pressure.

In own performance problems, the speaker is aware that he/she made a mistake while he/she communicates and tries to fix it. Self-editing and self-rephrasing can be the strategies that are employed under such circumstances. Other performance problems are employed when the speaker thinks there is a problem with the interlocutor's speech as they communicate. Communicators generally employ negotiation for meaning strategies in these situations. Finally, there is another subcategory called processing time pressure. In its nature, L2 communication demands more thinking time for conveying what one wants to say. Language learners generally employ fillers and time-gaining strategies to deal with such situations (Dornyei & Scott, 1997).

Conciseness is another category to define communication strategies (Dornyei & Scott, 1997). Problem-orientedness is seen as a fundamental concept to define communication strategy, but conciseness is not less important than that. Cambridge online dictionary (2022) defines strategy as "a detailed plan for achieving success in situations such as war, politics, etc.…". In light of this definition, it is difficult to

think of the use of communication strategies as an unconscious procedure. Dornyei and Scott (1997) examined consciousness under three subcategories which are *"*consciousness as awareness of the problem, consciousness as intentionality, and consciousness as awareness of strategic language use" (p.85).

In the present study, problem-orientedness and consciousness are two important aspects to define communication strategies as it employs explicit instructions of strategies. The former is important as the speaking strategy training aims to provide students with devices they can use to deal with difficulties and problems they face while they communicate in English. The latter comes with an explicit way of teaching communication strategies. The students are also taught the possible benefits of CS, and they are supposed to learn and use them consciously. As mentioned in the earlier chapter, this study views CS as conscious attempts to deal with language-related problems faced during L2 communication.

2.1.3. Major Taxonomies of Communication Strategies

In section 2.1, the history and different approaches for defining CS are discussed. In this section, different classifications of CSs are given. It can be helpful to see the different classifications to understand the nature of CS. Over the past decades, many different CS classifications have been put forward. In this section, a chronological order of taxonomies was followed to create a better understanding of the development of communication strategies. This section includes Tarone's (1977) taxonomy, Faerch and Kasper's (1983) taxonomy, Nijmegen group's taxonomy, Bialystock's (1990) taxonomy, Dörnyei and Scott's (1997) extended taxonomy and Nakatani's (2005) taxonomy.

2.1.3.1. Tarone's (1977) Taxonomy

Tarone's (1977) classification is one of the earliest in the CS literature. In her classification, she followed a social and interactional approach. She examined CS under five categories which were:1) paraphrase, 2) borrowing, 3) appeal for assistance, 4) mime, and 5) avoidance. In her classification, while mime and appeal for assistance have no subcategory, paraphrasing includes approximation, word coinage, and circumlocution. Borrowing includes literal translation and language switch. In avoidance strategies, there are two subcategories which are topic avoidance and message abandonment. In Table 1, Tarone's (1977) classification can be seen.

Table 1

Tarone's (1977) CS Classification

Paraphrase	Borrowing	Appeal for Assistance	Mime	Avoidance
Approximation	- Literal Translation			- Topic Avoidance
- Word Coinage	- Language Switch			- Message Abandonment
- Circumlocution				

According to Tarone (1977) language, learners employ paraphrase strategies when they face difficulty in terms of an unknown word. In a nutshell, language learners use approximation by utilizing a lexical item that has common semantic characteristics with the target word they want to use; by circumlocution, they try to describe the unknown L2 word by describing some of its features. They can also employ word coinage in which the learners make up a non-existing L2 word. These three strategies can be used to deal with vocabulary-related communication difficulties. By using borrowing strategies, learners use their L1 to deal with language difficulties. In appeal for assistance, learners ask the person(s) they communicate with to help them in terms of grammar and vocabulary. The fourth main strategy in Tarone (1977) is mime. By using this strategy, learners get help from nonverbal strategies.

Under the fifth main category, avoidance, we have topic avoidance and message abandonment. In the former one, language learners avoid talking about the concepts which they think might cause them language difficulties. The latter can be observed when language learners start talking about something but cannot go on as they encounter language difficulties and leave their messages incomplete (Tarone, 1977). This classification is seen as an important one as it shed light on the following classifications and definitions (Kongsom, 2006).

2.1.3.2. Faerch and Kasper's (1983) Taxonomy

In their taxonomy, Faerch and Kasper (1983) followed a psycholinguistic approach. They classified CS under two primary categories, which are avoidance and achievement strategies. According to Kongsom (2009), their taxonomy is more inclusive than Tarone's (1977) as it has more subcategories (see Table 2).

Table 2

Faerch and Kasper's (1983) CS Taxonomy

1. Avoidance	Achievement
1.1. Formal Reduction	2.1 Non-cooperative
1.1.1. Phonological	2.1.1.1. Code switching
1.1.2. Morphological	2.1.1.2. Foreignizing
1.1.3. Grammar	2.1.2 Interlanguage Strategies
	2.1.2.1 Substitution
	2.1.2.2. Generalization
	2.1.2.3. Exemplification
	2.1.2.4 Word-coining
	2.1.2.5. Restructuring
	2.1.2.6 Description
1.2. Functional Reduction	2.1.3 Non – linguistic strategies
1.2.1. Actional	2.1.3.1 Mime
1.2.2. Propositional	2.1.3.2 Imitation
1.2.3. Modal	2.2. Cooperative
	2.2.1 Appeals

The first category is avoidance strategies. Language learners employ avoidance strategies when they try not to encounter communication problems. To do so, language learners can decide not to talk about topics that might make them

encounter some language difficulties. The second is achievement strategies. By employing such strategies, language learners can look for alternative solutions to fix a language breakdown. There are two subcategories under this strategy. These are non-cooperative and cooperative strategies. While in non-cooperative strategies, learners do not ask for help from others and use their own resources to deal with the problem, in cooperative strategies, they get help from others, which is called appeal for help (Faerch & Kasper, 1983).

These two mentioned classifications are seen as important roadmaps in CS research as they are pioneering taxonomies. Nevertheless, they were also criticized heavily by the Nijmegen group and Bialystok, who claimed that these classifications are too detailed and lack psychological background. For instance, Bialystock (1990) criticized these taxonomies for being product-oriented and underestimating the cognitive processes the learners experience while using these strategies. That is why she followed a process-oriented approach in which the cognitive procedures that the language learners experience while employing communication strategies were emphasized.

2.1.3.3. Nijmegen Group's Taxonomy

Compared to former strategies discussed in this study, the Nijmegen group's taxonomy does not include many details. It is not surprising as they criticized former classifications for having too many details. There are two main categories in this classification, which are conceptual strategies and linguistic code strategies. Under the first category, there are analytic and holistic strategies. The second category includes morphological creativity and transfer. Table 3 displays these strategies.

Table 3

Nijmegen Group's CS Taxonomy cited in Bongaerts & Poulisse (1989)

1. Conceptual Strategies	2. Linguistic Code Strategies
1.1. Analytic Strategies	2.1 Morphological Creativity Strategies
1.2. Holistic Strategies	2.2 Transfer Strategies

According to the Nijmegen group, learners use conceptual strategies when they make changes in the message they want to convey (Kellerman, 1991, cited in Dornyei & Scott, 1997). In linguistic strategies, learners make changes in their linguistic resources by using morphological and transfer strategies (Dornyei & Scott, 1997). Another classification that has common features with this taxonomy is Bialystok's (1990) classification. It is discussed under section 2.1.3.4.

2.1.3.4. Bialystok's (1990) Taxonomy

Compared to Tarone (1977) and Faerch and Kasper (1983), Bialystok followed a different way to classify communication strategies by following a process-oriented approach and including L1-based communication strategies. However, she followed a similar way as the Nijmegen group in her taxonomy. In her classification, she suggested two main categories, which are analysis-based communication strategies, control-based communication strategies. Under analysis-based strategies, we can see the strategies of circumlocution, paraphrase, transliteration, word coinage and mime. Control-based strategies are language switch, ostensive definition, appeal for help, and mime. This classification can be seen in Table 4.

Table 4

Bialystok's (1990) CS Taxonomy

1. Analysis-based strategies	2. Control-based strategies
1.1. Circumlocution	2.1 Language Switch
1.2 Paraphrase	2.2 Ostensive definition
1.3 Transliteration	2.3 Appeal for help
1.4 Word Coinage	2.4 Mime
1.5 Mime	

Analysis-based strategies are employed when the learners face language difficulties and make changes in the message, they want to convey. Circumlocution can be given as an example of this category. By employing the strategy of circumlocution, the language learners try to explain a lexical item that they cannot express in the target language by talking about some of its features. Bialystok (1990) explained the control-based strategies as selecting and utilizing a representative mechanism assumed to be appropriate to convey the desired meaning using the target language (cited in Dornyei & Scott, 1997, p. 200). In these strategies, the language learners do not manipulate messages as they do in the first category.

As mentioned earlier, the Nijmegen group and Bialystok (1990) have common features in their classifications as they followed a process-oriented approach and have fewer categories. However, they have also been criticized for not being inclusive, as they have fewer categories. Dornyei and Scott's (1997) taxonomy is discussed in the following section. It is a significant resource as it almost addresses any communication strategy to deal with any language difficulty.

2.1.3.5. Dörnyei and Scott's (1997) Extended Taxonomy

Dornyei and his associate Scott (1997) published a review article in which they examined all existing taxonomies and provided an inclusive paper. It is seen as an important resource for CS literature as it provided a comprehensive summary. In addition to the existing taxonomies and definitions of CS, they also suggested their extended classification in this paper. The foundation of their taxonomy is based on solving communication problems, avoiding communication breakdowns, and creating mutual understanding. According to these researchers, these three aspects play a significant role in the rationale of CSs and their use.

In their comprehensive classification, there are three primary categories, and these are direct, indirect, and interactional strategies. The first category in their taxonomy is direct strategies. They explained direct strategies like the ones which help the communicator get the meaning across, for example, circumlocution. By using circumlocution, even if a language learner cannot express the actual world in L2, he/she can still maintain the conversation.

The second category in their taxonomy is indirect strategies. They suggested that the main aim of the indirect strategies is not solving a language-related problem. However, it does not mean they are less important than direct strategies; they still have significant use for maintaining the conversation or having the communication channel open. For example, by using the fillers, a communicator does not directly fix a communication breakdown, but he/she can gain time to think and make his speech more fluent. Lastly, they explained interactional strategies, in these strategies all parties in the conversation try to solve the communication problem collaboratively (Dornyei & Scott, 1997). Appeal for help and clarification request can be seen as good examples of this category. Table 5 displays their extended taxonomy.

Table 5

Dornyei and Scott's (1997) CS Taxonomy

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

As mentioned earlier, this classification does not only provide an inclusive summary for researchers and practitioners but also includes some new ones, such as mumbling omission, asking for repetition, etc.

2.1.3.6. Nakatani's (2005) Taxonomy

In the 2000s, Nakatani made significant contributions to the CS research. He carried out an interventionist inquiry in 2005 to test the possible effects of communication strategy instruction and its effectiveness. The findings revealed that the language

learners in the experimental group showed better performance than their counterparts in the control group in terms of oral proficiency. In addition to this, Nakatani (2006) also developed a CS scale based on his taxonomy. In his taxonomy, we can see two main categories, and these are speaking and listening strategies (See, Table 6).

Table 6

Nakatani's (2005) Speaking and Listening Strategies

1. Speaking strategies	2. Listening strategies
1.1 Social affective strategies	2.1 Negotiation for meaning while listening strategies
1.2 Fluency-oriented strategies	
1.3 Negotiation for meaning while speaking strategies	2.2 Fluency-maintaining strategies
	2.3 Scanning strategies, getting the gist strategies
1.4 Accuracy-oriented strategies	
1.5 Message reduction and alteration strategies	2.4 Getting the gist
1.6 Nonverbal strategies while speaking	2.5 Nonverbal strategies while listening
1.7 Message abandonment strategies	2.6 Less active listener strategies
1.8 Attempt to think in English strategies	2.7 Word-oriented strategies.

As can be observed in Table 6, Nakatani (2005) does not only focus on speaking strategies but also listening strategies. In this respect, a difference can be observed with the former taxonomies given in this section.

