HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

AVOIDANCE AND COMPENSATORY STRATEGIES USED BY TURKISH PREPARATORY STUDENTS IN SPEAKING

Yakup UZUN

Master's Thesis

Ankara, (2019)

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TÜRK HAZIRLIK SINIFI ÖĞRENCİLERİ TARAFINDAN KONUŞMADA KULLANILAN SAKINMACI VE TELAFİ EDİCİ STRATEJİLER

Yakup UZUN

Master's Thesis

Ankara, (2019)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **YAKUP UZUN** and entitled "Avoidance and Compensatory Strategies Used by Turkish Preparatory Students in Speaking" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

EFL students resort to various avoidance and compensatory strategies (ACSs) when confronted with communicative problems or linguistic shortcomings. Previous studies conducted in Turkey mainly focused on the relationship between communication strategies and some factors like gender, age, proficiency level and visibility in interaction. The current study explored which ACSs are favored frequently by preparatory students studying English at a foundation university in Ankara, Turkey. To identify these strategies, a five-scale Likert type questionnaire was administered to 52 students first and then speaking exam performances of 24 of those students were examined by transcribing and analyzing audio recordings. In addition, semi-structured interviews were held with 5 English instructors as well as retrospective interviews with 5 students to corroborate findings from different sources. The findings of the questionnaire illustrate that students favor avoidance strategies like *message reduction* and *syntactic avoidance* most, whereas they prefer compensatory strategies such as *approximation*, *circumlocution*, *time gaining* and *prefabricated patterns.* However, qualitative analysis of speaking exams reveal that *message abandonment* is the most frequent avoidance strategy while *prefabricated patterns*, *self-repetition,* and *self-repair* respectively are the most frequent compensatory strategies employed by the students as well as other common ones like *stalling and time gaining, code-switching* and *literal translation.* Finally, the results suggest that the use of avoidance strategies starts to decrease as the proficiency level increases, however, there is a visible boost in the use compensatory strategies from beginner towards intermediate levels but compensatory strategy use starts to decline in advanced levels.

Keywords: speaking, avoidance strategies, compensatory strategies, communication strategies, speaking exams

Öz

Yabancı dil olarak İngilizce öğrenen öğrenciler iletişimsel sorunlar ya da dilbilimsel eksikliklerle karşılaştıklarında çeşitli kaçınma ve telafi stratejilerine başvurmaktadır. Türkiye'de yapılan önceki araştırmalar genellikle iletişim stratejileri ile cinsiyet, yaş, yeterlik seviyesi ve etkileşimde görünürlük gibi etmenler arasındaki bağlantıya odaklanmıştır. Mevcut çalışma Ankara'da bir vakıf üniversitesinde İngilizce öğrenmekte olan hazırlık öğrencilerinin hangi kaçınma ve telafi stratejilerini sıklıkla tercih ettiklerini araştırmıştır. Bu stratejileri saptamak için, ilk olarak 52 öğrenciye 5'li Likert-tipi anket uygulanmış ve daha sonra bu öğrencilerden 24'ünün ses kayıtları yazıya dökülüp analiz edilerek konuşma sınavlarındaki performansları incelenmiştir. Aynı zamanda, bulguları farklı kaynaklardan desteklemek için 5 İngilizce öğretim görevlisi ile yarı-yapılandırılmış görüşme ve 5 öğrenciyle geriye dönük görüşme yapılmıştır. Anket sonuçları öğrencilerin kaçınma stratejilerinden en çok *mesaj daraltma* ve *sözdizimsel kaçınma* stratejilerini tercih ettiklerini gösterirken telafi stratejilerinden *yaklaştırma, dolaylama, zaman kazanma* ve *basmakalıp söz kullanma* stratejilerini kullandıklarını göstermektedir. Bununla birlikte, öğrencilerin konuşma sınavlarındaki performanslarının nitel analizi *mesajı yarıda bırakma* stratejisinin öğrenciler tarafından en sık kullanılan kaçınma stratejisi olduğunu göstermektedir. Ayrıca, nitel analiz sonuçları *oyalama ve zaman kazanma, dil değiştirme* ve *birebir tercüme* gibi sıklıkla kullanılanlara ilaveten *basmakalıp söz kullanma, kendini-tekrar ve kendini-düzeltme* stratejilerinin sırasıyla en sık kullanılan telafi stratejileri olduğunu ortaya çıkarmıştır. Son olarak, bulgular yeterlik seviyesi ilerledikçe kaçınma stratejilerinin kullanımında giderek azalma olduğunu göstermektedir. Başlangıç seviyesinden orta seviyeye doğru ilerledikçe ise telafi stratejilerinin kullanımında gözle görülür bir artış olurken öğrencilerin seviyesi orta düzeyden ileri düzeye ilerledikçe telafi stratejilerinin kullanımında azalma olduğu gözlenmiştir.

Anahtar sözcükler: konuşma, kaçınma stratejileri, telafi stratejileri, iletişim stratejileri, konuşma sınavları

To my beloved wife,

upcoming baby boy

and each member of my dear family

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Symbols and Abbreviations

ACSs: Avoidance and Compensatory Strategies

CEFR: Common European Framework of Reference for Languages

CSs: Communication Strategies

DFL: Department of Foreign Languages

EFL: English as a Foreign Language

ELT: English Language Teaching

EPP: English Preparatory Program

I: Instructor

IL: Interlanguage

L1: First/Native Language

L2: Second/Foreign language

TL: Target Language.

OCSI: Oral Communication Strategy Inventory

S: Student

SLA: Second Language Acquisition

Chapter 1
Introduction

Speaking is one of the most critical skills in second or foreign language learning. Most learners have difficulty in uttering what they think as it is a productive skill. It takes time to develop speaking skill and Turkish EFL learners can face some problems in conveying their messages because of several reasons. In such situations, they sometimes stop the conversation, or use some strategies consciously or unconsciously to go on speaking. This chapter points out the communication problems encountered by many Turkish preparatory learners referring to the use of language learning strategies and introducing avoidance and compensatory strategies (ACSs). Then, the need for exploring ACSs is explained in the aim and significance of the study by touching upon the gaps in this line of research. Next, research questions of the current study are presented and assumptions and limitations of the study are pointed out respectively. Finally, definitions of operational terms regarding the study are provided.

Statement of the Problem

Students who are studying English as a Foreign Language (EFL) at universities, especially in preparatory classes need to attain a good level of proficiency in two semesters and be able to communicate in English. It is a well-known fact that certain learners are more successful irrespective of the methods of teaching or techniques used by the teachers. While these learners are generally thought to possess language aptitude and employ successful strategies, others are observed to lack these abilities. Therefore, the studies on the role of using strategies in learning a foreign language are often connected to the characteristics of good language learners. Rubin (1975) defined good language learners by describing their personal characteristics and learning styles and strategies. Later, Rubin and Thompson (1982) identified 14 characteristics of good language learners, which shows what a good language learner is supposed to have to communicate effectively in the TL such as identifying how they learn and getting responsible for individual learning, establishing the content of the language study, being innovative, having their own style for inside and outside language learning, being ready for unpredictable conversations and listening attentively, making connections among

words, learning from errors, trusting their linguistic knowledge, guessing meaning from contexts via contextual clues, grasping structural and vocabulary chunks, discovering some ways to go on communication, getting the advantage of reproducing words or structures and requesting help when in need and picking up conversation techniques. Some characteristics are directly associated with developing strategic competence and using communication strategies (CSs) in order to make up for missing language ability or other limiting factors. Indeed, it is definitely essential for learners to learn certain chunks of language and patterns and keep the communication going using some tricks. Additionally, a good language learner has to be able to use certain production strategies in order to make up for the gaps in his or her own competence (Rubin & Thompson, 1982). It has been recognized by the researcher that some of the preparatory class students studying English in Turkey don't have a rich repertoire of compensatory strategies or they rely on a few avoidance or compensatory strategies. Or, some of them make use of ACSs but they don't know when and where to use these strategies appropriately. Therefore, this might have a negative influence on their spoken performance. Similarly, some students depend heavily on certain compensatory strategies but they lack different components of communicative competence. The researcher has taken part in many speaking exams in preparatory classes and observed that some students use certain compensatory strategies and usually end up getting a good grade while some students avoid talking about a topic partly or totally when they are faced with a difficulty related to different language areas such as vocabulary, grammar or pronunciation.

Another important issue in teaching English is that instructors should help their learners know and discover their own learning styles and the strategies originating from these styles (Oxford, 1990; Thompson & Rubin, 1996). It is also recommended that teachers need to include strategy recognition and use into their methods or teaching activities (Brown, 1989, 1990; Ellis & Sinclair, 1989; Rubin & Thompson, 1994). Therefore, it is essential for instructors to have a good knowledge of various language learning strategies. They also need to enrich their students' communication strategies and foster their strategic competence. Especially, the students who have difficulty in spoken performance could be made aware of

different compensatory strategies so as to boost their confidence and help them keep the conversations going rather than give up the communication.

Aim and Significance of the Study

It is an undeniable fact that appropriate strategy use is of great importance for successful language learning and L2 learners (O'Malley & Chamot, 1990; Oxford, 1990). Teachers ought to be aware of their learners' styles and learning strategies that their students utilize and they should try to teach how to use other useful strategies in appropriate situations to their learners. There have been many studies on learning strategies and their influences on the development of learning English since 1970s (Dörnyei, 1995; O'Malley & Chamot, 1990; Oxford, 1996; Tarone, 1983). Many researchers provided different categorizations for these strategies. The field of second language acquisition (SLA) identified two different types of strategies, namely (1) learning strategies and (2) communication strategies. Oxford (1990) defines the former as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (p.8). Faerch and Kasper (1983) define the latter as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (p.36).

As stated above, different researchers provided several taxonomies or classifications to explain the concept of CSs and many studies were conducted in different research contexts to explore the relationship between CSs and variables such as gender, proficiency level, learning style and personality (Bialystok, 1983; Dörnyei & Scott, 1995; Faerch & Kasper, 1983; Oxford, 1990; Tarone, 1977). In Turkey, similar studies were carried out on language learning strategies and communication strategies and they mainly focused on the link between communication strategies and age, gender, proficiency level, faculty, and visibility in interaction (Doğruöz, 2001; Genç, 2007; Kavasoğlu, 2011; Somuncu, 2016; Uztosun, 2008; Uztosun & Erten, 2014). In most of these studies, a certain taxonomy based on a certain researcher was utilized and the results were presented accordingly. However, there is no study focusing merely on the use of avoidance and compensatory communication strategies in a context which explored the use of these strategies by prep students studying at a private university. Therefore, this

study aims to find out which ACSs students mostly rely on when they have difficulty in communicating their messages and expressing themselves in speaking, particularly investigating the ACSs employed in speaking exams.

This study also aims to help English teachers and professionals identify which ACSs Turkish preparatory students use frequently and the study will help the researcher provide some useful implications for ELT.

Research Questions

In order to attain a deeper understanding of avoidance and compensatory strategies favored by Turkish prep students, this study intends to investigate the following research questions:

1. What are the most frequent avoidance strategies that are used by Turkish preparatory students according to the questionnaire results?
2. What are the most frequent compensatory strategies that are used by Turkish preparatory students according to the questionnaire results?
3. What are the most frequent avoidance strategies that are used by Turkish preparatory students in the speaking exams?
4. What are the most frequent compensatory strategies that are used by Turkish preparatory students in the speaking exams?
5. To what extent do students' answers about avoidance strategies in the questionnaire match up with the speaking exam performances?
6. To what extent do students' answers about compensatory strategies in the questionnaire match up with the speaking exam performances?
7. What kinds of changes are seen in the use of avoidance strategies as students' proficiency level increases?
8. What kinds of changes are seen in the use of compensatory strategies as students' proficiency level increases?

Assumptions

The main hypothesis of this study is that Turkish preparatory learners resort to using some avoidance and compensatory strategies when they have difficulty in

expressing themselves in spoken interaction because of restricted linguistic knowledge and communicative competence. The students sometimes avoid the topics which have some difficult language points partly or totally or switch to their native language or make use of some fixed expressions or fillers and many other compensatory strategies.

It is also assumed that the frequency and variety of the strategy use may change as the learners' proficiency levels increase in time. Therefore, it will be possible for the researcher to observe the use of these strategies by Turkish preparatory students in 3 different speaking performance tasks which will be carried out in a foundation university located in Ankara, Turkey.

Limitations

The main limitation of this study is that speaking performance tasks in the research setting are tape-recorded, which makes it impossible to observe the use of body language (gestures, mimics, etc.) of the students. As using non-linguistic signals is one of the compensatory strategies, observing them won't be possible through audio-recordings of these tasks. For this reason, the use of non-linguistic signals as a compensatory communication strategy is excluded beyond the scope of this study.

Another shortcoming of the study is that the results attained throughout this study cannot be generalized to a large group of people because the study was conducted at a foundation university in Ankara with a limited sample size consisting of 58 students and 5 English instructors.

Lastly, some strategies such as self-repetition, use of pre-fabricated patterns and code-switching are easy to identify, whereas some of them such as phonological avoidance and morphological avoidance are difficult to distinguish. These strategies are difficult to pinpoint because it's necessary to find out the underlying reasons behind the speakers' avoidance behavior in order to understand where these strategies stem from. To understand this, it may be necessary to hold interviews with all the participants and discover which type of avoidance strategy they have employed by asking them some follow-up questions after their spoken performances.

Definitions

Styles: Learners' features of learning and personality traits by which they create a difference from other individuals. To illustrate, a learner can understand better studying by writing, whereas another one can grasp well studying by listening.

Strategies: Learners' own ways of learning, dealing with tasks and difficulties, studying on and arranging particular information to achieve the best learning design

Learning Strategies: Learners' personal considerations, plans, and actions on the way to help develop their own learning, making use of language overall and accomplishing certain tasks

Communication Strategies (CSs): Learners' efforts to handle any problems that can be encountered during conversations and develop the target language for the sake of communication

Avoidance Strategies: Learners' strategies preferred so as to avoid a topic or message partly or totally, also called reduction strategies by some researchers

Compensatory Strategies: Learners' strategies employed for the purpose of making up for missing language ability and keep the conversation going, also named as achievement strategies by some researchers

Communicative Competence: Learners' capability of practicing the language with the intend of communicative purposes

Strategic Competence: Learners' spoken or unspoken attempts used in the case of communication breakdowns or interruptions because of not enough linguistic competence or the factors included in conversation

Message abandonment: Learners' being unable to keep conversations going and consequently leaving the message incomplete mainly due to linguistic shortcomings

Prefabricated patterns: Learners' previously memorized structures employed especially when they are stuck in communication

Stalling and time gaining: Learners' utilizing stock phrases or conversation fillers to attain some extra time and make up their minds

Chapter 2
Literature Review

Introduction

This chapter aims to summarize the relevant studies carried out so as to understand the avoidance and compensatory strategies (ACSs) and reveal any research gaps existing in the literature and place the current research study into the framework of existing literature. For this purpose, initially, the terms *style* and *strategy* are defined and several definitions of strategies are compiled and distinguishing characteristics of strategies are presented. Secondly, communicative competence and its several components defined by different scholars are mentioned. Thirdly, strategic competence and its connection with compensatory and avoidance strategies are explained. After that, different language learning strategies defined by two important scholars are introduced. Later, communication strategies and their characteristics are explained and different communication strategy taxonomies pointed out by various researchers are displayed. Finally, avoidance and compensatory strategies are examined in two different sections and recent studies pertaining to avoidance and compensatory strategies conducted in Turkey are provided at the end.

Styles and Strategies

Definitions and Differences. In order to grasp the issue of learning and communication strategies better, one should examine and explain the different definitions and characteristics of the terms ‘strategy’ and ‘style’ by different researchers. Oxford (1990) in her influential book entitled Language Learning Strategies, initially shares the definition of *strategy* as a military concept which originates from the Greek word ‘strategia’. It means methods or plans used for gaining a victory in a war. Later, she provides a different meaning which is used in nonmilitary settings as procedure, process and progress on the way to achieve a goal. Finally, she delivers the meaning of strategy in terms of language learning and explains language learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.8). Later, Oxford (1993) defines learning styles as “the general approaches – for example, global or analytic, auditory or

visual – that students use in acquiring a new language or in learning any other subject" (p.2). On the other hand, (Scarcella & Oxford, 1992) characterized learning strategies as students' taking certain actions, means, procedures or schemes to reinforce their learning in situations of finding speaking partners or encouraging themselves to deal with any language task that is challenging.

Brown (2000) refers to strategies as "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information" (p.113). One of the most important characteristics of strategies is that they are changeable from moment to moment and they are variable within an individual, which means every individual has several possible means of dealing with a problem (Brown, 2000). On the other hand, style is described as "consistent and rather enduring tendencies or preferences within an individual" (p.113). Styles are considered to be general characteristics of learning or personality types concerning an individual and they make an individual different from other people. For instance, some learners prefer working alone whereas some others like to work as a group. Some learners learn better with visual clues while others prefer to learn through listening. It is known that such preferences reflect and characterize our styles and have an influence on our thinking and feeling and how we respond to various learning situations.

Another definition provided by Richards and Rodgers (2014) sees strategies as "specific actions learners take to address particular learning tasks or language use situations" while learning styles are named as "a general disposition or preference to approach learning in particular ways" (p.337). Reid (1987) characterizes learning styles as "an individual's natural, habitual and preferred way(s) of absorbing processing and retaining new information and skills" (Richards & Rodgers, 2014).

An extensive list of definitions of learning strategies compiled by Erten (1998) in Table 1 below demonstrates different views on learning strategies and it is fairly apparent that there is not a certain commonly agreed definition on language learning strategies. For instance, while some researchers such as Chamot (1987) and MacIntrye (1994) see them as conscious behaviors, some others like Davies (1995) consider that they can be either conscious or unconscious. Whereas learning strategies can be regarded as a necessity for learning (Willing, 1988) by some

scholars, some researchers view them as an optional way to learn languages (Bialystok, 1978). Some of the views and definitions provided by certain scholars are provided in the table below.

Table 1

Various definitions of learning strategies provided in the literature (Erten, 1988, p.71)

Author(s)	Definition of Learning strategies
Stern (1975) and Neiman et al (1978:2)	Specific techniques, i.e. observable forms of language behavior
Rubin (1975: 43)	The techniques and devices which a learner may use to acquire knowledge.
Rubin (1987: 23)	Strategies which contribute to the development of the language constructs and affect learning directly.
Wenden (1987a: 6)	Language learning behaviours learners actually engage in to learn and regulate the learning of a second language.
Bialystok (1978: 71)	Optional means for exploiting available information to improve competence in a second language.
Weinstein and Mayer (1986: 315)	Behaviours and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process.
O'Malley and Chamot (1990:1)	Special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information.
Oxford (1990: 8)	Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self- directed, more effective, and more transferable to new situations.
Oxford (1993: 175)	Specific actions, behaviours, steps or techniques that students employ - often consciously - to improve their own progress in internalizing, storing, retrieving, and using the L2.
Chamot (1987:71)	Techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both the linguistic and content area of information
Willing (1988:7)	A specific mental procedure for gathering, processing, associating, categorizing, rehearsing and retrieving information or patterned skills. It is, in short, an act of learning viewed at the micro-level. It is the basic unit of learning.
Davies (1995)	Physical or mental actions employed consciously or unconsciously for facilitating learning
MacIntyre (1994: 185)	Techniques to facilitate language learning that are deliberately chosen by students
Nisbet and Shucksmith (1986: 24-25)	(Purposeful and goal-oriented) processes that underlie performance on thinking tasks
Cohen (1995:1 cited in Young, 1996)	Steps and actions selected by the learners either to improve the learning of a second language, the use of it, or both.
Schmeck (1988: 5)	A sequence of procedures for accomplishing learning and specific procedures within this sequence are called learning tactics
Kirby (1988: 230-231)	A combination of tactics, or a choice among tactics, that forms a coherent plan to solve a problem

In a more recent definition Nakatani (2010) defines language learning strategies as “the conscious thoughts and behaviors used by learners to help them better understand, learn, and remember the TL information” (p.116). In addition, in a revised definition, Cohen describes them as “thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks” (Cohen, 2011, p.682).

A closer look at the definitions above indicate that both language learning strategies and learner strategies are used by different researchers and both can be seen in the literature used interchangeably and synonymously (Macaro, 2001). In this study, both of them will be used with no difference in meaning.

To sum up, different scholars provide many different definitions for language learning strategies and they mainly characterize them as mental or physical actions, steps or tactics to improve learning, performance and competence consciously or unconsciously, which can also be observable or not.

Characteristics of Styles and Strategies. After providing different definitions provided by different researchers, it is essential to mention some important aspects and characteristics of styles and strategies.

As is known, it is important to take into consideration that learning strategies cannot operate on their own, but they are closely associated with learners’ learning styles and other variables related to personality (Brown, 1991). Learning strategies are also closely connected to demographic factors such as age, gender and social background (Oxford, 1989; Politzer, 1983). Schmeck (1988) also highlights the importance of considering learning strategies within the framework of learning styles and encourages researchers to evaluate learning styles and strategies within the scope of general personality factors like, field independence or dependence, introversion or extroversion, reflectiveness or impulsiveness, self-efficacy, self-concept, self-confidence, anxiety, creativity, and intrinsic or extrinsic motivation (Oxford & Cohen, 1992). Similarly, Scarcella and Oxford (1992) recommend learners to choose strategies which comply with their learning style and type of L2 task because they believe that these strategies become a useful toolkit for learners’ self-regulated and active learning when the strategies fit their learning styles or language learning task.

Another important aspect that should be mentioned is that some strategies are rather easy to observe because they occur overtly, whereas other strategies are really difficult to observe because they happen covertly. These strategies can only be extracted or observed by introspective data collection methods where the candidates provide a detailed description about the strategy that they employ. Therefore, O'Malley and Chamot (1990) regard the activities that are observable as learning strategies in their study.

According to Faerch and Kasper (1983), one can understand the use of strategies by learners through some special performance features, such as temporal variables (e.g., pauses, drawls and repeats, and the rate of articulation and self-repairs (e.g., slips of the tongue or false starts) and so on. According to them, these features are both observable and valid for interlanguage (IL) and L1 performance as well.

Oxford (1990) on the other hand, summarizes the features of language learning strategies in Table 2 as follows:

Table 2

Features of Language Learning Strategies (Oxford, 1990, p.9)

Language learning strategies:
1. contribute to the main goal, communicative competence
2. allow leaners to become more self-directed.
3. expand the role of teachers.
4. are problem-oriented.
5. are specific actions taken by the learner.
6. involve many aspects of the learner.
7. support learning both directly and indirectly.
8. are not always observable.
9. are often conscious
10. can be taught.
11. are flexible
12. are influenced by a variety of factors.

Ellis (1994) provides another important framework which summarizes 8 main characteristics of language learning strategies in Table 3 as follows:

Table 3

Characteristics of Language Learning Strategies (Ellis, 1994, pp.532-533)

Main Characteristics of Learning Strategies
a. They are both general approaches and specific actions or techniques used to learn a L2.
b. They are problem-oriented: The learner employs a strategy to overcome a particular problem.
c. Learners are generally aware of the strategies they use.
d. Strategies involve both linguistic behaviors and non-linguistic behaviors
e. Linguistic strategies can be performed in L1 and in L2.
f. Some strategies are behavioral while others are mental. Thus some strategies are directly observable, while others are not.
g. In the main, strategies contribute indirectly to learning. However, some strategies may also contribute directly (for example, memorization strategies directed at specific lexical items or grammatical rules).
h. Strategy use varies considerably as a result of both task types and individual learner preferences.

Briefly, it can be stated that styles are general preferences in learning process while strategies are more specific actions or steps for particular learning tasks. However, as stated by O'Malley *et al* (1985):

"There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities. Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategies, there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies" (p.22).

Some important characteristics of strategies can be summarized as being problem-oriented, behavioral or mental, observable or not, often deliberate and contributing to learning process directly or indirectly.

Communicative Competence

In language learning, individuals' communicating with each other and developing interactions are quite critical as learning doesn't necessarily mean using the language structures correctly, but forming meaningful negotiations in real life settings. Therefore, communicative competence -learners' ability to use the

language for communicative purposes- came in sight by Hymes (1972) as an opposition to Chomsky's theory (1965) which emphasized learners' using grammatically correct language that is away from any errors, external or internal influences. His linguistic theory is so rules based that it was found not enough to define communication comprehensively toward the twentieth century. According to Hymes (1972), communicative competence helps learners to express and make sense of words of individuals across them so that they can exchange meaningful ideas and mutual interactions can be realized in authenticity. Here, the importance of using the language communicatively- both listening attentively and responding as required- was brought about (Richards & Rodgers, 1986) and it was understood communication necessitated all participants' collaboration (Savignon, 1983). This awareness questioned the difference between linguistic and communicative competence and it was asserted that communication can only actualize if individuals could use the knowledge of words or structures to interact with each other. Consequently, Hymes (1972) suggested three communicative competences: grammatical, discourse and sociolinguistic competence. The table below shows what they include:

Table 4

Communicative Competences by Hymes (1972)

Communicative competences (Hymes, 1972)		
Grammatical competence	Discourse competence	Sociolinguistic competence
Having a command of grammatical structures of the language with its semantics, vocabulary, spelling and punctuation, etc.	Being able to start and maintain the conversation by 'initiating, entering, interrupting, checking, and confirming' (Hedge, 2000)	Being aware of when, with whom, in what context and how the language should be used

From his view, it can be clarified that having communicative competence includes learners' mastering grammar, using the language effectively from the start of a conversation to the end and knowing the social situations where the language is used appropriately. Different from Chomsky, Hymes came up with the idea that communication doesn't only consist of using grammar efficiently. Using sentences in meaningful integrity and in the right context are the key points. However, one thing

was missed out: the need for a strategy to keep on the conversation when it was broken down. Canale and Swain (1980) added one more competence: strategic competence to communicative competences. Among four competences, grammatical and discourse competences are linguistic side, sociolinguistic and strategic competences are functional side of communication. In Table 5, four communicative competences which are proposed by Canale and Swain (1980) can be seen below:

Table 5

Communicative Competences by Canale and Swain (1980)

Communicative competences by Canale and Swain (1980)
Grammatical Competence
Ability to use language structures: 'knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology' (p.29)
Discourse Competence
Ability to make meaningful dialogues by connecting sentences semantically
Sociolinguistic Competence
Ability to use the language in social contexts suitably
Strategic Competence
Ability to find ways to remain in the conversation when the flow of it is harmed

They asserted that along with using grammatically correct language and having conversations in socially appropriate circumstances, when a communication problem shows up, being able to handle the situation and retain the conversation shouldn't be ignored. Learners can use verbal or nonverbal communication strategies when they come across problems in maintaining conversation stemming from insufficient knowledge, not understanding the topic, etc. Mariani (1994) states that using communicative strategies effectively contributes to students in not only encouraging them to find their own ways to go on the conversation when they feel stuck, but also ensures the continuity of the conversation, which hinders interruptions and ruins the automaticity of the flow. As Oxford (1990) asserts using strategies help develop communicative competence primarily. When compensatory strategy, as one of strategic competences, is taken as an example, it aids learners to cope with insufficient knowledge problem so that they can carry on

communicating authentically, which is an undeniable fact of its contribution to communicative competence. That's why, as Brown (2000) states, strategic competence helps the learners control or shape the language for the sake of communication.

A new look at communicative competence was brought about by Bachman (1990). He firstly incorporated communicative language ability into communicative competences asserting that language is used in specific contexts in which communication comes out in its own dynamic. Language knowledge and world knowledge come together to constitute strategic competence, which triggers psychophysiological mechanism influencing decision making process in different contexts. The figure below shows the relationship:

Figure 1. Components of communicative language ability (Bachman, 1990, p.85)

Subsequently, with Palmer (1996), by grouping competences under the head of 'language competence', he divided language competence into two: organizational competence under which grammatical and textual competence (discourse) are aligned and pragmatic competence under which illocutionary competence (functions) and sociolinguistic competence (cultural sides) are aligned. The table below illustrates this taxonomy clearly:

Table 6

Language Components by Bachman (1990)

Language Competence (Bachman, 1990)			
Organizational Competence		Pragmatic Competence	
Grammatical Competence	Textual Competence	Illocutionary Competence	Sociolinguistic Competence
Vocabulary	Cohesion	Ideational Functions	Sensitivity to Dialect or Variety
Morphology	Rhetorical Organization	Manipulative Functions	Sensitivity to Register
Syntax		Heuristic Functions	Sensitivity to Naturalness
Phonology/ Graphology		Imaginative Functions	Cultural References and Figures of Speech

Grammatical competence encompassing all the rules and discourse competence which is restated as textual competence go with illocutionary competence covering functions and sociolinguistic competence, consequently, it obviously declares form and function cannot be considered as separate since they work together for meaningful communicative purposes. As Brown (2000) stated in the book, communication has a purpose so it includes functions which will require some alterations. This model also revealed that communication doesn't compromise only form and functions, it also necessitates considering language users' language styles preferred in different social and natural contexts and cultural influences, therefore, such factors must be considered in both teaching and testing process (Fulcher & Davidson, 2007).

As an opposition to Bachman's model, Celce-Murcia, Dörnyei and Thurrell (1995) called forth another model in which linguistic content is enlarged and focused more. They believed what is important is interactional grammar involving rules, strategies for daily conversations and declared that being linguistic-focused is effective for communicative language competence. The scheme of the model can be seen below:

Figure 2. Communicative Competence Model of Celce-Murcia et al. (1995)

The most recent model of communicative competence has been put forward by the Council of Europe (2001) in CEFR (Common European Framework of References). Communicative competence has 3 main components: linguistic competences, sociolinguistic competences and pragmatic competences. First of all, linguistic competence is described ‘as knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated’ (Council of Europe, 2001, p.109). It is composed of lexical, grammatical, semantic, phonological, orthographic and orthoepic competences. The second component, sociolinguistic competence is about the sociocultural issues as it is believed language with its all structures and uses is used for engaging in social interactions. Therefore, this competence mainly focuses on politeness conventions, linguistic markers of social relations, expressions of folk-wisdom, register differences, and dialect and accent. Thirdly, pragmatic competence, on the other hand, is associated with how much learners have a command of rules related to discourse competence, functional competence and design competence. The Table 7 below illustrates all competences provided by the Council of Europe (2001) visually.

Table 7

Communicative competences by Council of Europe (2001)

Communicative competences (CEFR)		
Linguistic competences	Sociolinguistic competences	Pragmatic competences
• Lexical competence	• Linguistic markers of social relations	• Discourse competence
• Grammatical competence	• Politeness conventions	• Functional competence
• Semantic competence	• Expressions of folk wisdom	• Design competence
• Phonological competence	• Register differences	
• Orthographic competence	• Dialect and accent	
• Orthoepic competence		

It is obvious that by putting different aspects of communicative competences into center of attraction, various models have been proposed so far starting from Chomsky's theory to CEFR guidelines. All of which can have issues to be discussed or aspects to be revised. Even so, when the most recent ideas are considered, it can be clearly stated that structural forms and communicative functions of a language are as important as the social contexts, interactions and cultural aspects.

Strategic Competence and Avoidance and Compensatory Strategies

As mentioned earlier, foreign language speakers resort to certain specific compensatory strategies when they have trouble in expressing themselves properly and maintaining conversations. Or, in some more challenging conditions they might alter their messages, change the topic and talk about other subjects or totally avoid talking at all. This situation might stem from some inadequate knowledge or other limitations as expressed by influential scholars. Strategic competence is characterized by Canale and Swain (1980) as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence" (p.30). They emphasized that compensatory strategies constitute as a main component of strategic competence. Savignon (1983) interprets and restates their definition as "the strategies one uses to compensate for imperfect knowledge

of rules – or limiting factors of their application such as fatigue, distraction, and inattention" (p.40).

After looking at these definitions, it can easily be inferred that strategic competence plays a significant role in understanding communication process. As Brown (2000) states, definitions of strategic competence cannot fully describe what this construct involves and he claims that all the communication strategies originate from an individual's strategic competence. According to him, people manipulate language for achieving communicative goals with the help of strategic competence. For instance, an expressive public speaker usually has and uses highly developed strategic competence during a conversation or monologue. A salesman who persuades someone to buy a product with certain communication strategies is actually capable of this thanks to his/her strategic competence (Brown, 2000). Therefore, it can be concluded that strategic competence does not only help speakers to overcome difficulties or limitations in maintaining communication, but it is also helpful for them to achieve certain communication goals.

Canale (1983) expanded the first view which characterized strategic competence as strategies to make up for communication failures and redefined this term as the skills which underlie actual communication. Therefore, the term strategic competence encompasses both compensatory communication strategies and enhancement of the effectiveness of communication in his broadened view.

The notion was extended further by Bachman and Palmer (1996). They conceived strategic competence as a set of metacognitive elements or strategies which pertains to higher order thinking skills. According to this model, language speakers are involved in the process of goal setting, planning and assessment of communicative sources. Goal setting requires recognizing several possible tasks, opting for one or a few of them and deciding whether or not to fulfill those tasks. Planning necessitates determining how to use one's knowledge of language and other skills to communicate effectively and complete the selected task successfully. Assessment is associated with what is required to complete these tasks. Their model highlights the significance of both knowing how to control the language and having the necessary language knowledge at the same time (Nakatani, 2005).

To conclude, it is obvious that L2 learners should have the necessary language competences to be able to communicate in the target language and they also need to be able to make use of some CSs if they are faced with some challenges due to some deficiencies. When learners are unable to maintain the conversation or express themselves properly because of insufficient knowledge, they should be aware of how to react and which strategies to employ. Otherwise, it is impossible for them to sustain a conversation in the target language.

Taxonomies of Language Learning Strategies

It is essential to examine several taxonomies which have been proposed by various researchers. One of the most influential figures in strategy research, Oxford (2003) labelled L2 learning strategies in six major groups as exemplified in Table 8. As can be seen in the table below, she divides learning strategies into 6 categories. *Cognitive strategies* have to do with analyzing, reasoning and synthesizing information. *Metacognitive strategies* help learners to evaluate themselves and plan for language activities and monitor their errors. *Memory-related strategies* are useful ways for memorizing information. *Affective strategies* are associated with controlling anxiety or other emotions. *Social strategies* are employed when communicating with others and require cooperation and asking questions. And finally, *compensatory strategies* are used by L2 learners to making up for lack of knowledge and ability.

Table 8

Learning Strategies (adapted from Oxford, 2003)

Learning Strategies	
Cognitive Strategies	reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas, practicing in naturalistic settings, and practicing structures and sounds formally.
Metacognitive Strategies	identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy
Memory-related Strategies	acronyms, images, rhyming, flashcards, body movement, etc.
Affective Strategies	identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk

Social Strategies	asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native speaking conversation partner, and exploring cultural and social norms
Compensatory Strategies	guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words

Another important taxonomy in the language learning strategies research which has been proposed by O'Malley and Chamot (1990) classifies learning strategies into 3 major strategies as displayed in Table 9 below. *Cognitive strategies* are directly connected with specific type of learning tasks and they require use and alteration of learning materials. *Metacognitive strategies* are high order thinking skills that involve contemplating the learning process, planning, monitoring our speech or writing and evaluating our performance when a task or activity is accomplished. *Social/affective strategies* are concerned with impacts of social and affective operations on learning which necessitate interaction with others and control over feelings (O'Malley & Chamot, 1990).