2.2. Research on Communication Strategies

In this section, some recent inquires on communication strategies is discussed. As the present study followed an interventionist approach, this section focuses on studies in which CSs are taught to EFL learners. As Kongsom (2009) stated, the number of interventionist studies is relatively small, which might be because of the discussions on the teachability controversy of CS. It is also safe to say that there are some significant studies showing the effectiveness of CS instruction. In this part, some of them are given in a chronological order.

First of all, Dornyei (1995) aimed to test the teachability hypothesis of CS. He conducted a quasi-experimental study with 109 participants, who were divided into the control and experimental groups. The students in the experimental group were explicitly taught three communication strategies which were time-gaining devices, circumlocution, and topic avoidance. The results of the study showed that the participants in the experimental group started using communication strategies more often. Moreover, the results showed that the participants started using CS more effectively. The researcher wanted the inquire learners' attitudes as well, and the results demonstrated that participants held positive attitudes toward CS instruction (Dornyei, 1995). Considering these findings, the idea that teaching CS was strengthened (Kongsom, 2009).

In another study, Salomone and Marsal (1997) focused on dealing with vocabulary-related language breakdowns in their study. In two French classes, they wanted to focus on a specific communication strategy which was circumlocution. The participants were divided into two groups as experimental and the control group. The students in the experimental group were taught how to use circumlocution with the help of some language games. The numeric data showed no statistical difference. However, the qualitative data showed that the instruction helped students use circumlocution more effectively.

In addition to those studies, Nakatani (2005) investigated the possible effects of explicit communication strategies instruction on students' speaking proficiency. The researcher formed an experimental group and a control group. The participants in the experimental group took a 12 -week-long CS instruction course, while the control group got regular speaking courses. The results indicated that the participants in the experimental group outperformed their counterparts in the speaking exam. The

researcher also suggested that the students in the experimental group developed an awareness of CS, which played an important role in their success (Nakatani, 2005)

In another study, Maleki (2007) aimed to test the teachability hypothesis of communication strategies. Sixty EFL students took part in the study and were divided into the experimental and control group. Compared to the former inquiries, the researcher followed a different approach by using textbooks with and without CS. The participants in the experimental group used the book with an emphasis on CS, and the control group used a different book without CS emphasis for four months. The results showed that teaching CS was possible. In addition, the researcher reported that teaching interactional strategies is more effective than teaching non-interactional communication strategies.

In her Ph.D. dissertation, Kongsom (2009) conducted an inquiry to examine the possible effects of communication strategy instruction on university students. The participants took a 12 –week-long strategy training course. The findings of the inquiry revealed that the instructions fostered participants' awareness of CS and its use. This study has a significant value as recent research on communication strategy instruction. Compared to most studies, it explains each strategy and its implementation steps in a detailed way. It also justifies why specific CS were taught to the students.

There is some controversy on the teachability of CS research, but the studies mentioned above show the positive effects of CS instruction. Therefore, there is enough evidence to claim that teaching communication strategies can improve students' CS use. In addition to that, the studies showed that it is possible to foster students' awareness of communication strategies. It can also be concluded that this awareness can lead to better speaking performance. Since this study also focuses on

creating a kind of awareness by teaching CS explicitly, this awareness might help students have a sense of security while they communicate in English. Knowing how to deal with communication problems can help students build more self-confidence, which can help them have higher SPCC and WTC in English.

2.3. Willingness to Communicate (WTC)

Learning a language is a complicated process, and every language learner needs to get exposed to the target language in order to learn it. For this exposure to yield better outcomes, the input should be comprehensible and a bit more advanced than the student's current language knowledge (Krashen, 1982). This hypothesis helped researchers of applied linguistics a lot to define the language acquisition process. However, comprehensible input alone is insufficient for language acquisition to take place. According to Swain (1985), language learners should also produce comprehensible output to acquire the target language. That is why students need to communicate and negotiate for meaning. In a broader sense, they are supposed to interact with others to learn the target language.

Furthermore, in his "Zone of Proximal Development" (ZPD) theory, Vygotsky (1978) also suggested that interaction plays a significant role in language acquisition. In light of these, we can estimate that language learners need to use every interaction opportunity inside or outside the classroom to succeed in language learning. Additionally, these in-class opportunities are more critical for EFL students as they do not have many interaction opportunities outside the language classroom. However,

every foreign language teacher has different groups of students: those who use almost

all interaction opportunities and those who are reluctant to use these opportunities

(MacIntyre, 2007). In the last decades, this difference in language learners'

communication behavior has been defined as the willingness to communicate.

Given the importance of interaction for language learners, having students

who are willing to interact has become a crucial issue for language teachers.

Therefore, this variable has also got a fair amount of attention from the researchers

and practitioners (Riasati, 2021; Osterland, 2014). Due to this, we can find many

studies in the ELT literature investigating the nature and predictors of WTC in L2

(e.g., MacIntyre & Charos, 1996; MacIntyre et al., 1998; Yashima, 2002; Maleki,

2007).

2.3.1. Willingness to Communicate in L1

The real career of WTC started with research on L1 communication. We can trace the

roots of WTC back to the 1970s. It was first introduced by Burgoon (1976), and she

coined the term "unwillingness to communicate" and described it as a persistent

propensity to avoid or reduce spoken communication. The researcher asserted that

introverts, people with anomia, alienation, or low self-esteem could suffer from

unwillingness to communicate. As can be seen, the term was introduced as

"unwillingness" to communicate rather than "willingness". Early researchers wanted

to emphasize the learners' reluctance in terms of interaction. In addition to Burgoon

(1976), McCroskey and Baer (1985) made significant contributions to early WTC research. They suggested that CA, SPCC, introversion, extraversion, and self-esteem were the key variables affecting WTC.

In essence, WTC was seen as a trait-like variable in the early WTC research, and McIntyre (1994) proposed a model to describe the nature of WTC by using these trait-like variables suggested by Burgoon (1976). In the proposed model, he suggested that SPCC and communication apprehension have the biggest impact on WTC. He also concluded that these two variables are affected by trait-like variables such as introversion and self-esteem, and to some extent, anomie.

In addition to trait-based variables, cultural variables were seen as important aspects of early WTC research. McCroskey and Richmond (1990) carried out cross-cultural inquiries to examine cultural differences in terms of WTC. They carried out these studies in Puerto Rico, Sweden, the United States of America, and Micronesia. They aimed to discover the different WTC, SPCC, and communication apprehension levels in different cultures. The findings of the inquiries revealed that there were significant differences in WTC in different cultures. For example, while people in the USA had the highest level of WTC, students from Micronase had the lowest level of WTC (McCroskey & Richmond, 1990).

These studies are all helpful to understand the nature of WTC, yet they all ignored situational variables. It is fair to say that personality-related and cultural

variables played an essential role in early WTC research. However, they were not

enough to explain the dynamics of WTC alone. As McIntyre et al. (1998) suggested

that situational variables such as the acquaintance degree of interlocutors, register,

and the topic are significant variables affecting WTC, we can observe the influence of

situational variables in L2 WTC studies more often.

2.3.2. Willingness to Communicate in L2

When WTC was first brought into being, the researchers focused on L1

communication, but in the following decades, it got a considerable amount of

attention from L2 researchers. However, it should be mentioned that there is a

significant difference between WTC in L1 and L2. McIntyre et al. (1988) pointed out

this difference and stated that L2 WTC should not be regarded as a straightforward

expression of L1 WTC. MacIntyre and his colleague Charos (1996) suggested that

this difference might have stemmed from political, social, and cultural variables. It

might also be possible to predict this difference, as communicating in a foreign

language can lead to different communication behavior. This difference also exists in

the spectrum of L1 and L2 WTC studies (Barin & Eyerci, 2020).

As discussed in the former sections, L2 WTC was regarded as an important

variable for language learning to take place. Therefore, understanding its predictors

has become an important issue for researchers. Two essential models that explain the

variables affecting language learners' WTC in a foreign language have been

highlighted within the WTC research. These models are provided by McIntyre and

Charos (1996) and McIntyre et al. (1998).

One of the first important inquiries on L2 WTC was carried out by McIntyre

and Charos (1996). They created a model (See Figure 1) by combining the WTC

model of MacIntyre (1994) and Gardner's (1985) social-educational model. With this

model, they aimed to examine the factors affecting WTC in L2. To test the model, the

researchers conducted research that took place in Ottawa, Canada, where both French

and English are spoken. Ninety- two French learners took part in the study. The

researchers wanted to investigate the possible relationships between SPCC, CA,

motivation, students' attitudes toward the learning context, willingness to

communicate, and their effects on participants' L2 communication frequency.

The findings showed that participants with higher L2 WTC and motivation

used L2 more frequently compared to the students who had lower levels of these two

variables. It can also be concluded from the results that SPCC and CA affected L2

WTC significantly (MacIntyre & Charos, 1996). The results also showed that context

influences students' willingness to communicate, which supports Dornyei's (1994)

ideas. In his article, he asserted that students with more opportunities for L2

interaction are likely to have a higher WTC in the target language.

Figure 1

Model of L2 Willingness to Communicate (MacIntyre & Charos, 1996, p.12)
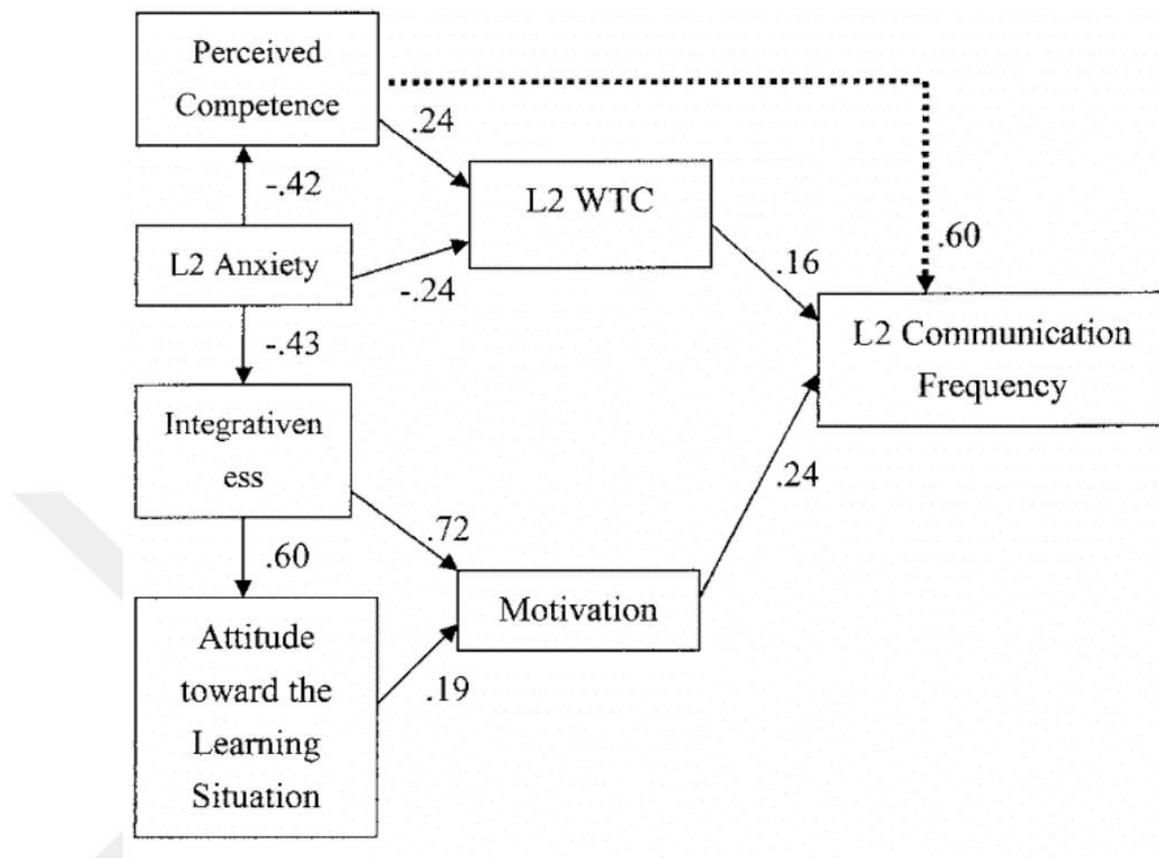
As mentioned in 2.3.1., WTC was regarded as a trait-like variable in the early research. Researchers explained WTC as a predisposition that is unlikely to change across different situations. However, MacIntyre and Charos (1996) pointed out the possible effects of situational variables on WTC, and we can see the influence of situational variables in the L2 WTC model proposed by MacIntyre et al. (1998). In their heuristic model (See Figure 2), there are six layers. At the top layers of the model, we can see situational variables such as communication behavior, behavioral intention, and situated antecedents. At the bottom layers, motivational propensities, affective cognitive context, and social-individual context can be seen.

Figure 2

Heuristic Model of Variables Underlying WTC (MacIntyre et al., 1998, p.547)
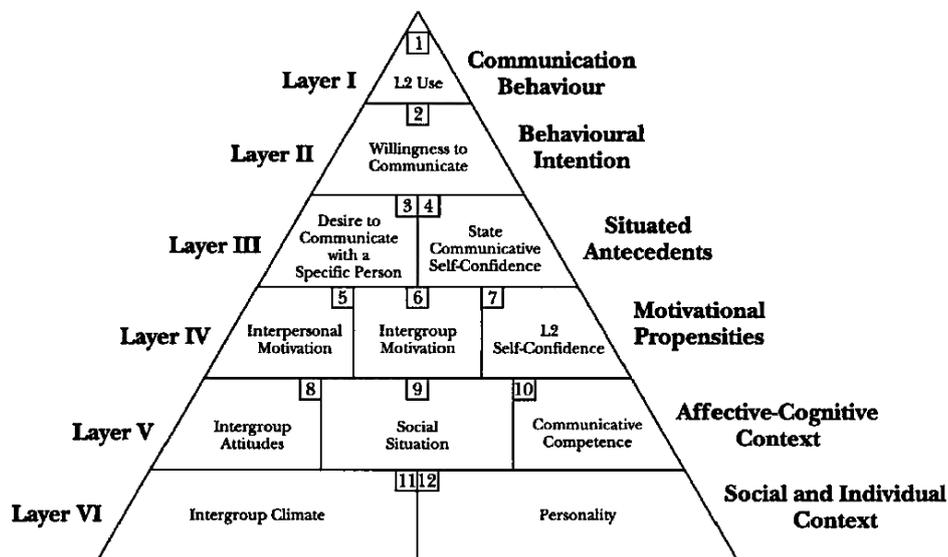
The top layer of the pyramid is dedicated to communication behavior. This layer shows the real use of L2, such as speaking L2 in the classroom, reading a magazine, or listening to a radio program in the target language. McIntyre et al. (1998) asserted that the primary aim of teaching foreign language teaching ought to be encouraging students to be active users of the target language. They maintained that teaching procedures should also encourage students to look for every L2 interaction opportunity. What can be concluded from this perspective is a successful foreign or second language teaching program should provide students with every opportunity to foster their L2 WTC.

The second layer of the model is dedicated to behavioral intention. This layer includes the willingness to communicate in L2. McIntyre et al. (1998) defined L2 WTC as "readiness to enter into discourse at a particular time with a specific person

or persons, using an L2" (p. 547). With this definition, they aimed to widen McCroskey and Baer's (1985) WTC conceptualization by taking the situational aspect into account. It was an important aspect of this model as the early models heavily depended on trait-like variables and neglected the situational variables.

In this layer, the researchers also pointed out the behavioral intention aspect of WTC. It is suggested that intention and opportunity should be present for showing communicative behavior. They exemplified these two with an in-class example. When a teacher asks a question to his students, more than one student may raise their hands, knowing that only one or two of them would be able to speak or answer the question. However, the act of raising hands can be seen as communicative behavior that shows the intention of the students (McIntyre et al., 1998). In the given example, some of the students raised their hands, but they were not able to speak. They had the intention, but they did have the opportunity to communicate, yet it did not change the fact that they were eager to communicate. That is why the act of raising hands was seen as communication behavior by the researchers.

In the third layer of the model, situated antecedents can be seen. In this layer, there are two boxes representing two significant constructs. One of them is the desire to communicate with a specific person. Two motives, affiliation and control, are suggested by the researchers to explain this construct. For example, people tend to feel affiliated with the ones who they see often or with whom they share similarities (Lippa, 1994, cited in MacIntyre et al., 1998). The other motive is control. According to the researchers, this motive takes place when the L2 speaker wants to influence others they communicate with.

The other construct in the third layer is named as state communicative self-confidence. As its name tells, state communicative confidence should not be regarded as a trait-like variable. With a trait-based approach, it could be seen as a personal characteristic that is unlikely to change across different situations. However, in the presented model, this construct represents the learners' self-perceived capacity to interact fruitfully in a specific situation (MacIntyre et al., 1998). In a nutshell, in this layer, researchers point out the importance of the situational variables on the L2 WTC.

In layer four, which is named as "motivational propensities", there are three boxes representing three constructs. The first one is interpersonal motivation which can be basically defined as the relationship between the interlocutors. It also focuses on the individual differences of the communicators. The second one is intergroup motivation. In this construct, group dynamics are more important than individual differences. For instance, the feeling of belonging to a social group or learning an L2 for friendship can be seen as important variables for this construct. The last construct in this layer is self-confidence. This construct is different from the one in the former layer. Self-confidence in this layer defines confidence regardless of the context. It can be explained as one's beliefs about his/her own L2 competence (MacIntyre et al., 1998).

The fifth layer consists of intergroup attitudes, social situations, and communicative competence. Intergroup attitudes have three affecting variables. These are integrativeness, the fear of assimilation, and motivation to learn the L2. The second construct in this layer is the social situation. The last construct in this layer is communicative competence which is thought to affect learners' L2 WTC significantly. In this model, Celce-Murcia, Dornyei, and Thurell's (1995)

communicative competence concept is adopted. This conceptualization includes linguistic competence, discourse competence, actional competence, social competence, and strategic competence (MacIntyre et al., 1998). According to this model, learners with high communicative competence are likely to have a higher level of L2 WTC.

Layer six (Societal and Individual Context) has two constructs. The first one is the intergroup climate, and there are two dimensions affecting this construct which are structural characteristics and perceptual and affective correlates. The other construct in this layer is personality. Unlike the early research, such as McCroskey and Baer (1985), McIntyre et al. (1998) saw personality as an indirect variable affecting WTC.

In summary, the model proposed by MacIntyre et al. (1998) has been seen as an essential roadmap for creating a better understanding of L2 WTC. This six-layered model was tested in different contexts and followed by many researchers in their work (e.g., MacIntyre et al., 2001; Yashima, Nishide, & Shimizu, 2004; Kim, 2004; Cetinkaya, 2005).

2.4. Research on Willingness to Communicate (WTC)

To investigate the complex nature of L2 WTC, many inquiries have been conducted. This section will have a glance at some prominent L2 WTC studies.

First of all, Hashimoto (2002) aimed to examine how L2 communication frequency, motivation, L2 WTC, SPCC, and L2 anxiety were related in the Japanese EFL context. It can be said that by investigating these variables, the researcher replicated the study of McIntyre and Chraos (1996). While investigating these variables, the researcher followed structural equation modelling. Fifty-six Japanese

ELPP students took part in the inquiry. The results of the study showed that students with greater motivation for learning English and students with higher L2 WTC are inclined to use the target language more often. However, unlike MacIntyre and Charos' study (1996), there was no meaningful relationship between students' SPCC and their L2 usage frequency. This difference might have stemmed from the contexts the studies were conducted in.

There is another study in the Japanese context that was held two years after Hashimoto's (2002) research. Yashima et al., (2004) investigated the factors which affected students' WTC in English. The research was conducted in a high school in Kyoto. The findings of the study revealed that trait-like variables, such as personality and self-confidence; and situational variables, such as intergroup motivation affected Japanese students' L2 WTC.

In the same year, Kim (2004) aimed to investigate MacIntyre et al.'s (1998) pyramid-shaped (heuristic) model of WTC in L2. The primary purpose of the study was to test the reliability of the model and see if situational or trait-like variables are more important to define the nature of WTC. The results revealed that the desire to learn English, motivation and students' attitudes toward learning English had correlated positively and significantly. One of the crucial findings of the study was the significant relationship between students' perceived L2 self-confidence and their willingness to communicate in English (Kim, 2004). These findings support the idea that students with high self-perceived communication competence are likely to have higher levels of WTC in English.

In addition to these studies, there are also studies conducted in the Turkish EFL context. To illustrate, a significant study on L2 WTC was conducted by

Cetinkaya (2005) in the Turkish EFL context. The researcher aimed to investigate the WTC level of Turkish college students and the variables affecting their level of WTC in English. The researcher proposed a model in which she hypothesized students' attitudes toward the international community, their self-confidence and motivation could have a relationship with WTC in English. She suggested attitude as a direct variable related to the motivation towards learning English. Personality was proposed as an indirect variable related to the L2 self-confidence of language learners. The results of the inquiry showed that the L2 WTC level of the students was not high. The data also revealed that WTC in English, students' attitude toward the L2 community, and their self-confidence had a direct relationship. Students' personalities and motivation levels were revealed as indirect indicators of WTC in English (Cetinkaya, 2005).

Another significant study that carried out in the Turkish EFL context was conducted by Sener (2014). The primary objective of the inquiry was to examine the L2 WTC level of the 274 ELT department students. In addition to this objective, the researcher aimed to examine the relationship between participants' WTC and their perceived L2 self-confidence, attitudes towards to the L2 community, personality, and motivation. The study partly replicated Cetinkaya's (2005) research. However, some of the results were different. To explain, participants' motivation to learn English and their WTC were found to be higher compared to Cetinkaya (2005). Considering the fact that the participants were in the ELT department Sener's (2014) study this was somewhat predictable. The data collected from the study also revealed that L2 willingness to communicate, self-confidence, students' attitude, and motivation correlated significantly. These findings were consistent with Cetinkaya's (2005)

inquiry. The data also showed that self-confidence was the most significant indicator of students' L2 WTC (Sener, 2014).

Two years after Sener's (2014) study, Asmalı (2016) conducted an inquiry. The researcher aimed to examine the predictors of L2 WTC in the Turkish EFL context. The data were collected from 251 freshman university students studying in different departments. The researcher employed a structural equating model (SEM) for the analysis of the data. The findings of the study showed consistency with the former studies in the Turkish EFL context. The findings showed that students' desire to learn English, their positive attitude toward the language community, and their confidence had a positive and meaningful relationship with their L2 willingness to communicate. Additionally, the researcher pointed out a relationship between students' attitudes to the language community and their desire to learn English.

Aydın (2017) carried out a qualitative inquiry in the Turkish EFL context. The researcher followed MacIntyre et al.'s (1998) model while designing the research, and she particularly focused on classroom interaction by speaking and writing in the target language. The researcher chose five students, and while choosing the students, the inquirer depended on her observation and aimed to choose students with different levels of L2 WTC. The researcher aimed to find out the underlying variables affecting willingness to communicate in English. The results of the thematic analysis revealed that class atmosphere, the topic, and the teachers were the most influential factors affecting students' willingness to communicate in English inside the language classroom (Aydın, 2017). The result of the research is significant as it provided deeper insights from students. These insights can lead to the exploration of new variables affecting in-class L2 WTC.

To summarize, most WTC studies in the Turkish EFL context followed similar research methods and mostly depended on quantitative data. Additionally, they also focused on similar aspects of WTC, such as the factors affecting willingness to communicate or testing some prominent models in the Turkish EFL context. It is possible to point out a rarity in interventionist studies or studies that propose ways of fostering the students' WTC in the Turkish EFL context. Conducting more research targeting these features might be an effective way to enrich the WTC research in the Turkish EFL context.

2.5. Research on Willingness to Communicate and Communication Strategies

As can be inferred from the WTC literature, fostering foreign language students' WTC in English has a vital role in the language teaching process. In addition to that, students' SPCC seems to be a significant predictor of WTC. Therefore, it can be estimated that when students know how to deal with language-related problems, they might develop higher SPCC, which can lead to higher WTC. To this end, teaching students the communication strategies seems to be promising for letting students know how to deal with communication breakdowns. That is why teaching CS to language learners can be meaningful for fostering students' WTC in English. However, it is also safe to say that there is a rarity in research examining the effects of explicit teaching of communication strategies on students' WTC (Mesgarshahr & Abdollahzadeh, 2014).