Table 9

Learning Strategy Definitions and Classifications (O'malley & Chamot, 1990, pp.119-120)

Learning Strategy	Definition
A. Metacognitive Strategies	
Planning	
Advance organizers	Previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle.
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Selective attention	Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Monitoring	
Self- monitoring	Checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place.
Evaluation	
Self-evaluation	Checking the outcomes of one's own language learning against a standard after it has been completed.

B. Cognitive Strategies	
Resourcing	Using target language reference materials such as dictionaries, encyclopedias, or textbooks.
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Grouping	Classifying words, terminology, or concepts according to their attributes or meaning.
Deduction	Applying rules to understand or produce the second language or making up rules based on language analysis.
Imagery	Using visual images (either mental or actual) to understand or remember new information.
Auditory representation	Planning back in one's mind the sound of a word, phrase, or longer language sequence.
Keyword method	Remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language.
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production.
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.
Note taking	Writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading.
Summarizing	Making a mental, oral, or written summary of new information gained through listening or reading.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Translation	Using the first language as a base for understanding and/or producing the second language.
C. Social Meditation	
Question for Clarification	Eliciting from a teacher or peer additional explanations, rephrasing, examples, or verification.
Cooperation	Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance

Communication Strategies

There have been a considerable number of studies and taxonomies provided by different researchers in this area (Bialystok, 1990; Dörnyei & Scott, 1995a, 1995b; Faerch & Kasper, 1983; Tarone, 1977). It is therefore quite difficult to come up with a commonly acknowledged accurate definition of CSs. In general, strategies

that are employed to keep the communication going by coping with deficits and insufficiencies in a conversation are described as communication strategies, whereas strategies which are used for retaining new information are labelled as learning strategies (Dörnyei & Scott, 1997; Oxford, 1990). Nevertheless, to be able to understand and gain an insight into the nature of communication strategies in depth, it is necessary to examine the following definitions presented in Table 10 below because different scholars proposed various definitions of CSs utilized by second language learners.

Table 10

Definitions of Communication Strategies (Rababah, 2002, pp.7-8)

Definitions of Communication Strategies	
Tarone (1977)	Conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual's thought (p.195).
Tarone (1980)	A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared (p.420).
Corder (1981,1983)	They are systematic technique employed by a speaker to express his meaning when faced with some difficulty (pp. 103-16).
Faerch & Kasper (1983a)	Communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (p. 36).
Wagner (1983)	Communication strategies predetermine the verbal planning, they serve the function of adjusting the plan to the situation, i.e. each individual utterance is to be seen as strategic. What is specific for IL users is that plans of action cannot be directly converted into verbal plans, because of gaps in the speaker's (and hearer's) linguistic repertoire. (p. 167).
Stern (1983)	Communication strategies, i.e., techniques of coping with difficulties in communicating in an imperfectly known second language (p. 1983).
Bialystok (1983)	…all attempts to manipulate a limited linguistic system in order to promote communication. Should learning result from the exercise, the strategy has also functioned as a learning strategy, but there is no inherent feature of the strategy itself which can determine which of these roles it will serve (pp. 102-103).
Poulisse (1990)	Compensatory strategies are strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings (p. 88).
Paribakht (1985)	Communication strategies (CS) have generally been defined as means that speakers use to solve their communicative problems (p. 132).
Towel (1987)	The means used by a speaker to overcome a difficulty encountered whilst attempting to communicate in the foreign language (p.97).
Brown (1987)	The conscious employment by verbal or non-verbal mechanisms for communicating an idea when precise linguistic forms are for some reasons not available to the learner at that point in communication (p. 180).

In a more recent definition, CSs are referred as the strategies which language learners make use of so as to deal with any flaws or inefficiencies of their interlanguage resources (Ellis, 1194). As stated by Ellis (1994), they can be either be employed to cope with lexical problems in case of not knowing the meaning of a word or deal with some grammatical deficiencies or uncertainties.

A closer look at the definitions provided above exhibits 3 key defining criteria underlying CSs, which are listed as problematicity, consciousness, and intentionality by Dörnyei and Scott (1997).

Problematicity is termed by Bialystok's (1984, 1990) or problem-orientedness by Dörnyei and Scott (1997) is one of the most important criteria for recognizing CSs. That means L2 learners resort to using CSs when confronted with a problem in communication. One of the main functions of communication problems is to surmount problems in communication resulting from linguistic shortcomings. This is supported by Bialystok's (1990) idea that language speakers use strategies on the situations where they realize the possibility of any problems that will break off the communication.

This idea was broadened by Dörnyei and Scott (1997) by emphasizing that the language problems do not only stem from linguistic insufficiencies of the speakers as previously understood by the researchers. These language problems might originate from 3 different kinds of communication problems. According to the scholars, the first problem pertains to own-performance problems such as realizing that one has made a mistake or said something incorrect. The second one is associated with the other-performance problems. This means that the problems result either from the interlocutor's speech or not understanding something totally. Thirdly, processing time pressure lies behind the communication problems and it refers to "L2 speaker's frequent need for more time to process and plan L2 speech" (Dörnyei & Scott, 1997, p.183).

Consciousness, the 2nd important defining criterion for CSs, means that L2 learners are familiar with communication problems and they take advantage of some strategies consciously to cope with these problems. This is evident in Faerch and Kasper's (1983) and Brown's (1987) definitions. For instance, Faerch and Kasper (1983) sees communication strategies as "potentially conscious plans for solving

what to an individual presents itself as a problem in reaching a particular communicative goal" (p. 36). Nevertheless, Bialystok (1990) holds an opposing opinion and asserts that consciousness is not explicit in the definitions proposed by different scholars. She eliminates the consciousness as a defining criterion and proposes another criterion to define CSs.

Intentionality, the third defining criterion for CSs, is distinguished from consciousness by Bialystok (1990) and she regards intentionality as "learner's control over a repertoire of strategies so that particular ones may be selected from the range of options and deliberately applied to achieve certain effects" (p.5). While Schmidt (1994) divides consciousness into intentionality, attention, awareness, and control; Bialystok (1990) claims that consciousness and intentionality are different in nature. She states that speakers have a choice while they are communicating. For instance, speakers can either use 'lorry' or 'truck' to talk about the same concept. She maintains that L2 learners could be ignorant of the strategies they employ and suggests that they could be unaware of decisions that they take.

To sum up, regardless of having no certain acknowledged definition on what constitutes a communication strategy, most of the scholars and practitioners have largely conformed with Bialystok's (1990) explanation that "CSs are an undeniable event of language use, their existence is a reliably documented aspect of communication, and their role in second language communication seems particularly salient" (p. 116). Therefore, it can definitely be concluded that L2 learners employ various CSs with the purpose of overcoming the linguistic difficulties that they are faced with during a conversation.

Different Views and Taxonomies on Communication Strategies. Two main theoretical perspectives are available in categorizing communication strategies, namely 'psychological' and 'interactional'. Psycholinguistic researchers mainly concentrate upon the cognitive processes that learners are involved in once they are encountered with a linguistic difficulty. (Bialystok, 1990; Faerch & Kasper, 1983; Poulisse, 1990). They regard communication strategies as "strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to (his own) linguistic shortcomings" (Poulisse, 1990, p. 88). However, interactionists like Tarone (1977, 1981) and Corder (1978), focus their attention on negotiation of

meaning between the interlocutors rather than seeing communication strategies as a means of problem-solving mechanisms.

A comprehensive summary of various taxonomies provided over the years has been compiled and enlisted by Dörnyei and Scott (1997) and it clearly illustrates the similarities and differences in the categorization and labelling of the communication strategies as shown in Table 12. One evident difference in labelling strategies is that Tarone (1977) assembles topic avoidance and message abandonment under the heading “avoidance strategies” while Faerch and Kasper (1983) and Willems (1987) distinguish several avoidance strategies such as phonological, morphological, syntactic and lexical avoidance and entitle these strategies as “reduction strategies.”

Another clear distinction is that while Faerch and Kasper (1983) and Willems (1987) refer strategies like code-switching, word-coinage, paraphrase as “achievement strategies”, Faerch and Kasper (1983) classify achievement strategies under 3 subcategories namely, compensatory strategies, cooperative strategies and non-linguistic strategies. However, Dörnyei and Scott (1995a, 1995b) bring some avoidance strategies (message abandonment, message reduction, and meaning replacement) and compensatory strategies (word-coinage, approximation, circumlocution, literal translation etc.) together under the heading of “direct strategies” which are also subtitled as “resource deficit-related strategies.”

This comprehensive summary also reveals the fact that in the literature avoidance strategies are entitled as reduction strategies by several researchers (Faerch & Kasper, 1983; Nakatani, 2005; Willems, 1987). It also exposes that the names both *compensatory strategies* and *achievement strategies* are used to refer to strategies such as code switching, word-coinage, approximation, circumlocution, literal translation etc. Various scholars’ classifications of communication strategies and taxonomies can be seen in Table 11 below.

Table 11

Various Taxonomies of Communication Strategies (Dörnyei & Scott, 1997)

Tarone (1977)	**Faerch & Kasper (1983b)**	**Bialystok (1983)**	**Paribakht (1985)**	**Willems (1987)**
AVOIDANCE Topic avoidance Message abandonment PARAPHRASE Approximation Word coinage Circumlocution CONSCIOUS TRANSFER Literal translation Language switch APPEAL FOR ASSISTANCE MIME	FORMAL REDUCTION Phonological Morphological Syntactic Lexical FUNCTIONAL REDUCTION Actional red. Modal red. Reduction of prepositional content -Topic avoidance -Message abandonment -Meaning replacement ACHIEVEMENT STRATEGIES *Compensatory strategies* -Code switching -Interlingual transfer -Inter-/intralingual transfer -IL based strategies • Generalization • Paraphrase • Word coinage • Restructuring -Cooperative strategies -Non-linguistic strategies *Retrieval strategies*	L1-BASED STRATEGIES Language switch Foreignizing Transliteration L2-BASED STRATEGIES Semantic contiguity Description Word coinage NON-LINGUISTIC STRATEGIES	LINGUISTIC APPROACH *Semantic contiguity* -Superordinate -Comparison • Positive comparison Analogy Synonymy • Negative comparison Contrast & opposite Antonymy Circumlocution -Physical description • Size • Shape • Color • Material -Constituent features • Features • Elaborated features -Locational property -Historical property -Other features -Functional description *Metalinguistic clues* CONTEXTUAL APPROACH Linguistic context Use of L2 idioms and proverbs Transliteration of L1 idioms and proverbs Idıomatic transfer CONCEPTUAL APPROACH Demonstration Exemplification Metonymy MIME Replacing verbal output Accompanying verbal output	REDUCTION STRATEGIES Formal reduction -Phonological -Morphological -Syntactic -Lexical Functional reduction -Message abandonment -Meaning replacement ACHIEVEMENT STRATEGIES Paralinguistic strategies Interlingual strategies -Borrowing/ code switching -Literal translation -Foreignizing Intralingual strategies -Approximation -Word coinage -Paraphrase • Description • Circumlocution • Exemplification -Smurfing -Self-repair -Appeals for assistance • Explicit • Implicit • Checking questions -Initiating repair

Table 11 (continued)

Bialystok (1990)	**Nijmegen Group**	**Poulisse (1993)**	**Dörnyei & Scott (1995a, 1995b)**
ANALYSIS-BASED STRATEGIES CONTROL-BASED STRATEGIES	CONCEPTUAL STRATEGIES Analytic Holistic LINGUISTIC/ CODE STRATEGIES Morphological creativity Transfer	SUBSTITUTION STRATEGIES SUBSTITUTION PLUS STRATEGIES RECONCEPTUALIZATION STRATEGIES	DIRECT STRATEGIES *Resource deficit-related strategies* • Message abandonment • Message reduction • Message replacement • Circumlocution • Approximation • Use of all-purpose words • Word-coinage • Restructuring • Literal translation • Foreignizing • Code switching • Use of similar sounding words • Mumbling • Omission • Retrieval • Mime *Own-performance problem-related strategies* • Self-rephrasing • Self-repair *Other-performance problem-related strategies* • Other-repair INTERACTIONAL STRATEGIES *Resource deficit-related strategies* • Appeals for help *Own-performance problem-related strategies* • Comprehension check • Own-accuracy check *Other-performance problem-related strategies* • Asking for repetition • Asking for clarification • Asking for confirmation • Guessing • Expressing nonunderstanding • Interpretive summary • Responses INDIRECT STRATEGIES *Processing time pressure-related strategies* • Use of fillers • Repetitions *Own-performance problem-related strategies* • Verbal strategy markers *Other-performance problem-related strategies* • Feigning understanding

In the current study, Dörnyei's (1995) classification adapted by Brown (2000) was used as basis for reference since it consists of commonly accepted main avoidance and compensatory strategies over several years of research. It is also a concise and appropriate taxonomy covering the strategies that are intended to be investigated within the context of this research (Brown, 2000). To accommodate this classification into the scope of the current study, one strategy (nonlinguistic signals) was taken out since it is not possible to investigate non-verbal behaviors via audio-recordings and some additions (semantic avoidance, lexical avoidance, syntactic avoidance, phonological avoidance, morphological avoidance and meaning replacement) were made. Finally, based upon the concise classification by Dörnyei (1995), a new adapted taxonomy was developed and employed in the current study.

Although Dörnyei's concise taxonomy adapted by Brown (2000) was sufficient in terms of investigating compensatory strategies, there were only two types of avoidance strategies included, which are (1) message abandonment and (2) topic avoidance. Therefore, it was necessary to extend the scope of avoidance strategies and different types of avoidance strategies were researched from different sources in the literature and they were accommodated in the newly developed taxonomy employed in this study. For instance, *meaning replacement* strategy was cited from Faerch and Kasper's (1983) definition "replacing the concept by another one which shares a general meaning." Definitions of semantic *avoidance* "saying something different from what was originally intended" and *message reduction* "reducing the original message and reporting the same idea but with less precision and detail" were cited from Dobao and Martinez's (2007) communication strategies taxonomy (p.4). Definitions of syntactic, lexical and morphological avoidance strategies were cited from the classification proposed by Willems (1987). Also, definition of phonological avoidance was adapted from Brown (2000). Apart from these, nonlinguistic signals, such as using mimics and gestures was excluded from the current study because it is not possible to examine non-verbal behaviors via audio-recordings. In addition, while analyzing data, it was observed that some compensatory strategies were frequently used by the students in the speaking exams. Thus, definitions of these strategies (self-repair, self-repetition and other-repetition) were taken from Dörnyei and Scott's (1997) extended taxonomy and included within the scope of this study as well. Finally, a new adapted taxonomy

was developed based on the classification proposed by Dörnyei (1995) and employed in the current study. The newly developed taxonomy which is used in the current study is provided in Table 12 below.

Table 12

Avoidance and Communication Strategies Taxonomy Used in the Current Study (adapted from Dörnyei, 1995, p.58)

Communication Strategies	
Avoidance Strategies	
1. Message abandonment:	Leaving a message unfinished because of language difficulties
2. Topic avoidance:	Avoiding topic areas or concepts that pose language difficulties
3. Semantic avoidance	The speaker says something different from what was originally intended. e.g. „*an eye mm … very damaged*" (black eye) (Dobao and Martinez, 2007)
4. Message reduction	The learner reduces their original message, reports the same idea but with less precision and detail. e.g. „*some kind of … uniform*" (school uniform) (Dobao and Martinez, 2007)
5. Lexical Avoidance	Avoidance of certain topics because the necessary vocabulary is lacking. (Willems, 1987 p.355)
6. Syntactic Avoidance	Avoidance of speaking about what might happen for fear of using conditionals. (Willems, 1987 p.355)
7. Phonological (sound) avoidance	Using a different word that doesn't mean quite the same thing, because you don't know how the most appropriate word is pronounced
8. Meaning replacement	The learner replaces the concept by another one which shares a general meaning (Faersch and Kasper, 1983)
9. Morphological avoidance	Avoidance of talking about yesterday to avoid past tense forms. (Willems, 1987 p.355)
Compensatory Strategies	
1. Circumlocution:	Describing or exemplifying the target object of an action (e.g., *the thing you open bottles with for corkscrew*).
2. Approximation:	Using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., *ship for sailboat*).
3. Use of all-purpose words:	Extending a general, empty lexical item to contexts where specific words are lacking (e.g., *the overuse of thing, stuff, what do you call –it, thingie*).
4. Word coinage:	Creating a non-existing L2 word based on a supposed rule (e.g., *vegetarianist for vegetarian*).
5. Prefabricated patterns:	Using memorized stock phrases, usually for "survival" purposes (e.g., *Where is the ___ or Comment allez –vous?,* where the morphological components are not known to the learner).

6. Literal translation:	Translating literally a lexical item, idiom, compound word, or structure from L1 to L2.
7 Foreignizing:	Using L1 word by adjusting it to L2 phonology (i.e., *with a L2 pronunciation*) and/or morphology (e.g., adding to it a L2 suffix).
8. Code-switching:	Using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2.
9. Appeal for help:	Asking for aid from the interlocutor either directly (e.g., W*hat do you call …?*) or indirectly (e.g., *rising intonation, pause, eye contact, puzzled expression*).
10.Stalling or time-gaining strategies	Using fillers or hesitation devices to fill pauses and to gain time to think (e.g., *well, now let's see, uh, as a matter of fact*).
11. Self- repair	Making self-initiated corrections in one's own speech
12. Self-repetition	Repeating a word or a string of words immediately after they were said
13. Other-repetition	Repeating something the interlocutor said to gain time

Avoidance Strategies

In the literature, avoidance strategies which are also entitled as reduction strategies by several researchers (Faerch & Kasper, 1983; Nakatani, 2005; Willems, 1987) are mainly subdivided into two categories, namely topic avoidance (refraining from talking about difficult topics) and message abandonment (giving up one's intended message and not finishing one's sentence) (Dörnyei, 1995; Tarone, 1981). However, Faerch and Kasper (1983) and Willems (1987) divide reduction strategies into functional reduction and formal reduction strategies. Functional reduction strategies are classified into 3 categories, namely message abandonment, meaning replacement (saying something close to your intended message) and topic avoidance. Then, they further subdivide formal reduction strategies into 4 categories; phonological (using a different word when you don't know how to pronounce a word), morphological (avoiding some structures due to insufficient knowledge of word structure or parts of words), syntactic (avoiding some sentences because of inadequate knowledge of sentence structure) and lexical (using a different word because of lacking needed vocabulary). In addition, reduction strategies are also classified into 4 categories as message abandonment, first-language-based strategies, interlanguage-based reduction strategies, and false starts by Nakatani (2005). As stated before, several scholars gave different names for these strategies and categorized them under various headings and taxonomies.

As for the use of avoidance strategies, Littlemore (2003) identified that low proficiency learners are more inclined to utilize avoidance strategies and acknowledged these strategies as less effective than compensatory strategies. Therefore, avoidance or reduction strategies can be considered as unfavorable strategies (Nakatani, 2006) because learners either not speak on some topics at all or avoid communicating their messages deliberately due to imperfect language competence instead of remaining in the conversation.

Compensatory Strategies

A review on compensatory strategies reveals that the name ‘achievement strategies’ are also used by several researchers (Council of Europe, 2001; Faerch & Kasper, 1983; Nakatani, 2005; Willems, 1987). Both names ‘compensatory strategies’ and ‘achievement strategies’ are frequently used by several researchers in their studies or articles. So as to compensate for incompetencies in the language or convey their intended messages across, learners generally resort to some fixed memorized expressions, overgeneralize or approximate vocabulary items, paraphrase, switch to L1, describe the properties of some objects, and use mimics, gestures or movements when they come across some difficulties in communication. These strategies provide L2 learners with a feeling of security as Council of Europe (2001) also referred them as “islands on reliability” (p.63). Learners can make use of these strategies whenever they need to work out problems encountered during communication.

Anyone learning a new language has most probably experienced the need to say something in the TL but not possessing the necessary linguistic resources or vocabulary to express themselves properly. In such a case, the L2 learner has two options; s/he can either give up what s/he intended to say or make use of alternative ways of expressing his/her original message. When the learner chooses not to give up communication, s/he takes risks to solve the problems encountered in planning his/her utterances. In the literature, these strategies which are used for compensating were named differently by a number of scholars. Corder (1978) referred them as 'resource expansion strategies' while Faerch and Kasper (1980) termed them as ‘achievement strategies’.However, they also used the term ‘compensatory strategies’ for the first time. After that, several other researchers

(Bongaerts & Kellerman, 1984; Brown, 2000; Dörnyei, 1995; Oxford, 1990; Poulisse) used the term 'compensatory strategies'. Therefore, the term compensatory strategies will be used from now on in the current study.

Recent Studies on Communication Strategies in Turkey

Studies carried out on CSs in Turkey tend to concentrate on the connection between the use of CSs and some factors like bilingualism, proficiency level, gender, visibility in interaction, and cognitive flexibility. A concise summary of the aims and results of these recent studies are provided in chronological order below.

In her study carried out in a prep school with 60 participants, Doğruöz (2001) explored whether there was a dissimilarity in the use of CSs between learners who speak only one language and bilingual learners. The results exposed that bilingual EFL learners employed CSs more than learners who are able to speak only one language. A dissimilarity was observed in the communication strategy choices of monolingual and bilingual learners and the study revealed that monolingual learners resorted to L1-based CSs more. The study also found out that bilingual learners employed code-switching and cooperative strategies very often while generalization strategy was utilized more by the monolingual learners.

Genç (2007) investigated the use of CSs with 23 freshman students studying ELT at a state university by assigning them various tasks in speaking lessons. In his research, he diagnosed that the learners employ L1-based CSs like language switch and literal translation and English-based CSs involving repetition, avoidance, paraphrase, ask for help, and mime strategies. He observed frequent reliance on repetition strategy, especially repetitions used as gap fillers. In addition, he also identified self-repair as a quite common strategy employed by the learners.

Uztosun (2008) examined the use of CSs with thirty four 1st and 4th grade female ELT students in a state university and the relationship between CSs and some factors like proficiency level and visibility in interaction. His qualitative findings revealed that students employ gap fillers, self-repetition and self-repair most frequently. On the other hand, quantitative findings unveiled that low proficiency learners resorted to message reduction, topic avoidance and literal translation strategies when compared to high proficiency learners. In addition, he also found out that visibility in interaction has an influence on the communication strategy use.

Yaman, Irgin and Kavasoglu (2011) adapted Oral Communication Strategy Inventory (OCSI) developed by Nakatani (2006) into Turkish culture. Then, they developed a new OCSI which is suitable for Turkish culture. They administered this instrument to 294 ELT students at university level and investigated the use of CSs with regard to proficiency level and gender. The results of their study revealed that message abandonment and planning strategies are favored more by intermediate level students compared with advanced level students. What is more, their study exposed that message abandonment strategies are employed more often by female learners while affective strategies are preferred more commonly by males.

Uztosun and Erten (2014) explored the link between proficiency level and the use of CSs with 34 participants from different levels studying ELT and found out that students employ gap fillers, self-repair, and self-repetition strategies frequently. In addition, they found no relationship between proficiency level and strategy choice, however, they identified that advanced learners are good at using miming and non-verbal signals while low proficient ones frequently resort to message reduction and topic avoidance strategies.

In a more recent study conducted with 150 prep school students in a state university, Somuncu (2016) explored whether there is a link between CS use and willingness to communicate or cognitive flexibility and found out that cognitive flexibility is a significant factor in the communication strategy choice. She concluded that cognitively flexible learners resort to compensatory strategies more by making use of alternative plans to remain in the conversation, whereas learners who have low cognitive flexibility employ avoidance strategies.

These studies were mainly conducted at state universities with participants studying at ELT departments, only two of them conducted with preparatory students. However, there is no study focusing merely on the use of avoidance and compensatory communication strategies by prep students at a private university context. Therefore, it is necessary to explore ACSs used by Turkish preparatory students at a foundation university, particularly focusing on the strategies used in speaking exams to understand the phenomena better.

Chapter 3
Methodology

Introduction

In order to come up with the most frequently employed avoidance and compensatory strategies in speaking by Turkish preparatory students, a mixed method research design was adopted in this study. A five scale Likert type questionnaire was administered to the participants and then the use of ACSs in 3 different speaking exams were observed and audio recorded and the teachers of the participants were interviewed about students' use of ACSs**.** In this part, firstly how the research methodology was determined is explained in theoretical framework. Then, some background information about the setting and the participants of the study is provided. Following that, how the data was collected is thoroughly discussed and the research instruments are introduced. Finally, how data analysis was made is discussed in detail.

Theoretical Framework

As stated before, the purpose of the study is to explore the use of most frequent avoidance and compensatory strategies in speaking in tertiary level preparatory class students. In order to investigate the use of these strategies, a mixed method research design was utilized in this study. To analyze the issue deeply and explore the research questions addressed in this study, it is necessary to employ both quantitative and qualitative data collection methods for a more comprehensive and thorough understanding of the phenomenon.

There are several reasons for integrating quantitative and qualitative research. One important reason is to confirm the results of both research types by looking at the phenomenon from different perspectives so as to get more accurate, reliable and valid information and draw better conclusions. This is about the long-established goal of 'triangulation' which means the final outcome can be validated by comparing the findings gathered from various methods used in a study. (Dörnyei, 2007). Triangulation or greater validity means that both quantitative and qualitative research can be mixed with the purpose of triangulating findings because they might jointly back up and verify each other (Bryman, 2006).

Another reason is that it is possible to comprehend a complex phenomenon by blending statistical data gathered through quantitative research and specific details collected from qualitative research (Dörnyei, 2007). As both research types have their own strengths and weaknesses, it is quite reasonable and appealing to combine the strengths of quantitative and qualitative research for a deeper understanding of an issue. This allows researchers to lessen and balance their weaknesses and to exploit the strengths of both.

Another important reason for mixing methods is that findings from both quantitative and qualitative research can complement each other because it is necessary to expand, complement, demonstrate, and shed light on the results which are gathered from one method with the results obtained from another method (Greene, Caracelli & Graham, 1989).

In this study, a five scale Likert type survey (See Appendix A) adapted from Oral Communication Strategy Inventory (OCSI) (See Appendix B) developed by Nakatani (2006) was conducted which serves as quantitative data collection method. The questionnaire included 40 close items so that it can be easier to conduct and analyze as close questions require participants to choose an answer among several options. As is known, questionnaires provide reliable, standardized numerical data for the study because quantitative inquiry is a solid and systematic way which allows replicating the data and generalizing the results to different contexts (Dörnyei, 2007). However, in addition to these advantages, questionnaires have some disadvantages as well. They provide only limited insight to the problem because of the limited answers allowed by the questions and responses may vary and can result in some misunderstandings or misinterpretations. As pointed out by Dörnyei (2007) results obtained from quantitative research design are unavoidably limited to a certain extent because they are based on generalizations and a questionnaire is reductionist in nature.

In order to get more detailed and comprehensive answers to the problem, the researcher also supported the findings of the questionnaire with qualitative data collection methods, including analysis of speaking exam performances and interviews with students and their instructors. This enables exploring the issue in detail and gather rich and elaborate data which broadens the understanding of the phenomenon and make better sense of the situations (Dörnyei, 2007).

Nevertheless, qualitative research can be weak in terms of sample size and generalizability of the results and it can also be influenced negatively by personal biases of the researchers as well as being time consuming when compared to quantitative data collection methods (Dörnyei, 2007).

Seeing that both quantitative and qualitative research types contain their own strengths and weaknesses, by using a mixed method research design the strong points of each one will be combined and results will be supported with each other, thereby weaknesses of each type will be diminished which will strengthen the validity and reliability of the research.

As a qualitative method, the use of avoidance and compensatory strategies by almost half of the participants in 3 different speaking exams was analyzed by listening and transcribing audio-recording of these exams to verify and validate the use of compensatory and avoidance strategies. In this way, the data and information gathered through survey is supported by observation and this made it easy for the researcher to gain greater insight and draw more detailed conclusions about the problem.

As a third data collection method, the participants' instructors teaching them were interviewed about students' use of avoidance and compensatory strategies in speaking with the purpose of supporting and validating the results. As their teachers spend a long time together with the students during the lessons and take part in their speaking exams, they are quite likely to encounter and witness the use of avoidance and compensatory strategies employed by the students during the speaking activities and classroom performance. Therefore, their opinions are significant and should also be taken into account because they can cater for more details and insights into the use of these strategies.

As a final means of data collection, retrospective interviews were held with some participants to understand the mental processes they went through during the speaking exams. Kormos (1998) suggests that combining introspection with other research methods help reinforce the reliability and richness of the data collected. With the help of these interviews, it will be possible for the researcher to come up with more accurate findings about the participants' avoidance behavior and use of compensatory strategies.

Setting and Participants

The study was conducted in the English Preparatory Program (EPP) of the Department of Foreign Languages (DFL) at a foundation university in Ankara, which was founded in 2011. This university specializes in aviation and aerospace and aims to meet the need for qualified and educated manpower in the field of aeronautics. There are 4 faculties (Faculty of Air Transportation, Faculty of Business Administration, Faculty of Aeronautics and Astronautics, Faculty of Engineering) and 11 departments (Flight Training, Aviation Management, Logistics Management, Management, Astronautical Engineering, Aeronautical Engineering, Electrical and Electronics Engineering, Industrial and Systems Engineering, Computer Engineering, Mechanical Engineering, and Mechatronics Engineering) at this university. The medium of instruction is 100% English at this university apart from Turkish Management Program.

The English Preparatory Program at the DFL aims to provide learners with English language training and education in full compatibility with current English standards and encourages students to use English as a means of communication in social and cultural settings. The English preparatory program also aims to prepare students to use English both in daily life and academic settings with a focus on both productive and receptive skills. DFL offers general English courses at 3 different levels and it is accredited by an internationally recognized education agency. In addition, the program adopts a student-centered and technologically integrated foreign language teaching strategy and intends to foster learner autonomy and independence.

The program also aims to develop the four skills of the students throughout one-year intensive English education. Throughout the whole academic year, the students are required to complete 16 speaking tasks and 16 writing tasks and submit them in their portfolios at the end of the term. For instance, a speaking task can be a monologue about a topic or a question, a dialogue between two students, a poster presentation, etc. Students complete these tasks at home by voice or video recording them and then email them to their instructor and receive feedback. The tasks are graded in terms of their length and quality by their teacher using a set of criteria.

There are 3 levels in the accredited English Preparatory Program, namely Alpha (A1), Bravo (A2) and Charlie (B1) according to the CEFR. In all the levels, courses focus on all the language skills and the lessons are offered year-round for each level. In (Alpha) A1 level, the students are given 30 hours of English lessons in a week and the first term starts with Speak-Out Starter course book. Then they continue their lessons with the Elementary, Pre-intermediate and Intermediate levels of New Language Leader course book. In Bravo (A2) level, students are offered 24 hours of lesson in a week and they use Elementary, Pre-intermediate and Intermediate levels of New Language Leader course book respectively. However, in Charlie (B1) level, students need to receive 20 hours of English lesson a week and Cambridge Empower B1 and B1+ course books are used respectively.

The study was carried out in the EPP with 58 Charlie (B1) level students (20 female and 38 male) and 5 instructors teaching in the same level in the 2018-2019 academic year fall term. The participants taking part in this study are 58 Charlie (B1) level students studying English at the EPP of a foundation university in Ankara, Turkey. The participants were especially chosen from Charlie level because of two main reasons. Firstly, these students take 3 different speaking exams by the start of the second semester which makes it possible to provide rich and sufficient data to be collected as a qualitative research method. Secondly, the fact that the researcher is teaching at a different level (Alpha) minimizes the power relationship between the participants and the researcher thus it lowers the risk of research bias.

It is necessary to give some details and describe the characteristics of student participants. The participants are considered to be at B1 level according to the CEFR and they start the first term with the Cambridge Empower B1 level course book and continue with B1+ level of the same course book in the 2nd term. These participants come from three different Charlie classes and two of these classes are made up of 40 repeat students who failed the proficiency exam conducted in 2017-2018 academic year. The other class is made up of 18 students who got a score above 70 from the placement test which was done at the beginning of the 2018-2019 academic year. That is to say, the first group is repeaters and the latter one is comprised of students in their first year. There are 20 female and 38 male participants and they will study at the following departments if they successfully complete the prep school:

- Aviation Management (12 students)
- Logistics Management (10 students)
- Computer Engineering (9 students)
- Electrical and Electronics Engineering (8 students)
- Industrial Engineering (5 students)
- Mechatronics Engineering (4 students)
- Aeronautical Engineering (4 students)
- Mechanical Engineering (2 students)
- Astronautical Engineering (2 students)
- Management (2 students)

As for the instructor participants, they consist of 1 male and 4 female English instructors. One of the instructors has about five years of teaching experience and a graduate of English Language and Literature and is continuing his master's in Educational Technology. The second one has four years of teaching experience and is a graduate of English Language Teaching. The third one has nearly 10 years of teaching experience and has a BA degree in English Language and Literature and MA in Foreign Language teaching. The fourth instructor has a BA degree in Translation and Interpreting and has several years of experience as a translator of English and has been teaching English for the last two years. The fifth instructor has a BA degree in English Language Teaching and has been teaching English for about two semesters.

Data Collection

In this mixed method study, as a quantitative data collection method, a questionnaire was administered to 58 participants. Six of the questionnaires were excluded as participants gave the same answer for all the items and there was some missing data. Then, audio-recorded speaking exam performances of these participants were collected and audio recordings of 24 participants in three different speaking exams were transcribed. After that, interviews were conducted with participants' teachers and finally retrospective interviews were carried out with

several volunteer participants. These data collection procedures are presented in detail below.

Administering the questionnaire. In order to investigate the most frequent ACSs in speaking exams, firstly a five scale Likert type questionnaire with 40 items was administered to the 58 students in the Charlie level at the aforementioned EPP. Six of the questionnaires were left out because of missing data and students' providing the same answers to all the items, which means only 52 of the questionnaires can be considered as valid. Nine of the items in the questionnaire were directly taken from the questionnaire developed by Nakatani (2006) and the rest of them were prepared by the researcher. After that, two experts in the field of ELT have read the items and gave feedback on the items in the questionnaire, which helped increase the content validity of the items in the questionnaire. After getting their feedback some items were taken out and some of them were revised and the questionnaire was finalized. In the final version of the questionnaire, the items in the questionnaire were written both in Turkish and English for better comprehension of the participants.

Before administering the questionnaire, teachers of the participants were informed and they were kindly asked to spare 15-20 minutes of their lessons. The participants were informed about the purpose and the significance of the questionnaire and the research and on how their sincere answers would contribute to the study. They were distributed a consent form which informed them about the scope of the study and the fact that they could give up answering the questionnaire whenever they want if something bothers them. The researcher was present while the questionnaires were administered and he kept a professional attitude and tried to exhibit keen interest in their answers. He made some explanations when students were not sure about what the item means or helped with other confusions that arose in the process of administering the questionnaire. In three different classes, the same procedures were followed and the administration of questionnaires was completed in different lessons.