In the ELT literature, there are two significant studies examining these two variables. One of these studies was conducted by Mesgarshahr and Abdollahzadeh (2014). The researchers aimed to determine the effects of communication strategy instruction on students' WTC in the Iranian EFL context. One hundred twenty students took part in the study. The students were divided into the control group and

the experimental group. Both groups took the Iranian version of McIntyre et al. (2001) willingness to communicate self-report measures as pretests and posttests. The students in the experimental group were explicitly taught communication strategies. The CS instruction included circumlocution, approximation, the use of fillers, and appeal for help. The results of the posttest revealed that there was a significant difference between the two groups in terms of WTC in English, and students in the experimental group had a higher level of WTC compared to the control group (Mesgarshahr & Abdollahzadeh, 2014).

In the other study by Mirsane and Khabiri (2016), the scholars conducted an interventionist study in the Iranian EFL context. They also aimed to investigate the effects of CS on students' WTC. Sixty students took part in the inquiry, and they were divided into experimental and control groups. As Mesgarshahr and Abdollahzadeh (2014), and Mirsane and Khabiri (2016) employed the Iranian version of McIntyre et al.'s (2001) willingness to communicate self-report measures as pretests and posttest. The researchers followed Dornyei and Scotts' (1995) taxonomy and selected nine communication strategies to teach. The strategies chosen for explicit instruction were confirmation check, comprehension check, message abandonment, circumlocution, approximation, time-stalling devices, clarification request, all-purpose words, and appeal for help. The students were taught these strategies in 16 different sessions. The results of the study showed that students in the experimental group had a higher willingness to communicate compared to the control group.

To summarize, the results of the above studies suggested that teaching communication strategies help students foster their WTC in the target language. These findings are very promising. Yet, these studies could have provided more information about the CS selection procedure, the teaching procedure of CS, and students' feelings

about the CS instruction. The present study aims to eliminate the limitations of these

studies and provide more information on these essential aspects to reach reliable

results.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

The aim of the present study is two-fold. Firstly, it attempts to investigate the effects of communication strategy (CS) instruction on tertiary-level EFL students' willingness to communicate (WTC) in the target language. Secondly, it explores whether explicit CS instruction makes a meaningful difference in tertiary-level students' self-perceived communication competence (SPCC). Finally, it presents suggestions regarding the enhancement of L2 WTC on the basis of the data on students' perceptions of the CS instruction.

Accordingly, this section presents information on the participants, the study context, the research design, data collection procedures, and the data analysis.

3.2. Participants

The current study was conducted in an ELPP of a foundation university in Istanbul, Turkey. The participants for the study were selected through convenience sampling. 104 ELPP students took part in the piloting phase of the inquiry. In the actual study, the number of participants was 38. Nineteen of these students were in the experimental group, and the remaining 19 were in the control group. The age of the participants was between 18 and 21, 11 of these students were male, and the rest was female. They were all native speakers of Turkish.

The students' English language proficiency level was identified as B1 according to the Common European Framework of Reference based on the institution's placement exam administered at the beginning of the year. This placement exam tests students' listening, reading, vocabulary, and writing skills, and

it was the only criterion for forming the classes. However, as this institutional placement exam was not a standardized one, Michigan Placement Exam Booklet A was also employed to check whether the students' language proficiency level for this inquiry matched the results of the institution's exam. The Michigan exam consists of 100 questions and tests not only students' grammar and vocabulary knowledge of English but also their listening and reading comprehension. This exam was chosen as it has been proven to be a valid and reliable test to determine students' English proficiency levels. The students took the exam at the beginning of the inquiry. The researcher carried out the invigilation and evaluation procedures, and it was found that the participant students' language proficiency level was also detected as B1 according to this exam.

As students' departments were not taken into consideration while forming classes in this ELPP, the participant students were from different departments (See Table 7).

Table 7

Departments of the Participants

Departments	Number
Politics	5
Social Work	1
Turkish Literature	2
Psychology	8
History	4
Law	3
Pre-School Teacher Education	1
Economy	5
Guidance and Psychological Counseling	3
Philosophy	2
English Language Teaching	1
Information and Document Management	1
Management Information Systems	2
Total	38

As can be seen from Table 7, the departments of the participants were Political Science and International Relations, Social Work, Turkish Language and Literature, Psychology, History, Law, Preschool Teacher Education, Economy, Guidance and Psychological Counseling, Philosophy, English Language Teaching, Information and Document Management, and Management Information Systems.

3.2. Context

This research was conducted in an ELPP of a foundation university in Istanbul. The university has an intensive ELPP program, and students from different departments have 28 hours of English each week. Twenty of these hours are dedicated to the main course, and the rest is dedicated to skills courses. The program consists of four tracks, and each track lasts eight weeks. The students are supposed to complete a project at the end of each track. With these projects, the program aims to engage students with English more actively and make their learning process more meaningful by simulating real-life situations, such as giving a presentation or preparing a magazine in L2. Students are also encouraged to use every L2 interaction opportunity they can find in and out of the language class. Therefore, students' L2 WTC is a significant concern for the instructors of the program.

The academic year of this ELPP starts with a placement exam, and students are placed in classes accordingly. Students from different programs are placed in the same classes as the only creation in forming classes is students' language proficiency level. Every year students are placed in A1, A2, and B1 classes. The students are expected to be at least at the B2 level to complete the program and earn the right to study in their faculties.

3.3. Research Design

Since this study aims to investigate the effects of CS training on tertiary-level EFL students' WTC and SPCC in the target language, a quasi-experimental pretest-posttest with a control group design was preferred. Although the ideal research design for such an inquiry would be a true experimental one in which the participants would be randomly assigned to experimental and control groups, it is not always possible to conduct true experimental research in educational sciences since it would be unreal to expect forming classes just for the sake of the inquiry (Farhady & Hatch, 1981). According to Gopalan, Rosingner and Ahn (2020), choosing a quasi-experimental design is an acceptable way of imitating true experimental research when random sampling is not possible. Therefore, as convenience sampling had to be used in this study, quasi-experimental design was adopted (See Table 8).

Table 8

The Quasi-experimental Design of the Study

	Experimental Group	Control Group
Step 1	Pre-tests	Pre-Tests
Step 2	CS instruction	Regular instruction
Step 3	Post-tests	Post-tests

According to Table 8, while the participants in the experimental group were exposed to the 7-week communication strategy instruction after the pre-test, those in the control group followed the regular syllabus within the English language preparatory school. Then both groups were exposed to the post-tests. Detailed treatment procedure will be uncovered later in this chapter.

Both quantitative and qualitative data were collected in this study to reach justifiable research findings. By adopting a mixed method through the collection of

different types of data including pre-tests, post-tests, self-reports, and a semi-structured interview after a treatment procedure, the research was triangulated. In addition, the researcher intended to have deeper insights from the participants into their WTC, SPCC and their perceptions of CS instruction.

Research questions, data collection instruments and data analysis methods in this study are summarized in Table 9.

Table 9

Research Questions, Data Collection and Analysis

Research Question	Data Collection Instrument	Data Analysis
1. Are there any effects of communication strategies instruction on tertiary-level EFL learners' L2 WTC? If yes, to what extent?	-WTC Scale -Semi-structured interviews	-Independent Samples T-Test -Content Analysis
2. Are there any effects of communication strategies instruction on tertiary-level EFL learners' SPCC? If yes, to what extent?	-SPCC report -Semi-structured interviews	-Independent Samples T-Test -Content Analysis
3. What are the students' perspectives on explicit CS instruction in the English preparatory school classroom setting?	-Semi-structured interviews	-Content Analysis

3.4. Data Collection Instruments

As the aim of this study was to see whether instruction on communication strategies has an effect on EFL learners' willingness to communicate, data were collected through 1) pre- and post-treatment reports of self-perceived communication competence, 2) willingness-to-communicate scale, and 3) interviews with students. Besides, 4) a communication strategy use self-report was also used to design the treatment.

3.4.1. Self-report of Perceived Communication Competence (SPCC)

In many L2 WTC studies, SPCC is found to be an important predictor of WTC in the target language, so students' SPCC levels were tested before and after the treatment.

The Turkish version of the SPCC self-report was used to test students' SPCC levels (See Appendix C). This self-report was developed by McCroskey and Baer (1988) and translated by Cetinkaya (2005). The original form contains 12 questions, and participants are supposed to indicate how competent they would be in particular communication situations by choosing a value from 0 to 100. (100 =completely competent and 0 = completely incompetent). The reliability estimate of the original form is $\alpha = 92$.

After getting the necessary permission from the owner of the adapted version, the self–report was used in the pilot study. The results of Cronbach's alpha test showed that the self–report was highly reliable. The Cronbach's alpha score of the self-report was determined as $\alpha = 0.87$ in the pilot study. Then all the participants of the study were asked to complete the SPCC report before and after the treatment.

3.4.2. Willingness to Communicate Scale (WTC Scale)

To determine the students' WTC levels in English before and after the treatment, the researcher employed the Turkish version of the WTC scale as Turkish is the mother tongue of the participants, and they could understand the statements better.

The original scale was developed by McIntyre et al. (2001) to determine students' WTC in a foreign language (See Appendix B). This Likert-type inventory has 27 items, and participants are supposed to indicate their willingness to communicate in particular tasks by choosing values from 1 to 5 (5 = almost always willing, 4 = usually willing, 3 = willing half of the time, 2 = sometimes willing, 1= almost never willing). The scale contains four subscales. The owner of the original scale aimed to determine the participants' willingness to read, speak, write and listen with these subscales. The reliability statistics of the original scale were determined as

follows: α = .89 for eight speaking items, α = .90 for five listening comprehension items, α = .93 for six reading comprehension items and α = .96 for eight writing items (MacIntyre et al., 2001). The Turkish version of the scale was translated by Ugurlu (2020) to be used for her inquiry, in which the researcher examined the relationship between the learners' emotional intelligence and WTC in terms of gender. Ugurlu (2020) piloted the adapted scale in an ELPP program of a foundation university. The reliability estimates of the scale were determined as .95.

In the present study, after necessary revisions were made in accordance with the research context, the scale was made ready for the piloting phase. The scale was piloted with 104 students studying in the ELPP program. One of the well-known reliability tests was used to test the adapted scale's reliability, so the researcher employed the Cronbach alpha test, and the score of the adapted scale was determined as 0,93 in the current study. After having the evidence regarding the reliability of the scale, it was administered to both experimental and control groups before and after the treatment.

3.4.3. Semi-structured Interviews

Qualitative data were also gathered in the present study to have deeper insights into experimental group students' perspectives on the treatment procedure and its effect on their willingness to communicate and self-perceived communication competence. Therefore, the students in the experimental group joined semi–structured interviews before and after the treatment. Each interview took eight to twelve minutes, and the process was voice recorded. Six students took part in these interviews. The students were not selected randomly. Their WTC scores, which were tested in the pretest, were taken into consideration while choosing them. Two students with the highest, two with the lowest, and two with average WTC scores were chosen for the interviews.

In the pre-treatment interviews, the students were asked questions related to their current WTC and SPCC levels and the problems they faced in L2 communication. In the post-treatment interviews, in addition to the questions asked in the first interviews, they were asked questions related to their experiences and thoughts on the communication strategy training they had. See Appendix D for the interview questions.

3.4.4. Communication Strategy Self Report

A communication strategy (CS) self–report was employed to determine the experimental group students' communication strategy needs and their communication strategy use, which was necessary to plan the content of the CS instruction procedure. That is significant to note that there are two important CS instruments in the related literature which were developed by Nakatani (2006) and Kongsom (2009). As every group and teaching context has different needs, the researcher did not choose one of these scales and employed it as they were. Instead, the researcher in the current study adapted the report by choosing the items that could be useful for the current inquiry and by making some linguistic modifications to make the statements updated. The selected items were adapted to Turkish by using the back translation method. In addition to the selected items from Nakatani (2006) and Kongsom (2009), the researcher, as one of the coordinators and teachers in the preparatory program, developed some of the items himself in accordance with the research context. This was followed by consulting the other teachers in the preparatory program to check the items for clarity.

The self-report consisted of 33 statements, and they represented 14 different communication strategies. These strategies were circumlocution, approximation, non-verbals, time-gaining strategies, repair, appeal for help, topic avoidance, message

abandonment, code-switching, confirmation check, comprehension check, clarification request, word coinage, and literal translation. The students were asked to select the best indicator from 1 to 5 which describes their behavior on strategy use when they encounter a communication breakdown in English. This self-report was piloted with other instruments, and its reliability estimates were calculated. To test the reliability of the scale, Cronbach's alpha was employed, and the score was determined as $\alpha = 80$. Then the self-report was completed by the experimental group before the treatment.