Gathering audio recordings and transcription. For the qualitative part of the study, recordings of speaking exams conducted at the aforementioned English Preparatory Program were collected. Here, it should be noted that it is a standard process to audio record the speaking exams in this institution to be able to account

for any objections to exam scores. In the audio recordings collection process, consent of the participants was obtained before administering the questionnaire and they were informed and reassured that these audio recordings would only be used for research purposes and their names and identities would not be revealed in any way.

For collecting the audio recordings, the head of EPP was informed beforehand and official permission was received. After that, relevant member of the Testing Office was contacted for getting a copy of the speaking exam audio recordings. Audio recordings of participants gathered from three different speaking exams were assembled together and saved with the help of an external hard disk on the computer. After getting a copy of the audio recordings, the researcher sorted down and classified the recordings under the names of participants. Based on convenience sampling, audio recordings of 24 participants in 3 different speaking exams were selected and listened by the researcher one by one. They were transcribed verbatim in a three-week process. Transcribed data was kept in a Microsoft Word document which consisted of about 50 pages long data to be analyzed.

Semi-structured Interviews with instructors. To support and validate the data gathered, 5 instructors teaching the participants at the time of the study were interviewed about their views on avoidance and compensatory strategies through semi-structured interviews. The semi-structured interview technique was employed to get some elaborate answers and opinions on the topic and to guide interviewees when they were stuck. The interview questions were written by the researcher himself and feedback was obtained from two specialists in the field of ELT for the sake of raising content validity and the final version of the questions were determined. The interviews took approximately 10 minutes and they were carried out in a comfortable and silent office in the foreign language department at the aforementioned foundation university. The interviews with the instructors were also audio-recorded. The interviewees were informed on the scope of the study briefly before starting the interview. The interviewees were also informed that they could speak in Turkish or English based on their preferences. When both the interviewer and the interviewee were ready, the interview was started and the interviewer asked

some follow-up questions based on their answers and requested the instructors to give some examples but he did not interfere when they wanted to give some details.

Retrospective interviews with students. In order to corroborate the findings obtained through analyzing speaking exam audio recordings, retrospective interviews were conducted with 5 voluntary students. These interviews were held within 3-4 weeks after the last speaking exam was conducted for fear that students might forget what they said and have difficulty in retrieving the information. These interviews allowed the researcher to investigate the issue deeply and find out more about the cognitive processes that went through the student participants' minds during the speaking exam. This technique was especially employed to find out possible underlying reasons of avoidance strategies and subcategorize them correctly as it is sometimes impossible to determine which type of avoidance strategy was used by the participants. Therefore, students were reminded and shown their usages of some specific avoidance and compensatory strategies through the transcriptions and they were kindly asked to verbalize their thoughts on their reasons for using such strategies. When they had difficulty in remembering their sentences, they were made to listen to the audio recordings with the purpose of stimulated recall (Dörnyei, 2007). The researcher paused the audio recordings at some critical points and asked the participants questions like 'what were you thinking of' to retrieve the information and find out which specific avoidance strategies participants were using.

Instruments

With the purpose of investigating the use of ACSs in speaking exams, several instruments were employed in the current study. Firstly, a five scale Likert type questionnaire with 40 items adapted from Nakatani (2006) was conducted as a quantitative data collection method. Secondly, audio-recorded performances of students in speaking exams were assembled and transcribed verbatim so as to corroborate the data gathered from the questionnaire with quantitative data collection methods. As a third instrument, interviews were held with the instructors who were teaching the students participating into the current study. Finally, retrospective interviews were conducted with 5 voluntary students to explore which types of avoidance strategies were used by the students in the speaking exams.

Instrument 1. Avoidance and Compensatory Strategy Inventory. As a quantitative data collection instrument, a five scale Likert type questionnaire (See Appendix A) consisting of 40 items was employed in the current study. The questionnaire was adapted from five-point Likert scale Oral Communication Strategy Inventory (OCSI) which was developed by Nakatani (2006). He developed the OCSI with the data gathered from 400 Japanese students studying EFL at 3 different universities in Japan for about 4 months. OCSI is made up of two different parts. The first part is concerned with strategies for handling speaking problems which are directly associated with strategic competence during communicative tasks. However, the second part investigates the strategies dealing with listening problems which are linked to comprehension during interaction.

The first part of the OCSI -Strategies for Coping with Speaking Problems- (See Appendix B) which are about communication strategies consists of 32 items while the second part consists of 26 items which are about listening strategies (Nakatani, 2006, pp. 163-164). That's why, the first part of the OCSI was adapted to be used in the current study because it is closely related and incompatible with the scope of this study. The reliability of the first part of OCSI was examined by the researcher using Cronbach's alpha. Alpha for the 32 items is .86 and it displays a quite acceptable internal consistency. As it is a highly reliable and valid instrument, 9 items were found to be convenient within the scope of this study. Therefore, items 1, 2, 3, 4, 5, 6, 21, 23, 31, and 32 from the first part of the OCSI – Strategies for Coping with Speaking Problems were directly taken and employed in the adapted form of the questionnaire in the current study.

For the rest of the items in the questionnaire, the researcher wrote two or three items for investigating each avoidance and compensatory speaking strategies within the scope of the current research. The items were then reviewed by an English instructor and some items which were thought to be similar or problematic were taken out. In the final format of the questionnaire employed in this study, 31 items were constructed by the researcher and they were reviewed again by two experts in the field to increase content validity and necessary changes were made on the items based on the feedback received from these experts.

Instrument 2. Transcription of Speaking Exams. In order to compare and contrast results of the questionnaire with real use of strategies in speaking exams,

the researcher collected 3 different pre-recorded speaking exam audios of 24 participants based on convenience sampling. Each exam audio recording was transcribed verbatim to investigate the students' use of ACSs in detail. As some of the participants did not take the exam for various reasons, it was not possible to acquire the audio recordings of all the exams. Therefore, audios were selected among available ones based on convenience sampling. 19 of the participants had attended all 3 exams, 4 of them attended 2 of the exams, and 1 participant attended only 1 exam. Therefore, the researcher could obtain and transcribe 66 audio recordings (See Appendix C for full transcriptions) of speaking exams from 24 participants.

The speaking exam conducted at the aforementioned EPP consists of 3 different sections. The students take the exam in pairs for the purpose of practicality and time-management. In Part 1 (Introduction), the students are kindly requested to introduce themselves and then they are asked a warm-up question. The aim of this part is to put the students at ease and warm them up for the real speaking exam because this part is not graded by assessors and interlocutors. In Part 2 (Picture description), each student is shown a picture and required to describe the picture and speculate about it in 2 minutes. Apart from describing their own picture, the students are also expected to make a comment on each other's picture in two or three sentences. In Part 3 (Production), the students are given a subject with 2 sub-questions about it and the interlocutors demand students to express their ideas on the given topic. The students can answer the sub-questions one by one or they can talk about only one of them in 2 minutes; or if they cannot answer both of the questions, they are allowed to talk about the central topic in general. A general illustration of the speaking exam parts can be seen in Table 13 below:

Table 13

Stages of Speaking Exam Conducted at EPP

Stages of Speaking Exam		
Part	Content	Duration
1	Warm-up – Introducing yourself	1 minute for each candidate 2 minutes in total
2	Describing a Picture	3 minutes for each candidate 6 minutes in total
3	Expressing Your Thoughts about a Subject	3 minutes for each candidate 6 minutes in total

The questions directed to the students throughout the speaking exam are chosen among the topics of the units covered during the term. Therefore, students are familiar with the topics and questions provided in the exam. Some sample speaking exam questions are provided below. The sample questions are taken from the transcribed exams in the current study:

1st part - Introduction

Sample Warm- up Questions

- *Do you prefer to stay at home or dormitory?*
- *Which one is better? Living in a city or village?*
- *In your opinion, what are some disadvantages of travelling by plane?*
- *Can you live without your mobile phone?*

2nd Part – Picture Description

Figure 3. Sample pictures

3rd Part – Production

CREDIT CARDS

- **Do you think credit cards are helpful? Why or why not?**
- **What are some advantages and disadvantages of using credit cards?**

WEEKEND ACTIVITIES

- **What do people in Turkey usually do at the weekends?**
- **What do you like most about weekends? Why?**

BAD HABITS

- **Why do people start bad habits such as smoking and drinking alcohol?**
- **How do bad habits affect people's lives?**

Figure 4. Sample questions (Projected on Board)

Instrument 3. Semi-structured Interview with teachers. So as to support and verify the findings gathered from the questionnaire and transcribed speaking exam data, interviews with five classroom teachers of the participants were conducted. At the time of the research, five English instructors were teaching in these classes and they spent a lot of classroom time with the participants. The questions of the semi-structured interview were written by the researcher and they were reviewed by two experts in the field and approved. The semi-structured interview questions directed to the English instructors are as follows:

1. Which avoidance and compensatory communication strategies do your learners use in speaking?
2. What do you think are the most frequent avoidance and compensatory strategies used by the students? Can you give me any specific examples?
3. Do you think it is necessary to teach some avoidance and compensatory communication strategies to your learners? If yes, which ones?

Instrument 4. Retrospective interviews with students. As it was quite challenging to identify which specific avoidance strategies were employed by the students in the speaking exams, retrospective interviews were held with five students. These interviews were conducted soon after the last speaking exam was

administered within a 3-4 week period. Otherwise, it would be almost impossible for students to remember and get back the necessary information. Transcribed data gathered from speaking exams was examined and in which sentences students used avoidance strategies were determined. These critical parts were reminded to the students and they were asked to verbalize what they thought of at that specific moment. When they had difficulty in remembering their sentences, audio recordings were played and paused at those critical moments to help students retrieve information. After pausing the audio recordings, students were asked the following questions:

- What were you thinking of at this moment?
- Why did you give up talking or change your message in this part?

During the retrospective interviews, students were asked to use Turkish because they could express themselves better and more accurately in their native language and feel more comfortable during the interview. Then, their answers were translated into English by the researcher.

Data Analysis

The current study employed a mixed-method research design and explored the use of avoidance and compensatory strategies in speaking exams by Turkish preparatory students. To investigate the use of ACSs, following research questions were addressed:

1. What are the most frequent avoidance strategies that are used by Turkish preparatory students according to the questionnaire results?
2. What are the most frequent compensatory strategies that are used by Turkish preparatory students according to the questionnaire results?
3. What are the most frequent avoidance strategies that are used by Turkish preparatory students in the speaking exams?
4. What are the most frequent compensatory strategies that are used by Turkish preparatory students in the speaking exams?
5. To what extent do students' answers about avoidance strategies in the questionnaire match up with the speaking exam performances?

6. To what extent do students' answers about compensatory strategies in the questionnaire match up with the speaking exam performances?
7. What kinds of changes are seen in the use of avoidance strategies as students' proficiency level increases?
8. What kinds of changes are seen in the use of compensatory strategies as students' proficiency level increases?

In order to answer the 1st and 2nd research questions, a five scale Likert type questionnaire was administered and SPSS Statistics 22.0 data analysis software was used to analyze the data gathered from the questionnaires of 52 students. Firstly, Shapiro-Wilk test and the Kolmogorov-Smirnov tests were applied to check normality of the data. Both tests were conducted via SPSS Statistics 22.00 and the results proved that the datasets were distributed normally (See Appendix D). Secondly, so as to determine which specific avoidance and compensatory strategies were preferred by the students, descriptive statistics was applied via SPSS Statistics 22.0 data analysis software and mean scores for avoidance and compensatory strategies were calculated. Firstly, mean scores for each individual avoidance strategy were measured. Later, mean scores for each compensatory strategy explored in the questionnaire were calculated as well.

To find an answer to the 3rd, 4th, 7th, and 8th research questions, audios of pre-recorded three different speaking exams were collected and transcribed verbatim. The real use avoidance and compensatory strategies by the participants in these speaking exams were investigated. To analyze the transcribed data gathered from the audio recordings, thematic content analysis was employed to pinpoint the patterns and themes in the transcriptions. In order to identify which specific avoidance and compensatory strategies were used by the students in these exams, an adapted aforementioned taxonomy (See Table 13) was employed which is concise and convenient for the scope of this study.

For the 5th and 6th research questions, mean scores collected from the questionnaire showing the most frequently preferred avoidance and compensatory strategies by the participants were compared with the real use of these strategies in the speaking exams. The most and the least frequent avoidance and compensatory strategies selected by the students were diagnosed after analyzing them with SPSS

Statistics 22.0. Then, transcribed data gathered from 3 speaking exams was analyzed qualitatively and sample usages of specific avoidance and compensatory strategies by the participants were identified and grouped under their own categories. The results gathered from the questionnaire and transcriptions were matched up and examined to find out whether they are compatible or in conflict with each other.

With the purpose of answering 7th and 8th research questions, transcribed data obtained from 3 different speaking exam audio recordings were analyzed. To be able to observe the changes in the use of avoidance and compensatory strategies as proficiency level increases, audio files recorded in 3 different speaking exams were obtained and transcribed. The 1st speaking exam was conducted before the beginning of the first semester, the 2nd one was done towards the end of the first semester, and finally the 3rd speaking exam was carried out in the semester break. As there was almost a 4-month period between the 1st and the 3rd speaking exam and learners went through 320 hours of English instruction, the proficiency level of the participants can be considered to be higher in the 2nd and 3rd speaking exams. Therefore, the results gathered from the audio recording of these three exams are compared with each other and observable changes in the amount and type of avoidance and compensatory strategies were spotted and noted down.

Data Analysis Summary. So as to answer the research questions, data were gathered using four different methods; a five-scale Likert type questionnaire administered to 52 students, transcription of speaking exams, semi-structured interviews with five English instructors and retrospective interviews with five students. Quantitative data collected from the questionnaire results were analyzed using descriptive statistics and the qualitative data obtained via transcription of speaking exams and interviews with English instructors and prep students analyzed via thematic content analysis. The data analysis summary can be seen in Table 14 below which illustrates the research questions and instruments, data collection sample and sample size, and data analysis method used to investigate each research question.

Table 14

Data Analysis Summary

RQ	Research question	Instrument	Data Collection Sample	N	Data Analysis	Statistical Analysis
RQ1	What are the most frequent avoidance strategies that are used by Turkish preparatory students?	Adapted ACSI	Turkish prep students at a foundation university	52	Quantitative	Descriptive statistics
RQ2	What are the most frequent compensatory strategies that are used by Turkish preparatory students?	Adapted ACSI	Turkish prep students at a foundation university	52	Quantitative	Descriptive statistics
RQ3	What are the most frequent avoidance strategies that are used by Turkish preparatory students in our observations?	Transcription of speaking exams	Turkish prep students at a foundation university	24	Qualitative	Thematic content analysis
		Semi Structured Interview	Instructors of the participants	5	Qualitative	Thematic content analysis
		Retrospective Interview	Turkish prep students at a foundation university	5	Qualitative	Thematic content analysis
RQ4	What are the most frequent compensatory strategies that are used by Turkish preparatory students in our observations?	Transcription of speaking exams	Turkish prep students at a foundation university	24	Qualitative	Thematic content analysis
		Semi Structured Interview	Instructors of the participants	5	Qualitative	Thematic content analysis
		Retrospective Interview	Turkish prep students at a foundation university	5	Qualitative	Thematic content analysis
RQ5	To what extent do students' answers about avoidance strategies in the questionnaire match up with the observation results?	Adapted ACSI & Transcription of speaking exams	Turkish prep students at a foundation university	52/ 24	Quantitative & Qualitative	Descriptive statistics & Thematic content analysis

RQ6	To what extent do students' answers about compensatory strategies in the questionnaire match up with the observation results?	Adapted ACSI & Transcription of speaking exams	Turkish prep students at a foundation university	52/ 24	Quantitative & Qualitative	Descriptive statistics & Thematic content analysis
RQ7	What kinds of changes are seen in the use of avoidance strategies as students' proficiency level increases?	Transcription of speaking exams	Turkish prep students at a foundation university	24	Qualitative	Thematic content analysis
RQ8	What kinds of changes are seen in the use of compensatory strategies as students' proficiency level increases?	Transcription of speaking exams	Turkish prep students at a foundation university	24	Qualitative	Thematic content analysis

To conclude, this study employed mixed method research design to investigate the most frequently employed avoidance and compensatory strategies in speaking by Turkish preparatory students. Firstly, a five scale Likert type questionnaire was conducted to the 52 students and the results were analyzed using descriptive statistics. Then students' use of avoidance and compensatory strategies in three different speaking exams were transcribed and analyzed using thematic content analysis. For triangulating the findings, five English instructors who were teaching those students were interviewed and lastly retrospective interviews were carried out with five students to identify which specific avoidance or compensatory strategies they employed in the speaking exams and to learn why they prefer those strategies. Briefly, this chapter summarizes how the research methodology was determined, which setting and the participants were chosen to carry out the research, how the data was gathered and analyzed.

Chapter 4
Findings

Introduction

This section starts with the results of the questionnaire administered to the students. Afterwards, the results of the transcribed data in speaking exams are presented, which means the avoidance and compensatory strategies used by the students are introduced. Then, the results of the interviews with the instructors are provided. Finally, the results of the retrospective interviews with the students are given.

The Results of the Avoidance and Compensatory Strategy Inventory

In order to explore the use of avoidance and compensatory strategies by Turkish preparatory students, a five scale Likert type questionnaire with 40 items adapted from OCSI developed by Nakatani (2006) was administered to 58 students at a foundation university in Ankara. Six of the questionnaire items were excluded because of missing data and student' providing the same answers for all the items so only 52 of the questionnaires were considered as valid. To analyze the data, descriptive statistics was applied and mean scores for each avoidance and compensatory strategy were calculated.

Findings for the 1st research question: What are the most frequent avoidance strategies that are used by Turkish preparatory students? The mean scores about the use of avoidance strategies were calculated in the first place. SPSS Statistics 22.0 data analysis software was used to analyze the data gathered from the questionnaire. The results regarding the use of avoidance strategies can be seen in Table 15 below.

Table 15

Questionnaire Results – Mean Scores of the Avoidance Strategies

Avoidance Strategy	N	Minimum	Maximum	Mean	SD
Message Reduction	52	1,67	5,00	4,1122	,65073
Message Abandonment	52	1,00	5,00	2,9744	,95850
Syntactic Avoidance	52	1,00	5,00	3,4423	,89472
Lexical Avoidance	52	1,50	4,50	3,0385	,82751
Phonological Avoidance	52	1,00	4,50	2,7500	,93148
Morphological Avoidance	52	1,00	5,00	2,7212	1,05910

SD= Standard Deviation N= Number of participants

A quick look at the mean scores of the avoidance strategies illustrates that *message reduction* with highest mean score (M=4,1122) and *syntactic avoidance* with the second highest mean score (M= 3,4423) are the most frequent avoidance strategies preferred by the students according to the survey results. The mean scores of the other avoidance strategies range between M=2,7212 and 3,0385.

Findings for the 2nd research question: What are the most frequent compensatory strategies that are used by Turkish preparatory students? Secondly, the mean scores about the use of compensatory strategies were calculated using SPSS Statistics 22.0 data analysis software. The results regarding the use of compensatory strategies can be seen in Table 16.

A close look at the mean scores of the compensatory strategies displays that *approximation*, *circumlocution*, *time gaining* and *prefabricated patterns* are the most frequent compensatory strategies selected by the students with a mean score of (M=3,7212), (M=3,7051), (M=3,6346) and (M=3,5769) respectively. The least frequent compensatory strategies chosen by the students are *foreignizing*, *code switching* and *word coinage* with a mean score of (M=2,0577), (M=2,2019) and (M=2,3942) respectively.

Table 16

Questionnaire Results – Mean Scores of the Compensatory Strategies

Compensatory Strategy	N	Minimum	Maximum	Mean	SD
Time gaining	52	1,00	5,00	3,6346	,86385
Circumlocution	52	1,67	5,00	3,7051	,84702
Approximation	52	1,50	5,00	3,7212	,83086
Repetition	52	1,00	5,00	3,2500	1,11803
Indirect Appeal for help	52	1,00	5,00	2,8558	1,23008
Direct Appeal for help	52	1,67	5,00	3,1923	,85647
Appeal for help	52	1,33	5,00	3,0240	,92830
Word Coinage	52	1,00	5,00	2,3942	1,08617
Foreignizing	52	1,00	4,50	2,0577	,95309
Code Switching	52	1,00	5,00	2,2019	1,19746
Use of all-purpose words	52	1,50	5,00	3,0385	,85087
Prefabricated Patterns	52	1,50	5,00	3,5769	,95684
Literal Translation	52	1,00	5,00	3,2885	,97692

SD= Standard Deviation

N= Number of participants

The Results Obtained from Transcription of Speaking Exams

To examine the use of avoidance and compensatory strategies in practice, three pre-recorded speaking exams were transcribed verbatim and analyzed quantitatively. Identifying the strategies was a really challenging and long process. Some of the strategies were easy to pinpoint, whereas others were a bit problematic to distinguish and categorize. To classify these strategies, the transcriptions were read again and again and examined thoroughly by the researcher. As some sentences and strategies occurred repetitively in the speaking exams and used by several students, the researcher had to go back and forth between the transcriptions all the time. For identifying the challenging strategies accurately, retrospective interviews were also carried out with 5 students. These interviews were not sufficient to diagnose all the strategies, but the data gathered from the speaking exam transcriptions provided ample amount of avoidance and compensatory strategy samples from different students.

Findings for the 3rd research question: What are the most frequent avoidance strategies that are used by Turkish preparatory students in our observations? During the speaking exams, the students resorted to using

avoidance strategies too many times. The most frequent avoidance strategy employed by the students was *message abandonment* in the data analysis of speaking exam performances. 16 out of 24 students were observed to utilize *message abandonment* and some participants used this strategy several times in three different speaking exam performances. The most salient *message abandonment* samples from transcriptions are presented below in Table 17. The parts where students used avoidance or compensatory strategies were *italicized* and the parts where students paused are shown with dashes (-----).

Table 17

Sample Message Abandonment Strategies

Student	Strategy Example
S-2	Everywhere, there are a lot of view. *(mmm) ----- Lack of (mmm) ---- By the way*, my mother is from Isparta. For example, (mmm) if have *(mmm) sorry.* I can spend time *(mmm) --- Anyway,* city is (mmm) city is more comfortable than village.
S-3	They are going to, they are going to (*eee) they are going to go --- sorry* They are very happy in this picture.
S-4	To be honest, I want to be doctor *but I cannot (eeee) …..(long pause) (mmmm)* Nowadays, there are a lot of doctor…
S-5	Student: She might be an actress, maybe. (mmm) ------- *(that's all)* Interlocutor: You have time! (mmm) She has black hair. (mmm) maybe the child (eeee) blond.
S-6	The people (ııı) the people don't say, the people *don't (ıııı) ----- (ıııı) don't and (ıııı) and (ııııı) (ııı) (stops talking)* I remember (ııı) last summer because I went to sea *and (ıııı) --- and--- and…*
S-7	There is, there are (eee) very, sorry many cars. ------ *(stops talking)* I go to interesting city (mmm) and (ııı) --- historical place. ---- *(stops talking)*
S-9	…disadvantage is (ee) some of stealer is using our credit card ------- *(long silence) I have time?*
S-10	We should wash the dishes and *wash the (eee) (mmm) ---- (long pause)* We can do (ııı) check-up one years. (talking about bad habits) ----it's not good, it's not good *(mmm) (stops talking)*
S-11	We watching in match at weekend *(mmm) we go---we (eee)* I taking bicycle in this Eymir lake. For instance, romantic comedy*, (ee) polis, poli, poli, (ok) (laughs) (eee) Ok, (eee)* I prefer romantic…
S-12	…maybe (ıı) smile a teacher *because very (ııı) --- Anyway*, and there are coffee I think my country is very good *and very (ııı) very (ııı). Anyway, (ıı) and I,* I free feel in my country.
S-15	When I remember my family go to forest (ıı) forest *(mm) (ıı) I ----- (silence)*
S-16	…smoking and drinking alcohol is (eee) ------ like. --------- *(long pause) It's all.*
S-17	This is (ıı) there are (ee) there is in past, in past so I mean *(ee) ----- Is that enough?*

	…because *I cannot reco, I cannot (ıı) ---- ok, (ıı)* but in my opinion, this photo was not taken in Turkey.
	I haven't seen any problems to live in *the* city *but (ıı) --- village (ıı) All right? We have time?*
S-19	------ Forest (ee) should ---- went shopping mall. ----- *(mm)-------(silence) (mmm)*
	Computers (eee) help us, education our education. --- *And -------(silence)* We can research for homework *and ---- (stops talking)*
S-24	Characteristic ---- *(silence)* A good friend need to be ….

Another frequently employed avoidance strategy was *message reduction* in the transcriptions gathered from the speaking exam performances of students. Four out of 24 students were observed to resort to this strategy and the sample usages of this strategy are given in Table 18 below.

Table 18

Sample Message Reduction Strategies

Student	Strategy Example
S-7	I look *picture … snow.*
S-9	Yes, but if *my loved people (the people that I love),* if I live *loved people, with loved people…*
S-14	I think (eee) *transportation is small (means not developed)* in my, in my country, in my city.
S-22	How can we protect ourselves from the illnesses? Maybe we can do ---- our hobbies or *if we look us very well (look after ourselves well)*

The next frequently used avoidance strategy in the observations was *topic avoidance.* Students are observed to rely on this strategy heavily but as this is a graded speaking exam, they tried not to give up talking totally. In the observations, two out of 24 students were detected to exploit this strategy. One student resorted to this strategy several times in different speaking exams. Sample *topic avoidance* strategies utilized by the students are indicated in Table 19 below.

Table 19

Sample Topic Avoidance Strategies

Student	Strategy Example
S-11	I think advertisements (eee) good affected for people because advertisements *(mmm) ----- (long pause)* I like kinds of advertisements. *(eee) (stops talking*)
S-21	I saw 3 people. The weather is wind and cold. I think here is in ---------*(silence for about 30 seconds - the student sounds nervous)*

	Interlocutor: That's all? You have time if you like you can go on. Student: -------- *(silently says sth which is difficult to understand)* Interlocutor: Ok! Student: Peoples are like computer games because so fun but this affect people bad *but (mm) ---- That's all.* Interlocutor: That's all? You have almost 2 minutes. Student: *(silence)* Interlocutor: It's ok. Thank you. Student: This photo reminds me a big city like İstanbul, New York or another city. *And, ---- that's it I think.* Interlocutor: You have time. You have one minute more. Ok, they look very happy. Maybe, this is birthday for these girls.

Another avoidance strategy which was observed to be used in the speaking exams was *lexical avoidance.* Only one student out of 24 was detected to utilize this strategy. As this strategy is a difficult one to identify, only two samples collected from one participant are illustrated in the Table 20 below.

Table 20

Sample Lexical Avoidance Strategies

Student	Strategy Example
S-5	Interlocutor: Do you think being a parent is difficult? Why or why not? Student: *(mmm) Sorry, can you …?* Interlocutor: Do you think being a "parent" is difficult or not? Student: *Parent?* (intonation) Interlocutor: Parent; mother and father. Student: *Hmmm. Ok. (mmm) Sorry teacher.* Interlocutor: It's OK! No problem. Do you think being a parent is difficult? Student: *Ok. (mmm) My father is (eeee)…* Interlocutor: It's OK! It's the warm-up part. Thank you. The weather is sunny because the looks *(eeee) ee sorry* the air looks *(mmm) ----- (trying to find the right word)* The season is summer…

The last avoidance strategy observed to be employed by the students was *meaning replacement*. One student was noticed to utilize this strategy. This student probably did not understand the question and s/he gave an irrelevant answer to the question. This strategy usage is exhibited in Table 21 below.

Table 21

Sample Meaning Replacement Strategy

Student	Strategy Example
S-18	Interlocutor: Can you live without your mobile phone? Why or why not? Student: Can you repeat? Interlocutor: Can you live without your mobile phone? Why or why not? Student: *In my opinion, mobile phone becoming popular. We are, we are many important mobile phone because people are communication on the phone, mobile phone.*

Finally, four avoidance strategies, namely *semantic avoidance, syntactic avoidance, morphological avoidance* and *phonological avoidance* strategies were either not utilized by 24 students whose exams were examined within the scope of this study or these strategies could not be recognized by the researcher because of the fact that they are challenging to identify. These strategies cannot easily be detected via transcriptions of audio-recordings.

Findings for the 4th research question: What are the most frequent compensatory strategies that are used by Turkish preparatory students in our observations? The students took advantage of various compensatory strategies during the speaking exam performances. One of the most frequently utilized compensatory strategies was *prefabricated patterns.* 21 out of 24 students were observed to employ *prefabricated patterns* and some candidates employed this strategy several times in three different speaking exam performances. The most salient *prefabricated patterns* utilized by the students are presented in Table 22 below. The parts where students used these specific strategies were *italicized* and the parts where students paused are shown with dashes (-----).

Table 22

Sample Prefabricated Patterns

Student	Strategy Example
S-1	And *that photo reminds me* when I was a kid like 5 years or 10 years ago. *That photo reminds me* the face of war, the other side
S-2	*Probably, (mmm) as far as I can understand,* she isn't mess up. She is ---- (mmm) a clean person. *This picture it was taken in* Indian or Africa. *As far as I can understand,* (mm) these women are old.

S-4 I think *this picture was taken in* at home.
I wish I had blonde hair.
As far as I can understand, she is businesswoman because ...
And *this picture was taken in* maybe USA.
This topic is becoming very popular in the world. (Living in a city or village?)
This picture was taken in art gallery…
I wish I had a car, that car.
Firstly, *this topic has becoming very important in the world*…(Being a doctor)

S-5 *When I look this picture, I remember* my childhood.
I wish I had blue eyes.
As far as I can understand, this people are in beach.
As far as I can understand, she isn't wearing a white (eee) sorry, black T-shirt

S-6 *This picture was taken in,* in the garden.
And (ıı) *was taken in* Miami because this picture look Miami.

S-7 *As far as understand,* (ıı) they are in holiday.
As far as I, I can understand (ıı) --- car museum.
I wish I had there because I like cars.
When I look at this picture, I remember last summer.
This picture reminds me of childhood because…

S-8 I think *this picture was taken in* Korea because…
This picture was taken in India because…
When I see this picture, I remember my travel.

S-9 *As far as this picture*, there are a lot of apartments.

S-10 *As far as I can see that*, there are (eee) there are 2 girl…

S-11 *I wish I had, I wish I had* ride bike.
As far as I can see, there are 2 woman and someone.
As far as I can see, (eee) in this I can see (eee) there is a woman.

S-12 I think *this picture was taken in* a park.
And *this picture was taken* at night.
This picture was taken maybe (eee) island.

S-13 *As far as I can see* the woman is studying with computer…
And I think (mm) *as far as I can see*, *this picture was taken in* her home…
And as far as I can see, in behind of the woman (eee) --- a paper.
As far as I can see, this computer is very antika…
As far as I can see, there is a, there are 2 person.
I think it was *this picture was taken in* America.
When I look at this picture, I remember a war.
And *when I look at in this picture, I remember* childhood.

S-14 I think this *photo was taken in America* because they are look like American people.
When I look at this picture, I remember the (ıı) --- I remember the high school's years.
I think (ee) they *this photo was taken in, this picture was taken in* (ee) India.
This picture was taken (eee) India because people look like Indian people.
When I look at this picture, I remember that (eee) I remember that (eee) Kars.
When I look at this picture, I remember that my high school years.

S-15 *Begin (wants to say being) an engineer has become a part of most people's lives. Everyone has different views* about begin an engineer. (eee) *Some people believe*

	that begin an engineer (ıı) be, begin an engineer is good. *However, others think that* (ıı) begin an engineer is bad.
	Getting fit everyone, everyone, getting fit has become a part of most people's lives. *Everyone, everyone different views about* getting fit. *Some people believe that (*ıı) getting fit (ıı) is better than other (ıı) other some other ways get fit. (ıı*) Other thinks that* getting fit, getting fit is worse.
	Tren, trens has become a part of most people's lives. Everyone has different views about trens.
	As far as I can see that, (mm) there are 2 students and teacher.
	When I look at this picture, I remember my last --- school.
	And *this picture was taken in* forest…
	When I was child, I remember my last summer…
S-16	*This picture was taken in* garden.
S-17	All right, *as far as I can understand* students, there are 5 person…
	Therefore, *in my opinion this photo was taken in* a foreign country.
	When I look at this photo, I feel better than I used to be because this photo is really attractive.
	When I look at this picture, I feel better than I used to be because they look native person
	This photo was not taken in Turkey.
	This photo was not reminds me a lot of, any story in my life.
S-18	*This picture was taken in* (ee) ship because…
	As far as I see, they might be new married.
	This picture was taken in beach.
	This picture was taken in garden.
S-19	And *this picture was taken* (ıı) on the beach.
	As far as I can see, there is a young girl. (ee) *This picture was taken*, taken holiday place.
S-20	I think *this photo taken* from India.
S-23	And the giraffe's area is very big *as I can see.*
	I think *this photo taken in* a school trip…
	This photo reminds me my presentation because…

The second most frequent compensatory strategy employed by the students in the speaking exams was *self-repetition.* 21 out of 24 students utilized this strategy in our observations. Sample *self-repetition* strategy usages in the speaking exams by the students are illustrated in Table 23 below.

Table 23

Sample Self-repettion Stragies

Student	Strategy example
S-1	They want to see the other cultures *maybe, maybe* learn another language.
S-2	*Children are wearing, two children are wearing* green T-shirt and black shorts.