3.4.5. Piloting of the Instruments

The data collection instruments used in this study were piloted for two main reasons. The first was to see if the participants had any language-related difficulties in understanding the adapted scales. The second reason was to investigate the reliability of the scale and the self-reports. The reliability scores of the instruments were given in sections 3.4.1, 3.4.2., and 3.4.4.

One hundred four students from six different classes took part in the pilot study, which was also conducted in the same preparatory school setting. Yet, the students who joined the pilot study did not take part in the actual study. The researcher himself conducted the surveys and was able to get instant feedback from the participants. In light of the feedback obtained from the students, some linguistic modifications were made in the adapted WTC scale. This procedure helped the researcher to anticipate the possible problems that could be faced in the actual study.

3.5. Treatment Procedure

3.5.1. Checking the Experimental and Control Groups' Appropriateness

In experimental studies, the experimental and control groups are expected to have similar characteristics before the treatment procedure. In this vein, the researcher compared the groups in terms of their level of WTC and SPCC before starting the treatment procedure. The means can be seen in table 10.

Table 10

Means Before the Treatment

Means	Group	N	Mean
WTC mean	control PRE	19	3,6530
	experimental PRE	19	3,6511
SPCC mean	control PRE	19	60,9386
	experimental PRE	19	66,2325

As can be seen in Table 10, there were slight differences between the groups in terms of WTC, SPCC, and the use of CSs. The researcher employed Independent Sample T-tests to see if there were statistically meaningful differences between the means (See table, 11).

Table 11

Independent Samples T Test Results (Before the Treatment)

	F	Sig.
WTC mean	,551	,992
SPCC mean	0,85	,735

The results of the Independent Sample T-Test in Table 11 showed no statistically meaningful differences between the WTC levels of the groups (Sig= ,992>0,05). In terms of SPCC, a significant difference between the control and

experimental group was not found as well (Sig=,735>0,05). These results showed that these two groups were appropriate for the experiment procedure as they would be compared after the treatment.

3.5.2. Needs Analysis to Plan the Treatment Content

The communication strategy instruction was the treatment in this study, so for the treatment procedure, the needs analysis was necessary to determine the communication strategies that might be useful for the participants. For this purpose, the students took the CS self-report one month before the treatment as the researcher needed time to prepare the CS lessons for the treatment procedure, and the students were also interviewed. The data collected through the CS self-report and pre-treatment interviews were used to decide which strategies to teach. In light of the data gathered from the participants, the strategies that were chosen to be explicitly taught were: circumlocution, approximation, time-gaining strategies, appeal for help, clarification request, and comprehension check. Table 12 shows the means for self-reports and relevant findings of the interviews.

Table 12

Findings of the Needs Analyses

Selected CSs	Evidence	
	Self-report Means	Interview findings
Circumlocution	3,17	Participants mentioned vocabulary-related difficulties (67%)
Approximation	3,30	Participants mentioned vocabulary-related difficulties (67%)
Time-gaining strategies	3,70	Participants mentioned time-related difficulties (33%)
Appeal for help	3,16	Participants mentioned difficulties in terms of negotiation for meaning (%17)

Clarification request	3,81	Participants mentioned difficulties in terms of negotiation for meaning (%17)
Comprehension check	3,70	Participants mentioned difficulties in terms of negotiation for meaning (%17)

In the pre-treatment interviews, the participants were asked about the difficulties they faced while communicating in English. 33% of the participants stated that they had time-related difficulties. For example, one of the participants (P3) stated:

> I also have problems in terms of time. When I think about it, what to say for a long time… after a while, you get stuck. You are staying. I mean, after a while, I lose my enthusiasm. Because I cannot fully reflect on the sentence that I have formed in my head, and I am waiting like this. Will it come or not, the time is passing. During that time, your counterpart gets bored. In other words, those who know English very well can understand what you want to say, but not everybody. Because you are thinking, and that thinking time can bore the person you are communicating with. I can say that you give up when you can't tell what you want to tell. *(P3)*

Another participant (P5) also mentioned time related issues by saying:

> When I speak, I think in Turkish first. I am wasting some time here. Generally speaking, just the duration is a bit of a hassle. I just need to think a little more. Sometimes it makes me nervous, but if it does not make me nervous, I can talk. (**P5**)

For 67% of the participants, unknown vocabulary items were a challenge. Some participants (P2, P3, P4 and P6) mentioned this challenge by saying:

> I think that if I learn more on the basis of words, I will be able to construct the sentences I want to say in a better way. We speak English both on the bus and while sitting in a cafe. We are working on it. However, since we do not know those words, we constantly get help from others. (**P2**)

> Words I do not know hinder me a lot. So, you think in Turkish, but you cannot say what you want in English. Because even in Turkish, you do not know every word exactly. (**P3**)

> I think it is about words. If I knew more words, I could express myself better. (**P4**)

> So sometimes, there are words I do not know. I am a person who rolls up words that I do not know. I wonder if this word was correct or something else. I start

with words similar to Turkish. I think I have a hard time there, and the word I want to say may not come to mind. (**P6)**

Lastly, 17% of them stated that they had problems in terms of negotiating for

meaning. To illustrate, one of the participants stated:

Honestly, sometimes I am afraid of not being understood. Or if I have mispronounced something because some words are similar to each other. I am afraid in case the other party misunderstands me. (**P1)**

3.5.3. Designing the CS Lessons

While designing the CS lessons as the treatment, the researcher used the steps

developed by Nakatani (2005) for his CS study. These steps are *review*, *presentation*,

rehearsal, *performance*, and *evaluation*.

In the *review* phase, the students discussed the previously learned

communication strategy, and this helped students to recycle the concepts. In the

presentation phase, a new communication strategy was introduced. In this phase, the

rationale and possible benefits of the new communication strategy were discussed. In

addition, the students were also provided the chunks they could use in the latter

phases. In *rehearsal* and *performance*, the students had the opportunity to practice the

CS they were introduced to. In the former one, the students had controlled activities,

and in the latter one, they had free activities to practice the strategies. The *evaluation*

stage helped students digest the concepts and provided the researcher with some

insights into students' thoughts on strategy courses. An example of the CS lesson plan,

which illustrates the summary of the instruction on circumlocution, can be found in

Table 13. For more lesson plan examples, see Appendix E.

Table 13

Summary of CS Strategy Lesson Example – Circumlocution strategy

Stage 1: Review	As it is the first lesson, the teacher starts with the second stage.
Stage 2: Presentation	- The teacher introduces the new strategy and its advantages. *Circumlocution can help you express the words you do not know in English. In this way, it can help you prevent any language difficulties in terms of vocabulary-related issues.* - The teacher introduces the chunks which can be used with this strategy. - The teacher provides a model by showing some words and describing them via circumlocution.
Stage 3: Rehearsal	Exercises with different activities. - In the first phase of the third stage, students work in pairs. They are shown some objects. They are supposed to describe the objects to their partners with chunks provided in the first stage. The students are not allowed to use the actual words. - In the second phase of the third stage, the students are shown some concepts, and they are supposed to explain them to their friends. - In the third phase of the third stage, students are given worksheets. They are supposed to write definitions for the items given in the worksheets. Then, they fold the worksheets, and their pairs try to find out the words from the definitions.
Stage 4: Performance	- Students are supposed to create a story for their friends by using four words given to them, but they are not allowed to use the actual words; instead, they use circumlocution. - The teacher provides a model.

Stage 5: Evaluation	- Students give feedback to one another.
	- Teacher gives feedback to all students on their performance.
	- Teacher asks the following questions to the class:
	    How was today's lesson?
	    What are the takeaways of the day?

The treatment procedure took seven weeks, and each week was dedicated to one strategy (See Table 14). In the seventh week, a review of all strategies was conducted. The students took two hours of CS lessons each week but were also encouraged to use the strategies they learned in every speaking activity. They were

given the week's chunks in every speaking activity, which helped them recycle the strategies.

Table 14

The Treatment Procedure

Session	Experimental group	Control group
Session 0	Pre-tests	Pre-tests
Session 1	Circumlocution	Regular Syllabi
Session 2	Approximation	Regular Syllabi
Session 3	Time Gaining S.	Regular Syllabi
Session 4	Appeal for Help	Regular Syllabi
Session 5	Clarification Request	Regular Syllabi
Session 6	Comprehension Check	Regular Syllabi
Session 7	Revision of all CS	Regular Syllabi
Session 8	Post-tests	Post-tests

3.6. Data Analysis and Interpretation

In order to answer the research questions posed in this study, both quantitative and qualitative data were collected.

3.6.1. Quantitative Data Analyses

The analysis of the quantitative data was conducted by using SPSS version 20. Before the analysis, quantitative data was checked to see if it was normally distributed. According to Tabachnick and Fidell (2003), if the kurtosis and skewness values are between +2.0 / - 2.0, it can be concluded that the data distribution is normal and parametric tests can be employed for statistical analysis. The kurtosis and skewness values of the WTC scale, SPCC and CS self-reports are given in table 15.

Table 15

Descriptive Statistics for the Scales Employed in This Study

Scales	Skewness	Kurtosis
WTC	-,418	,075
SPCC	-,671	-,218
CS	-,081	-,319

As the kurtosis and skewness values of the data were determined between +2.0 / - 2.0, parametric tests such as Independent Samples T-tests were employed.

3.6.2. Qualitative Data Analysis

The approaches to qualitative data analysis are determined according to the aim of the research. The purpose of collecting qualitative data was to have deeper insights from the participants by determining themes or categories. Therefore, content analysis was employed in this inquiry for data analysis. According to Fraenkel and Wallen, content analysis (2009) is a highly suggestable approach for data analysis when the data is collected by open-ended questions. After transcribing the voice recordings, the researcher carefully went through the open-ended responses of the participants, identified recurring themes and categorized data under the research questions which were intended to be answered. They are presented in chapter 4. Another rater with an ELT degree checked the data for consistency of the categories. Inconsistencies were negotiated to reach a common conclusion.

CHAPTER 4

4. FINDINGS

4.1. Introduction

The data collection procedure of the current study was explained in the previous chapter. In this chapter, the findings of this quasi-experimental mixed-method inquiry are presented.

First, the participants' perceived WTC and SPCC in English are reported on the basis of the pre-tests of WTC and SPCC and semi-structured interviews. Then the effects of CS instruction not only on students' WTC but also on SPCC are summarized. Furthermore, students' beliefs and thoughts towards communication strategy instruction are presented.

4.2. Tertiary-level Turkish EFL students' Perceived WTC and SPCC in English

The participants' perceived WTC and SPCC in English were found on the basis of the pre-tests of WTC and SPCC, and supported by semi-structured interviews.

4.2.1. Students' Perceived WTC in EFL

As Table 16 displays, 38 participants answered questions on their willingness to communicate levels in English. The mean score is 3,65. The developer of the scale MacIntyre et. al. (2001) determined the scores between 3 and 4 as "willing half of the time or usually willing".

Table 16

Descriptive Statistics of WTC Pre - Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
WTC mean	38	2,22	4,59	3,65	,5696

For the triangulation of the data, students who took part in the semi-structured interviews also answered questions on their current levels of WTC in English. As mentioned in the methodology section, two students with the highest, two with the lowest, and two with average WTC scores were chosen for the interviews. The results of the interviews supported the triangulation of the data. Thus, two of the students were determined as highly willing, two of them were determined as moderately willing, and two of them as almost not willing.

The following quotations taken from the *highly wiling* participants (33%) illustrate how willing they are to interact with others in English:

> In fact, I feel very eager, and I am not afraid when I speak without making mistakes or when I speak without thinking. So, I feel willing to speak because I feel like I have learned something. **(P1; WTC score: 4.33)**

> English preparatory program is not compulsory in my department. I came to the English preparatory department to learn English. That is why I'm eager, especially in speaking. English has a significant place for job opportunities today. Since there are not many English speakers in my department, I came here to make a difference between them and me, and that is why I am studying English. **(P2; WTC score: 4.59)**

The following quotations are taken from the *moderately willing* participants (33%):

> I cannot do much because I do not know the words much. Maybe it is because we have progressed a little more academically. There are many words that I have not heard before. I cannot be willing when I do not know the words. It does not happen when you do not know the words. Or I can't explain very well what I want to say sometimes because there are conjunctions that I do not know. For these reasons, I am not always eager and competent. **(P3; WTC score:3.55)**

> I think I could have been more willing. I believe I can do better if I push myself a little harder in English. However, on the other hand, I am preparing for the

university entrance exam again. As a result of that, my speed slowed down a bit. Nevertheless, I still consider myself willing. (**P6; WTC score: 3.44**)

Lastly, the following quotations are taken from the *almost not willing* participants (33%):

Actually, I preferred to communicate in English and learn it. However, due to some bad experiences that I had before, I lost my desire to communicate in English. (**P4; WTC score: 2.44**)

I feel very eager to communicate with my close circle. I feel very comfortable with them. Nevertheless, I feel very reluctant around people I do not know. Because I think I can make many mistakes, especially in pronunciation. (**P5; WTC score: 2.15**)

The data collected in the semi-structured interviews also provided some insights into the factors hindering students' WTC in English. The results showed that for 67% of participants' learning English in the EFL context was a factor hindering their willingness to communicate in English. Below are the direct quotations from the participants regarding this issue:

I mean, if there were more English-speaking people in the country, we would, of course, have the opportunity to practice more. That would be better, of course, so as not to forget the things we learn. (**P1**)

I wish there were more native English speakers around me. As there would be no other way to communicate, we would speak English. (**P2**)

If I had more opportunities, I would like to come across different people, people that I will not meet later, people I would not care about speaking in English. For this, I actually do some things on the internet. Such as texting or talking. I would like to be able to increase them more, to find more time for them. (**P5**)

For example, if there were more opportunities in Turkey, I would like to do something in English and for myself before going abroad. I would like to be a

good English student. Because in Turkey, a foreign language is somewhat despised and misunderstood. Actually, English is something that can put anyone one step ahead in all professions. That is why I would like to have more opportunities. (**P6**)

Participants' statements showed that learning English in the EFL context was the biggest obstacle for them. They pointed out that the problem stemmed from having few opportunities outside the classroom. They also stated that if they lived in a country where English was spoken, they would be more successful in learning English. These statements highlight the importance of in-class communication opportunities for EFL learners. For 33% of the participants, low self-confidence was an obstacle. The following quotations are related to this issue:

Self-confidence, for sure. If I had high self-confidence, I would have made better use of the opportunities that came my way. (**P3**)

I hesitate to speak because I feel inadequate, and I am anxious because of this, which prevents me from communicating. (**P4**)

Students' statements show consistency with the WTC research. In WTC literature, self-confidence has been regarded as one of the critical determinants of L2 WTC. In the view of these, it might be inferred that fostering students' self-confidence might lead to higher L2 WTC.

4.2.2. Perceived SPCC in EFL

To uncover the participants' perceived SPCC, data were obtained through Self-Perceived Communication Competence Self Report in the pretests. Table 17 displays the descriptive statistics of SPCC pretest results.

Table 17

Descriptive Statistics of SPCC Pre - Test Results

	N	Minimum	Maximum	Mean	Std. Deviation
SPCC mean	38	16,67	94,17	63,58	22,05

As can be seen in Table 17, 38 participants answered questions on their self-perceived communication competence. The mean score is 63,58, and the standard deviation is 22,05. For the triangulation of the data, the students who took part in the pre-treatment interviews were asked questions about their perception of communication competence in English. With the data collected in interviews, it can be observed that 33% of the students believed that they were highly competent, 33% of them were moderately competent, and 33% of them thought that they were almost not competent.

The participants' statements with their SPCC self-report scores are illustrated below:

> Until this year, I was never particularly good at speaking. In other words, I think I have come a long way in speaking English by pushing myself this year. I think I am also good at writing. Besides, there is more time to think in writing, and speech develops more spontaneously compared to writing. In addition, my listening skill has significantly improved with the podcasts we have listened to. Now, even if the speakers round up the words I hear while watching movies, I can get them more clearly. **(Highly competent- P2- SPCC score: 91)**

> Well, when it comes to speaking, I can convey what I mean very well, especially when the other party helps. Other than that, I do not find myself very good at speaking; frankly, I do not find myself good. In fact, I can understand what we read now as our level has advanced. I got to that point, I can understand what I read. In listening, you know, sometimes our teachers tell us what we should do, and we understand it. However, this is not always the case for listening texts. There can also be different accents in the listening texts.

Sometimes you hear the word but do not know how to spell it, and you cannot write it down. Things like that can have a bad influence on my listening comprehension. **(Moderately competent- P3 – SPCC score: 63)**

For example, for speaking, I can say two out of five. Because I get very nervous, and I cannot get over it. Furthermore, my pronunciation is not really okay. I am not very good at pronunciation. That is why I do not find myself good. But I think I'm good at grammar and so on. I think my best skill is writing. Because before writing something, I start with preparation; I create a category, organize it, then start writing. I do not have this chance in speaking. It happens so quickly. If I am supposed to compare my reading and listening skills, I would say I do much better in reading because I have a text in my hand. Listening and speaking are my two worst areas. **(Almost not competent- P5 – SPCC score: 41)**

4.3. Findings of the First Research Question

The first research question of the inquiry was *"Are there any effects of communication strategies instruction on tertiary-level EFL learners' L2 WTC? If yes, to what extent?"* In order to answer this question, data gathered through the WTC scale and semi-structured interviews were analyzed.

Table 18 demonstrates the results of the pre- and post-treatment WTC scales of control and experimental groups. The researcher examined groups' post-test results of willingness to communicate scales and employed independent samples T-test.

Table 18

Pre- and Post-treatment Descriptive Statistics for WTC Levels of Experimental and Control Groups

		N	Mean	Std. Dev.	t	p
Pre-Tests	Exp. Group	19	3.65	,6427		
	Cont. Group	19	3,65	,5039	,010	,463
Post-Tests	Exp. Group	19	3.88	,6219		
	Cont. Group	19	3,40	,6217	-2,377	,023**

**Mean difference is significant at .05 level

As can be seen in Table 18, the WTC mean score of the experimental group is 3,88, while it is 3.40 for the control group. Namely, the experimental group had a higher WTC mean, which may indicate the positive effects of the treatment. In addition, according to the results of the T-test, the difference between the groups were meaningful (Sig=,023 <0,05). Moreover, when the progress within the groups were checked, it was seen that while the experimental group's mean score increased from 3,65 to 3,88 at the end of the treatment, the control group's mean score decreased from 3,65 to 3,40.

In addition to the numerical data, the students in the experimental group were also asked questions about the perceived effects of CS instruction on their WTC in post-treatment interviews. Six students took part in the post-treatment interviews, and 67% of the participants stated that CS instruction increased their WTC in English. As an example, one of the participants (P2) stated that he already had the willingness, but instruction on the strategies really increased his WTC. This participant also reported that he learned to speak in English without pausing and getting stressed. Another participant (P1) mentioned becoming more professional with the help of these strategies. The following expression of the participant illustrates this situation:

> You definitely look more professional. Because you seem to have more command of English, and because you seem to be more competent in English, you encourage the other party to speak more, and you become more willing to speak. (**P1**)

Other participants highlighted an increase in their self-confidence after the treatment, which affected their WTC in a positive way. The following quotation can be given as an example for this:

I can say that it gives you more self-confidence in a way. And the more I start talking, or the more I talk, or the more I see that I can speak, quite nicely I want to talk even more willingly, I might even say. (**P3**)

33% percent of the participants stated that CSs instruction affected both their WTC and SPCC positively. Their statements are given under the following heading. The qualitative data supports the numerical findings. Thus, it can be concluded that the treatment procedure affected students' WTC and SPCC positively.

4.4. Findings of the Second Research Question

In most WTC studies, SPCC was suggested as an important predictor of WTC. Therefore, the second research question of this inquiry was *"Are there any effects of communication strategies instruction on tertiary-level EFL learners' SPCC? If yes, to what extent?"* In order to examine the second research question, the data collected via SPCC self-report and semi- structured interviews were analyzed.

The researcher compared the pre- and post-SPCC means of the groups. The statistics are displayed in Table 19.

Table 19

Pre and Post-test Descriptive Statistics for SPCC Levels of Experimental and Control Groups

		N	Mean	Std. Dev.	t	p
Pre-Test	Exp. Group	19	66,23	21,23		
	Cont. Group	19	60,93	23,11	-,735	,467
Post-Test	Exp. Group	19	77.11	11,60		
	Cont. Group	19	61,92	20,77	-2,781	,009**

** Mean difference is significant at .05 level

As can be seen in Table 19, the SPCC mean score of the experimental group is 77,11, while it is 61,92 for the control group. This finding demonstrated that the experimental group had a higher SPCC mean; in addition, the results of the T-test

showed there were meaningful differences between the groups (Sig=,009<0,05). Similarly, when within-group results regarding the SPCC were examined, it was seen that the experimental group's SPCC score moved from 66,23 to 77,11 while the control group's SPCC score increased only from 60,93 to 61,92.

Besides, with the data obtained through the interviews, 33% of the participants stated that communication strategy instruction improved both their SPCC and WTC in English. The following quotations exemplify this result:

As you talk, you realize that you can talk and talk and that the other person understands you in a way, even if you don't feel competent, and this causes you to feel more competent. Feeling more competent for me is equivalent to being more willing, and as I feel competent, my willingness increases. (**P5**)

Now I see myself as more willing. Because in the past, I wouldn't say in the past. Until a month ago or so, I was just incompetent. Especially in speaking, I used to ask my friends mostly the same questions. Now yes. I have learned new words. I try to repeat what the other person says more, understand more easily and respond with better sentences. (**P6**)

4.5. Findings of the Third Research Question

The last research question of the inquiry was *"What are the students' perspectives on explicit CSs instruction in the English preparatory school classroom setting?"* To answer this question, the data which were gathered in the semi-structured interviews were used. The students, who joined in the CS instruction, were asked questions regarding their experiences of CS instruction. 50 % of the students stated that CS instruction was useful. For example, one of the participants (P1) mentioned the benefits of CS instruction by saying:

I think this training process is very useful. I think I understand the speaking exercises and strategies we do. For instance, gaining time, or using another word instead of the word we do not know. Afterward, asking the question to the

speaker again is asking for an explanation of a time we do not understand. I found these helpful and, I use the strategies we have learned. **(P1)**

In addition, other participants (P2 and P3) mentioned the benefits of the CS instruction by saying:

I think these activities and strategies are very useful. We have also learned a lot of strategies, and they were all in different contexts. I think a lot before I speak because I'm not a person who likes making mistakes. However, I can now express what is on my mind more easily without too much difficulty, while speaking. **(P2)**

I think these strategy lessons have been very useful. I believe it has added something to me. Thanks to the influence of these lessons, I developed a better speaking style. In speaking lessons, I used to talk a little more monotonously, but now I have increased my options. **(P3)**

Furthermore, 50% of the participants stated that CS lessons were fun. To illustrate, two participants (P4 and P6) expressed their experiences by saying:

I think it was really fun. I think they are the hours I have had the most fun. I love strategy classes. Besides, I like talking to another person because someone else sits next to me in every different activity. I get to know a new person by speaking English. That's why I'm glad. **(P4)**

It was fun. Strategy lessons were the hours we were looking forward to. **(P6)**

Another participant mentioned that, in addition to being fun, the strategy lessons also increased her awareness of speaking strategies. She expressed her thoughts as in the following quotation:

First of all, the lessons were a lot of fun, because I felt like I was chatting with my friends about a certain topic. We also noticed that it was improving our communication ability. It was kind of like, for instance we do something as a reflex, and then we learn that this is something to do or be done. However, the things we did unconsciously came to us as a lesson. We have seen them in more

detail. We have also realized why we use them, since we were already doing the content of the courses unconsciously. However, the fact that they were taught enabled us to use them as strategies. **(P5)**

CHAPTER 5

5. DISCUSSION & CONCLUSION

In this chapter, the results are discussed by referring to the relevant literature, and implications of the study are provided. Besides, main conclusions are summarized and suggestions for future studies are also presented.