	This picture (mmm) this picture is (mmm) cosy atmosfer.
S-3	Maybe there is school garden and (mmm) *at the bottom, at the bottom of* the pictures (mm) has tree. *People (eee) people ---- people, people's* life very easily being married. *People, people, people are going, people are* going relaxed in other cities the plane.
S-4	And so doctors are, doctors are more importance in nowadays. *If I, if I can, if I do* illnesses, I want to see doctor.
S-5	*Some people, some people* (eee) concert, travel (eee) maybe shopping...
S-6	*In the middle of the (III) in the middle of the* picture (III) he is red t-shirt and red short. *I like movies. (III) I like movies,* I watch movie everything, everytime.
S-8	I always eat *healthy food, healthy food* (IIII) (III) for protect the illness. *Green tea is (III) green tea* is good for illness. If I living with my family, *I don't enough, I don't enough* time for me.
S-9	*There are a lot of, there are a lot of* trees in this picture. Therefore, *people are, people are* obese.
S-10	*We have a, we have a* garden. *Some people, some people* feel bad so, so *new people, new people* need to smoking. I *see, I can see, I can see* there are a lot of people. Illness is bad for people because (ee) *people can (II) people can be* sick. *People, people look, people look* very tired and sad.
S-11	In this picture, *there is a, there are 2* (eee) *2* kids.
S-12	Advertisements is important because *people, people* (ee) if people don't know this product.
S-13	And I think *she feels, she feels* good.
S-14	I have gone to the New York and (II) I *went to, went to* the New York and I like New York *They are, they are* going to bus. (eee) bus, (II) *some place, some places* to with bus, some places. I *went to the* (II) I *went to the* (eee) my high school with bus.
S-15	*In the background (III) in the background* in this picture, there are big fish. *When I remember (III) when I remember* my family go to forest… *There are, there are* many different reasons for this. *I try,* I am, *I try* to go to gym and (II) health (II) health eat, health, healthier go, healthier effect good. …was take in forest *because (III) there are, because there are* a lot of plants.
S-16	And (mm) *I would like (II) I would like* to live in Mersin. *This picture was taken is*, I think *this picture was taken is* (II) *New York (II) New York, New York* or Europe because (III) *this area, this area* (II) is not Turkey. Generally, *I watch (II) I watch,* I listen to music and *I watch* film fragman.
S-17	*Students have to studying, students have to studying* for their future. *I want to, I want*, I will want to married in future.
S-18	I feel like get fit because *I choose to, I choose to* muscle person. *I can say that she is, I can say that she is* – (ee) hardly after that hardly this event… *For example, for example* (II) *people think that, people think that* get fit is overrated.
S-19	*I don't prefer, I don't prefer to* watch at the cinema…

S-20	And *you can, --- you can* find products cheaper than the real shop…
	They have a lot of secure algorithms and the new websites and *big brands, big brand* websites.
S-21	If *they don't, they don't* like advertisements, they might be hate this plant…
S-22	Disadvantage maybe it's *will be boring, it will be boring*.
	We went a garden near our house and *we played together like this, we played together like this.*

The third most frequent compensatory strategy employed by the students in the speaking exams was *self-repair.* 19 out of 24 students made use of this strategy in our observations. Sample *self-repair* strategies used in the speaking exams by the students are illustrated in Table 24 below.

Table 24

Sample Self-repair Strategies

Student	Strategy Example
S-1	The child has a football shoes probably *he playing, he played* football and after that he hurt her leg.
	I was just talking with my friends or asking for help to *make my essay or write my essay.*
	For example, *I am caming, I come* from Çankırı.
S-2	*Our healthy, for our healthy* it is important.
	She are, she is wearing a sweatshirt, green sweatshirt.
S-3	I *can* -- I *can make* (mmm) I *can..* (eee) I *can be* relaxed in a forest.
S-4	And this picture was taken in *art gallery sorry car gallery*.
S-5	*There is (eee) sorry, there are* 7 people.
	The people are very *looks and happy, (eee) look very happy*.
S-6	Behind on the picture (ıı) there are (ıı) *very forest, (mmm) a lot of forest*.
	I want to (ıııı) (ııı) I want to *study, work in* Google.
S-7	*There is, there are* (eee) *very, sorry many* cars.
	The woman *wearing, are wearing* pink shirt. Maybe, *there are there is* lake in this picture.
S-9	*I am, we pay, we pay (ııı) we paying, we are paying not* and (eee) credit card advantage is…
	When I was, *when I, (ıı) when I can see* this picture (eee) *when I see* this picture…
	The woman *wearing, is wearing* a t-shirt, a white t-shirt.
	Illnesses are very because *we didn't, we don't (ee) we don't focus* our exam.
	We should (eee) we should *wear (eee) harm, warm, harm, warm.* Our house *is must*, our house *must be hot*.
S-10	They (ıı) *they are marry, they are married.*
S-11	Sometimes *transportation is very, transportation can be very* difficult village.
	Anyway, and *there are coffee*, I *there is coffee.*

S-13	*As far I, as far I see,* child, children is so happy. Maybe *she is calling, she is speaking with* husband or mother. There *are a lot, lots of animals* in village. She is wearing *think, thick clothes* because she must wear this clothes. *If you get, if you want to get fit,* you must, you will must, you will do spor. And *my mother (ıı) get (ıı) my mother want to get fit* and he, she drink white tea.
S-14	The plane is safety than ship, in my opinion because ship (eee) *ships are, are make, are make, are making* natural disaster.
S-15	It is winter because this men are this men wear (ıı) *ceket, jacket.* *I try, I am, I try to go* to gym and (ıı) health (ıı) health eat, health, healthier go, healthier effect good.
S-16	…*she is (ıı) she is play (mm) she is use* computer ------ …*as far as I can, as far as I see* your home is (ıı) I feel relax.
S-17	And (ıı) *they are, they are look, looking for, can be looking for* (ıı) laptop to anything. I think *there are people, there are students* who studying in university. *People look, people looked* (eee) so happy but right now unfortunately they are not happy.
S-18	I am a studying English *because, beca, due to think that* (eee) – a new language is a important. They, *they looks, they look* very happy. *We, we are, we are, we making* homework on the computers.
S-19	Maybe, *people is* on the background *is workers, are workers.*
S-22	And the background, *we can saw, we can see* forest maybe trees. *We can, we can see very place, lots of place.* I can't understand very well *what is this hand, what is in the this hand* but… I like dancing. I *went, I go* hip-hop club.
S-23	…more important because *I am, I was educating in* Eskişehir but *when I come, came to* Ankara it's just very different situation in my life.

The next most frequent compensatory strategy gathered from the speaking exam performances is *code-switching*. 11 out of 24 students were observed to switch to their mother tongue when they had difficulty in expressing themselves. Sample *code-switching* strategies employed by the students are displayed in Table 25 below.

Table 25

Sample Code-switching Strategies

Student	Strategy Example
S-2	This picture (mmm) this picture is (mmm) cosy *atmosfer.* (instead of atmosphere)
S-3	I would like to live in Barcelona because *çok yani* I like it.
S-6	Ok, in my opinion (eee) ---- (eeee) travel (eeee) travel (eee) dis *öğretmenim*… I want to see *İstanbul Boğazı.* (instead of Bosphorus)

S-7	People --- people are --- people aren't difficult teach *Ne kadar zaman var? Düşüncem* (mmm) ----- People are online education in house…
S-8	I would learn different language. I make (ıı) *pratik.*
S-11	She is wearing white t-shirt and *kot short*. (instead of denim shorts) We think, I, we think with my friends *şey* we playing bowling.
S-13	As far as I can see, this computer is very *antika. (antique)* She is wearing green sweatshirt and she is wearing *blue kot.* (blue jeans) When I play mobile phone, I was nervous because it has a, a lot of (ııı) *radyasyon*. (radiation) If you want to get fit, you must, you will do *spor.* (sports)
S-14	And (ıı) she wearing a t-shirt and *kot* (instead of jeans) …because I went to Kars by *Doğu ekspresi.* (Orient Express) (ıı) I liked *Doğu ekspresi. Doğu Ekpresi* is so beautiful, in my opinion. In my opinion, he is *makinist* (for machinist) in my opinion.
S-15	*Tren, trens* (for trains) has become a part of most people's lives.
S-16	The man is wearing (ıı) *sı, smokin.* (instead of tuxedo)
S-17	They are smiling to each other but there, there are many *detays* (details) at the bottom of the picture. And their location can be *ekvatoral* climate. (equatorial climate)

Another most frequent compensatory strategy employed by the students during the speaking exams was *stalling and time-gaining strategies*. Almost all the participants used some Turkish conversation fillers such as (mmmm), (eeee), and (ıııı) several times and they were observed to pause for some time to figure out what they were going to say. All these examples can be seen in the Appendix C – via the full transcription of speaking exams. However, samples of some English fillers were observed to be used by nine students during the speaking exams. Samples of *stalling and time-gaining strategies* employed by nine students out of 24 students are given in Table 26 below.

Table 26

Sample Stalling and Time-gaining Strategies

Student	Strategy Example
S-1	There is a art or *something I don't know.* Eee…kinda different picture maybe, maybe he draw that *I don't know.* The world is now global warming….. I can say that and*… (hmmm…) Let me think.* In the other way, you can do a diet *or something.* And because of that, they are probably in park *or something* They are breaking up *or something.*
S-2	(mmmm) Also, there are one chair, *something like that* because these people see (mmmm) a football team.

S-5	*One, two, three, four, five, six,* there is a, there are a six bicycles.
S-6	*Let me think,* (ıı) the movie (ıı) some movie is very popular in the world.
S-8	And I can see a river or sea, *I don't know.* This is a river or sea *I don't know.*
S-11	*Let me think, (eee)* on the, in this picture on the left…
S-13	*Well, (ıı)* I can see big, I can see a woman maybe. *That is interesting question*. And I (ıı) I think village is better than city…
S-17	… (ıı) *so I mean, well,* I look environment is being destroyed by the people… This is (ıı) there are (ee) there is in past, in past *so I mean (ee)* ----- Is that enough? *Because of this I want to congratulate to you good choice*, really attractive and interesting picture.
S-23	And you can go mall, *I don't know,* parks… …animals you can eat fresh meat *I don't know* chicken and *I don't know…* …they have got a more options for them but in the village, *I don't know* one doctor… She is working *I think.* And I see flowers, she like flowers *I think.* *I think* she loves his work, *I suppose.* And this place *I think* a zoo but a different country *I think…*

Another common compensatory strategy used by the students in the speaking exams is *literal translation.* Students were observed to translate some sentences or expressions word for word from Turkish into English. Seven out of 24 students were recognized to utilize this strategy and the sample literal translation strategies employed by the students are presented in Table 27 below.

Table 27

Sample Literal Translation Strategies

Student	Strategy Example
S-6	I would like to (ıı) *Girl Castle.* (Maiden Tower in İstanbul)
S-9	Yes, but if *my loved people* (the people that I love), if I live *loved people*, with *loved people*… Maybe she *is going to army*. (instead of joining army) He looks sad because his wife *is going to army.*
S-10	People might, people might *do picnic.* (instead of have/go for a picnic) We can *do check-up* one years. (instead of have/go for a check-up)
S-11	We go to picnic (eee) we (eee) we *do barbecue*. (instead of have a barbecue)
S-15	Children learn (mm) learn important things because children will *enter exams* (take exams)
S-18	I believe she is *going to soldier*. (instead of joining army)
S-24	They are eating, it can be (eee) ----*maybe eat, wedding with eat*, *wedding with food*. (meaning 'yemekli düğün' inTurkish)

Appeal for help is the next frequently employed compensatory strategy preferred by the students in the speaking exams. This strategy was divided into 2 categories as *direct appeal for help* and *indirect appeal for help*. In *direct appeal for help,* students directly ask for help by questions like 'can you help me' or 'could you repeat that' etc. In *indirect appeal for help*, the students expected some help from the interlocutor with the help of their intonation, mimics and gestures or just waiting silently and looking at the interlocutor with needy eyes. For both of these strategies, five out of 24 students were observed to employ *appeal for help*. Sample *direct appeal for help* strategies can be seen in Table 28 and sample in*direct appeal for help* strategies can be seen in Table 29 below.

Table 28

Sample Direct Appeal for Help Strategies

Student	Strategy Example
S-5	Interlocutor: Do you think being a parent is difficult? Why or why not? Student: *(mmm) Sorry, can you …?*
	Interlocutor: In your opinion what's the best thing about your school and why? Student: *(mmmm) I think (eee) … Teacher can you?*
S-7	Interlocutor: Would you like to live abroad? Why or why not? Student: (eee) Interlocutor: (repeats the question) Would you like to live abroad? Why or why not? Student: -------(silence) Interlocutor: I can repeat it. Student: *Tekrar?* Interlocutor: (repeats the question quite slowly)
S-9	Interlocutor: Can you live without your mobile phone? Student: *Without?*
S-10	Interlocutor: Do you think being a parent is difficult? Why or why not? Student: ----- *I am sorry. Could you repeat?*
S-18	Interlocutor: What is the best thing about your school? And Why? Student: *Silence* ------ *Can you repeat that?*
	Interlocutor: Can you live without your mobile phone? Why or why not? Student: *Can you repeat?*

Table 29

Sample Indirect Appeal for Help Strategies

Student	Strategy Example
S-5	Interlocutor: Do you think it's easy to learn English at school? Student: *(eee)* Interlocutor: Do you think it's easy to learn English at school?
S-6	Interlocutor: In your opinion, what are some advantages of travelling by plane? Student: ----- *(silence)* Interlocutor: In your opinion, what are some advantages of travelling by plane? Student: Ok, in my opinion *(eee)* ------- *(eeee)* travel *(eeee)* travel *(eee)* dis öğretmenim … Interlocutor: Ok.
S-7	Interlocutor: Would you like to live abroad? Why or why not? Student: *(eee)* Interlocutor: (repeats the question) Would you like to live abroad? Why or why not? Student: -------*(silence)* Interlocutor: I can repeat it.
S-11	Interlocutor: Which city in the world would you like to visit most? Why? Student: *silence* Interlocutor: Which city in the world would you like to visit most? Why?
S-21	Interlocutor: What do you like most about your hometown? Student: -----*(silence)* Interlocutor: What do you like about hometown? Student: -----*(long silence)* Interlocutor: Where is your hometown? Student: in Çayyolu.

The next frequent strategy employed by the students during the speaking exams is *circumlocution.* Five students out of 24 tried to describe some objects/items or exemplify them. Sample *circumlocution* strategies identified during the observations are presented in Table 30 below.

Table 30

Sample Circumlocution Strategies

Student	Strategy Example
S-1	In Berlin, there are *very big buildings.* (instead of skyscrapers)
S-7	There are a lot of *big build.* (instead of skyscrapers)
S-8	Doctor wearing *white clothes* (instead of doctor's coat) and woman wearing blue…
S-10	They, people ----- they go to (eee) *place for wedding.* (instead of wedding hall/church) My dream job is (ıı) *theatre player.* (instead of actor)
S-17	In the past people live in *once or twice floor home.* (single-storey or two-storey house)

Another compensatory strategy that is used by the students in the speaking exams is *approximation.* Four students resorted to this strategy during the observations and they tried to express some items with some closely related words in meaning. The samples of *approximation* can be seen in Table 31 below.

Table 31

Sample Approximation Strategies

Student	Strategy Example
S-1	In *backstage* (instead of "background"), there is a *art* (instead of "picture") or something I don't know.
S-8	I live alone and I must *food* (instead of cook) for me but I live with my family I didn't have to make a food.
S-9	We should run around our *neighbor* (instead of neighborhood)
S-10	Men is wear, wear trousers and trousers and *jacket* (for a shirt)

Another compensatory strategy observed to be utilized by the students in the speaking exams is *foreignizing.* Three out of 24 students made use of this strategy in the qualitative data analysis process. These students used some native words by adjusting them to the L2 phonology or morphology. Some samples of *foreignizing* strategy employed by the students are illustrated in Table 32 below.

Table 32

Sample Foreignizing Strategies

Student	Strategy Example
S-1	I think this is *dizavantaj* for working in another country, I can say. The *avantaj* is you can see different culture
S-3	…because computers have a lot of *dokümans* (documents) for education.
S-17	Generally, I watch (ıı) I watch, I listen to music and I watch film *fragman* (pronounced as fregmən - instead of trailer) I can say that there are many *sandals* (pronounced as /sandəls/ - instead of boats) or ship at the left.

The next compensatory strategy used by the students in the speaking exams is using *all-purpose words* such as stuff or thing. Three students were observed to make use of this strategy during the speaking exams. Sample of use of all-purpose words can be seen in Table 33 below.

Table 33

Sample Use of All-purpose Words

Student	Strategy Example
S-6	She is looking (ııı) looking (ııı) *thing*
S-7	I like (ııı) romantic advertisements (ııı) because ---- I like *things.*
S-24	I can make a new friends. I can learn another *things.* In a village may be good because of the natural *things* I think.

Another compensatory strategy employed by the students in the speaking exams is *other-repetition.* These students either repeated the interlocutor's questions or restated the questions projected on the PowerPoint slide. Sample *other-repetition* strategies employed by the students in the speaking exams are presented in Table 34 below.

Table 34

Sample Other-repetition Strategies

Student	Strategy Example
S-1	*Which one is better? Living in a city or village?* I think it doesn't matter. (repeats the question on the slide) *Which city would you like to live in?* I certainly chose Berlin because… (repeats the question on the slide) *What are some ways to get fit?* There are a lot of ways to get fit. (repeats the question on the slide)
S-22	*How can we protect ourselves from the illnesses?* Maybe we can do ---- our hobbies or… (repeats the question on the slide)

The last compensatory strategy employed by the students in the speaking exams is *word coinage*. This strategy was utilized only once by one participant (Student 14) and the usage of student can be seen below.

"*I think shopping on the internet is fastest… And (ee) I think 'truslty' (wants to say secure) because…*

The student creates a new adjective from the verb 'trust' by adding '-ly' to it. In fact, the students wants to say "Shopping on the Internet is secure/safe" in the exam. When s/he cannot find the word secure or safe, s/he creates a non-existing English word '*trustly*'.

The Results of Semi-Structured Interview with English Instructors

For determining the most frequent avoidance and compensatory strategies employed by the students, five instructors who are teaching these target group of students were interviewed and they were addressed the following questions:

1. Which avoidance and compensatory communication strategies do your learners use in speaking?
2. What do you think are the most frequent avoidance and compensatory strategies used by the students? Can you give me any specific examples?
3. Do you think it is necessary to teach some avoidance and compensatory communication strategies to your learners? If yes, which ones?

The interviewees were informed about the scope of the study briefly before starting the interview. The teachers were free to answer the questions in Turkish or English based on their preferences to be able to give more accurate answers and feel comfortable during the interview. The interviews were audio-recorded and transcribed by the researcher later. Two instructors preferred to speak English while three of them used Turkish in the interviews. The Turkish interviews were translated into English and the responses provided by the five English instructors to the interview questions are provided below.

Instructor 1. "*When I think about it, the first thing that comes to my mind is their usage of message abandonment. When they come across a topic that they are not familiar with, they start talking about it, but they cut it short because they don't have the target vocabulary. Another one is circumlocution because sometimes again the same obstacle, the vocabulary stops them to use the exact sentence, so instead of using short statements, they use 'the thing you do, the place you go' when you want to do this' like that. Sometimes they are familiar with some of the use of all-purpose words such as 'as a matter of fact', 'first of all, as I mentioned before, as I have mentioned before'. They know these kind of all-purpose words and they use it in their speaking and in their writings. I don't come across much word coinage by students. Sometimes even if they do, they just laugh about it and they are aware of it. The prefabricated patterns, let me think, let's skip that. They don't use much literal translation in their speaking, but while writing I come across literal translation more often. And of course sometimes I see code-switching because either they don't*

know the target vocabulary or the grammar. They just stop talking and ask me how I can say this in Turkish. They sometimes ask for help, but it's mostly indirect. They just give a short pause in the middle of a sentence and wait, look me in the eye and in a way wait for help from me. Other than that, sometimes they use stalling and time gaining. They just do what I do actually sometimes. Giving short pauses or saying 'well, ımm' thinking and they also say 'let me think' 'just a sec.' like that. When they avoid a topic, I don't know, I can't see it because when they don't know about the topic, they don't want to talk about it or write about it, so I cannot detect it I guess. Either their message abandonment, it may be a bit difficult, but sometimes they may use meaning replacement because they want to talk, they want to produce something, but they just apply to the easiest way, so they tell me what they know. Apart from that, phonological avoidance is not seen much because even if something is wrong, they tell it anyway. These are the things that comes to my mind."

Researcher: Actually you've mentioned most of the strategies they use and you gave some examples for them, but which ones are the most frequent ones that you see in your classes and in the speaking exams?

"One of the most common one is use of all-purpose words because when they use them, they feel more confident. Another one is they don't know what topic they'll talk about, so they use circumlocution as well. Also, let me think, they never use appeal for help, but stalling and time gaining yes because they are expected to talk in a certain period of time and when they are not sure what to talk about, they just try to gain some time. So I can say, use of all-purpose words, stalling and time gaining, and also topic avoidance because they try to talk but they talk about the things they feel confident about. Approximation is also one of the most used strategy because they sometimes use just general terms for a specific word. For example, the materials that we use in the house or at school, common objects. For example, they can say 'bird' for a certain type of an animal, they think all the flying animals as bird sometimes."

Researcher: Do you think it is necessary to teach some avoidance and compensatory strategies to our learners?

"I believe it is not necessary and actually we shouldn't teach them because I don't think they will be interested in these too much. It may create awareness yes, but will it improve their proficiency level of English? I'm not sure. What is more important is that teachers should be aware of all these concepts, they should know and try to recognize their students and then according to the results, findings, the teacher can do something about it, but students don't have to know what kind of a mistake they're doing because when they're aware of such a thing, I don't believe that they will stop doing that or it may create some hesitance among students, it may affect them negatively because while speaking at a certain point, they will think 'a, now I'm doing this, I'm doing something wrong', so it may be a kind of an obstacle for their speaking, so I don't believe we should teach these to our students."

Instructor 2. *"When I think about my repeat students in Charlie last term, I can say that most of them use message abandonment. To give an example, I can use that or I can give you that example. When I ask them a question, they just say that hocam I think that and then they just start with a sentence and they cannot complete it, they cannot finish the sentence and they stop talking. But they know how to start a conversation or a sentence, and then they cannot finish it generally. Also lexical avoidance, because as I said, they are not good at vocabulary. Lastly I can say that meaning replacement for avoidance strategies. When they are trying to talk, in the end I saw that they are giving me a totally different idea for my question. They just start to talk about the same thing or the answer of my question, but in the end I can see that they didn't answer my question, they are talking about something different else."*

The researcher: What about compensatory strategies?

"Approximation, the first one. For example, they don't know the clothes one by one, I mean for instance leggings. We have that information or that word in our one of units last term, but they don't know gloves or leggings and they say hocam there is a cloth here, so they're just making generalization. Also, prefabricated patters is the most frequent one in my class. For instance, they just start the sentence as I said a little while ago, I think that or they use hocam I don't know how to say, so I cannot answer your question. Also, Last year most probably the teachers taught them 'last but not least' and when we have a conversation in English, all the time even if they start the conversation, they were just saying that

last but not least. They don't know the meaning of it, but they say not but not least all the time. Also, they use literal translation by using Google translate all the time. When I ask them a question, first of all, they translated the question to get the idea of the question and to answer me, they use Google translate. As you know, Google translate doesn't do a good work about translation and it is like chicken translation. Another problem or frequent thing is code switching. When they don't know how to answer my question or how to share their ideas, they just start to talk about something or that thing in Turkish."

The researcher: Which ones are the most frequent?

"Approximation for compensatory strategies, prefabricated and code switching. In avoidance strategies, lexical avoidance and meaning replacement."

"And 'Last but not least' was taught by the previous teacher most probably, but I taught them these things like 'as far as I know' 'this picture reminds me' because I had to make them prepare for the spoken assessment. I have a list for them and I distributed them and while they are practicing for the exam, they use this paper all the time. Some of them were memorized for the exam. Also, I taught some gap fillers as well."

The researcher: Do you think it is necessary to teach some avoidance and compensatory strategies to our learners?

"Sometimes yes, but they should be conscious about the fact that they are just for gap filling and they shouldn't use them all the time. When they are stuck for the sentence, they can use some gap fillers like message abandonment, no it is not the same. Maybe staling but not all of them I guess. This will help them but if they use it too much, again it is a problem, so we should mention that also. Maybe we can talk about approximation, also. Why not? Maybe when they don't know the word, they can mention something more general to give the idea, but again not too much, İt should be balanced."

Instructor 3. ***"****Generally students sometimes stop talking, or they just ignored the topic and talk about another topic when they have difficulty. They just skip it and pass to another topic. Or grammatically, they change the structure of a sentence and use it in another way. They use another grammar structure to combine the ideas. Apart from that, if students don't remember a word, they just use another*

word instead of it. Instead of the word that the student wants to use, s/he uses another word because of not knowing it. Sometimes they gain time by repetitions. They do repetition a lot. By using some expressions like 'well, let me think, let's see', they gain time to think. This is quite common. Also, they change a Turkish word by adding a suffix-foreignizing and make it a foreign word for example 'my head is zonking'. For example, they want to say 'duck' in English, but at the time of speaking, they can't remember that word, so they use another word for example bird instead of duck. So they do generalization. Or sometimes they ask questions. After memorizing some fixed phrases, 'as far as I can see' 'the photo was taken', they use them a lot especially we observed it in the last speaking assessment. Although how correct they know these structures is discussible, they use these strategies."

Researcher: Which ones are the most frequent ones?

"Generalization is one of the most observed one, when they don't know the meaning of a word, they complete the sentence with another word, this is also commonly observed. Today, for example, my student used 'work' instead of 'study' as she couldn't remember while talking although I taught them that work cannot be used in this area. Instead of saying 'I study in this university', she said 'I work in this university'. And I warned my student. Here the student used words with close meaning. Also, to gain some time, they always use 'well, let me think'. We especially come across this in speaking assessments. They don't do it much in class, but in exams, to complete the time given, they do it. Also, they use fixed, memorized, structures too much. Today again, one student used 'as far as I understand' to start the conversation when I asked a question. They learned them previously and use in class. I gave feedback by saying wow, you use such a structure, which was nice."

Researcher: Do you think it is necessary to teach some avoidance and compensatory strategies to our learners?

"Yes, actually we tell the students that in speaking assessments, they can use some structures and it would be better, we say. Especially, the fixed phrases are really useful. Students memorized them for exams, but even after the exams, they don't forget them even though time passes and use them in class. So teaching fixed phrases is useful, I think. Time gaining is also important as it decreases hesitation, when students use 'well, let me think', we understand that at that time

students are thinking, not because they don't know, but because to gain time. It is also an effective strategy, I think. Asking questions (appeal for help) is also effective to keep conversation."

Researcher: What about avoidance strategies? Should we teach them to students? Sometimes as you said they can leave the conversation or mention a totally different topic or avoid talking completely.

"Actually, when a student doesn't know a word and use another word to compensate for it, this also shows his or her ability in language learning. So this can be taught to them saying using another word for the word you don't know is ok, or telling something indirectly. Or by using relative clause, they can mention something, which is actually compensatory strategy. Generally, I'm in the opinion that compensatory strategies can be taught, because they can stop talking or mention a totally different topic and these make us affect negatively. In the exam, also they don't know the topic and talk about a different topic. However, this doesn't help students get a good score because it causes off-topic. So, compensatory strategies can be taught."

Instructor 4. *"They use message abandonment, definitely semantic avoidance, message reduction, I can also say lexical avoidance. I haven't seen phonological ones. They always make mistakes, but they just speak like that. Meaning replacement even when they meant to do it. It happens all the time. Circumlocution. I have also seen a lot of code switching even in writings. And I have seen lots of literal translation."*

Researcher: Which ones are more frequent?

"Code switching, literal translation, message reduction and message abandonment."

Researcher: Can you give me specific examples?

"For code switching, one of my students wrote 'serüven' for adventure in writing, for literal translation, today one of my students said that 'I can give my soul to my country'. For message abandonment, I can't think of anything, but I experience it every day. They stop talking. For example, they still have 1 minute, but they say 'no, I cannot talk about this' and they stop talking or they say tonnes of 'ımmm, I don't know' not in a way that an advanced speaker speaks. They just do it to gain

some time. There is one more thing that's right, stalling time, so they do it. I also experience appeal for help every day, in class. Actually, we experience this indirectly during speaking assessment, they just look at us like they are little puppies, asking for compassion, but nothing happens because I cannot say anything in the exams."

Researcher: Do you think we should teach these strategies?

"What is our purpose to do that? I don't think they can understand it or I don't think they will pay attention to do it. I don't think for students these compensatory and avoidance strategies are necessary, useful. For us, they are useful. We can understand why our students are doing something, but for them, I don't think it can work. I mean, I cannot see a purpose. That's why I'm saying no. It can be a waste of time for us."

Researcher: For example, for picture description, have you taught any strategies while describing a picture especially for our speaking exam?

"Actually, I did. I even talked about those in my classroom. They sometimes experience a block, find nothing to say and they cannot speak in an organization. For example, they talked about clothes of a person, then they talked about the mountains, then they continued talking about the clothes of a person. So I created a timeline for them, I put the topics into the order and I gave some questions to them about it. I wanted them to learn it, so then they can speak. I asked them organize their speech. Actually, our coordinator gave us some questions and so I put them into an order and I wanted my students to speak accordingly."

Researcher: But didn't you teach any specific strategies?

"I might have taught times cheating. 'Well, now' they sound nice instead of saying 'ıı'. I advised them to use 'let me think' and things like this."

Instructor 5. *"Mostly my students use message abandonment, so when I ask a question, they always start the question and if they cannot continue, they just leave and start something very different. If they don't know how to speak about that topic, they don't speak at all, so they use topic avoidance strategy. I observed them also using meaning replacement a lot and if they don't know the structure, how to come up with a sentence, they also use morphological avoidance. When it comes to compensatory strategies, I have seen a lot of them using literal translation. They just translate from Turkish to English and it sometimes causes a lot of problems. Since*

I am Turkish, I can understand them. We had a lot of appeal for help. They were looking at me and trying to ask for help, but teacher I don't know how to say it, I know in Turkish but I cannot speak in English. They are using that one. They also try to gain some time, so they use stalling and time gaining. I have also seen them using approximation a lot. If they don't know the meaning of a word, they use something more general for that word."

Researcher: Which ones are more frequent?

"I would say literal translation or compensatory strategies, appeal for help and approximation. These are the most frequent ones. For avoidance, I would say topic avoidance, message abandonment and meaning replacement."

Researcher: Can you give me some specific examples?

"For literal translation, sometimes in the class my students say 'hocam, I'm absent in this activity' to say 'I will not participate in'. Actually, he is in the class but he says so. Sometimes they say 'don't make empty' translating from Turkish to English. These were the common ones. For avoidance, I would say sometimes they were trying to use more general words like instead of saying, one of the specific names of the capitals, they try to say 'country'. So they don't know how to describe the name of the capital, let's say, they say country, city. They come up with these kinds of examples."

Researcher: Do you think we should teach these strategies?

"Actually, maybe we shouldn't teach them directly, but we can mention like 'when you speak, do you know you do these mistakes. These are very common because even myself, when I was studying in the department, when I realized we have these kind of strategies, when I realized I use them, then I try to be more careful with my speaking. Maybe we can try to teach them, but in an implicit and indirect way. If you say we have these strategies and these staff, they will say 'do we have to learn this?' If we talk to them as if it's something very natural, maybe they will realize it and they will try to be careful with these strategies, actually. It is not like giving the names of the strategies, you do this or that, but you know when you are talking, you try to do this one, this is more general, maybe we can make it like less theoretical for them."

Researcher: You think we shouldn't teach the names of strategies, but do you think some of them are useful or not?

"I think it is useful to know these strategies, they should be aware of them, but it is not like saying ok we have the strategies for avoiding speaking and you should be careful about this.' We can give them examples and it may help them learn more about the strategies."

The Results of Retrospective Interviews with Students

Identifying avoidance strategies employed by the students in the speaking exams is a quite challenging task. It is necessary be able to get into the minds of the students and find out the underlying reasons behind the avoidance behavior. For this reason, retrospective interviews were held with five students to detect which specific types of avoidance strategy they utilized during the speaking exams. These students were chosen among the voluntary ones based on convenience sampling as it provides ease of access and saves time. Another reason was learning and getting students' perspectives on why students use certain avoidance or compensatory strategies. These interviews were conducted soon after the last speaking exam was administered within a 3-4 week period for students to be able to remember and get back the necessary information. During the retrospective interviews, students used Turkish because they could express themselves better and more accurately in their native language and feel more comfortable during the interview. Then, the researcher translated their answers into English and the students were directed the following questions:

- *What were you thinking of at this moment?*
- *Why did you give up talking or change your message in this part?*

They were mainly asked why they left some sentences unfinished or stopped in the middle of some sentences and changed the topic. In fact, the main reason behind their avoidance behavior and why they rely on certain compensatory strategies were questioned and investigated. Based on their answers or sentences they used in the speaking exams, some follow-up questions were also directed to them. The following answers were provided by five students:

Student 2. *"During the exam, although the topic is simple, I cannot find what to say. I take notes on paper but I forget to look at my notes because of being nervous. As I think in Turkish, I cannot formulate the sentence in English. I cannot make sentences in English right away. Where will I use "am/is/are" or where will I use "the verb"? I forget it at that moment. Generally I am good at vocabulary, but I cannot construct sentences. In order not to pause, I used "as far as I can see". I didn't know this phrase in the first exam. I thought it would be nice."*

"Actually, in this picture I wanted to say that "this place has a level of low income and they earn their living in this way, by selling traditional products or home-made materials" but I couldn't formulate this sentence in English."

"Because of excitement in the exam, I try to find what I can say more about the picture. I cannot recall what to say but normally at home I can speak more."

Student 5. *"While thinking in Turkish in my mind, I couldn't express my ideas in English at the same time. I thought about what to say. I was trying to translate what I think into English. That's why, I hesitated too much and lost a lot of time. In the last part, I always tried to translate Turkish sentences into English."*

"I was so nervous at that moment but I didn't want to ask what "parent" means. I was going to formulate a sentence but probably I couldn't continue the sentence."

"The weather is sunny because the air looks ---- (mmm). In this unfinished sentence, I wanted to describe the weather but I couldn't see how the weather was. They were wearing t-shirts so I thought the weather should be good. But during the exam, I couldn't see the sky in the picture so I started my sentence but I hesitated in the middle and didn't go on later."

"In the background, I could see a hotel. I wanted to talk about it in the exam but I couldn't form sentences. I was hesitated about whether to talk about advantages or disadvantages in this question."

"I don't much money. Actually, in this sentence, I wanted to say that I don't need much money because my family is always with me or as I'm living with my family, I don't have a money problem. Indeed, I wanted to say 'I don't spend much money'. I just go home and then I go to school. I wanted to say after returning from school, I eat at home, I don't eat out so it is so advantageous but I couldn't say those

sentences. The main reason behind this was my nervousness. Another reason was fear of not formulating correct sentences and fear making grammar mistakes. There were also some words I had difficulty in pronouncing but I didn't mind it so much, actually. I was more concerned with grammar."

Student 6. "*The biggest problem is my insufficient vocabulary knowledge. While I am forming a sentence, I can't find the word and then I decide to change my sentence and form a different sentence with words I remember. Apart from that, I sometimes feel nervous during the exams. While I am speaking and trying to form a sentence, I think about my grammar mistakes and this causes some pauses in my speech. In the first exam, my vocabulary knowledge was not so good and I couldn't speak very well. I didn't understand the question, that's why, I couldn't speak."*

"There are credit cards. The people don't say, don't and don't …. (III) and some people credit cards." What were you thinking here? What were you trying to say? Why did you start a new sentence here? "I remember this a little bit. Here I wanted to say credit cards has advantages but it has more disadvantages. And then I wanted to say people don't know how to use credit cards and spend a lot of money. At that time, I couldn't remember those words. That's why I left sentences unfinished. I had some missing words in the sentences. I didn't know the words that I need to use."