5.1. Discussion of the Findings

5.1.1. Discussion of the Effects of Communication Strategy Instruction on Students' L2 Willingness to Communicate

The main aim of the present inquiry was to investigate the possible effects of the communication strategy instruction on EFL students' WTC in English. In this vein, a quasi-experimental pretest-posttest with a control group design was adopted, and both quantitative and qualitative data were collected. Firstly, the post-test results of the two groups were compared. Secondly, the researcher used the data collected in the post-treatment interviews to investigate the possible effects of the treatment procedure on students' WTC in English.

The post-test results revealed that the participants in the experimental group had a higher WTC in English $M = 3.88$ than the control group $M = 3.40$. In addition, the difference between the groups was statistically significant. In the pretests, the groups had had similar mean scores of WTC in English. While the control group's WTC score was M = 3,6530, the experimental group's score was M = 3,6511. Therefore, it can be inferred that the treatment procedure helped participants develop a higher WTC in English. In similar studies conducted by Mesgarshahr and Abodellahzadeh (2014), Mirsane and Khabiri (2016), and Le (2006), students who had communication strategy instruction had a higher level of L2 WTC compared to

the students in the control group. Therefore, the present study is consistent with other CS training studies in the literature.

All students who took part in the interviews stated that CS instruction helped them develop a higher WTC in English (%100). During the semi-structured interviews, participants expressed that using CSs reduced their communication anxiety. With the instruction of CS, the researcher aimed to enhance students' feeling of security during L2 communication. As claimed by Dornyei and Thurell (1994), this could be possible by using CSs. This feeling of security could help participants reduce their communication anxiety. Tsai (2018) also found out that using communication strategies might have meant having less communication apprehension (CA) for language learners. Besides, in WTC research, it has been often asserted that learners with high anxiety are likely to have less WTC (e.g., McCroskey & Richmond, 1990; MacIntyre, 1994; MacIntyre & Charos, 1996; MacIntyre, 2009). In this research, having less communication anxiety might have led to having higher WTC for the participants. The participants also expressed that using CS helped them become more confident in L2 communication. It has been suggested in many studies that learners with self-confidence are likely to have higher WTC (e.g., MacIntyre et al., 1998). In addition to the numerical data, the results of the semi-structured interviews also showed that CS instruction helped students have higher levels of L2 WTC.

In the present inquiry, the participants were explicitly taught circumlocution approximation, time-gaining strategies, appeal for help, clarification request, and comprehension check. Students were taught circumlocution and approximation to deal with vocabulary-related difficulties. According to MacIntyre and Legatto (2011), when students encounter difficulties related to their lexical resources, their WTC is affected negatively. Therefore, knowing how to deal with problems that stemmed

from unknown vocabulary items might have helped students have higher L2 WTC. By using time-gaining strategies, students learned how to deal with time pressure. With the help of this strategy students are able to keep the communication channel open despite the difficulties they face during L2 communication (Le, 2006). The appeal-for-help strategy might have given students the idea that they could ask for help from the interlocutors when their linguistic resources are not enough to explain themselves (Mesgarshahr & Abodellahzadeh, 2014). With the help of clarification requests and comprehension checks, students had more options to ensure negation for meaning. What can be concluded from these results is explicit CSs instruction could enhance language learners' WTC in English preparatory school settings.

5.1.2. Discussion of the Effects Communication Strategy Instruction on Students' Perceived Communication Competence

In most WTC studies, SPCC was seen as a significant predictor of L2 willingness to communicate (e.g., McCroskey & Richmond, 1990; MacIntyre et al., 2001; MacIntyre et al., 1998; Alemi, Tajeddin & Mesbah, 2013). Therefore, the effects of communication strategies on students' SPCC were examined in this inquiry. To achieve this goal, the post-SPCC test results of the two groups were compared. Then, the researcher analyzed the qualitative data to examine the effects of CS instruction on students' self-perceived communication competence in English.

The post-test results revealed that the participants in the experimental group had a higher SPCC in English $M = 77,11$ compared to the control group $M = 61,92$. In addition, the results of the independent samples t-tests showed that the difference was significant. With these results, it can be concluded that communication strategy instruction helped the students feel more communicatively competent. The statements of the students who took part in the post-treatment interviews provided some insights

into this issue. Their statements supported the numerical findings. The participants stated that with the help of CS, they were able to continue the conversation even when they encountered language-related difficulties. Moreover, they asserted that being aware of that ability helped them feel more competent.

Participants also expressed that communication strategies helped them have more options to keep the conversation going. When the nature of the communication strategies is considered, the results are not surprising. In the communication strategies literature, it is often suggested that having strategic competence help language learners deal with language-related issues regardless of their current language proficiency. As in the former CS instruction studies, for instance, Mesgarshahr and Abodellahzadeh (2014); and Mirsane and Khabiri (2016), the rationale for teaching communication strategies to the students was to show students how to deal with language-related difficulties faced during L2 communication. In the present inquiry, the researcher aimed to help students become more self-confident and have less communication anxiety by using CSs. MacIntyre and Charos (1996) found out that L2 anxiety and SPCC correlated negatively. Having considered students' statements, it can be concluded that CS instruction helped them become less anxious while using L2, which may have led to higher SPCC. The findings of the current study show consistency with the former CS instruction studies in the literature.

5.1.3. Discussion of Students' Perceptions of CS Instruction

All students who took part in the interviews stated that they held positive attitudes toward CS instruction. These findings are consistent with the related literature; for instance, Dornyei (1995) found out that the students who took CS instruction perceived the process positively. In other CS instruction inquiries conducted by Kongsom (2009) and Le (2006), the participants, who took part in CS instruction,

stated that they had positive feelings towards the treatment procedure. In the present inquiry, 50% of the participants expressed that they found the training useful. For instance, in a similar study conducted by Kongsom (2009), 71.88% per cent of the participants mentioned the usefulness of CS instruction. Consistency can be observed with these studies in terms of the students' perceptions of CSs. While pointing out the benefits of communication strategies, one of the participants in the current inquiry stated that CS helped her deal with the fear of making mistakes. As suggested by Dornyei and Thurrell (1994), using CS might have given the participants a sense of security while communicating in the target language. Another participant stated that using CS gave her more options while communicating in English. In the present inquiry, all students were given chunks that can be used with the target CS. Thanks to the chunks provided to the students, they had more options while communicating in English.

In addition to the usefulness of communication strategies, %50 per cent of the students said that learning CSs was fun. This finding also shows consistency with Kongsom (2009) and Le (2006); in these studies, some of the participants stated that learning CS was an enjoyable process. In the present research, the researcher aimed to simulate real-life situations while teaching the strategies which were presented in many different contexts. One of the participants stated that the variety of the different teaching contexts made learning communication strategies enjoyable. While mentioning the enjoyable aspects of CS, one of the participants said that CS instruction made them more aware of the use of CS strategies. As suggested by Dornyei (1995), teaching CS could make students more aware of their strategic competence. In the present inquiry, the researcher aimed to raise students' awareness of CS by teaching them explicitly. With the data collected in this research, it can be

concluded that participants perceived CS instruction positively, and the findings show consistency with the related literature.

5.2. Conclusion

5.2.1. Summary of the Findings

In 21st century, language learners are required to be active users of English. That is only possible by getting exposed to the target language and producing in it. In language classes, all language teachers have students who actively engage in class communication activities and students who are reluctant to do so. These in-class opportunities are vital for language learners who learn the target language as a foreign language. In recent decades, these differences in students' behaviors have been described as WTC. It has been suggested that students with higher L2 WTC might show a greater frequency of L2 use. Therefore, this study aimed to investigate the ways of enhancing L2 WTC.

To achieve that, the researcher examined the possible effects of explicit CS instruction on students' L2 WTC. In this inquiry, the rationale for teaching CS was to show students the ways to handle language-related difficulties occurring in L2 communication. Knowing how to deal with such problems would make students feel more communicatively competent. As a result, they would be able to have higher levels of willingness to communicate in English.

With this point of view, the students in the experimental group had CS instruction for seven weeks, while the control group followed the regular English preparatory schools' syllabus. The treatment process was preceded by a needs analysis, according to the results of the analysis, the students were explicitly taught circumlocution, approximation, time-gaining strategies, appeal for help, clarification request, and comprehension check. When the findings of the post-tests were

compared, it was found out that the students in the experimental group had higher L2 WTC and SPCC. These results were triangulated by the data collected in the semi-structured interviews. The participants also stated that the CS instruction was a positive experience for them.

In light of all these, it can be concluded that the explicit teaching of CS can be one of the ways of enhancing students' L2 WTC and SPCC. The increase in these two variables can lead to a higher frequency of in-class interaction, which is quite desirable for foreign language instructors.

5.2.2. Implications

It can be concluded from the results of the research that explicit instruction of CSs can help language learners develop a higher WTC and SPCC. These two variables might directly affect students' L2 interaction and lead to better L2 performance. In this research, an explicit way of CS instruction was conducted. The same approach can be followed in language classrooms after conducting a needs analysis. According to the learners' needs, communication strategies might be integrated into speaking classes' syllabi. If this is not possible, teachers might follow a more implicit way. In such cases, students can be provided the chunks which might help them deal with communication breakdowns. In this study, students were provided the chunks of the week not only in CS classes but in every communication activity. These helped students recycle the chunks throughout the week. Practitioners might follow the same way in which less time and effort can be allocated for CS instruction.

Participants stated that learning communication strategies was fun. Therefore, communication strategies might also be used to make speaking classes less monotonous. In this study, the chunks and strategies were presented in different

contexts. That helped the researcher simulate real life situations in his language classroom. In most language books and syllabi today, communication strategies are somewhat neglected. However, language teachers can integrate CS into their current books by doing some tailoring. These would all be helpful for language students in EFL contexts. Developing a higher WTC and SPCC can help students use every L2 interaction opportunity that they have. That is significant considering the rarity of interaction opportunities in the EFL contexts.

5.2.3. Limitations

As with every inquiry, this study has some limitations. The first limitation of this study comes from the context and the number of participants. This research was limited to the data which was collected in the English preparation program of a foundation university. A total number of 38 language learners took part in the experiment phase of the study. These might endanger the generalizability of the findings. Future studies might be carried out in different contexts with a higher number of students. The second limitation is the number of the strategies taught in the treatment procedure. The treatment procedure included only six communication strategies, which were circumlocution, approximation, time-gaining strategies, appeal for help, clarification request, and comprehension check. These strategies were selected in the light of the data, which was collected in needs analysis; however, it does not change the fact that communication strategies are not limited to these six strategies. In addition, because of the time restriction of the program, the treatment took only seven weeks; however, more time can be allocated to the CS treatment procedure in future studies. Lastly, the researcher was also an instructor in the program. Although the researcher took necessary precautions to ensure research

ethics, this can still be considered as a limitation of the inquiry. Therefore, it will be better for future studies to consider these limitations.

5.2.4. Suggestions for Further Studies

Plenty of suggestions can be made for future WTC and CS research. Firstly, this inquiry was conducted in the English preparation program of a foundation university. Future studies can be carried out in different teaching contexts, for instance, in K12 schools. That might provide data to the researchers and language teachers for the implementation of CS. In addition, this might also provide more data on these variables in the Turkish EFL context. Secondly, this research was limited to six different communication strategies as the participants' needs were taken into consideration while designing the treatment. In different contexts, students' needs might differ, and the research can be replicated with different communication strategies. Thirdly, in future studies, more time can be dedicated to communication strategy training in the treatment part. That would help the researchers examine the effects of communication strategy instruction more effectively. Future studies might also investigate the teachability of CS in the Turkish EFL context, as such research is rare in the Turkish EFL context. Lastly, in future studies, follow-up research can also be conducted, and students' CS use can also be observed. While doing this, differences in students' CS use regarding their genders or departments might also be investigated. These can provide more insights for the researchers and practitioners.

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APPENDICES

Appendix A: Consent Form

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Sizleri Yeditepe Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı tez aşaması kapsamında yürütmekte olduğum "İletişim Stratejisi Öğretiminin İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerinin İngilizce İletişim Kurma İstekliliği Üzerine Etkisi" isimli araştırmamıza davet ediyorum. Bu çalışmaya katılım gösterip göstermemeniz tamamen gönüllük esasına dayanmaktadır. Bu formu onaylamanız araştırmaya katılma konusunda gönüllü olduğunuz anlamına gelecektir, fakat çalışmanın herhangi bir safhasında eğer dilerseniz çalışmaya devam etmeme hakkına sahipsiniz. Araştırma kapsamında toplanan kişisel bilgilerin tamamı saklı tutulacaktır, ancak anket ya da görüşme yoluyla sağladığınız veriler yayın amacı ile kullanılacaktır. Araştırma ile ilgili aklınıza takılan herhangi bir soru varsa araştırmacıya sözlü ya da yazılı olarak iletebilirsiniz. Araştırmacının iletişim adresi aşağıda verilmiştir.