'How do illnesses affect our lives? How can we protect ourselves from illnesses' the student provides a short answer to these questions. *"If we go to doctor, we illnesses, the illnesses most affect…"* What did you want to say in this sentence? I wanted to say *"If we get ill, we should go to a doctor"* but here I used a really weird sentence. I should have said *"If we become ill, we should go to a doctor."*

When asked about why she said İstanbul Boğazı instead of Bosphorus *she said "I know 'köprü' means 'bridge' in English but I don't know what 'boğaz' means."*

In the picture the student is describing, there is only one girl standing in the middle. The student says *"There is occasion because there are a lot of people"* and then the student pauses for some time. What was the reason for this pause and hesitation? What were you thinking? The student said *"I realized that there weren't any other people in the picture."* She said instead of saying there are a lot of people,

she should have said *"There might be a lot of people. I realized that I made a mistake here so I paused here."*

"The main reason why I pause a lot is while forming a sentence, I am thinking in Turkish. I think about where to put the verb or subject. This is the reason behind my pauses. I am trying to translate the sentence from Turkish into English in my mind. And also lack of vocabulary knowledge."

Student 7. *"I didn't know which vocabulary to use while speaking. I was confused about which grammar structures to use and concerned about which sentences would bring me more points in the exam. I thought that I could get a good score if I used a different sentence. My biggest problem was that I couldn't find the right vocabulary. I was going to say that traditional education is more beneficial than online education but I couldn't."*

"I understood the meaning of abroad but I couldn't provide an answer. I get so nervous in these exams. I didn't know the meaning of "shopping trolley". I was going to talk about it while describing the picture. I was going to say that "the woman is pushing/driving the shopping trolley", however, I couldn't say that."

"I was going to say different things in this picture and I was going to describe this picture in detail but I couldn't find what to say. Then, I thought there was nothing to do because I paused there for some time. So as not to lose more time in this part, I suddenly changed the topic."

"I like things. In this sentence, I wanted to say I like these advertisements. I wanted to talk about what type of advertisements I like. For example, I was going to talk about the advertisements I see on the Internet. Thinking that I would digress from the topic, I paused and I had to stop there."

"As far as I, I can understand (III) --- car museum. Why did you say this is a car museum here? In a private tutoring session in summer, the teacher told me that I should use a different word when I cannot find the correct word. I don't know the meaning of this in Turkish at the same time. I don't understand what they are doing. It looks like a festival area to me. I used "car museum" instead of "car exhibition".

"*Why do you use these prefabricated patterns a lot? These things were taught to us in summer school. They made me feel so good. I think they were useful. I think I could express myself much better."*

"I love doctors because (III) I impressant doctors. In this sentence, I actually wanted to say I love doctors because they healed me. The student made up a new word "impressant" as she doesn't know the verb 'heal'."

Student 9. *"I thought about what to say in Turkish but I was considering how to translate it in English. I thought I should say some things and let some time pass. In the meantime, I could think about what to say. Actually, I wanted to say different things in this part. The dogs seemed beautiful but I couldn't decide how to say that. Should I use nice or beautiful?"*

"I thought what I could say here in Turkish but I couldn't express myself in English. I couldn't make up my mind here, I couldn't find anything to say. That's why, I talked a lot of nonsense. As I didn't know a lot about illnesses, I didn't know what to say."

"Yes, because yes but if my loved people, if I live loved people, with loved people, my mobile phone is, isn't… In this part, I wanted to say I could live without my mobile phone but I thought of how I could contact with the people I love. But I didn't know how to translate this sentence into English. I had difficulty in formulating the sentence and finding the necessary words. Actually, this is mainly because of the fact that we think in Turkish and then we need to translate in English."

In a nutshell, the answers given to retrospective interview questions illustrate that students have difficulty in formulating sentences and finding the appropriate vocabulary. They also have tendency to think in Turkish and translate their ideas into English, which results in some pauses and hesitations in their speeches. This reveals that students frequently resort to *syntactic avoidance* and *lexical avoidance* strategies. However, when these students do not give up communicating their messages, they frequently make use of some compensatory strategies, such as *stalling and time gaining* and *prefabricated patterns.*

The Results Concerning Changes in Proficiency Level of the Students

To be able to find out whether there are changes in the use of avoidance and compensatory strategies as the proficiency level increases, students' performances during 3 different speaking exams were analyzed via thematic content analysis. Before sharing the results, it's important to note that students took the 1st speaking exam at the beginning of the term and took the 2nd & 3rd exams at the end of the first

term within 10 days. This means that students went through 4 months of English language education after the 1st exam was conducted. That's why, we can acknowledge that one term language education has increased students' proficiency levels. The findings concerning the changes in the use of avoidance and compensatory strategies are presented below.

Findings for the 7th research question: What kinds of changes are seen in the use of avoidance strategies as students' proficiency level increases? As stated above, if we consider students' proficiency level increased between the 1st exam and 2nd/3rd exams, it can be stated that the use of avoidance strategies has decreased based on the findings of speaking exam transcriptions. For instance, one student could not answer the warm-up question and describe the picture in detail. The dialogue between the interlocutor and the student below reveals that the student heavily depended on avoidance strategies.

1st Exam Warm-up part
Interlocutor: What do you like most about your hometown?
Student: ----- (silence)
Interlocutor: What do you like about hometown?
Student: ----- (long silence)
Interlocutor: Where is your hometown?
Student: in Çayyolu.
Interlocutor: Ok. What do you like about Çayyolu?
Student: There-is-a-so-many parks.

Picture Description part

Student: I saw 3 people. The weather is wind and cold. I think here is in ----- ---- (silence for about 30 seconds- the student sounds nervous)

Interlocutor: That's all? You have time if you like you can go on. (S-21)

As seen above, the student avoided answering the warm-up question and described the picture in a few sentences and gave up talking. However, the same student could provide a longer and better answer to the questions and described the picture in detail in the 2nd exam.

2nd Recording Warm-up part

Interlocutor: In your opinion, what are the advantages of having brothers or sister?

"I think having brothers is advantages and this advantages are he can help you in your lessons if he bigger than you. If he smaller than you, younger than you, you can bring, he can bring you something in the home."

Picture Description part

"I think they are in a big city, might be Tokyo because girls are Asian girls. And they wear thin clothes because of it is the weather is summer, I think. They take pictures, they might be tourists. And I think they watching the show, maybe water show in the sea. And buildings are very big. I think this photo reminds me a big city like İstanbul, New York or another city…" (S-21)

This example illustrates that there has been a decrease in the use of avoidance strategies as the proficiency level increases. This fact was also observed in other students' performances in the 2nd and 3rd exams. Most of the students did not avoid talking and they could provide longer answers to the questions in the 2nd and 3rd exam. As a result, one can conclude that students use avoidance strategies less when their proficiency level increases.

Findings for the 8th research question: What kinds of changes are seen in the use of compensatory strategies as students' proficiency level increases? Considering students' proficiency level increased between the 1st exam and 2nd/3rd exams, it can be asserted that there has been an increase in the use of compensatory strategies based on the findings obtained from speaking exam transcriptions. To illustrate, one student described the pictures as follows in the 1st exam:

> *"First of all, I can see (ıı) this is a park. A lot of children (ıı) playing the park and they are want to always playing game and in there I think. And – I can see (ıı) blonde girl and maybe there are Iceland and Russia maybe. This child (ıı) goes very, the child very different. They wear dress and (ıı) she is wear orange sweatshirt and she is wears blue, blue sweatshirt. Well, (ıı) I can see big, I can see a woman maybe (ıı) he is her mother and this woman wear a red skirt and (ee) I can see (ıı) park and (ıı) I can see a grass, one tree. Looks like when I was, when I was child (ıı) playing like the park." (S-13)*

This student used some fillers such as "ıı" or "eee" so as to gain time and used self-repetitions or self-repairs in the 1st exam. However, the same student like some others as well, employed some compensatory strategies, like prefabricated

patterns and code-switching a lot in the 2nd exam. The compensatory strategies that the student used in the 2nd exam are boldfaced below.

"*As far as I can see* the woman is studying with computer and there is a woman in this picture and there is a dog in this picture. And I think *as far as I can see, this picture was taken in* her home and (III) in front of the woman, there is a computer and in front of the woman, there is a dog. And I think she feels, she feels good because she is calling the phone maybe, maybe she is calling, she is speaking with husband or mother and she feels good because she is smile. And she is wearing green sweatshirt and she is wearing blue *kot* (instead of jeans). And *when I look at in this picture, I remember childhood.* Old days I had a dog and I love it, I loved it but it, it was died. *And as far as I can see,* in behind of the woman (eee) --- a paper and a pencil. In front of the woman, there is a flowers. *As far as I can see,* this computer is very *antika* (instead of antique) because nowadays computer very, computer developed." (S-13)

The student still used some fillers, self-repetitions or self-repairs in the 2nd exam, however, as shown in italicized parts, the student utilized some prefabricated patterns and code-switching strategy several times. This increase in the use of some compensatory strategies can also be seen in the other student performances via the full transcriptions provided in Appendix C. As a consequence, it is observed that there is an increase in the use of certain compensatory strategies such as *prefabricated patterns* and *code-switching* as the proficiency level increases based on the findings from transcription of speaking exams.

Apart from this, an example taken from a successful performance shows contrasting results with the previous results. This performance revealed that one student did not resort to avoidance or compensatory strategies much. An excerpt taken from the picture description part of the student performance is provided below.

> *"She's probably a student or business woman. She look like she has a business and she works on it with laptop and she talking with somebody at the same time. That's similar to businesswoman. And she has a dog. Probably, she is at home. I can say that with she's not wearing any socks and she's look very natural. There are a lot of books in this table and a phone, one more phone. It looks like she's very busy and he probably working on something. She can be a university student. Maybe, she is working for final exams. And that photo reminds me when I was a kid, like 5 years or 10 years*

ago. I was working just like this. One of my laptop is in front of me, I was just talking with my friends or asking for help to make my essay or write my essay. And it was a hard time for me because you have to deal with every moment and every minute and it was very narrow time. I was just trying to make everything in one minute..." (S-1)

To sum up, findings of the five scale Likert type questionnaire suggest that students favor *message reduction* and *syntactic avoidance* among the avoidance strategies. In addition, *approximation*, *circumlocution*, *time gaining* and *prefabricated patterns* are the most frequent compensatory strategies preferred by the students according to the questionnaire results. On the other hand, qualitative analysis of transcriptions of speaking exams reveal that *message abandonment* and *message reduction* are the most frequently employed avoidance strategies by the students. As for the compensatory strategies, *prefabricated patterns, self-repetition,* and *self-repair* are the three most frequent strategies favored by the students in the speaking exams. It is also observed that students often utilized the following compensatory strategies such as *stalling and time gaining, code-switching* and *literal translation.* Findings of the semi-structured interview with English instructors reveal that students generally use avoidance strategies like *message abandonment, meaning replacement, topic avoidance* and *lexical avoidance.* In addition, English instructors believe that students make use of *stalling and time-gaining, prefabricated patterns, approximation, code-switching* and *literal translation* repeatedly. Apart from this, retrospective interviews with students expose that students have problems with syntax and lexis and heavily rely on some strategies like *syntactic avoidance* and *lexical avoidance* and often employ *stalling and time gaining strategies* and certain *prefabricated patterns*. Finally, results regarding whether there are any changes in the use of avoidance and compensatory strategies as proficiency level increases demonstrate that there is a decrease in the use of avoidance strategies whereas there is an increase in the use of compensatory strategies. However, some findings obtained from successful speaking exam performances prove that students start to use both avoidance and compensatory strategies less when they are highly proficient in English.

Chapter 5
Conclusion, Discussion and Suggestions

Introduction

This section initially presents the discussion of the findings collected via a five-point Likert scale, transcription of speaking exam performances, semi-structured interview with instructors and retrospective interviews with the students. Subsequently, it highlights a brief overview of the current study summarizing and discussing the key findings. Afterwards, the chapter proceeds with the pedagogical implications, limitations of the study and finally provides some suggestions for future areas to study in this line of research.

Discussion of the Findings

In this part, a summary of findings concerning eight research questions is provided and discussed by interpreting the results and touching on the results of previous research in the literature.

Discussion of research question 1. What are the most frequent avoidance strategies that are used by Turkish preparatory students? For the 1st research question, a five scale Likert type questionnaire with 40 items was administered in the first place. The results of 52 student participants were analyzed via SPSS 22.0 software and mean scores for each avoidance strategy were calculated. The questionnaire results illustrate that *message reduction* has the highest mean score (M=4,1122) and *syntactic avoidance* has the second highest mean score (M= 3,4423). The mean scores of the other avoidance strategies range between M=2,7212 and 3,0385. This means that the most frequent avoidance strategies preferred by the students according to the survey results are *message reduction* and *syntactic avoidance* respectively. This result is in agreement with the student comments provided during retrospective interviews. Students reported that they have difficulty in formulating sentences in English when they are speaking. For instance, three student comments illustrate this very well:

"As I think in Turkish, I cannot formulate the sentence in English. I cannot make sentences in English right away. Where will I use "am/is/are" or where will I use "the verb"? I forget it at that moment." (S-2)

"The main reason why I pause a lot is while forming a sentence, I am thinking in Turkish. I think about where to put the verb or subject. This is the reason behind my pauses. I am trying to translate the sentence from Turkish into English in my mind." (S-6)

"I didn't know how to translate this sentence into English. I had difficulty in formulating the sentence and finding the necessary words. Actually, this is mainly because of the fact that we think in Turkish and then we need to translate in English." (S-9)

As can be understood from the student comments above, one important reason underlying the avoidance behavior is the lack of syntactic knowledge. In their study, Damen and Hameed (2013) also found out that almost all the participants had syntactic problems or errors and diagnosed four possible reasons as teaching methods that are employed, L1 interference, poor study habits of the students, and challenging L2 structures. Another possible reason underlying syntactic problems may stem from lack of exposure to English language. Unfortunately, most students have not been exposed to the real use of language outside the classroom environment in Turkey. Lack of syntactic knowledge may also lead to message reduction because students' linguistic competence is not sufficient to let them formulate accurate sentences while they are speaking. For this reason, students might be using simple sentences and avoiding long and complex sentences, which indicates they resort to message reduction strategy, as well.

Discussion of research question 2. What are the most frequent compensatory strategies that are used by Turkish preparatory students? For the 2nd research question, a five scale Likert type questionnaire with 40 items was administered. The results of 52 student participants were analyzed via SPSS 22.0 software and mean scores for each avoidance strategy were calculated. Mean scores of the compensatory strategies with the highest scores are *approximation* (M=3,7212), *circumlocution* (M=3,7051), stalling and *time gaining* (M=3,6346) and *prefabricated patterns* (M=3,5769) respectively. According to the questionnaire results, *approximation, circumlocution*, stalling and *time gaining* and *prefabricated patterns* are the most frequent compensatory strategies which are favored by the participants in this study.

Based on the questionnaire results, students believe that they employ *approximation* and *circumlocution* strategies most. However, this result does not conform with students' speaking exam performances or retrospective interviews results. Students might think that they are using these strategies but in fact, they resort to different strategies more in real speaking performances.

Two of these strategies, *stalling and time-gaining* and using *prefabricated patterns* are among the most commonly preferred compensatory strategies according to the questionnaire results as stated above. Semi-structured interview results with instructors and retrospective interview results with students also support this finding of the questionnaire. For instance, teachers made some comments as follows in the semi structured interview:

"…Sometimes they use stalling and time gaining. They just do what I do actually sometimes. Giving short pauses or saying 'well, ımm' thinking and they also say 'let me think' 'just a sec.' like that." (I-1)

"They use fixed, memorized, structures too much. Today again, one student used 'as far as I understand' to start the conversation when I asked a question. They learned them previously and use in class. I gave feedback by saying wow, you use such a structure, which was nice." (I-3)

In addition, when asked why they used *prefabricated patterns* a lot in the speaking exams, two students provided the following answers:

"In order not to pause, I used 'as far as I can see'. I didn't know it in the first exam. I thought it would be nice." (S-2)

"These things were taught to us in summer school. They made me feel so good. I think they were useful. I think I could express myself much better." (S-7)

It is clear from the comments above that when students employ some fixed memorized patterns and fillers to gain time, they feel themselves more confident while speaking and believe that it would be useful for better speaking and getting a good grade. As it is also understood from these comments, using prefabricated patterns is taught by some instructors during the lessons as well, which shows teachers also find this strategy useful and foster their students to make use of these fixed memorized patterns. Most probably, this is the reason why students utilize these strategies in class activities and speaking exams a lot.

When students are asked why they hesitate and pause a lot in some sentences during the speaking exams, students provided the following answers:

"The main reason behind this was my nervousness. Another reason was fear of not formulating correct sentences and fear making grammar mistakes." (S-5)

"While I am speaking and trying to form a sentence, I think about my grammar mistakes and this causes some pauses in my speech." (S-6)

"I thought I should say some things and let some time pass. In the meantime, I could think what to say. Actually, I wanted to say different things in this part." (S-9)

Students' replies indicate that they are scared of making grammar mistakes during the speaking exams and monitor their own speech to form grammatically accurate sentences. This process results in some pauses and hesitations in their speech and students try to gain some time by using some fillers and prefabricated patterns. In the meantime, they try to figure out what they are going to say. If this process takes a lot of time and they cannot formulate the sentence in English properly, they either pause a long time and give up their messages or make use of memorized stock phrases or gap fillers to gain some time.

On the other hand, the least frequent compensatory strategies chosen by the students according to the questionnaire results are *foreignizing*, *code switching* and *word coinage* with a mean score of (M=2,0577), (M=2,2019) and (M=2,3942) respectively. The result pertaining to *foreignizing* and *word coinage* is in line with the findings gathered from speaking exam performances of the students. However, although students consider that they use *code-switching* less according to the questionnaire results, it is a common strategy employed by the students according to the speaking exam performances and instructor comments provided in the semi-structured interview. For instance, three instructors made the following comments:

"And of course sometimes I see code-switching because either they don't know the target vocabulary or the grammar. They just stop talking and ask me how I can say this in Turkish." (I-1)

"When they don't know how to answer my question or how to share their ideas, they just start to talk about something or that thing in Turkish." (I-2)

"I have also seen a lot of code-switching even in writings." (I-4)

Discussion of research question 3. What are the most frequent avoidance strategies that are used by Turkish preparatory students in our observations? To identify which avoidance strategies are frequently employed by Turkish students, speaking exam performances of 24 students were qualitatively analyzed via audio-recordings. 16 out of 24 students were observed to utilize *message abandonment* strategy and some participants used this strategy several times in three different speaking exam performances. This strategy was heavily favored by the students during the speaking exam performances as shown in Table 19. Therefore, we can conclude that *message abandonment* is the most common compensatory strategy utilized by Turkish prep students with the data collected through transcription of three speaking exam performances. This finding of the present study is also in line with Chen's (2009) and Kavasoglu's (2011) previous studies reporting significantly higher employment of *message abandonment* by lower proficiency learners.

Another frequently employed avoidance strategy was *message reduction* in the transcriptions gathered from the speaking exam performances of students. Four out of 24 students were observed to resort to this strategy (see Table 20) directly. However, as it is also observable from the transcribed speaking exams (See Appendix C) of the students, some students used really simple sentence structures and short sentences without verbs or with other missing components. Some students also used short phrases or words while describing pictures or talking about the given topic. This fact also implies that students may be reducing their intended messages because they express themselves simply and shortly. Therefore, it can be inferred that students used this strategy a lot but one cannot easily make sure that students employed *message reduction* strategy by just looking at their simple sentence structures.

Another avoidance strategy used by the students in the observations was *topic avoidance.* Normally, especially lower proficiency students could be expected to rely on this strategy heavily but as this is a graded speaking exam, most of the students tried not to give up talking totally. Even if they had difficulty in continuing the conversation, they tried to gain some time or used other compensatory strategies in order to get a better score rather than getting a lower mark from the exam. If it was a non-graded speaking activity, students could have avoided the

difficult topics more. Nevertheless, in the observations, two out of 24 students were detected to exploit this strategy. One student resorted to this strategy several times in different speaking exams.

Another avoidance strategy which was observed to be favored in the speaking exams was *lexical avoidance.* Only one student out of 24 was detected to utilize this strategy. As this is one of the most challenging strategies to identify, the researcher may not have been able to detect this strategy. Students may have avoided some sentences because of insufficient vocabulary knowledge and they may have changed their word choices but identifying this is not possible without conducting interviews with all the participants and learning about what is going on in their minds.

The other avoidance strategies such as *phonological, syntactic,* and *morphological avoidance* may have been employed by the students in the speaking exams, yet they could not have been identified by the researcher because of the same reason. Therefore, these strategies were either not observed or identified by the researcher via transcribed data collected from speaking exams.

When we analyzed instructors' answers in the semi-structured interview, they stated that students mostly employ the following avoidance strategies; message abandonment, lexical avoidance, meaning replacement, topic avoidance, message reduction and semantic avoidance. All the five instructors expressed that students resort to *message abandonment* heavily and this result also matches with the results collected from speaking exam transcriptions. Some of the comments provided by the instructors about message abandonment are as follows:

"When I think about it, the first thing that comes to my mind is their usage of message abandonment. When they come across a topic that they are not familiar with, they start talking about it, but they cut it short because they don't have the target vocabulary." (I-1)

"When I think about my repeat students in Charlie last term, I can say that most of them use message abandonment." (I-2)

"For message abandonment, I can't think of anything, but I experience it every day. They stop talking. For example, they still have 1 minute, but they say 'no, I cannot talk about this' and they stop talking." (I-4)

Apart from this, all the instructors said that students change their messages and express their messages in a different way so *meaning replacement* is also one of the most frequent strategy used by the students according to the instructors. In addition, four of the instructors reported that the students have a limited vocabulary knowledge and they employ lexical avoidance a lot as well.

Interestingly, some instructors also indicated that students do not resort to *phonological avoidance* much because they pronounce some words incorrectly rather than avoiding them. For example, one instructor stated that "*phonological avoidance is not seen much because even if something is wrong, they tell it anyway."* For this strategy, it was also observed that students made a lot of pronunciation mistakes during the speaking exams as well. It can be concluded that the reason why they pronounce some words incorrectly rather than avoiding using them stems from ignorance not because of a strategy preference.

In short, analysis of speaking exam performances and results of semi-structured interview reveal that the most common avoidance strategy employed by the students is *message abandonment.* The other commonly used avoidance strategies by the students are *message reduction, meaning replacement, topic avoidance, and lexical avoidance* based on our observations and instructor comments.

Discussion of research question 4. What are the most frequent compensatory strategies that are used by Turkish preparatory students in our observations? To determine which avoidance strategies are frequently used by Turkish students, three different speaking exam performances of 24 students were qualitatively analyzed via audio-recordings. 21 out of 24 students were observed to use *prefabricated patterns* as shown in Table 24 and some candidates employed this strategy several times in three different speaking exam performances. Some of the most common *prefabricated patterns* favored by the students are;

As far as I can see/understand, this picture was taken in…, I wish I had…, When I look at this picture, I remember…, this picture reminds me of… etc.

These patterns were frequently employed by the students many times during the speaking exam performances, which indicates that students are fond of these expressions and they make use of them almost in every opportunity. This might also

result from the fact that these fixed expressions boost the students' confidence and help them gain some time to figure out what they are going to say next.

On the other hand, some usages by certain participants show that students try to use these patterns but they cannot use them precisely or efficiently. For instance, Student 7 wants to use the following patterns but s/he makes some grammar mistakes which shows that her linguistic competence is not much developed. S/he forgets to use "I" and says "*As far as understand***,** (III) they are in holiday" and the same student uses "had" instead of "were" says "*I wish I had there* because I like cars."

Another student (S-17) wants to turn the positive sentence pattern into negative but cannot do it properly and makes a mistake as follows: *"This photo was not reminds me* a lot of, any story in my life." He could have said "this photo does not remind me of anything" or "this photo reminds me of nothing". These sentences prove that students have problems with linguistic competence

In another interesting instance, S-15 heavily relies on prefabricated patterns as follows:

"*Getting fit everyone, everyone, getting fit has become a part of most people's lives. Everyone, everyone different views about* getting fit. *Some people believe that* (III) getting fit (II) is better than other (II) other some other ways get fit. (II) *Other thinks that* getting fit, getting fit is worse."

"Tren, trens has become a part of most people's lives. Everyone has different views about trens."

This student actually has learned a certain structure by heart and s/he applies this memorized structure to any relevant or irrelevant topic. This is easy to infer because the student is talking about trains as if it is a controversial topic on which people hold different views. This student also used the same strategy while talking about being an engineer as well. Even though there is no argumentative topic, the student uses this strategy because s/he wants to gain time and fill in the duration given for the task by talking. Moreover, one can easily detect the pauses and missing parts and mistakes in the sentences. This fact reveals that the student relies on strategic competence to a great extent, however, s/he lacks certain features of linguistic competence such as syntax, morphology or phonology. She also doesn't

know when and how to use this strategy appropriately, which makes her speech seem irrelevant and meaningless.

As stated before, the second most frequent compensatory strategy favored by the students is *self-repetition.* 21 out of 24 students utilized this strategy in our observations as shown in Table 25. The underlying reasons behind the self-repetitions could be the urge to gain some time and figure out what they are going to say next. Therefore, we can deduce that students make use of a combination of two compensatory strategies at the same. While they are repeating what they have said, they could be trying to gain some time to think and formulate their following sentences in their minds.

The third most frequent compensatory strategy employed by the students is *self-repair.* 19 out of 24 students made use of this strategy in our observations as shown in Table 26. Most of these self-repairs consist of either some grammatical changes focusing on form or alterations in meaning focusing on lexicon. These self-repairs probably occur as a consequence of unsuccessful previous attempts by the students as stated by Tarone (1980). This illustrates that students are monitoring their own speech and making some corrections and this shows that they are experiencing some problems with IL formation because of some factors such as overgeneralization, language transfer, language strategies or communication strategies (Selinker, 1972). Although students learned some rules, they still have difficulty in applying these rules in their spoken performances, which results in self-repairs. However, this can be regarded as a good sign since students are altering the IL's incorrect rules and they are in the process of deleting them and adding the correct rules in their linguistic competence.

Among the compensatory strategies, *code-switching* was observed to be favored by 11 out of 24 students as shown in Table 27. These students switched to L1 when they had trouble in expressing themselves in the TL. Students generally resorted to this strategy when they could not find the appropriate vocabulary in L2 and they used their Turkish equivalents in their sentences. This reveals that some students have insufficient vocabulary knowledge in English. It is necessary that students improve their lexical knowledge. As stated by Wilkins (1972), L2 learners cannot convey their messages properly without vocabulary.

The next compensatory strategy which is favored strongly by the students in speaking exams is *stalling and time gaining strategies.* Nine out of 24 students were observed to employ this strategy directly in the speaking exams as shown in Table 28. These students utilized some gap fillers such as "*let me think, well, I don't know, I mean, or something, something like that*" etc. Interestingly, some students tried to stall some time by commenting on the question or picture choices in the exam. For example, one student said "This is an interesting question" and another one congratulated the interlocutors by saying "Because of this I want to congratulate to you good choice, really attractive and interesting picture." Apart from these examples, almost all the participants used some Turkish conversation fillers such as "mmmm", "eeee", and "ıııı" many times and they were observed to pause for some time to figure out what they were going to say. All these examples can be seen in Appendix C – via the full transcription of speaking exams. The reasons behind heavy reliance on this strategy might be lack of syntactic and lexical knowledge. As also mentioned by the students in the retrospective interviews, students have trouble formulating sentences and translating their ideas into English quickly. This proves that it is necessary to promote automaticity in language classes and make students engage in more fluency-oriented tasks and activities.

Students also employed *literal translation* strategy commonly among the compensatory strategies in the speaking exams. Seven out of 24 students were recognized to utilize this strategy as shown in Table 29. The examples such as "*enter exams"* instead of "*take exams",* "*do picnic"* instead of "*go for/have a picnic*" or "*go to soldier"* instead of "*join army*" illustrate the need for studying and learning the correct collocations. Students don't know which verbs go with these nouns and they directly translate these words from L1 into L2 word by word. This finding suggests that students should be exposed to authentic reading or listening materials more and learn the correct collocations in order to sound natural and speak accurately in English. As McCarthy & O'Dell (2006) believe using the right collocations is a good evidence of overall English proficiency and they encourage L2 learners to acquire collocations in the TL.

In short, the most frequent compensatory strategies favored by the students in speaking exams are *prefabricated patterns, self-repetition, self-repair, code-switching, stalling and time gaining,* and *literal translation* respectively. The rest of

the compensatory strategies favored relatively less by the students in speaking exams are *appeal for help, circumlocution, approximation, foreignizing, use of all-purpose words,* and *other repetition.* As students heavily relied on compensatory strategies during the speaking exams, it can be concluded that these students acquired a high level of strategic competence, which may seem good. However, this is also an indication of the linguistic shortcomings of the learners and imperfectly known L2 as noted by Stern (1983) and Poulisse (1990). Therefore, it can be inferred that participants in this study lack certain components of communicative competence and problems frequently arise while they are trying to communicate in English. This is understandable as these L2 learners are still in the process of learning English so when they are faced with communication problems, these learners employ certain compensatory strategies to alleviate them. However, we should note that students should not only focus on developing their strategic competence but they should also try to improve their communicative competence as a whole. In this way, they may not have to resort to compensatory strategies so much.

Discussion of research question 5. To what extent do students' answers about avoidance strategies in the questionnaire match up with the observation results? According to the questionnaire results, *message reduction* and *syntactic avoidance* are the most commonly preferred strategies by the students. However, transcriptions of speaking exam performances in our observations reveal that *message abandonment* is the most frequently employed strategy by the students. *Message* reduction is the second most common avoidance strategy employed by the students in the speaking exams. Therefore, we can say that the results regarding *message reduction* in the questionnaire and transcription of speaking exams are in line with each other but the results concerning *syntactic avoidance* in the questionnaire and transcription of speaking exams differ greatly. The result regarding the use of *message abandonment* and *message reduction* strategy in our observations is also supported by the views of English instructors gathered via semi-structured interview.

Discussion of research question 6. To what extent do students' answers about compensatory strategies in the questionnaire match up with the observation results? According to the questionnaire results, *approximation*

(M=3,7212), *circumlocution* (M=3,7051), stalling and *time gaining* (M=3,6346) and *prefabricated patterns* (M=3,5769) are the most frequent compensatory strategies favored by the students respectively. On the other hand, the least frequent compensatory strategies according to the questionnaire results are *foreignizing*, *code switching* and *word coinage* with a mean score of (M=2,0577), (M=2,2019) and (M=2,3942) respectively. When we examine the transcription of speaking exams, the most frequent compensatory strategies favored by the students are *prefabricated patterns, self-repetition, self-repair, code-switching, stalling and time gaining,* and *literal translation* respectively. Therefore, we can say that the results regarding *prefabricated patterns and stalling and time gaining strategies* in the questionnaire and our observations support each other. Yet, the results regarding *code-switching* strategy shows contrasting results. Students think that they do not use this strategy according to the questionnaire but their performances in speaking exams reveal that they rely on this strategy largely. Similarly, although students think that they do use *approximation* and *circumlocution* strategies most frequently according to the questionnaire results, their performances in the speaking exams do not verify this result. *Approximation* and *circumlocution* strategies were not preferred much by the students in the speaking exams.

Discussion of research question 7. What kinds of changes are seen in the use of avoidance strategies as students' proficiency level increases? As stated before in findings regarding research question 7, it was observed that some students avoided talking or describing the pictures in the 1st speaking exam performance which was carried out in the beginning of the term (See Appendix C). However, after 4 months of English instruction, students took the 2nd and 3rd speaking exams within 10 days. In the 2nd and 3rd exam performances, it was observed that students did not resort to avoidance strategies as much as they did in the 1st exam. The students could provide better and more detailed answers to the questions in the 2nd and 3rd exam. This illustrates that students tried to remain in the conversation rather than giving up communication after one semester English instruction. Therefore, we can deduce that students employ avoidance strategies a lot when their proficiency is low, whereas they resort to avoidance strategies less as their proficiency level increases. The reason underlying using avoidance strategies frequently in the beginner level can stem from lack of linguistic knowledge or it might

result from having low self-confidence in speaking or getting nervous in speaking exams.

Discussion of research question 8. What kinds of changes are seen in the use of compensatory strategies as students' proficiency level increases? As stated before in findings with regard to research question 8, it was observed that some students utilized some self-repetitions, self-repairs or Turkish conversation fillers like "ıı", "eee", and "mmm" in 1st speaking exam performance which was carried out in the beginning of the term (See Appendix C). After 4 months of English instruction, students took the 2nd and 3rd speaking exams within 10 days. The students still used some *fillers*, *self-repetitions* or *self-repairs* in the 2nd exam, but the students started to employ some *prefabricated patterns* and *code-switching* strategy several times in the 2nd and 3rd exams. This increase in the use of some compensatory strategies can also be seen in the other student performances via the full transcriptions provided in Appendix C. As a consequence, it is observed that there is an increase in the use of compensatory strategies as the proficiency level increases based on the findings from transcription of speaking exams.

Apart from this, an example taken from a successful performance in the speaking exam revealed contrasting results with the previous results. It was observed that one student employed very few or almost no avoidance or compensatory strategies (See Appendix C). This student could use the language accurately with few or almost no mistakes and s/he could convey his/her messages properly. This finding can be used as a proof that learners use avoidance or compensatory strategies less when they are highly proficient in English.

The figure below demonstrates the relationship between the use of ACSs and proficiency level.

Figure 5. Relationship between the use of ACSs and proficiency level

In conclusion, regarding whether there are any changes in the use of ACSs, the current study suggests that students use avoidance strategies more when they are low-proficient and this is in line with Littlemore's (2003) finding that low proficiency learners use reduction strategies more. Students also use some compensatory strategies when they are low-proficient but the frequency and the variety of compensatory strategies increase when they start to move from low proficiency (A1) towards average proficiency (A2/B1). However, when students move towards high-proficiency (B2&above), both the use of avoidance and compensatory strategies start to decrease. The figure above illustrates the relationship between use of ACSs and proficiency level based on the results obtained in the current study.

Pedagogical Implications

Even though there are different perspectives among scholars on whether to teach learning and communication strategies to L2 learners, it is an undeniable fact that learners resort to certain avoidance and compensatory strategies when confronted with some obstacles in communication. While some strategies are greatly favored by the students and English instructors find them useful and integrate these strategies into their lessons, some strategies such as code-switching and message abandonment are disapproved and discouraged by their instructors if

learners employ them a lot. Researchers like Corder (1978) and Faerch and Kasper (1983) encourage students to take risks and make use of compensatory strategies rather than using avoidance strategies and they believe compensatory strategies foster successful language learning. According to Tarone (1980), however, any kind of CSs are useful for language learners because they assist learners to negotiate meaning. On the other hand, some researchers like Schmidt (1983) claim that communication strategies may impede acquisition as the learner (Wes) in Schmidt's research advanced in using strategic competence but disregarded expanding his linguistic competence. Ellis (1994) proposed that these opposing views could be settled through further research.

The findings of the current study bear both views mentioned above. That's to say, it has been observed that some students employed certain compensatory strategies eloquently in appropriate situations, however, some of them resorted to compensatory strategies in almost any possible opportunities or circumstances without realizing it is appropriate or not. This sometimes resulted in some awkward conversations or meaningless utterances. As also stated by previous researchers, strategy training can help students gain self-confidence, take responsibility for their own improvement, and keep the communication channels open (Dörnyei, 1995; Green & Oxford, 1995; Nakatani, 2010; O'Malley & Chamot, 1990). Therefore, training students and informing them about different strategy options can be a good idea, however, as pointed out by Green and Oxford (1995) we should inform our students about the significance of using strategies with naturalistic practices. Students should know when and where to employ which strategy in a relevant context in order to communicate effectively in L2. It should be noted that developing strategic competence alone and disregarding other components of communicative competence do not promote successful language learning and communication. Therefore, students should not only improve themselves in terms of strategic competence but they should also develop their linguistic, discourse, socio-linguistic and interactional competences as well.

To be able to communicate effectively in the TL, students can be given authentic communicative assignments and tasks to be completed inside and outside the classroom setting as noted in CEFR "language users have to engage in communicative language activities and operate communication strategies in order

to carry out communicative tasks" (Council of Europe, 2001, p.66). According to the current view proposed by CEFR, communication strategies should not only be regarded as a means of compensating for linguistic deficits or breakdowns in communication and they should be employed provided they are appropriate to the demands of the communicative tasks because all kinds of CSs are regularly utilized by native speakers as well. In addition to this, instructors should expose their learners to English with authentic materials like texts, audios, videos etc. and require their learners to make use of online resources to boost their competences, study skills and overall proficiency. These will assist learners in formulating their sentences easily and conveying their intended messages properly. If learners can express themselves well in the TL, they probably won't have to employ avoidance and compensatory strategies too much.

Teachers and curriculum developers should integrate more communicative activities such as face-to-face conversations, role plays, oral presentations, picture description tasks, debates and interactive games into the curriculum. Students should be given more opportunities to practise speaking with meaningful tasks in pairs and groups in the classroom setting. To maximize student talking time, L2 learners can also be assigned speaking tasks to complete outside the classroom by shooting a video alone, in pairs or groups and then they can share tasks with their instructors. Moreover, students can and should be encouraged to engage in communication with native speakers as much as possible.

The curriculum coordinators and the administrators at the EPP of the foundation university where the study was conducted can consider extending the academic calendar of the prep school and add one more semester to be able to help students gain necessary communication skills and improve their overall language proficiency and competences. In this way, students might be highly proficient in English and be able to use communication strategies appropriately. What is more, ESP based course books can be utilized so as to teach students the skills they need in communication. They can also contemplate altering the course book and employ a different one which suits their students' needs or modify and support their course books with extra materials consisting of communicative activities. They can also include strategy training as a part of their curriculum and make sure their students

know when where and how to use these strategies in relevant contexts during communication.

Finally, as suggested by Dörnyei (1995) teachers should provide learners with samples of use of CSs by native speakers and provide them with opportunities for practising these strategies in and outside the classroom.

Suggestions for Further Research

The current study was conducted with a limited sample size to explore which avoidance and compensatory strategies are frequently favored by prep students studying at a foundation university. In order to generalize the results, a more comprehensive large scale study can be conducted. In addition to this, a follow-up study can be carried out to investigate which avoidance and compensatory strategies are considered to be more efficient by Turkish instructors as well as exploring whether there is a correlation between the use of certain ACSs students' speaking exam scores. Thus, the most effective strategies favored by the English instructors could be identified and the results may cast light on the perceptions of English instructors about the effectiveness of certain avoidance and compensatory strategies, which will help ELT professionals and teachers gain better insights into the communication strategy use.

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APPENDIX-A: Avoidance and Compensatory Strategy Inventory

Dear participants,

This study aims to seek the use of oral communication strategies in speaking English by Turkish preparatory students. The scale consists of 2 parts and 40 items. It is a voluntary to fill out this scale and your responses will not be assessed as true/false. Moreover, your identity will be kept confidential, and the information will not be used apart from the framework of this study. Thank you very much for your participation.

Read the following statements carefully and choose the option that best matches your opinion of each statement. Please, chose only one of the options for each statement and do not skip any of the statements.

1. Never or almost never true of me (Asla bana uymaz)
2. Generally not true of me (Genellikle bana uymaz)
3. Somewhat true of me (Bana biraz uyar)
4. Generally true of me (Genellikle bana uyar)
5. Always or almost always true of me (Kesinlikle bana uyar)

Class:

Age:

Gender:

Proficiency Level:

High School:

Have you ever been abroad for more than 1 month? If yes, which country have you been to?

_____

Avoidance and Compensatory Strategy Inventory (adapted from Nakatani, 2006)	Never or almost never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always or almost always true of me
1. Anlatmak istediğimi tam olarak anlatamadığımı hissettiğim zaman kendimi başka bir şekilde ifade etmeye çalışırım. (I replace the original message with another message because of feeling incapable of executing my original intent.)	1	2	3	4	5
2. İngilizce konuşurken bildiğim sözcükleri kullanırım. (I use words which are familiar to me.)	1	2	3	4	5
3. İngilizce konuşurken dille ilgili problem yaşarsam konuşmamı tamamlamam. (I leave a message unfinished because of some language difficulty.)	1	2	3	4	5
4. Kendimi ifade edemeyeceğimi hissedersem, söylemek istediklerimi basit ifadelerle kısaca anlatırım. (I reduce the message and use simple expressions.)	1	2	3	4	5
5. İngilizce konuşurken zorlandığımda zihnimdeki sözlü plandan vazgeçer ve birkaç kelimeyle geçiştiririm. (I abandon the execution of a verbal plan and just say some words.)	1	2	3	4	5
6. İngilizce konuşurken kendimi ifade edemediğimde konuşmaktan vazgeçerim. (I give up when I can't make myself understood.)	1	2	3	4	5
7. İngilizce konuşurken iyi bilmediğim dilbilgisi yapılarını kullanmaktan kaçınırım. (I avoid using some unknown grammatical structures.)	1	2	3	4	5
8. Yeterli kelime bilgimin olmadığı konular hakkında konuşmaktan kaçınırım. (I avoid talking about some topics when I do not have enough vocabulary related to them.)	1	2	3	4	5
9. Bir kelimenin telaffuzundan emin olmadığımda yakın anlamda farklı bir kelime kullanırım. (I use a different word with a similar meaning when I am not sure about the correct pronunciation of a word.)	1	2	3	4	5
10. İngilizcede bir fiilin üçüncü halini (V3) bilmediğim için yakın geçmiş zamanı kullanmam. (I don't use present perfect tense because I do not know the third form (V3) of the verbs.)	1	2	3	4	5
11. İngilizce konuşurken öğrenmediğim dil bilgisi kurallarıyla alakalı cümleler kullanırım. (I use some sentences with the grammar points I have not learned yet.)	1	2	3	4	5
12. Yeterli kelime bilgimin olmasa da konuyla ilgili konuşmaya çalışırım. (I try to talk about a topic even if I do not have enough vocabulary.)	1	2	3	4	5
13. Bir kelimenin doğru telaffuzunu bilmesem de o kelimeyi konuşurken kullanırım. (Even if I do not know the correct pronunciation of a word, I use the word in speaking English.)	1	2	3	4	5

14. İngilizcede bir fiilin ikici halini (V2) bilmiyorsam, o konu hakkında konuşmaktan kaçınırım. (If I do not know the past form of a verb in English, I avoid talking about that topic.)	1	2	3	4	5
15. Konuşurken söylemek istediğimi bulamayınca (uh, um, okay, so vb.) boşluk doldurucu kelimeler kullanırım. (I try to use fillers when I cannot think of what to say.)	1	2	3	4	5
16. İngilizce konuşurken dinleyici söylediğimi anlamadığında örnekler veririm. (I give examples if the listener doesn't understand what I'm saying.)	1	2	3	4	5
17. Dinleyici ne söylemek istediğimi anlayıncaya kadar söylediklerimi tekrar ederim. (I repeat what I want to say until the listener understands.)	1	2	3	4	5
18. İngilizce konuşurken iletişim kuramadığımı hissettiğim an yardım isterim. (I ask the other people for help when I can't communicate well.)	1	2	3	4	5
19. İngilizce konuşurken Türkçe ifadeleri kelime kelime İngilizceye çeviririm. (I translate Turkish phrases word-for-word into English.)	1	2	3	4	5
20. İngilizce konuşurken bir kelimeyi hatırlamazsam onu tarif ederek anlatmaya çalışırım. (I try to describe a word when I cannot remember the meaning.)	1	2	3	4	5
21. İngilizce konuşurken tam olarak doğru kelimeyi bulamadığımda ona bir örnek veririm. (I try to give an example when I cannot find the right word.)	1	2	3	4	5
22. İngilizce konuşurken doğru kelimeyi bulamadığım zaman yakın anlamda bir kelime kullanırım. (I use a word with a similar meaning if I cannot remember the exact word in English.)	1	2	3	4	5
23. İngilizce konuşurken doğru kelimeyi bulamazsam yeni kelimeler uydururum. (I make up new words when I cannot find the right word in English.)	1	2	3	4	5
24. Tam olarak doğru kelimeyi hatırlayamazsam Türkçe bir kelimeyi İngilizce gibi telaffuz ederim. (I use a Turkish word with English pronunciation when I cannot remember the exact word.)	1	2	3	4	5
25. Bazı kelimeleri bilmediğimde onun Türkçesini kullanırım. (I use a Turkish equivalent of a word when I do not know some words.)	1	2	3	4	5
26. İngilizce konuşurken söyleyeceğim şey aklıma gelmeyince "şey", "ıvır zıvır" gibi genel bir kelime kullanırım. (I use a general word like "thing", "stuff" etc. when I cannot find the specific word.)	1	2	3	4	5
27. İngilizce konuşurken ezberlenmiş basmakalıp ifadeler kullanırım. (I use some memorized stock phrases while communicating in English.)	1	2	3	4	5
28. İngilizce konuşurken doğru kelime aklıma gelmeyince, o kelimenin Türkçesini Türkçe telaffuzuyla kullanırım. (I use Turkish words with a Turkish pronunciation when I cannot find the right word.)	1	2	3	4	5

29. Konuşurken zorlandığımda karşımdaki konuşmacıdan direk yardım isterim. (I ask for help from the interlocutor directly when I have difficulty.)	1	2	3	4	5
30. İngilizce konuşurken zorlandığımda karşımdaki konuşmacıdan ses tonumu değiştirerek yardım beklerim. (I wait for help from the interlocutor with rising intonation when I have difficulty.)	1	2	3	4	5
31. İngilizce konuşurken biraz zaman kazanmak amacıyla boşluk dolduran ifadeler kullanırım. (I use fillers to gain some time to think while speaking English.)	1	2	3	4	5
32. İngilizce konuşurken söylemek istediğimi İngilizcede nasıl doğru tercüme edeceğimi düşünürüm. (I think of how to translate what I want to say in English correctly when speaking English.)	1	2	3	4	5
33. İngilizce konuşurken bir nesnenin özel ismini hatırlamazsam onu ifade edecek genel bir kelime kullanırım. (When I cannot remember the exact name of an object, I use a word with its general meaning)	1	2	3	4	5
34. İngilizce konuşurken bildiğim İngilizce kelime türetme kurallarıyla yeni kelimeler türetirim. (I make up new words with the rules I know about English morphological derivation.)	1	2	3	4	5
35. İngilizce konuşurken Türkçe kelimelere İngilizce ön/son ek ekleyerek yeni kelimeler türetirim. (I make up new words by adding some English affixes to the Turkish words.)	1	2	3	4	5
36. İngilizce konuşurken zorlandığımda Türkçe ifadeler kullanmayı tercih ederim. (I use Turkish phrases when I have difficulty in speaking English.)	1	2	3	4	5
37. İngilizce konuşurken bir kelimeyi bilmediğimde onun yerine geçebilecek çok amaçlı bir kelime kullanırım. (I use all-purpose words when I don’t know a word.)	1	2	3	4	5
38. İngilizce konuşurken kullanmak için bazı cümleleri ezberlerim. (I memorize some statements for using them in speaking English.)	1	2	3	4	5
39. İngilizce konuşurken bir şeyi hatırlamadığımda karşımdaki konuşmacıya sorarım. (I ask for help from the interlocutor when I cannot remember something.)	1	2	3	4	5
40. Karşımdaki konuşmacının söylediğini tekrar ederek bana yardım etmesini beklerim. (I indirectly wait for help from the interlocutor by repeating what s/he says.)	1	2	3	4	5

APPENDIX-B: Oral Communication Strategy Inventory (OCSI)

(Nakatani, 2006, pp.163-164)

Oral Communication Strategy Inventory (OCSI) *Strategies for Coping With Speaking Problems*	Never true of me	Generally not true of me	Somewhat true of me	Generally true of me	Always true of me
1. I think first of what I want to say in my native language and then construct the English sentence.	1	2	3	4	5
2. I think first of a sentence I already know in English and then try to change it to fit the situation.	1	2	3	4	5
3. I use words which are familiar to me.	1	2	3	4	5
4. I reduce the message and use simple expressions.	1	2	3	4	5
5. I replace the original message with another message because of feeling incapable of executing my original intent.	1	2	3	4	5
6. I abandon the execution of a verbal plan and just say some words when I don't know what to say.	1	2	3	4	5
7. I pay attention to grammar and word order during conversation.	1	2	3	4	5
8. I try to emphasize the subject and verb of the sentence.	1	2	3	4	5
9. I change my way of saying things according to the context.	1	2	3	4	5
10. I take my time to express what I want to say.	1	2	3	4	5
11. I pay attention to my pronunciation.	1	2	3	4	5
12. I try to speak clearly and loudly to make myself heard.	1	2	3	4	5
13. I pay attention to my rhythm and intonation.	1	2	3	4	5
14. I pay attention to the conversation flow.	1	2	3	4	5
15. I try to make eye-contact when I am talking.	1	2	3	4	5
16. I use gestures and facial expressions if I can't communicate how to express myself.	1	2	3	4	5
17. I correct myself when I notice that I have made a mistake.	1	2	3	4	5
18. I notice myself using an expression which fits a rule that I have learned.	1	2	3	4	5
19. While speaking, I pay attention to the listener's reaction to my speech.	1	2	3	4	5
20. I give examples if the listener doesn't understand what I am saying.	1	2	3	4	5
21. I repeat what I want to say until the listener understands.	1	2	3	4	5
22. I make comprehension checks to ensure the listener understands what I want to say.	1	2	3	4	5

23. I try to use fillers when I cannot think of what to say.	1	2	3	4	5
24. I leave a message unfinished because of some language difficulty.	1	2	3	4	5
25. I try to give a good impression to the listener.	1	2	3	4	5
26. I don’t mind taking risks even though I might make mistakes.	1	2	3	4	5
27. I try to enjoy the conversation.	1	2	3	4	5
28. I try to relax when I feel anxious.	1	2	3	4	5
29. I try to encourage myself to express what I want to say.	1	2	3	4	5
30. I try to talk like a native speaker.	1	2	3	4	5
31. I ask other people to help when I can’t communicate well.	1	2	3	4	5
32. I give up when I can’t make myself understood.	1	2	3	4	5

APPENDIX-C: Transcription of Speaking Exams

STUDENT 1

1st Recording

Warm-up

Interlocutor: In your opinion, what are some disadvantages of travelling by plane?

Student: It's actually dangerous for the weather. The world is now global warming and now it's affect the weather. I can say that and… (hmmm…) Let me think.

Picture Description

There is a little child. He probably broke his leg or legs neck probably. And doctors looking for something he will describe what is the reason he get hurt or like something I think. (something like that). His father I think over here and the nurse. Probably this is hospital but not a child hospital because there is a man sitting on the with their hands. Do you see? And probably, this child is waiting here too much time, long time. In backstage (background), there is a art (picture) or something I don't know. Eee…kinda different picture maybe, maybe he draw that I don't know. And doctor is bald. I can say that. ------ (mm) the child has a football shoes probably he playing, he played football and after that he hurt her leg. And because of that he, her father take the child to the doctor or hospital. Whatever ….

Interlocutor: Ok, thank you.

WORKING IN A FOREIGN COUNTRY

- **What are the advantages or disadvantages of working abroad?**
- **Why do some people want to work in a different country?**

Ok, people want to work in abroad because they want to see the other cultures maybe, maybe learn another language. Instead of, but sometimes, (III) for their countries economics, politics go wrong and they say I have to leave there. Because of them the going a different country. And after that, yeah, maybe, sometime they get happy and feel good but after some, after sometimes they miss the home country. I think this is dizavantaj for working in another country, I can say. The avantaj is you can see different culture, you can met different (II) ideas, you can met different people with different language. And you can saw the whole world. This is the most important thing I say. Some people wanna go abroad because their job is out there. They have to go abroad like you can't fish in Ankara right? Or you can, for example, (II) --- in Africa, you can't fishing but in Alaska you can make money with that. If somebody loves fishing in Africa, he has to go abroad.

2nd Recording

Warm-up

Interlocutor: Do you prefer to stay at home or dormtiory?

I prefer home because home is kinda different something.

Picture Description

She's probably a student or business woman. She look like she has a business and she works on it with laptop and she talking with somebody at the same time. That's similar to businesswoman. And she has a dog. Probably, she is at home. I can say that with she's not wearing any socks and she's look very natural. There are a lot of books in this table and a phone, one more phone. It looks like she's very busy and he probably working on something. She can be a university student. Maybe, she is working for final exams. And that photo reminds me when I was a kid, like 5 years or 10 years ago. I was working just like this. One of my laptop is in front of me, I was just talking with my friends or asking for help to make my essay or write my essay. And it was a hard time for me because you have to deal with every moment and every minute and it was very narrow time. I was just trying to make everything in one minute. And that's actually, a little bit boring. In this photo, in the background I'm seeing flowers. It's look like lily, maybe. There is a perfume, I guess.

LIVING IN A VILLAGE

- **Which one is better? Living in a city or living in a village? Why?**
- **What are some advantages and disadvantages of living in a village?**

Which one is better? Living in a city or village? (reads the question) I think it doesn't matter. It's just matter for your personality. And I prefer city because in big cities you can take whatever you want. For example, I am caming, I come from Çankırı, Çankırı is a small city like village, the biggest village in Turkey maybe. And in Çankırı there are not good courses, like English or German. And because of that resources are less than big cities. Which city would you like to live in? I certainly chose Berlin because Berlin's history, culture, food, and stories. In Berlin, there are very big buildings. (eee) I want to give an example. Abrandenburg gate. That was the oldest building, I guess.

3rd Recording

Warm-up

Interlocutor: Can you live without your mobile phone?

Yes, I can live. Actually, always wishing to live in the past, like 80s or maybe 60s. I think mobile phones are killing our personality and killing our social life.

Picture Description

The husband look very sad. Wife is very sad. She is probably going. She is a soldier. She has to do her work. They are breaking up or something and they look so sad. And (errm), that photo reminds me the face of war, the other side. In the one side, there are lot of bombs and blowing ups, everything burning down but in the other side, we are seeing a family and kids. That photo actually perfectly picturize this ideas, I think. There are, in the background, I'm seeing cars. She's probably going with bus. And because of that, they are probably in park or something. And (ermm), the boy, I guess, boy look so funny and cute. And when I look her bag, there are a lot of things, a big bag. It's not like a soldier bag but probably just for camp or something.

GETTING FIT

- **What are some ways to get fit?**
- **What kind of foods should people eat to get fit?**

What are some ways to get fit? (reads the question) There are a lot of ways to get fit. One of them is doing sports and some exercises, running or going a gym. And also you can actually, get fit with your brain. Your brain control your whole body. When you eat something, that brain says you have you (errm) firstly you have to demolize it. But if you say your brain don't do that, it will help to get fit. In the other way, you can do a diet or something. In our generation, most of, most of my friends permalize? And generally eat junk food and other something and that avoid getting fit or something. You just eating a lot of things that's all harmless and because of that you couldn't get fit.

STUDENT 2

1st Recording

Warm-up

Interlocutor: In your opinion, what are the advantages of having brothers or sisters?

I think it's very good because I have a brother and I have a sister and I like her and him. I spend time with (ıı) brother because my brother is 7 years old. I play basketball or football with him.

Picture Description

There are a lot of children. These children are boys. (Mmmm.) The children are playing football. They are football team. (mmm) The weather is shiny. It is summer might be. Children are wearing, two children are wearing green T-shirt and black shorts. (mmm) Three children are wearing yellow t-Shirt and blue short. (mmmm) At the bottom of in this picture a lot of people maybe they are playing different (mmmm) match. (Mmmm) Also, There are a lot of tree. (mmmm) Also, there are one chair, something like that because these people see (mmmm) a football team.

FORESTS

- **Do you think we should protect our forests? Why or why not?**
- **What are some benefits of forests?**

I think (mmm) the forests cleaned the air. Our healthy, for our healthy it is important. But, however, some people damage the forest. But we protect the environment and forest. There are a lot of animal live with forest. ---- (mmmm) For example, we take a rubbish in the forest (mmmmm) -------- (Eee) in addition, should protect the environment and forest. ---------- (Interlocutor: It's OK) (mmmmm)

2nd Recording

Warm-up

Interlocutor: Do you prefer to stay at home or dormitory?

I prefer to stay at home because it is more comfortable than other. On the other hand, (mmmm) I can be with my friend all of them (eeeee) it's good. (mmm) Also if you stay with my family, I --- I spend money less.

Picture Description

In this picture, there are, there is a woman and a dog. (emmm) She is at work, she are, she might be study lesson. She are, she is wearing (mmm) (mmm) a sweatshirt, green sweatshirt. She is talking to phone and playing computes. And she is taking a note. Probably, she research something. She has a black dog. On the table, there are a lot of (mmmm) book or (mmm) paper. And maybe dictionary and a lot of flowers. On the right of the picture, on the left of the picture there is a so (mmmm) sofa. (mmm) probably, (mmm) as far as I can understand she isn't mess up. She is ---- (mmm) a clean person.

LIVING IN A CITY

- **Which one is better? Living in a city or living in a village? Why?**
- **Which city would you like to live in? Why?**

I live in Ankara and if I prefer another city. Also, I prefer live Ankara because Ankara is capital (mmm) the capital of the (mmm) city in Turkey. It's comfortable because it's big city. There are a lot of opportunity (mmm) for people. For example, there are a lot of shopping center. (mmm) If, if (eee) I am (mmmm) ---- if I meet (mmmm) , I go (mmm) I can go a lot of area. On the other hand, (eemmm) (eee) it isn't green place. Everywhere, there are a lot of view. (mmm) ----- Lack of (mmm) ---- By the way, my mother is from Isparta. Compared to Isparta with Ankara, Isparta (mmm) is a small city however, there are a lot of green place, tree and….

3rd Recording

Warm-up

Interlocutor: Do you like living in Turkey? Why or why not?

(mmmmm) If you (mmmm) give a chance me, I prefer live in Ankara because I like my country.

Picture Description

In this picture, I can see there are a lot of people. This picture it was taken in Indian or Africa. (mmmm) (mmm) As far as I can understand (mm) these women are old and (mmm) I can understand (mmm) they sell (mmm) a product, traditional product on the boat. (mmm) In addition, they are in lake and there are a lot of boat. It might be rainforest. The weather is rainy (mmm) because of that (mmm) this picture (mmm) this picture is (mmm) cosy atmosfer. (Turkish pronunciation) I see (mmm) on the (mmm) in front of the picture, there is a house.

LIVING IN A VILLAGE

- **Which one is better? Living in a city or living in a village? Why?**
- **What are some advantages and disadvantages of living in a village?**

Ok, I live in Ankara and Ankara or big city has a lot of opportunity such as a cinema, shopping center and for example (mmm) if I (mmm) have (mmm) sorry. I can spend time (mmm) --- Anyway, city (mmm) is (mmm) city is more comfortable than village. Another, on the other hand people believe that village (mmm) village is (mmm) relax. And (mmm) generally, there is a traffic jam in the city. Therefore old people didn't prefer (mmm) to live in a city. (mmmm) ----- (mmm) In addition, city hasn't (mmm) green area.

STUDENT 3

1st Recording

Warm-up

Interlocutor: Do you think English is necessary to have a good job?

Yes, English is necessary good job because English is signi, significally for people. English is very important for education.

Picture Description

I can see in this picture two men and three women. Maybe I think there are students. And they are so happy. (Eeee) And (ıı) maybe there is school garden and (mmm) at the bottom, at the bottom of the pictures (mm) has tree. On the left (mmm) on the left this picture, man and women looks (eee) looks computer. (mmm) On the right this picture, the man look computer. The woman read a book. And (eee) on the left in this picture, the man has glasses and (mmm) good hair. (eee) I was happy when I saw this picture because I, I remember memory.

MARRIAGE

- **Do you think it is better to be married or to be single? Why?**
- **What are some advantages/disadvantages of being married?**

I think it's better to married because married is so good for people. I will, I will married in the future. And being married are some advantages or disadvantages. First of all, the first advantages is that (eee) people (eee) people ---- people, people's life very easily being married. And (eee) (mmm) disadvantages being married maybe people don't spend time with friends. (Eee) married is so hard for people (eee) (eee) and then (ee) Interlocutor: 10 seconds

2nd Recording

Warm-up

Interlocutor: What's the best thing about your school and why?

I don't think my school isn't the best for me because I don't like my school.

Picture Description

In this picture, there are two people and there are two children. (eee) They are they are playing in beach. The children are very happy because they are in beach and (eee) --- and the weather is summer. Maybe the weather was very hot and they, they are wearing shirts and t-shirts. Fathers and mothers looks (eee) the children And ------- (ee) maybe the girl (eee) is wearing jacket because she, she…---- I would like to live in Barcelona because çok (yani) I like it.

COMPUTERS IN EDUCATION

- **Do you think computers can be helpful in education? Why or why not?**
- **How can we use computers in education?**

I think computers can be helpful education because computers have a lot of dokümans for education. And the Internet was very important for education, I think. Anddd computers, computers can be helpful for students because students looks a lot of --- a lot of dokümans in computer. (mmm) we can use computers in education, maybe we make (eee) homework, computers. And (eee) the computers has a lot of advantages in education. For example, (eee) the Internet has (mmm) a lot of exams for education.

3rd Recording

Warm-up

Interlocutor: What can you do in a forest?

I can I can do camping in a forest. (eee) I can -- I can make (mmm) I can.. (eee) I can be relaxed in a forest.

Picture Description

Ok, I can see there are people in this picture. They are going to, they are going to (eee) they are going to go --- (sorry) This (eee) they are very (ee) they are very happy in this picture people. (mmm) this picture is train station (eee) and the weather is (eee) sunny. I think it's summer because people are wearing shorts and T-shirts and mens are wearing, mens are wearing T-shirts and coat t-shirts. The woman are wearing red t-shirts and blue shorts. (eeee) I think (eee) that's all.

TRANSPORTATION

- **Which transportation vehicle do you usually prefer? Why?**
- **What is the best transportation vehicle in your country? Why?**

Ok. I usually prefer the bus. The transport (mmm) the best transportation is the bus in my country because my country isn't crowded city and (eee) my country is relaxed city. But I prefer plane because plane, planes very important for transportation and (eee) people, people , people are going , people are going relaxed in other cities the plane and (mmmm)------ (long pause) The bus is very important for my country because (eee) my country my city is (eee) ------- (long pause) Interlocutor: Ok!

STUDENT 4

1st Recording

Warm-up

Interlocutor: What are some advantages of living in a touristic place?

Touristic place there are a lot of advantages, there are a lot of tourists and there are a lot of beautiful locations and, and I think I looking a different location.

Picture Description

In this picture, I can say that maybe romantic, romantik evening dinner. They are maybe darling. She is very beautiful and they are drinking alcohol. And the location is very beautiful maybe they are go to holiday. And the sea is very clear and blue. And (mmm) the waiters and very delicious meals ------ They are talking about meals and ----- This picture (eee) beautiful picture and maybe they are go to walk together and He is very handsome boy. The weather is very beautiful and the weather is very summer because she is wearing dresses.

SCIENTISTS

- **Would you like to be a scientist? Why or why not?**
- **How do scientists affect our lives?**

I want to be a scienn, scientist because scientist very important for life. And (mmm) --- scientists affect our lives good, very good because we, we were very important at different in connection. And scientists are working for country and ------ (long pause) They have got very different skills and ----- (long pause)

2nd Recording

Warm-up

Interlocutor: Do you prefer to stay at home or at a dormitory? Why?

I would rather at home because it is more comfortable than dormitory. And (mmm) ….

Picture Description

In this picture one girl, there is one girl and one dog. I think this picture was taken in at home. (mmm) she is wearing a sweatshirt and the weather is maybe rainy or (mmm) sunny because she is wearing sweatshirt and she is working (eee) on the computer. (mmm) she is calling, she is calling might be friends or (III) ----- and she lives beautiful home I think because (mmm) there is (mm) a lover. She's very busy because a lot of books on the table. And she has got blonde hair. I wish I had blonde hair. And the dog is very charming. (eee) and as far as I can understand, she is businesswoman because she is work, works, she works. And this picture was taken in maybe USA because she likes and… she looks happy because she is smiling.

LIVING IN A CITY

- **Which one is better? Living in a city or living in a village? Why?**
- **Which city would you like to live in? Why?**

This topic is becoming very popular in the world. And I think living in a city is better than living in a village because living there are a lot of advantages. (eee) but there are some disadvantages. And I prefer, I prefer, I prefer to live in a city because city is bigger than village and there a lot of … (eee) and the education is very ---- (mmm) developed. And education is good. There are a lot of aktivities for example there are a lot of shopping mall in a city. And (mm) life is more comfortable than in a village. The people friendly, talkative helpful in a city and (mmm) my dream is living in a city, living in a city. And some people believe that village is better than in a city but I don't agree.

3rd Recording

Warm-up

Interlocutor: What's the best thing about your school?

My best thing is teacher because teacher is very helpful and talkative. And I teach a lot of information.

Picture Description

In this picture, I can see there are a number of people. And this picture was taken in art gallery sorry car gallery. And they are looking at this car and they are wearing suits and t-shirts. The weather is might be sunny. And there is a big car and this car very impressive and beautiful. I wish I had a car, that car. They look very wondered and there is a there is a cosy atmosfer (Turkish pronunciation) in this picture. And they might be a rich person because the car might be very expensive. And I want to drive this car. And ---- they feel look happy. Some people very, some people look very old about 60 or 50 years old. They might be a visitor. This car don't --- (eee) this car don isn't, they can't be, they can't buy this car because (mmm) it's a very old car.

BEING A DOCTOR

- **What do people need to do to become a doctor?**
- **Do you think doctors are important? Why or why not?**

Firstly, this topic has becoming very important in the world because I think it's important for me. People need to became a doctor (Turkish pronunciation) because nowadays there are a lot of illnesses. İlnesses people need to doctor so a lot of hospital in the Turkey and in the world. And everyone want to healthy. Everyone don't want to be illnesses so some people, some people want to help to this people. And so doctors are, doctors are more importance in nowadays. And (ehhm) (coughing) There are a lot of illnesses. For instance, cancer and the other illnesses. If I, if I can, if I do illnesses, I want to see doctor. To be honest, I want to be doctor but I cannot (eeee) …..(long pause) (mmmm) Nowadays, there are a lot of doctor and in this way there are a lot of illnesses.

STUDENT 5

1st Recording

Warm-up

Interlocutor: Do you think being a parent is difficult? Why or why not?

Student: (mmm) Sorry, can you …?

Interlocutor: Do you think being a "parent" is difficult or not?

Student: Parent? (with rising intonation)

Interlocutor: Parent; mother and father.

Student: Hmmm. Ok. (mmm) Sorry teacher.

Interlocutor: It's OK! No problem. Do you think being a parent is difficult?

Student: Ok. (mmm) My father is (eeee)…

Interlocutor: It's OK! It's the warm-up part. Thank you.

Picture Description

When I look this picture, I remember my childhood. I want to such a place. There is (eee) sorry, there are 7 people. (eee) There is one dog. (eee) She wearing a red t-shirt. (eeem) Another she white t-shirt. One, two, three, four, five, six, there is a, there are a six bicycles. The weather is sunny because the looks (eeee) ee sorry the air looks (mmm) ----- (trying to find the right word.) The season is summer because the looks t-shirt and (eee) shoes. Maybe might be child third years old. (eeee) the man has blue eyes maybe. I wish I had blue eyes. On the right, on the right to (III) their ….

WEEKEND ACTIVITIES

- **What do people in Turkey usually do at the weekends?**
- **What do you like most about weekends? Why?**

In my opinion, (eee) Friday I'm going to cinema, shopping. And (eee) some people, some people (eee) concert, travel (eee) maybe shopping (mmmm) (mmmm) (mmmm) in my opinion (eee) some child play basketball and volleyball (mmmm) -------

2nd Recording

Warm-up

Interlocutor: In your opinion what's the best thing about your school and why?

Student: (mmmm) I think (eee) … Teacher can you?

Interlocutor: What's the best thing about your school? And why?

Student: (eee) I think university because the university is my dream.

Picture Description

I can see (eee) four people in this picture. As far as I can understand, this people are in beach because they seem to be there. (eeemmm) There are in this picture look very happy. The boy looks happy. (eee) the weather is sunny. I think it's summer because this people wearing short and t-shirt. (eee) and ---- (and) (mmm) the beach is very beautiful and clear. (mmmm) (eee) (mmm) the woman is beautiful. She might be an actress, maybe. (mmm) ------- (that's all)

Interlocutor: You have time! (mmm) She has black hair. (mmm) maybe the child (eeee) blond.

COMPUTERS IN EDUCATION

- **Do you think computers can be helpful in education? Why or why not?**
- **How can we use computers in education?**

A computer some people (mmm) are advertising and some people … I think education is very important for computer. (eee) because maybe online homework and video. (eeee) I think computers is very helpful for me. The child is computer (eee) computer is (mmm) very and ------ (long pause)

Interlocutor: You have time!

Student: How can we use computers in education? (mmm) actually ------ (long pause)

3rd Recording

Warm-up

Interlocutor: Do you think it's easy to learn English at school?

Student: (eee)

Interlocutor: Do you think it's easy to learn English at school?

Student: Easy learn English very important (eee) for student. (eeee) ----

Interlocutor: Ok, thank you.

Picture Description

(mmm) There are 5 people in this picture. The weather is maybe sunny and in the spring. I think it's summer because this people wearing t-shirt and trousers. (eeee) As far as I can understand, (eee) ----- (mmmm) As far as I can understand, she isn't wearing a white (eee) sorry, black T-shirt. (eee) two people on the right, there are two people. Two people on the left. There is one people. (mmm) the people are very looks and happy. (eee) look very happy. And --- (eee) the man is (eee) take a photo. And (mm) there is a maybe (mmm) tea and flag.