Yukarıda verilen bilgileri araştırmanın amacını ve kapsamını anladım. Araştırma hakkında yazılı ve sözlü açıklama aşağıda ismi verilmiş olan araştırmacı tarafından tarafıma aktarıldı. Araştırmaya katılmayı kendi isteğimle hiçbir baskı, telkin olmaksızın katılmayı kabul ediyorum.

Araştırmacı:

Tez Danışmanı:

E- posta adresi:

Katılımcı

Adı Soyadı:

İmzası:

Appendix B: Willingness to Communicate Scale

Bölüm I- Demografik Bilgiler

Yaşınız:

Cinsiyetiniz:

Bölümünüz:

Toplam ne kadar süredir İngilizce öğreniyorsunuz?

Daha önce yurt dışında bulundunuz mu?

Anadili sizinkinden farklı olan insanlarla düzenli olarak İngilizce iletişim kuruyor musunuz?

Bölüm II - İngilizce İletişim Kurma İstekliliği Envanteri [1]

Aşağıda size verilmiş olan her bir durumda İngilizce iletişim kurma konusunda ne kadar istekli olacağınızı seçin. İngilizce iletişim kurma konusunda neredeyse hiç istekli değilseniz 1 yazın. Bazen istekli hissediyorsanız 2 veya 3 yazın. Çoğu zaman istekli hissediyorsanız 4 veya 5 yazın. Soruların doğru veya yanlış bir cevabı yoktur. Lütfen size en uygun olduğunu düşündüğünüz cevabı seçiniz.

Lütfen size uygun seçeneği işaretleyiniz.

5- Neredeyse Her Zaman İstekliyim

4- Genelde İstekliyim

3- Belki istekli olabilirim

2- Bazen İstekliyim

1- Neredeyse Hiç istekli değilim

		1	2	3	4	5
1.	Yaz tatilim hakkında bir grup insanla İngilizce konuşmak.					
2.	Öğretmenimle ödevim hakkında İngilizce konuşmak.					
3.	Bulunduğunuz odaya tanımadığınız biri giriyor, önce o sizinle İngilizce konuşsa sohbeti sürdürmeye ne kadar istekli olursunuz?					
4.	Tamamlamanız gereken bir görev konusunda kafanız karışsa, İngilizce talimat/açıklama istemeye ne kadar istekli olursunuz?					
5.	Bir sırada beklerken arkadaşınızla İngilizce sohbet etmek.					
6.	İngilizce bir oyunda aktris/aktör olmak için ne kadar istekli olurdunuz?					
7.	Dili İngilizce olan en sevdiğiniz oyunun kurallarını İngilizce açıklamak.					
8.	İngilizce bir tartışmaya katılmak.					
9.	İngilizce bir roman/ hikâye okumak.					
10.	İngilizce bir makale okumak.					
11.	Anadili İngilizce olan bir arkadaşınızın size yazdığı e-postayı ya da mesajı okumak.					
12.	Basit kelime ve yapıların kullanıldığı İngilizce yazılmış mektupları ve notları okumak.					
13.	Satın alabileceğiniz iyi bir ürün (telefon, bilgisayar, vb.) bulmak için İngilizce web sitelerindeki reklamları					

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[1] Adapted from MacIntyre et al. (2001) & Uğurlu (2020)

	okumak.					
14.	Popüler filmlerin İngilizce eleştirilerini okumak.					
15.	Eski bir bisikleti (ya da herhangi bir eşyanızı) satmak için İngilizce bir ilan yazmak.					
16.	En sevdiğiniz hobiniz için yapılması gerekenleri İngilizce olarak yazmak.					
17.	En sevdiğiniz hayvan ve alışkanlıkları hakkında İngilizce bir rapor yazmak.					
18.	İngilizce hikâye yazmak.					
19.	Anadili farklı olan arkadaşlarınıza İngilizce e-posta ya da mesaj yazmak.					
20.	Yabancı İnternet siteleri ve sosyal medya platformlarında İngilizce yazı/gönderi yazmak.					
21.	İngilizce internet siteleri ya da dergilerdeki bilgi sorularına cevaplar yazmak.					
22.	Ertesi gün yapmam gerekeniz şeyler için İngilizce notlar yazmak.					
23.	Bir görevi tamamlamak için İngilizce talimatlar dinlemek.					
24.	Tarifi İngilizce olsa bile yemek yapmak.					
25.	İngilizce bir konuşma metni dinleyerek bir form doldurmak.					
26.	İngilizce konuşan birinden yol tarifini almak.					
27.	İngilizce bir filmi anlamak.					

Appendix C: Self-Perceived Communication Competence Self-Report

Bölüm III - **Algılanan İngilizce İletişim Kurma Yeterliliği Anketi** [2]

İngilizce konuşacağınızı varsayarak, her bir durumda kendinizi İngilizce iletişim kurmakta ne derece yeterli hissedeceğinizi 0 ile 100 arasında durumunuza uygun bir sayı seçerek belirtiniz.

%0-------------------------------%50---------------------------------------%100

Tamamen yetersiz hissederim- tamamen yeterli hissederim

_____ 1-Tanıdığım kişilerle küçük bir grup içinde İngilizce konuşmak.

_____ 2-Bir grup tanımadığım kişiye İngilizce sunum yapmak.

_____ 3-Bir grup arkadaşıma İngilizce sunum yapmak.

_____ 4-Kalabalık bir toplulukta tanımadığım kişiler arasında İngilizce konuşmak.

_____ 5-Tanımadığım kişilerle küçük bir grup içerisinde İngilizce konuşmak.

_____ 6-Kalabalik bir toplulukta arkadaşlarım arasında İngilizce konuşmak.

_____ 7-Arkadaşlarımla İngilizce konuşmak.

_____ 8-Kalabalık bir toplulukta tanıdığım kişilerle İngilizce konuşmak.

_____ 9-Tanıdıklarımla İngilizce konuşmak.

_____ 10-Bir grup tanıdığım kişiye İngilizce sunum yapmak.

_____ 11-Tanımadığım birisiyle İngilizce konuşmak.

_____ 12-Bir grup arkadaşımla İngilizce konuşmak.

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[2] Adapted from McCroskey & Baer (1988) and Çetinkaya (2005)

Appendix D: Semi-Structured Interview Questions

Semi-Structured Interview Questions

Pre-Experiment

- What is your department?

- How long have you been learning English?

1. To what extent do you feel willing to communicate in English? Why?

- What kind of situations do you think affect this willingness?

2. To what extent do you consider yourself proficient while communicating in English (Reading, Writing, Speaking and Listening)?

3. Would you like to have more opportunities to communicate in English? Why?

- What are the obstacles preventing you from communicating in English?

4. What difficulties do you face while communicating in English?

Post-Experiment

1. To what extent do you feel willing to communicate in English? Why?

- What kind of situations do you think affect this willingness?

2. To what extent do you consider yourself proficient while communicating in English (Reading, Writing, Speaking and Listening)?

3. Would you like to have more opportunities to communicate in English? Why?

- What are the obstacles preventing you from communicating in English?

4. What difficulties do you face while communicating in English?

5. How do you feel about the communication strategy training process?

- In your opinion, what benefits, if any, did the strategy training process have for you?

6. Do you think that communication strategy training has improved your ability to communicate in English? If yes, how?

7. What effect has the training you received had on your willingness to communicate in English?

8. How often do you plan to use the communication strategies you have learned while communicating in English?

- What advantages will these strategies give you while communicating in English?

9. How much do you think the communication strategies you have learned help you with the difficulties you face while communicating in English? How?

10. To what extent did you find the communication strategies training you received beneficial?

- How do you think the training could be made more useful?

11. What did you like about the communication strategy lessons?

12. What did you not like about the communication strategy courses?

Appendix E: Lesson Plan Examples[3]

Lesson Plan on Approximation

Stage 1: Review	The teacher goes over the strategy that was taught in the previous lesson.

Stage 2: Presentation	- The teacher introduces the new strategy and its advantages.
	    Approximation helps you use the words you do not know in English. In this way, it can help you to prevent any language breakdown in terms of vocabulary-related issues.
	- The teacher introduces the chunks (e.g., It is a kind/sort of animal, object, thing, etc.) which can be in today's class.
	
	  - Teacher provides a model. He uses the chunks while describing some objects (e.g., a mug, a corkscrew, juice squeezer, etc.).

Stage 3: Rehearsal	Exercises with different activities. - In the first section of the third stage, students are given some words (e.g., chopsticks, bowl, pan, coward, fearless, etc.) and are supposed to write synonyms. - In the second section of the third stage, students work in pairs. In each pair, one of the students is shown photos (e.g., photo of a mug, steering wheel, cruise ship, glider etc.) and they are supposed to tell the objects or concepts in the photos without using the actual words. They can use synonyms and one- or two-word definitions to describe the photos. - In the third section of the third stage, the students pick a word from the sack and try to explain it to the whole class through the chunks given to them.
Stage 4: Performance	- Students are supposed to write a short story by the words given to them, but they are not allowed to use words that to them; instead, they use words similar to the target vocabulary.
Stage 5: Evaluation	- Students give feedback to one another. - Teacher gives feedback to all students on their performance. - Teacher asks the following questions to all class: *How was today's lesson?* *What are the takeaways of the day?*

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[3] The Stages in the lesson plans were adopted from Nakatani (2006).

Lesson Plan on Time Gaining Strategies

Stage 1: Review	The teacher goes over the strategy taught in the previous lesson.
Stage 2: Presentation	- The teacher introduces the new strategy and its advantages. *Using fillers and hesitation devices can help us gain time while communicating. This would help you to speak more fluently and effectively.* -The teacher introduces the chunks (e.g., In fact, let me see, you know what I mean, actually, let me think) which can be in today's class. - The teacher provides a model by using the chunks. He uses the chunks and asks the class their possible benefits.
Stage 3: Rehearsal	Exercises with different activities. - In this section, students are given a text with fillers, and they are supposed to underline the fillers and hesitation devices they see. Then, they check their answers with their partners. - In the second section of the third stage, students work in pairs. They are given worksheets with the chunks they are supposed to use and some difficult questions. They ask each other questions the responders use the chunks that are given to them.
Stage 4: Performance	- Students work in groups. Students are given role cards. They are supposed to act as interrogators and crime suspects. The suspects use fillers and hesitation devices to gain time while answering the questions.
Stage 5: Evaluation	- Students give feedback to one another. - Teacher gives feedback to all students on their performance. - Teacher asks the following questions to all class: *How was today's lesson?* *What are the takeaways of the day?*

Stage 4 Role Card

Student A

You are in an awful financial situation. One day, as you pass by a bank, you see a bag full of money on the ground. When you see that there is no one around, you take the bag full of money even though you know it is unethical. The money you find changes your life completely; with this money, you pay off all your debts and buy a new car. However, a detective comes to your house a week later and asks questions about the bag you took.

Student B

Your friend tells you that she/he found a bag of money last Sunday. She/he tells you that she/he has paid all his/her debts and bought a new car. You do not approve it, but she/he did it anyway. After your friend tells you about this situation, a detective comes to your house and starts asking you questions. You hate lying, but you want to protect your friend. You are supposed answer the detectives' questions.

Student C

You are a detective, and you are sure that this person took the money. You are supposed to ask the questions below to make him confess his guilt.

To the guy who took the money

Do you ever tell lies?

Have you ever taken something that does not belong to you?

Do you think taking something that does not belong to you is ethical?

Where were you at 8.00 p.m. last Sunday?

I heard you paid all your debts and bought a new car; where did you get this money from?

**You can add any questions you want to make the suspect speak.

To his / her friend

Does he/she ever tell lies?

Has he/she ever taken something that does not belong to her/him?

Do you think taking something that does not belong to her/him is ethical?

Do you know where she/he was at 8:00 p.m. last Sunday?

I heard he/she paid all your debts and bought a new car; where did she/he get this money from?

**You can add any questions you want to make the suspect speak.