LIVING WITH FAMILY

- **What are some advantages and disadvantages of living with family?**
- **Would you like to live alone or with your family? Why?**

I think I prefer I live with my family because family stay is very relax and very important for me. (eee) I don't agree alone live because I love my family and some people, (eee) some people live alone at home because (eee) because (eeee) some people (eeee) I like live alone (eee) and (eee) and (eee) I live with my family advantage because I have got a dog and (mmm)----- and (eee) I don't much money. ------- (mmm) (long pause)

STUDENT 6

1st Recording

Warm-up

Interlocutor: In your opinion, what are some advantages of travelling by plane?

Student: ----- (silence)

Interlocutor: In your opinion, what are some advantages of travelling by plane?

Student: Ok, in my opinion (eee) ------- (eeee) travel (eeee) travel (eee) dis öğretmenim ….

Interlocutor: Ok.

Picture Description

Ok, there are (ııı) a lot of (ıııı) people and (ıııı) there are a lot of (ııı) dog (ııı) animals (ııı) dog. These picture was in the (ııı) sea. (eee) and (ıııı) (ııı) (hmmm) I (ııı) I wish I had (ıııı) (eeee) in the sea. (eee) and (mmm) (ıııı) behind on the picture (ııı) there are (ııı) very forest, (mmm) a lot of forest and (eee) there are (eee) (eee) child in the picture. (eeee) (ıııı) on the right (ııı) on the right (ııı) side picture (ııı) the woman (ııı) wearing thin clothes. The woman (ııı) have one child. The picture (ııı) it's sunny. (eee) and (ııı) because (ııı) (ııı) people (ıııı) inside in sea.

CREDIT CARDS

- **Do you think credit cards are helpful? Why or why not?**
- **What are some advantages and disadvantages of using credit cards?**

Ok yes (ııı) credit card (ııı) very different because online cash money. (ııı) and (ııı) the people (ııı) the people (ııı) helpful to credit cards and (ııı) I think (ııı) I think credit card it's very (ıııı) risk. And (ııı) on the other hand, credit cards (ııı) the money (ııı) better than (ııı) (ııı) credit cards. Credit cards (ııı) disadvantage (ııı) There are credit cards disadvantage (ııı) for example, the people (ııı) the people don't say, the people don't (ıııı) ----- (ıııı) don't and (ıııı) and (ııııı) (ııı) Some people (ııı) credit cards (ııı) there is advantage.

2nd Recording

Warm-up

Interlocutor: What is your dream job? Why?

I dream job industrial engineering because I want to (ıııı) I want to CEO in (ııı) in (ııı) (ııı) because I want ---- (ııı) (ııı) and (ııı) I want to (ıııı) (ııı) I want to study, work in Google.

Picture Description

There are (ıı) 5 people in this picture. It might be (ıı) mother, father, brother or sister. (ıı) They are playing game. (ııı) (ıı) She is wearing (ıı) white t-shirt and in the middle of the (ıı) in the middle of the picture (ıı) he is red t-shirt and red short. And (ıı) on the right of the picture, on the right of the man pink T-shirt. In the background (ııı) of the picture (ııı) there are a lot of residence. (ıı) and (ıı) (ıı) I, I remember I was I was child (ıı) because (ıı) my father (ıı) play with me and (ıı) in the background of the picture (ıı) a lot of trees and this picture was taken in, in the garden. (ıı) because (ıı) around on the around a lot of trees.

ILLNESSES

- **How do illnesses affect our lives?**
- **How can we protect ourselves from illnesses?**

Nowadays there are a lot of illness (ıı) and (ıı) a lot of people be illness (ıı) illness (ıı) are effect (ıı) (ıı) social media. For example, she (ıı), people is depression (ıı) and (ıı) the people (ıı) and (ıı) (ıı) illness is (ıı) a very important (ıı) product. If (ıı) we (ıı) (ıı) if we go to (ıı) doctor (ı) we (ı) we (ıı) illnesses and (ıı) the illnesses (ııı) most affected.

3rd Recording

Warm-up

Interlocutor: Which city in the world would you like to visit most?

Student: I visit (ıı) I most I visit (ıı) I go to the İstanbul because İstanbul beautiful city. I would like to (ıı) Girl Castle. And (ıı) İstanbul (ıı) very famous city in the world, in the Turkey. And Istanbul (ıı) very crowded city. I like a lot of people. (ıı) and (ıı) I would like I want to see (ıı) I want to see İstanbul Boğazı. (ıı)

Picture Description

Ok. (ıı) There are, there is one person in this picture. She is looking (ıı) looking (ıı) thing. And (ıı) ---was taken in Miami because this picture look Miami. And (ıı) this (ıı) there are a lot of trees in this picture. And (ıı) on the background on the picture (eee) (ıı) there is occasion because there are a lot of people and (ıı) ---- (ıı) the woman on the background the woman (ıı) there are a lot of trees. And (ıı) the weather is (ıı) sunny because there is (ı) sun and she has pink hat and she has blond hair and (ıı) she has on the hand watch. And this picture (ıı) this picture I remember (ıı) last summer because I went to sea and (ııı) --- and--- and…

MOVIES

- **What was the best movie you have ever watched? Why?**
- **Do you prefer watching movies at home or at the cinema? Why?**

Ok, it is improving movie day by day. And (eee) I like movies. (ıı) I like movies, I watch movie everything, everytime. And (ıı) my favourite movie is (ıı) Müslüm because (ıı) artist very famous and I like Müslüm. And (ıı) --- and (ıı) nowadays a lot of (ıı), there are a lot of movie (ıı) in cinema. I prefer to watching movie at the cinema because (ıı) the cinema has (ıı) very big, very big (ıı) screen. And (mmm) I (ıı) I went to cinema (ıı) to last, last day I like, I like movie. Let me think, (ıı) the movie (ıı) some movie is very popular in the world. For example, (ıı) Titanic and (ıı) and (ıı) Yes Man. I watch Yes Man very, very beautiful movie. And (mmm)

STUDENT 7

1st Recording

Warm-up

Interlocutor: Would you like to live abroad? Why or why not?
Student: (eee)
Interlocutor: Would you like to live abroad? Why or why not? (repeats the question)
Student: ------- (silence)
Interlocutor: I can repeat it**.**
Student: Tekrar?
Interlocutor: Would – you – like- to- live -abroad? Why -or why -not? (repeats the question slowly)
Student: I would, don't would (ıı) I had.
Interlocutor: Ok. Thank you.

Picture Description

I see there is (eee) woman and a man in the picture. (eeee) The woman has a boot. (pronounced as boat) I think the woman ---- very cold. The woman --- has hat. (eee) the woman did shopping mall, shop. I think the man doesn't cold (eeee) because (ıııı) he hasn't boat and hat. I look picture …. snow. (eee) There is, there are (eee) very, sorry many cars. ------ (silence)

ONLINE EDUCATION

- **What are some advantages of online education?**
- **Do you think online education is better than traditional education? Why?**

Online education the best because I think online education is funny. (eee) Online education is different, difficult (eee) ---- (silence) online education is ----- the most basic than basic (ıııı) people ----people are ---- people aren't difficult teach (ne kadar zaman var?) Interlocutor: You have time. Student: düşüncem (mmm) ----- People are online education in house, (ıı) this is --- well. (ıı) because I think I online education in the house --- I think beautiful.

2nd Recording

Warm-up

Interlocutor: In your opinion, what are the advantages of having brothers or sisters?

Student: Brothers advantages I, we, I have two brothers. I having (ıı) we having fun but we are argument (ıı) because ---- (eeee) ----

Picture Description

I can see 2 people in this picture. (ıı) There are a lot of (ıı) lights (ıı) there are a lot of big build (ıı) Might, maybe (ıı) the man (ıı) take a photo their ---- believe it is night (ıı) because the weather is dark. As far as understand, (ıı) they are in holiday. (ıı) ------- (long silence) (eee) the woman are wearing blue t-shit. And other (ıı) the woman wearing, are wearing pink shirt. Maybe, there are there is lake in this picture. (ıı) they looks happy.

ADVERTISEMENTS

- **Do you think adversitements affect people? Why or why not?**
- **What kinds of advertisements do you like most? Why?**

People (ıı) attendant (ıı). I like (ıı) romantic (ıı) and (ıı) dramatic advertisants (ıı) because ---- I like things but advertisments is I think advertisments is (ıı) difficult because people (ıı) people difficult like (ıı) ----- People (ıı) watching advers (ıı) or people looks billboards. ----- but (ıı) I looks, looks adverts in the Internet.

3rd Recording

Warm-up

Interlocutor: What's the best thing about your school?

UTAA is ---- lesson, the best, the most lesson (ıı) also (ıı) the teacher is the (ıı) most perfect.

Picture Description

I can see a lot of people in this picture. (ıı) As far as I, I can understand (ıı) --- car museum because (ıı) there are a lot of cars in this picture. (ıı) the weather is bright (ıı) I believe it is summer because the weather is bright and sunny. Also (ıı) people have thin clothes. I wish I had (ıı) there because I like cars. (ııı) ---- there is a big car in this picture. ---- there is a black car in this picture. Also, when I look at this picture, I remember (ıı) last summer because I went to car museum (ıı) with my friends. (ıı) we had (ıı) we have ….

BEING A DOCTOR

- **What do people need to do to become a doctor?**
- **Do you think doctors are important? Why or why not?**

Being a doctor is the most perfect (ıı) job in the Turkey. (ıı) being a doctor can earn (eee) money but being a doctor is (ıı) difficult because doctor is stress---ful. Being a doctor is from intelligent (ıı) ---- also (ıı) --- being a doctor is studying for difficult. (ıı) I think doctors are important (ee) because (ıı) for example, (eee) I, I was ill. (ıı) After that, (ıı) I went to doctor (ıı) after I opinition (opinişin) ------ also doctors are I, I love doctors because (ıı) I impressant doctors.

STUDENT 8

1st Recording

Warm-up

Interlocutor: In your opinion, what are some advantages of having a car?

If I use car, we don't spend time. (ee) I don't have a car and I always use survey (=for subway) or bus. And I very spend time.

Picture Description

On this, on the right of the picture, this is child, on the right of the picture (ıı) doctor and child's parent. (ıım) This picture reminds me of childhood because my mother job is nurse. I always go to hospital. (ıı) When I was child, I always go to the hospital. I think children broken leg and ---- maybe children (ıı) ---- have headache or (ıı) children have paint. (ıı) Doctors help to children. Everywhere is (ıı) white in hospital.

Doctor wearing white clothes and woman wearing blue t-shirt and I think man wearing brown t-shirt.

WORKING IN A FOREIGN COUNTRY

- **What are the advantages or disadvantages of working abroad?**
- **Why do some people want to work in a different country?**

I think (ıı) if I work different country, I find a lot of job because Turkey don't enough job. (ıı) --- and if I go to abroad, I would learn different language. (ıı) I make (ıı) pratik. ---- If I go to (ıı) abroad, I find a job, I have a lot of money. (mmm) and (ee) if I go to abroad, I go to interesting city (mmm) and (ıı)--- historical place. ---- (long pause)

2nd Recording

Warm-up

Interlocutor: What is you dream job?

My dream job is aviation management because I like (ıı) go to new place. And my job is for (ıı) enough this things. And (eee) I (ıı) always go to the new place or abroad all my life.

Picture Description

I think this picture was taken in Korea because (ıı) people looks like Korea people. (ıı) There is a family. (ıı) Family have one little boys one little daughter or baby. This place is a city but family at the forest. (ıı) In the background of the picture I can see a lot of trees and plants. The atmosphere (etmoksfır) is green. (ıı) the weather is I can see sunny, the weather is clear because I can see this picture on the background. (ıı) and (ıı) on the right of the picture, there is a man. Man near the bicycle. And I can see a river or sea, I don't know. And woman wearing (mmm) white clothes. Little boy wearing red clothes.

ILLNESSES

- **How do illnesses affect our lives?**
- **How can we protect ourselves from illnesses?**

I always eat healthy food, healthy food (ııı) (ıı) for protect the illness. Nowadays, all people (ıı) have (ıı) overweight. Overweight is illness. (mmm) if you illness, (ıı) you don't do anything for (ıı) life and (mmm) for example, (ee) I have some illness (ee) I can't go to school, I can't outside, I can't anything. (mm) especially, (eee) I have usually, (ıı) headache. My illness is headache and (ıı) I use (mm) I use (mmm) tea (mmm) for example, green tea. Green tea is (ıı) green tea is good for illness.

3rd Recording

Warm-up

Interlocutor: Do you think it is easy to learn English at school?

Student: I think learn English easy to school because we make a lot of practice for example, speaking, writing, exam. And it's easy for that. And I --- quick English for speaking.

Picture Description

This picture was taken in India because people looks like the Indian people. And (III) in the background of the picture I see a lot of building. And on the right of the picture mens call somebody. And man smiling. I think man is happy. On the left of the picture the man sat floor and see the men see the river. This is a river or sea I don't know. (mmm) all of people make (III) all of people see happy, looks like happy. (ee) and the man take picture maybe take the cloud, cloudy. And other man wearing glasses. (eee) the weather is sunny. When I see this picture, I remember my travel. I went to Indian two years ago and I liked this place.

LIVING WITH FAMILY

- **What are some advantages and disadvantages of living with family?**
- **Would you like to live alone or with your family? Why?**

Nowadays I live alone but one years ago I live, I live with my family. I think I like live alone because if I live alone I have a lot of time for myself but ironing but if ironing with my family I don't enough, I don't enough (II) time for me. And I live alone but I miss family and especially I miss my sister because my sister, little sister and (III) I live alone and I must food for me but I live with my family I didn't have to (III) make a food. And I don't like clean home and I must clean home because I live alone. I live alone and always my friend came to me and (eee) I like (III) watching or I like (III) talk to my friends.

STUDENT 9

1st Recording

Warm-up

Interlocutor: In your opinion, what are some advantages of travelling by plane?

Student: (ee) Plane disavantej is (ee) very expensive and (ee) -- we are not travelling -- (mm)

Picture Description

The weather is sunny, I can see (eee) and I can see they are wearing shorts in the picture there are a lot of dogs, trees and a lot of apartments. There are 2 child and 2 mother. (ee) there are beach and they are walking, walking with dogs. (ıı) One women is playing volleyball or football, might be. (eee) I can see 3 friends walking with their. They are sitting in the beach three people. I can see in the picture (eee) ------ The dogs are very ----- (mmm) very nice, --- beautiful. (mmm)------- There are 2 wife, might be 2 wife.

CREDIT CARDS

- **Do you think credit cards are helpful? Why or why not?**
- **What are some advantages and disadvantages of using credit cards?**

I think credits cards are helpful because credit cards (eee) no, no begin (or beggin) money (ee) in credit card. (eee) and charge money and (eee) --- I am, we pay, we pay (ıı) we paying, we are paying not and (eee) credit card advantage is no begin money and disadvantage is (ee) some of stealer is using our credit card ------- (long silence) I have time ? Ok, credit cards advantage is (ee) all bank accounts have money (eee) and paying yesterday or we are … **Interlocutor:** Ok. Thank you

2nd Recording

Warm-up

Interlocutor: What is you dream job?

My dream job is logistics management (ee) because I live, I like trade and I like (eee) tradesmen. My dream job is logistics management.

Picture Description

I can see there are 4 people in this picture. (eee) the father is playing ball with his children. (ıı) They are enjoying and they are happy, very happy. (eee) there are cosy atmosfer in this picture. This photo is taken by (eee) park because (eee) they are playing this park. (mmm) there are a lot of, there are a lot of trees in this picture. As far as this picture, there are a lot of apartments and (residanns) in this picture. Left, left bottom of this picture there are sitting, they are sitting and they are stopping cycle in this picture. When I was, when I, (ıı) when I can see this picture (eee) when I see this picture, I am very happy because they are very happy. ----- (mmm)---- the woman wearing, is wearing a t-shirt, a white t-shirt.

ILLNESSES

- **How do illnesses affect our lives?**
- **How can we protect ourselves from illnesses?**

Illnesses affect is affects ourselves and we hope we live, lives is bad. (eee) We should (ee) wear boot (pronounced as boat) and we, we should wear coat. Illnesses are very because we didn't, we don't (ee) we don't focus our exam and (eee) we can't focus our exam and we should protect, we should (eee) we should wear (eee) harm, warm, harm, warm. Our house is must, our house must be hot. And we protect (eee) to illnesses, we should (ee) wash our hand again and again. (eee) -------

3rd recording

Warm-up

Interlocutor: Can you live without your mobile phone?

Student: Without?

Interlocutor: Without your mobile phone?

Student: Yes, because yes but if my loved people, if I live loved people, with loved people, my mobile phone is, isn't -----

Picture Description

There are 3 people. Maybe she is going to army. She's maybe soldier. (eee) He looks sad because his wife is going to army. She is an soldier and the baby is so cute. (ee) the weather is maybe sunny because he is wearing a t-shirt. (ee) He has an a tattoo (eee) his arm. The baby looks sad because the child's mother going to army. She is, she is looking her children (eee) and there are a lot of (ɪɪɪ) trees in this picture (eee) and maybe this photo taken by her house. It is difficult, very difficult (ɪɪɪ) and there are a lot big 2 car in this picture. (mmm) (eee)

GETTING FIT

- **What are some ways to get fit?**
- **What kind of foods should people eat to get fit?**

(Eee) we do exercise for get fit and we sightseeing, we should get sightseeing. We should run around our neighbor (eee) people should eat salad and meat because there are a lot of protein in this food, those food. We are (eee) we should getting fit because people are healthy. People must be healthy. (ee) (ee) this time people are eat food and fast food (eee). Therefore, people are, people are obese (pronounced as obesit) One of the way get fit we are a lot of doing sports and another sports (ee) for example, play basketball and football or yoga. (eee) we do, we eat (ee) ----(mmm)---

STUDENT 10

1st Recording

Warm-up

Interlocutor: What do you usually do on holiday?

I usually (III) I usually go to village. We have a, we have a garden. And my family grow the fruits and vegetables. We see it and I sometimes go to course.

Picture Description

I think that (III) 2 people and 2 people are very happy because (eee) they (II) they are marry they are married. I see, I can see, I can see there are a lot of people and people wearing the white clothes and men are wear (ee) black clothes. There are a lot of people and this people (ee) might be (II) relative, relative and I see flowers. (20 seconds pause) Their, they, people ----- they go to (eee) place for wedding.

BAD HABITS

- **Why do people start bad habits such as smoking and drinking alcohol?**
- **How do bad habits affect people's lives?**

Some people, some people feel bad so, so new people, new people need to smoking and alcohol for (III) feel bad because (III) some people (III) some people believe that (mmm) for it's good feel. I think it's not good feel. (eee) also (eee) ----- I first affect to human body. ----- it's not good, it's not good (mmm).

2nd Recording

Warm-up

Interlocutor: What is you dream job? Why?

My dream job is (III) theatre player. I interested in theatre and my dreams but my department is Aviation management.

Picture Description

There are 2 person in the picture and (eee) this is a family. And it seems (III) seems very happy. And --- location is garden and people might (ee) people might do picnic. And there are, in the background, there a lot of building and there are one bicycle, people (eee) can (III) rider and there are a lot of (II) trees and environment is green (II) this might this is may forest. Also there 2, I can see that there are 2 baby. Both of them is brother and people men is wear, wear trousers and trousers and jacket(for shirt)

Woman is Chinese people I think that baby, baby I think that baby likes red clothes. Another (ıı) that's all.

ILLNESSES

- **How do illnesses affect our lives?**
- **How can we protect ourselves from illnesses?**

Illness affect to (ıı) illness is bad for people because (eee) people can (ıı) people can be sick. I have a ill and I have a such, I have a such a ill and (ııı) we should, we should a lot of protein and we can vitamin. Also, we should wash the dishes and wash the (eee) (mmm) ---- (long pause) We can, we can do (ıı) check-up one years. (ıı) however----however, illness can affect to education because (eee) it can bad, it can be cons, it can be kons, konserate disease.

3rd Recording

Warm-up

Interlocutor: Do you like living in Turkey? Why or why not?

(ıı) I love living in Turkey because we have a four, we have a four season, summer, winter, autumn, spring. And Turkey has a lot of internation- he traditional food and I think that it's delicious.

Picture Description

As far as I can see that, (eee) there are (eee) there are 2 girl and location is in river. I think that this people is (ıı) poor. And (ıı) --- they are, they are wearing scarf and red t-shirt. And I think that weather is rainy and on the behind (ıı) there are a lot of trees (eee) it may be (ıı) this country has a tropical climate. (Turkish pronunciation as written) (eee) also (eee) also there are a lot of people and (ee) (mmm) job is (eee) farmer (eee) people are manufacturer rice, I think that. (eee) people , people look, people look very tired and sad because this job is hard but (eee) people have (eee) less summary, less salary than other job.

LIVING IN A VILLAGE

- **Which one is better? Living in a city or living in a village? Why?**
- **What are some advantages and disadvantages of living in a village?**

I choose village because village life has a natural environment and food is healthy. (ıı) people hasn't disease because food (ıı) has not include the GDO and I think that (ee) village people, village people are (ee) talkative and helpful. Also, ----- living in village better than city life (mmm) -------- people, people can improve it on my own because (eee) people not enough product. People have to manufacture (ıı) manufactures are food (mmm). My grandfather and grandmother is farmer, I know village life. It's hard life but it's so pretty.

STUDENT 11

1st Recording

Warm-up

Interlocutor: Do you think being a parent is difficult? Why or why not?

Student: ----- I am sorry. Could you repeat?

Interlocutor: Do you think being a parent is difficult? Why or why not?

Student: Ok. (eee) I think (ıı) difficult parents being avanta (ıı) disavantaj (ıı) disavantaj of difficult living, difficult (eee) ---

Picture Description

I can see in this picture a lot of people and dog. (eee) They taking bicycle. (eee) (eee) there are tress (eee) as such as (ıı) Eymir lake. (eee) by looking at in this picture I can see they (eee) looks happy. I wish I had, I wish I had ride bike. (eee) Let me think, (eee) on the, in this picture on the left, she is wearing white t-shirt and kot short (for denim shorts). (eeee) the weather is (ee) summer. I think the weather is summer because I (eee) they are wearing t-shirt. (mmm) In this picture, there is a, there are 2 (eee) 2 --- kids (ee) they are look (eee) exciting (mmm)

WEEKEND ACTIVITIES

- **What do people in Turkey usually do at the weekends?**
- **What do you like most about weekends? Why?**

I (eee) in weekend, at weekend (eee) I, I meeting my friends, (eee) we go to shopping, (eee) we go to shopping because I love shopping. (eee) we go to picnic (eee) we (eee) we do barbecue. I (ee) at weekend, I go to Anıtkabir. I visit Anıtkabir because I like Anıtkabir (eee) We watching in match at weekend (mmm) we go---we (eee) I taking bicycle in this Eymir Lake. (eee) We think, I, we think with my friends (şey) we playing bowling. Why, I go to wedding with my family. (eee) In Turkey, at the weekend… (ıı) I'm good….

2nd Recording

Warm-up

Interlocutor: In your opinion, what are the advantages of having brothers or sisters?

I think (eee) advantages is sisters. I have a sister. (eee) I (eee) I have I like have spend time with my sisters. (ee) (mm) Sister is a (mmm) kikandi (eee) brother is not kindy. (kayndi)

Picture Description

As far as I can see, there are 2 woman and someone. Ok, in this picture there are a lot of buildings. (eem) in this picture, I was taken in a (eee) I was taken in park because there is a, there is a sea. Ok, in this, the weather is sunny (eee) because they (ıı) are wearing T-shirts. Ok (eee) in this picture someone (ee) taken photo (eee) for 2 woman. Ok and in this picture right side of woman I, she has a watch. (eee) she has a glass, glasses. (ıı) in this picture, side, left in side of left woman (eee) wearing (eee) purple t-shirts. Ok, I think (ıı) in night because a lot of (ıı) blink.

ADVERTISEMENTS

- **Do you think adversitements affect people? Why or why not?**
- **What kinds of advertisements do you like most? Why?**

I think advertisements (eee) good affected for people because advertisements (mmm) ----- (long pause) I like kinds (=Turkish pronunciation as it is written) of advertisements. (eee) mmmm ----- long pause (she couldn't speak at all. (for 1,5 minutes.)

3rd Recording

Warm-up

Interlocutor: Which city in the world would you like to visit most? Why?

Student: silence

Interlocutor: Which city in the world would you like to visit most? Why? (slowly)

Student: Ok, (ee) I would (eee) visitd(vizaytıd), I would visit (vizayt) İstanbul because I'm (excruiz) in Istanbul.

Picture Description

As far as I can see, (eee) in this I can see (eee) there is a woman. Ok (ee) the weather is sunny because (ee) she is wearing a --- hat. Ok, in this picture, there are a lot of trees (eee) I think the (mmm) ---- I think it was taken in a beach in antagram maybe. Ok, (ee) she looks happy. (ıı) I wish I were (ıı) there. Ok, when I was remember, in this picture when I was remember last summer. I was (ee) I went to (ee) Muğla I (ıı) – went to Muğla, I spent a lot of good time. Ok, she is wearing black sweater and black short. Ok, on, woman in this picture, on the right of the woman, there are a lot of people. Ok,

MOVIES

- **What was the best movie you have ever watched? Why?**
- **Do you prefer watching movies at home or at the cinema? Why?**

Ok, (ee) there are a lot of types of movie. For instance, romantic comedy, (ee) polis, poli, poli, (ok) (laughs) (eee) Ok, (eee) I prefer, types of movie (ee) is romatic because (eee) I like (ee) of the topic. Ok, in movies (ee) there are a lot of advantages. For instance, thanks to movie (ee) I --- I give information (eee) for people. (eee) thanks to I (ee) spend a lot of (eee) good time. Ok, (eee) there are (eee) a lot of disadvantage of movie because of (ee) I waste a lot of time. Maybe, I am not interested in, with my friends. Ok, I (eee) for watching movie is I always go to cinema with my friends. (eee)

STUDENT 12

1st Recording

Warm-up

Interlocutor: In your opinion, what are the advantages of big shopping malls?

Student: I very like shopping. (ıı) My favourite shopping center is Kentpark. (ıı) I always buy shoe and jacket (eee) I (eee) I like go to with my friends shopping center.

Picture Description

There are 5 person in this picture. (ıı) I think (ıı) they are friends, maybe. Or 2 person (eee) brothers or sisters because they are (forınç, forıncır) And they seems very happy and very smile (ıı) maybe, maybe there are friends at university. And (ee) a woman has blonde hair red t-shirt and (ee) they are drinking coffee. (ee) on the on the left this picture eee a woman, woman has green T-shirt and (eee) (eee) a, a man sorry! Womans between a man and the man very smile and maybe (ıı) smile a teacher because very (ıı) --- Anyway, and there are coffee, I there is coffee. Meather (medır) is, weather is sun.

EUROPEAN COUNTRIES

- **What is your favorite country in Europe? Why?**
- **What are some differences between European countries and Turkey?**

My favorite country is France because I wonder France. I learned … before. And (ıı) I think (ıı) sorry I love beautiful thing and crowded city. (ıı) France and Paris is (ıı) are very beautiful and very big. There are (ıı) tourist, historical tourist place France. And (ıı) I want learn France (=French) because I wonder France. And but (ıı) I don't live France because I have Turkey because I like Turkey, Turkish people. (ıı) I think my country is very good and very (ıı) very (ıı). Anyway, (ıı) and I, I free feel in my country. And I like France, I like my city (eee) and I like education in my country because my country…

2nd Recording

Warm-up

Interlocutor: In your opinion, what are the advantages of having brothers or sisters?

I think brother is advantage because I have a brother and he is very, very help to me and (ıı) we are always fun and (ıı) he is helping to me for lesson and English.

Picture Description

There are 2 women in this picture and they are taking photo. I think this picture was taken in a park or historical place. This place like Göksu Park in Ankara. (ıı) There is a river in this picture and there are a lot of high (hayg) build in this picture. (eee) She is wearing purple t-shirt and another, other girls is wearing white t-shirt. I think this weather is very sunny because they are wearing t-shirt. And (ıı) I think they are sister maybe because they are similar. (eee) and (ee) on, this picture on the right have, have two children. And they are looking to river. And this picture was taken at night. (ee) I think this place is very beautiful because I like (eee) right place, I like high (hayg) building. In this picture, in front of, there are a lot of café.

ADVERTISEMENTS

- **Do you think adversitements affect people? Why or why not?**
- **What kinds of advertisements do you like most? Why?**

I think advertisements (edvertaymıns) are affected good people because if, if we buy a product (ıı) we (ee) we important (edvertaymıns) (ee) and there are (edvertaymıns) in the TV or some online page. (ıı) --- I ----- (mmm) I generally, if I a pro, if I buy a product (mm) I affected to advertisements. ---- Advertisements is important because people, people (ee) if people don't know this product, for example, this product skill or this product (mmm) (laughs) ---- silence I always look keyboard, I look, I always look (edvertaymıns) in keyboard. And (ee) there are keyboard (pronounced as written) in my country. And I 'm affected this keyboard.

3rd Recording

Warm-up

Interlocutor: Do you like living in Turkey? Why or why not?

I like living in Turkey because I like people in Turkey and country is very beautiful and very comfortable, I think. And, or people very helpful and very smiling.

Picture Description

There are a lot of people in this picture and they are working I think. (ıı) There are in background of the picture, there are a lot of palm trees and I think (ıı) the weather is very sunny because they are wearing t-shirts. And first woman has scarf (ııı) first woman is wearing red t-shirt. And second woman is wearing, wearing yellow t-shirt. And there are a lot of fruit I think or vegetables (veceteybıls) (ııı) the woman looks very unhappy maybe she is tiring. And (ııı) there is a river this picture. There is, in background of the picture, there are a lot of people and I think they are buy something. (ee) they can buy something and (ııı) this picture was taken maybe (eee) island (izland pronounced as written with z)

LIVING IN A VILLAGE

- **Which one is better? Living in a city or living in a village? Why?**
- **What are some advantages and disadvantages of living in a village?**

I am from Çankırı, my village is Çankırı. I think village is very beautiful and very peaceful (ee) because there are a lot of animal, I like animal and if we live village, (ee) we can be make something, for example, milk, yoghurt or we are interesting garden. (ee) but there are a lot of disadvantage for example there isn't market in the village (ıı) and sometimes transportation is very, transportation can be very difficult village. (ee) I like village, I think I prefer I living village because I think very peaceful and (ee) I was happy, I will happy (eee) and this topic (eee) when, when this topic is, I remember my memory. When I was 18 years old, I went to village and there are, there is a festival in my village (ııı) and the people (ııı) the people…

Interlocutor: Ok.

STUDENT 13

1st Recording

Warm-up

Interlocutor: What do you like most about your family?

I love family and I have a big family and (ııı) I (ıı) I love brothers. Brothers is very intelligent person. And my fathers, my father and very easy-going person and I like this situation. And my mother, my mother and (ııı) (ııı) know and she help to me English.

Picture Description

First of all, I can see (ıı) this is a park. A lot of children (ıı) playing the park and they are want to always playing game and in there I think. And – I can see (ıı) blonde girl and maybe there are Iceland (Ayzlınd) and Russia maybe. This child (ıı) goes very, the child very different. They wear dress and (ıı) she is wear orange sweatshirt and she is wears blue, blue sweatshirt. Well, (ıı) I can see big, I can see a woman maybe (ıı) he is her mother and this woman wear a red skirt and (ee) I can see (ıı) park and (ıı) I can see a grass, one tree. Looks like when I was, when I was child (ıı) playing like the park. And I I I, as far I, as far I see, child, children is so happy. When I was child playing in the park and I, I was so happy.

BEING HEALTHY

- **Do you think you are healthy?**
- **What should people do for being healthy?**

Healthy, first of all, healthy is the most important for me and for people. I healthy, I healthy be healthy for I playing football and I playing basketball (ee) I, I do sports another and people should running (ıı) every week and I think people should hospital every week and healthy control for healthy control. And nowadays, (ee) people (ee) people are always smoking cigarettes (sigarets) and (ee) people are always drinking alcohol. (alkol) People should not use smoke and people shouldn't drinking alcohol for healthy. And (ıı) people should do sport, for example basketball, football, volleyball and---- (eee) when I was child, (eee) healthy was not important. When I was grow, when I was growed, when I was grow, I healthy is the most important for me.

2nd Recording

Warm-up

Interlocutor: Do you prefer to stay at home or at a dormitory? Why?

I prefer, I prefer to stay at home because I love watching movie and I love sleeping but sometimes I go to (ıı) outside but I prefer stay at home. I stay at home because I love (mmm) I love (mmm) --- that's all.

Picture Description

As far as I can see the woman is studying with computer and there is a woman in this picture and there is a dog in this picture. And I think (mm) as far as I can see, this picture was taken in her home and (ıı) in front of the woman, there is a computer and in front of the woman, there is a dog. And I think she feels, she feels (pronounced as fels) good because she is calling the phone maybe, maybe she is calling, she is speaking with

husband or mother and she feels good because she is smile. And she is wearing green sweatshirt and she is wearing blue kot. And when I look at in this picture, I remember childhood. Old days I had a dog and I love it, I loved it but it, it was died. And as far as I can see, in behind of the woman (eee) --- a paper and a pencil. In front of the woman, there is a flowers. As far as I can see, this computer is very antika because nowadays computer very, computer developed.

LIVING IN A CITY

- **Which one is better? Living in a city or living in a village? Why?**
- **Which city would you like to live in? Why?**

That is interesting question. And I (III) I think village is better than city living because I love animal and (II) there are, there isn't any animal in the city and there are a lot, lots of animals in village. And I don't like build, I like tree and grass. I, if I, if I would like to live in city, I prefer Ordu because I am from Ordu and Ordu there are a lot of trees and grass in there. And village is better than city because (II) there are lots of car in the city. And city transportation is (III) – bad and (II) there is, there are, there is not any car in village. And (II) city smell bad because, there are lots of car and (eee) weather smell like petrol (as in Turkish). And village is better than city because my grandfather and my grandmother live in village.

3rd Recording

Warm-up

Interlocutor: Can you live without your mobile phone? Why or why not?

I can live without mobile phone because I prefer village life and for example when I play mobile phone (eee) I was nervous because it has a, a lot of (III) radyasyon.

Picture Description

As far as I can see, there is a, there are 2 person and there is a baby and I think it was this picture was taken in America because she is wearing soldier clothes. Clothes look like American soldier clothes. And the weather (pronounced as waitor) is sunny but she is wearing think, thick clothes because she must wear this clothes. And I think, the man feel (pronounced as fel) nervous and bad because she went to war. Maybe she went to Iraq or Syrian. When I look at this picture, I remember a war. (II) when I was a child, --- (II) there are a lot of war in the world. And (II) the baby look cute. I wish I had, I had a baby because I love babies. He feels (fels) bad because she will died for war. And (II) he clothes green t-shirt and the baby is wearing green t-shirt.

GETTING FIT

- **What are some ways to get fit?**
- **What kind of foods should people eat to get fit?**

First of all, if you get, if you want to get fit, you must, you will must, you will do spor. Well, if you want to get fit, you will eat, enough meat and you must, you should eat fruit. And while some people believe that spor is the most important for get fit but some other people believe that (ıı) food is the most important thing for get fit. People should (ıı) should not smoke and for get fit because it, it is so dangerous for people. Maybe, people will die. And people should run and for get fit. And my mother (ıı) get (ıı) my mother want to get fit and he, she drink white tea. I don't know white tea but the doctor says that my, her you should drink white tea and people want to get fit people should eat vegetables (veceteybıls) food.

STUDENT 14

1st Recording

Warm-up

Interlocutor: What are you planning to do after you finish school?

I will (ıı) I think (ıı) I think working because I will work. (ıı) I think (mm) I will marry maybe.

Picture Description

Firstly, 2 people. There are 2 people. (eee) and they are flying in the plane, with the plane and the girl is playing game. And (ıı) the man is reading a newspaper. I think the weather is sunny because he wearing a black, black t-shirt. And (ıı) she wearing a t-shirt and kot (instead of jeans) (ıı) I think this photo was taken in America because they are look like American people. And (eeee) when I look at this picture, I remember the (ıı) --- I remember the high school's years because I'm flying in the plane in I have gone to the New York and (ıı) I went to, went to the New York and I like New York because (ıı) it's very different city and different country in America. And – Ok, it's enough? **Interlocutor:** Ok

HOLLYWOOD MOVIES

- **What are some of your favorite Hollywood movies?**
- **Do you think Hollywood movies are the best in the world? Why or why not?**

Hollywood movies, movies (eee) in developed, on developed, Hollywood movies are development in Mav? My favorite (ııı) Hollywood movie is (ee) last summer and (ıı) I like movie characters (ee) Jonny Depp and Jackie Chan. And I think the best movie is (ee) Pirates (Pırayts) of the Caribbean in the world because (eee) people, people prefer, to the Caribbean Film. And (ıı) I like action films and (ıı) ---- Mel Gibson films, I think we will, I will go to the Hollywood in America, maybe. And I think I see I will, I have seen to the Hollywood (ıı) actors. And (ıı) (ıı) --- Ok, that's enough.

2nd Recording

Warm-up

Interlocutor: Do you like living in Ankara why or why not?

I don't like because, I Ankara, Ankara isn't haven't sea. I like sea and therefore I would like to Izmir. --- (silence)

Interlocutor: Ok, you have more time.

And (ee) Ankara isn't historical places in my opinion. (eee) I think (ıı) İzmir is (eee) historical, more historical places than Ankara.

Picture Description

I can see 4 people. (ıı) They are, they are going to bus. (eee) bus, (ıı) some place, some places to with bus, some places. And (ee) I think, the weather is sunny because he is wearing a shirt and kot (blue jeans) And (eee) on the right of (ee) pic, on the left side of the picture, he is wearing a shirt. (eee) and (ee) I think (ee) they this photo was taken in, this picture was taken in (ee) India because people look like Indian people. (eee) (eee) I, when I look at this picture, I remember that my high school years. (eee) I (eee) I went to the (ıı) I went to the (eee) my high school with bus, I used with bus (eee) and (eee) I like, I like bus.

Interlocutor: You have more time.

Ok, (mmm) and (eee) I wish in this picture (ee) I didn't do (ee) I didn't the man on the left side in this picture.

SHOPPING ON THE INTERNET

- **What are some advantages of shopping on the Internet?**
- **Do you think it is safe to buy things on the Internet? Why or why not?**

Yes (eee) I think shopping on the Internet is fastest (eee) is faster than (eee) shopping (ee) because on the Internet is so fast in nowadays. And (ee) I think truslty (wants to say secure) because (eee) because we, we are some, some give (eee) new shoes, new clothes, new computers, etc. I think (eee) safety because (ııı) safety is (eee) so important for me. (eee) and I think cheaper than, shopping on the cheaper than (eee) shopping. (eee) (ııı) in a disreliable (for unreliable) in my opinion. (ııı) yes, reliable more than (ııı) Shopping on the Internet (eee) is so more advantage, advantages in now, on now and (ııı) I like shopping on the Internet. I (eee) bought (ee) I bought a computer on the Internet.

3rd Recording

Warm-up

Interlocutor: What kind of things can you do in a forest?

Forest is import (eee) forest important in nowadays (eee) because (ee) forest (eee) forest lives (ee) lives for me, for our.

Picture Description

Firstly (eee) there are, I can see (ıı) 3 people in this picture (ee) they are (ıı) visiting, visiting Hıkkaduwa in my opinion. This picture was taken (eee) India because people look like Indian people (eee) I --- I think the weather is su, summer because, because (ıı) on the right side of the picture the man wearing a short and şort. On the right side of the picture (ıı) on the left side of the picture, the girl (ıı) wearing a shirt and short and cap. (eee) And (ee) the girl right side, the right side of the girl the man wearing a uniform. In my opinion, he is makinist in my opinion. He, they look happy. (eee) When I look at this picture, I remember that (eee) I remember that (eee) Kars because I went to Kars by Doğu Ekspresi. (ıı) I liked Doğu Ekspresi. Doğu Ekpresi is so beautiful, in my opinion. I had a chance to go to this place. I would (eee) I would take a photo.

TRANSPORTATION

- **Which transportation vehicle do you usually prefer? Why?**
- **What is the best transportation vehicle in your country? Why?**

I think transportation is so important for people (eee) because (ee) people (eee) very people, şey people is, people are small for transportation. (eee) I think (eee) transportation is small in my, in my country, in my city because the best transportation is bus in my city. (eee) the best transportation is train in my country, in my opinion because train is a number of used in my country. (ee) and (ee) I usually (eee) I usually use bus because I am a student and I, I (ee) I like money. The bus is slowly than (ee) train in my opinion. And the plane is safety than ship, in my opinion because ship (eee) ships are, are make, are make, are making natural disaster.

STUDENT 15

1st Recording

Warm-up

Interlocutor: In your opinion, how does the Internet affect our lives?

(mm) Internet, internet (ıı) very significant for in the world, for people. I like surfing on Inter, on net. I talking with my friends, snapchat or Instagram. (ee)

Picture Description

There are 2 people. (mm) (ıı) People (ıı) these people talking about (ıı) for important things. (ıı) they was take in forest because (ıı) there are because, there are a lot of plants. (ıı) they look at very exciting. (mmm) In the background (ıı) in the background in this picture, there are big fish (mmm) it is winter because this men are this men wear (ıı) ceket, jacket. (ıı) It is great atmosfer. When I remember (ıı) when I remember my family go to forest (ıı) forest (mm) (ıı) I ----- (silence) I will, I feel good. (mmm) --- this areas is (mmm) home. Area, this area is home (ıı).

TRAVELLING BY TRAINS

- **What are the advantages and disadvantages of travelling by trains?**
- **Do you think there should be more trains in Turkey? Why or why not?**

Tren, trens (Turkish pronunciatipon) has become a part of most people's lives. Everyone has different views about trens. Trens is better than another transportation systems. (Eee) tren is long travel. I like long travel. (ıı) Tren is very (ıı) very cheaper than anoth, other transportation systems. (ıı) ----I (ıı) my family went to tren, trens journey (jorney). We went to İzmir. (ıı) The tren very beautiful. (ıı) ---- (silence) People use tren, trens because trens is very cheap and comfortable. (ıımmm) (mmm) ---- Tren is most dis, disadvantage is that is crowded. Some people believe that(ıı) trens (ıı) is better than another transportations.

2nd Recording

Warm-up

Interlocutor: In your opinion what's the best thing about Facebook?

The best thing, I think, (ıı) I think the best Facebook because I like surfing on the Facebook and I like talking to with my friends. (mmm) I love Facebook.

Interlocutor: You have more time.

And (mm) Facebook is momi, popular social media. I upload personal photo and information.

Picture Description

There are a lot of, there are a number of people in this picture. As far as I can see that, (mm) there are 2 students and teacher. (mmm) They talking about important things and (ıı) children learn (mm) learn important things because children will enter exams (mm) (ıı) This area is class. (ıı) (mm) class is there are, there is cosy and great atmosphere. (mmm) in the back, in the background, the

man teacher (ıı) (ıı) – When I look at this picture, I remember my last --- school. And they (mmm) teacher writes something (ıı) on the --- table. (ııı) (mm) Students (ııı) they look at happy. And (ıı) teacher is handsome. I think teacher, I think the man is model, maybe aktris. The man has blue eyes (mm) they are beautiful. I wish I had blue eyes.

BEING AN ENGINEER

- **What do people need to do to become an engineer?**
- **Do you think engineers are important? Why or why not?**

Konuşim mi? (ee) Begin (wants to say being) an engineer has become a part of most people's lives. Everyone has different views about begin an engineer. (eee) Some people believe that begin an engineer (ııı) be, begin an engineer is good. However, others think that (ıı) begin an engineer is bad. In my view, (ııı) begin an engineer is necessary. (eee) engineer give, (eee) begin an engineer give people information about important things (eee) and (mmm) begin an engineer easy, easily provides life. (ıı) and (ıı) I think (ııı) this topic very significant for me because (eee) people (ıı) discover a lot of things. (ıı) so I (ıı) so technology (teknoloji), teknoloji develop (ııı) our life. Begin an engineer help people something, such as health. There are, there are many different reasons for this topic such as healthy, (ııı) business (mmm) (ııı) teknoloji materials.

3rd Recording

Warm-up

Interlocutor: Can you live without your mobile phone? Why or why not?

(ııı) Smart phones, smart phones (mm) useful device, devices. They, I am, I spend more time this phone (ıı) I have good time with my friends and family. And I like, I like (ıı) mobile phones.

Picture Description

(mmm) As far as I can see (ıı) that there are woman and man and one child. They are (ıı) they are dealing with a serious problem, maybe (eee) the man who do this job (ıı) went, (ııı) went (ııı) something, everywhere because husband very, husband look sad. The weather was, the weather is shiny and it was definitely summer because the mean wearing (ıı) dark yellow shirt and (ıı) the man must be, the man have to (ıı) soldier uniforms. (ıı) the baby wearing slight, slight long shirt, t-shirt, long blouse. In the background, there are, (ıı) there are several cars. And this picture was taken in forest because everywhere is (ıı) everywhere there are a lot of plants and trees. When I was child, I remember my last summer, I went to.

GETTING FIT

- **What are some ways to get fit?**
- **What kind of foods should people eat to get fit?**

Getting fit everyone, everyone, getting fit has become a part of most people's lives. Everyone, everyone different views about getting fit. Some people believe that (ıı) getting fit (ıı) is better than other (ıı) other some other ways get fit. (ıı) Other thinks that getting fit, getting fit is worse. (ee) In my views, (ıı) in my views getting fit is significant for me because there are, there are many different reasons for getting fit such as healthcare, confidence, happiness, peace. (mmm) I some (ıı) there are (ıı) some ways to get fit. I try, I am, I try to go to gym and (ıı) health (ıı) health eat, health, healthier go, healthier effect good. (mm) (ıı) Getting fit (ıı) disadvantage is that (ıı) there are (ıı) there are, I a lot of, I don't a lot of spend time. (ıı) I don't enough spend time because I am busy.

STUDENT 16

1st recording

Warm-up

Interlocutor: What do you usually do on holiday?

(hmm) I, I usually (ıı) playing computer games because, because my department is computer engineering. (ee) after that, usually (mmm) I, I watch TV series and I (ıı) I read a book.

Picture Description

I can see (ıı) there are (ıı) 13 people in this picture and (ıı) there are (ıı) 3 child in this picture. And (ıı) the weather is clean. (ıı) and (ıı) they are get married. (mmm) this picture was taken in garden (ıı) because (mm) ----- they get married and ------- (mm) the man is wearing (ıı) sı, smokin. (eee) and behind, behind the man is (ıı) I think home and (ıı) -------- there are 2 trees and I can see (ıı) one chair (mmm) ----------.

BAD HABITS

- **Why do people start bad habits such as smoking and drinking alcohol?**
- **How do bad habits affect people's lives?**

Ok (mmm) ----- (eee) ------ (mmm) bad, people (ıı) lives bad effects, is bad habits and (mm) because (ıı) ----- (mmm) -- if I start --- smoking (ee) (mmm), I, I have illnesses. And I, (ıı) I near, I near illnesses. And (ıı) because people start bad habits (ee) in Turkey smoking and drinking alcohol is cheaper (ıı) than other and (ıı) ------ (mmm) smoking and drinking alcohol is (eee) ------ like. --------- (long pause) It's all.

2nd Recording

Warm-up

Interlocutor: Do you prefer to stay at home or dormitory?

(hmm) I prefer stay at home because (ıı) I (ıı) I feel relax in my home (ıı) after that I am, I am doing (ıı) anyone, I am doing anyone, I am doing easy anyone in my home.

Picture Description

There are one woman in this picture and (ıı) the weather is sunny. The weather, I believe it is winter because she (ıı) she is wearing green sweatshirt and (ıı) she has yellow hair and she has a black dog. After that (ıı) I think she is a computer engineer (ee) because she, she is (ıı) she is play (mm) she is use computer ------ and (ıı) she is, she is talk to your friend I think, there are one table and there are one notebook. (ıı) I think. Your home is beautiful because (ıı) as far as I can, as far as I see your home is (ıı) I feel relax.

LIVING IN A CITY

- **Which one is better? Living in a city or living in a village? Why?**
- **Which city would you like to live in? Why?**

Ok (ıı) I choose village because (ıı) because I think (ıı) I felt relax when, when I go to village. (ıı) for example, (ıı) my (ıı) grandmother and grandfather in a village. (eee) I am feeling happy when I go to in there. And (mm) I would like (ıı) I would like to live in Mersin (eee) because Mersin is, Mersin weather is hot. I like hot and I don't like cold. And Mersin has a, a lot of beach. Therefore, (ıı) I'd like to live in Mersin.

Interlocutor: You still have time.

For example (ıı) my grandmother and grandfather live in village (ıı) ----- (ıı) I (ıı) I, am working a lot of time when I go to village.

3rd Recording

Warm-up

Interlocutor: What is your favorite city in Turkey? Why?

My favorite city, my favorite city is Mersin because I am from Mersin. I am from Mersin, Mersin is good city and (ıı) transportation is easy. And Mersin's people is very friendly.

Picture Description

First of all, there are (ıı) 10 people and (ıı) there are 9 people and there are one girl, one child. And this picture was taken is, I think this picture was taken is (ıı) New York (ıı) New York, New York or Europe because (ıı) this area, this area (ıı) is not Turkey. ---- (ıııı) The weather is sunny (ıı) and (ıı) there are one artist, he draw, he draw to child and (ıı) ----- (mmm) Behind the picture (ıı) is there are a lot of (ıı) (ıı) a photo. (eee) and (ıı) this area is small shopping mall (ıı) and (ıı)

YOUTUBE

- **What kind of videos do you usually watch on YouTube? Why?**
- **Do you think we can use YouTube for our lessons? Why or why not?**

First of all, I like, I love YouTube because my department is computer engineer. I am a small YouTuber. (ıı) and (ıı) generally, I watch (ıı) I watch, I listen to music and I watch film fragman (fregmın). And (ıı) --- I watched YouTube early Vind? video last day. This video is very good and there are a lot of YouTuber in this video. And (ıı) (ıı) --- I don't use YouTube for (ıı) my lessons because I shouldn't (ıı) I shouldn't watch the lessons video. (eee) and (ıı) I generally I research the English linkers and lessons in Google not YouTube. (ıı) --- (ıı). As a conclusion, I usually watch the film fragman (fregmın) because I love English film.

STUDENT 17

1st Recording

Warm-up

Interlocutor: Do you think English is necessary to have a good job?

English is very important thing for people. This is very (ıı) this is, this can be very big trouble for any people, some people so English must be in (ıı) a lot of (ıı) schools.

Picture Description

All right, as far as I can understand students, there are 5 person (ıı) in this photograph. And they look to laptop and saw computer games. Students have to studying, students have to studying for their future. I can, I can see this photograph. (eee) Because of this photo can be telling a lot of things, especially this photo. This (ıı) this must be important (ıı) future, for their future. And (ıı) they are, they are look, looking for, can be looking for (ıı) laptop to anything. Because I think they are look to having information (eee) (eee) Is that enough? All right (ıı) (mm) --- I think there are

people, there are students who studying in university and they sit down, they are sit down the (ee) environment but I think I don't agree with them because environment (ıı) so I mean, well, I look environment is being destroyed by the people, that people.

MARRIAGE

- **Do you think it is better to be married or to be single? Why?**
- **What are some advantages/disadvantages of being married?**

I think married is one of the most piece of our life. (eee) In my opinion, single is very bad thing according to everybody it must be so. And there are a lot of advantages and disadvantages (ıı) about from, about topic, this topic. For example, people who, people who married are usually (ee) ----- people who like to each other and (ee) married is (ee) significant because married must be significant in future, of, to future because of future is our children and (ee) ----- By the first advantage is (ee) I think (ee) I want to, I want, I will want to married in future. (ee) because this is so regular things for me. And married is being (ıı) developed actually, married is being developed by the people, by the some people. In this is (ıı) there are (ee) there is in past, in past so I mean (ee) ----- Is that enough?

2nd Recording

Warm-up

Interlocutor: Do you generally cook at home or order from the Internet?

I generally order to cook in Internet because sometimes it, it's cheaper than other options. And I choice, I choice look it up in the Internet about this meal.

Picture Description

Ok there are 2 people who are smiling to each other and (ee) it saying to me that they are having a breakfast because their location has a cold climate (klayt) because, because of this they, they look so cheerful (çerful) and (ıı) --- they are smiling to each other but there, there are many details (detays) at the bottom of the picture. There are several meals but these meals is not found in our country. Therefore, in my opinion this photo was taken in a foreign (foregın) country. And there are many mountains, this means (eee) their location can be in the Iceland and I can say that again they are look, they look, they look so happy. But obviously if I were in this picture, if I were in them shoes, I would prefer to play surf and obviously when I look at this photo, I feel better than I used to be because this photo is really attractive. Because of this I want to congratulate (kongroleyt) to you good choice, really attractive and interesting picture. And (eee) there is one more thing at the top of the picture, (ee) (ee) there is a climate (klimeyt) that like cold and (ıı) --- and (ıı) there is one woman who has a blond hair.

LIVING IN THE PAST

- **How was life in the past? What kind of things did people do in the past?**
- **What are some differences between today and the past?**

There are a lot of people who lived in the past. And when I look at, when I researched about this topic in the Internet or I usually read books about past in the world, people look, people looked (eee) so happy but right now unfortunately they are not happy and they are not sinc, there is no sincerity according to past. And there are many differences between today and past. For example, for instance, (eee) right now, people want to, people want to keep in touch to social media instead of face to face. But before people always want to communicate to each other or to one another about to face to face or anything. And this is very bad situation according to (ıı) past because right now people want to (ee) -----(silence) Right now, people live in the apartments and (ıı) but in the past people live in the (ıı) once or twice floor home. (ee) but (ıı) I am thinking right now, if you want to ask me, I would prefer to live in the past.

3rd Recording

Warm-up

Interlocutor: Do you like living in Turkey? Why or why not?

In my opinion Turkey is one of the most common countries in the world. And beautiful countries in the world according to me because I, I live in this country. And I love this county because my family and all my friends are living in this country.

Picture Description

There are 2 people who are working for their life and (ıı) I can say that there are many sandals (sandıls) or ship at the left, at the background of the picture. And (ıı) there are and they are in the river or lakes and it can be lakes but they look so anxious because of therefore if I were in this picture I would prefer to advice to this people. Because in my opinion this people need help. And they are poor people who cannot deal with their serious problem and they have a really effective serious problem. And (ıı) this in my opinion, this photo was not reminds me a lot of, any story in my life because I cannot reco, I cannot (ıı) ---- ok, (ıı) but in my opinion, this photo was not taken in Turkey because they look, in my opinion, they are in, they are from foreign country which may be Africa or Somali. And (ıı) but actually, I can say that again when I look at this picture, I feel better than I used to be because they look native person, people, they look native people. And (ıı) there are but I can say that they are wearing thin clothes such as short or t-shirt. This means their location has a warm climate. And their location can be ekvatoral climate.

LIVING IN A VILLAGE

- **Which one is better? Living in a city or living in a village? Why?**
- **What are some advantages and disadvantages of living in a village?**

I want to mention very disadvantages about it because in my opinion living a village can be pretty dangerous in the future for people communication or relationship. Because of, I said that because I, I have seen a lot of example about it in my life. (ee) so (ee) if we don't watch out our pay attention about that problem, in my opinion, we would destroy our relationship. In my opinion, we have to keep in touch with neighbor and bec, so I would prefer to live in the apartment instead of village. But so, sorry, I will prefer to live in the city instead of village. And (ıı) I can say that (ıı) --- in my opinion, living village but there is a one advantages about it. Living village is more comfortable than living in the city or development city. (ee) and (ıı) and if you want to ask me again about it, I, I am living in the city, I haven't seen any problems to live in the city but (ııı) --- village (ııı) All right? We have time? ----there are a lot of people, there are a lot of people who wants to live in the village but I am not in agreement with this view.

STUDENT 18

1st Recording

Warm-up

Interlocutor: Do you prefer to live alone or with your family?

I prefer to family because (ee) I am a comfortable life. (ıı) There is a better advantages families live (ıı) Family's live advantage, more advantages than alone living. (eee) Family live is, is a cosy, cosy room.

Picture Description

In this picture (ıı) a number of people. They are (ıı) taking fish. (ee) This picture was taken in (ee) ship because I can see in this picture (ıı) on the sea of the people. I think it's summer because this people are wearing t-shirt and shirts. He has a white t-shirt. (ıı) The people is look very happy (ee) there is a cosy atmosfer. ----- (mmm) ----In the background of the picture, there is a ship, big traveler ship. ---- As far as I see, they might be new married because (ıı) there is, there is a might be honeymoon.

LEARNING A NEW LANGUAGE

- **What are some advantages of learning a new language?**
- **Which language would you like to learn? Why?**

People are a lot of advantages learning a new language because while learning a new language people can find a easy jobs. (ııı) For example, I am a important, I think important

issue because (III) people are studying a new English for global language. Therefore, I am a studying English because, beca, due to think that (eee) – a new language is a important, very important. A new language a little disadvantages, for example, for example people studying, work studying a new language (eee) traditional culture is not study. (IIII) ---- I believe that English is (II) most important the other language.

2nd Recording

Warm-up

Interlocutor: What is the best thing about your school? And Why?

Student: Silence ------ Can you repeat that?

Interlocutor: What is the best thing about your school? And Why?

Student: I think this school is good but (III) this school has some bad skills (ee) for example, this school is very strict rule.

Picture Description

In this picture there are a number of people. They are making (II) some activity. This picture was taken in beach because I, there is a sea (III) this. I think it is summer because they are t-shirts and shorts. (eee) ---- She, she has a blue t-shirt (III) the child, this child is has pink t-shirt. (eee) they, they looks, they look very happy. (ee) on the in front of the woman, there are, there are a number of (ee) box. (ee) in the background of the picture, there are a number of home, beach home. (eee) at the top of the picture, there is a cloudy. (II) As, when I look at this picture, I remember childhood because I was making activity on the beach. I was at summer days.

COMPUTERS IN EDUCATION

- **Do you think computers can be helpful in education? Why or why not?**
- **How can we use computers in education?**

In my opinion (eee) education has a lot of ad, advantage skills on the in the education. For example, teacher give a homework on the computers. This skill is a very easily for the teacher and students. Also computers student many helps, computers in students many helps on the education but (II) there is a, there are a number of dis, dezavant, dizavantage for example (III) students are (II) a lot of game on the education so student not lesson to, not listen to teacher. (ee) Nowadays, we can use, we can use a lot of time computers, for example, we, we are, we are, we making homework on the computers. This, my school has English central.

3rd Recording

Warm-up

Interlocutor: Can you live without your mobile phone? Why or why not?

Student: Can you repeat?

Interlocutor: Can you live without your mobile phone? Why or why not?

Student: In my opinion, mobile phone becoming popular. We are, we are many important mobile phone because people are communication on the phone, mobile phone. (ee) Mobile phone has very advantages. (mm) For example, mobile phone has a message on the people.

Picture Description

In this picture, there are a number of people. (ıı) I believe she is going to soldier. (ıı) This picture was taken in garden because there is a plant. (ıı) ----- (ıı) I believe it is summer because there is a sunny. And there is groomy (gıromi) atmosfer in the place because this people are very sad. She has a formal unifo, formal uniform. (eee) She looks like very unhappy because I miss the, I missed him baby. (ıı) In the background of the picture, there are a number of cars. (eee), by looking this picture, I can say that she is, I can say that she is –(ee) hardly after that hardly this event when I look at this picture (ee) I feel bad like because the miss is not good.

GETTING FIT

- **What are some ways to get fit?**
- **What kind of foods should people eat to get fit?**

Nowadays people are going to gym for get fit because this people prefer to (ıı) healthy life. (ıı) ---- (mmm) Get ----- my, I should go to fit and gym, I, I believe, I they have to eating vegetables and nutritions (nutriteyşıns) and meat. In my opinion, I feel like get fit because I choose to, I choose to muscle person. (ıı) ----- and people are, people are aim to fit therefore some bad ways. For example, for example (ıı) people think that, people think that get fit is overrated by get fit gym people can, people can easy, easy find girl.

STUDENT 19

1st Recording

Warm-up

Interlocutor: In your opinion, what are the advantages of having brothers or sister?

There are a lot of advantages (eee) my brothers because (mm) they help me about everything. (eee) -----

Picture Description

There are chidren. They play football. (ee) ----- The children wear yellow t-shirt, green t-shirt. --- And they wear short. People who is on the background of picture says? place. Maybe, people is on the background is workers, are workers. (eee) ---- the children is happy. --- (eee) -----(silence) they are playing footbal area. ----- It seems beautiful area because on the background there are a lot of green place. (eee)

FORESTS

- **Do you think we should protect our forests? Why or why not?**
- **What are some benefits of forests?**

I think that there are a lot of benefits of forests. (eee) Forests make it beautiful city because it (eee) it pro, provides a lot of green place (eee) I think that (eee) The city have a lot of forest because (ee) it seems beautiful. (eee) ----- (silence) Children is amazing, amazing for (eee) in forest. (eee) ------ Forest (ee) should ---- went shopping mall. ----- (mm) ------- (silence) (mmm)

2nd Recording

Warm-up

Interlocutor: In your opinion what's the best thing about your school and why?

The best thing of my school is English education. (eee) My (ee) school's education is quality.

Picture Description

There is a family (ee) they look like beautiful, happy. And this picture was taken (ıı) on the beach. And there is a two children. (ee) --- They are playing game. And ---- (ıı) on the left, left side of the picture (ıı) there is a sea. (ıı) The sea looks like beautiful. On the background of the picture, there are a lot of people and there are building. ---- And ---free – (mmm). I remember that I went to Antalya for my holiday. And I was happy. (ee) – They wear shirts and short. On the right side of the picture, there is a woman. The woman is, the woman may be the children's mother. (eee)

COMPUTERS IN EDUCATION

- **Do you think computers can be helpful in education? Why or why not?**
- **How can we use computers in education?**

I think computers can be helpful in education (eee) because we, we can research a lot of something. (ee) and on the computer (eee)--- there is internet. And we can look for something, something that we need. (eee) And -------- (silence) Computers (eee) help us, education our education. --- And ------- (silence) We can research for homework and ----

3rd Recording

Warm-up

Interlocutor: Which city in the world would you like to most? Why?

I would live it ---- to New York because I wan, I wander this city. (eee) I had never seen this city.

Picture Description

As far as I can see, there is a young girl. (ee) This picture was taken, taken holiday place, and this place is beach. (mm) The weather is sunny (eee) the weather is summer. (mm) there are a lot of graffitis on the wall. They looks like beautiful. (mm) – On the background, there are a lot of trees – in the beach. (II) There are a lot of people on the beach and --- in the middle of the picture, there is a young girl. The girl is wearing (eee) skirt, sweat, sweater. She has blonde hair and she wearing hat, (ee) pink hat. (mmm) and ---- (III) I remember that I went to Antalya for my holiday. (mm) I was happy.

MOVIES

- **What was the best movie you have ever watched? Why?**
- **Do you prefer watching movies at home or at the cinema? Why?**

The best movie I have watched is Avengers because I love animation movie. Anddd ---- in this movie there is a main character. The main character is Iron Man. I love him. There a lot of character, The characters (karakters), the characters are different each other. (mmm) ---- I have watched a lot of times this movie. I prefer watch movie at home because I'm relax at home. Sometimes I meet with my friends at movie, at home. (mmm) ----- I watch a lot of movie (eee) because ----I know movie. I don't prefer, I don't prefer to watch at the cinema because the cinema is very expensive.

STUDENT 20

1st Recording – missing

2nd Recording

Warm-up

Interlocutor: Do you like living in Ankara why or why not?

I love because it is a great city to live because you have a lot of opportunities for social life. Public transportation is really good, I think.

Picture Description

First of all, I think this photo taken from India and I see a lot of people in the bus. I think India is a crowded city. And I think they have a public transportation problem because one man is hanging out the bus and (ıı) this photo reminds me İstanbul because İstanbul, it is a huge city and İstanbul have a, a lot of public transportation problem, for example, 500T bus and I saw in the photo, I think traffic jammed and they are waiting in the traffic. (mmm) -------- I think they are on a bridge because they seems like in a bridge in the background. I couldn't see a lot of detail in the photo. I think that's it.

Interlocutor: You still have time, 30 seconds.

I see 2 taxi in the photo. --- (ıı) ------

SHOPPING ON THE INTERNET

- **What are some advantages of shopping on the Internet?**
- **Do you think it is safe to buy things on the Internet? Why or why not?**

First of all, I think the first question, I think they have a lot of advantages because you can find a lot of product in Internet. Especially, big websites for example Amazon or Hepsiburada. And you can, --- you can find products cheaper than the real shop and in dis, in disadvantages it may be a scam if you don't know the website. You need to search website on the Internet. After that, in the second question I think safe because I'm using the Internet to shop. And why, why it is safe because they have a lot of secure algorithms and the new websites and big brands, big brand websites. Maybe not be safe in the not known website because in the small business they can't take a secure payment system from the big companies and nowadays one or two payments, --- payment provider try to (ıı) give a secure payment system to business website, for example, easygo and ödeal in Turkey. And it's become safer nowadays.

STUDENT 21

1st Recording

Warm-up

Interlocutor: What do you like most about your hometown?
Student: ----- (silence)
Interlocutor: What do you like about hometown?
Student: ----- (long silence)
Interlocutor: Where is your hometown?
Student: in Çayyolu.
Interlocutor: Ok. What do you like about Çayyolu?
Student: There-is-a-so-many parks.

Picture Description

I saw 3 people. The weather is wind and cold. I think here is in --------- (silence for about 30 seconds- the student sounds nervous)

Interlocutor: That's all? You have time if you like you can go on.

Student: -------- (silently says something but not understood)

Interlocutor: Ok!

COMPUTER GAMES

- **Why do people like computer games?**
- **How may computer games affect people?**

Peoples are like computer games because so fun but this affect people bad but (mm) ---- That's all.

Interlocutor: That's all? You have almost 2 minutes.

Student: (silence)

Interlocutor: It's ok. Thank you.

2nd Recording

Warm-up

Interlocutor: In your opinion, what are the advantages of having brothers or sister?

I think having brothers is advantages and this advantages are he can help you in your lessons if he bigger than you. If he smaller than you, younger than you, you can bring, he can bring you something in the home.

Picture Description

I think they are in a big city, might be Tokyo because girls are Asian girls. And they wear thin(tini) clothes because of it is the weather is summer, I think. They take pictures, they might be tourists. And I think they watching the show, maybe water show in the sea. And buildings are very big. I think this photo reminds me a big city like İstanbul, New York or another city. And, ---- that's it I think.

Interlocutor: You have time. You have one minute more.

Ok, they look very happy. Maybe, this is birthday for these girls. I see girls left, right on the picture. They might be the woman's daughters.They have fun.

ADVERTISEMENTS

- **Do you think adversitements affect people? Why or why not?**
- **What kinds of advertisements do you like most? Why?**

Yes, advertisements affect people because a company have advertisements for effect people. And if advertisements very effective, people want to buy this, this plants or maybe if they don't, they don't like advertisements, they might be hate this plant I like animation ones, animation advertisements because they are for everyone and childs are like it or grown-ups like it. And but I don't like the advertisements on Internet because they are very annoying. For example, I want to watch a video on YouTube, advertisements come and I very annoyed. And that's it.

3rd Recording - missing

STUDENT 22

1st Recording

Warm-up

Interlocutor: In your opinion, how does the Internet affect our lives?

I think it's very important for this age. And (II) we …. we must know the, we must know it. That's all.

Picture Description

This picture show 2 people. I think they are friends, good friends. And they catch big fish. And they are in the river, we can understand it. And the background, we can saw, we can see forest maybe trees. And in the foreground, there is a very big fish and they are so happy. ----- And I think the weather is very cold because they wear, they wear (II) coat. And -------- (mmm) ---------- (silence) I think winter is --- autumn. --- And (III) month maybe ------ November, don't know.

TRAVELLING BY TRAINS

- **What are the advantages and disadvantages of travelling by trains?**
- **Do you think there should be more trains in Turkey? Why or why not?**

Advantages, lots of time or do something, anything and (II) we may --- …trains. --- Disadvantages maybe lots of time very, very boring. And I think that's enough for Turkey because trains enough I think. ---- We can, we can see very place, lots of place. It's advantage I think. Disadvantage maybe it's will be boring, it will be boring. -------- (silence) I think we have lots of tren. Anybody, everybody make -------, maybe in trains.

2nd Recording

Warm-up

Interlocutor: What is you dream job? Why?

Mechatronic engineering because I want always this job. I choose this job when I was a child, because of that. I really like robots so it's my dream job.

Picture Description

There are 4 people in this picture. In the middle of the picture, I can see a little boy. On the left of the photo, there is a woman. Right of the photo there is a man. I think he is father of these children. And (ıı) they are family, I guess. They look happy. And they are playing ---- I can't understand very well what is this hand, what is in the this hand but I think they are playing game together. And (ıı) the weather is summer because of, spring, I'm not sure, because of their clothes. They wear shirt and I think here the forest or a big garden. This photo reminds me my childhood. We went a garden near our house and we played together like this, we played together like this. And they look so happy. I think the young boy, the youngest boy, he is in maybe 1 year.

ILLNESSES

- **How do illnesses affect our lives?**
- **How can we protect ourselves from illnesses?**

Illnesses affect our lives bad I think because when we felt ill, ---we cannot do whatever we want. We look so sad. How can we protect ourselves from the illnesses? Maybe we can do ---- our hobbies or if we look us very well. I'm not sure about this subject but I can't right speak. Illnesses --------- because ------. We should do some exercise for protect ourselves from illnesses. For example, I always do dance, I like dancing. I went, I go hip-hop club. And it makes me happy and healthy so everybody should try it. … How many minutes?

Interlocutor: Ok. Thank you.

STUDENT 23

1st Recording – missing

2nd Recording

Warm-up

Interlocutor: Do you prefer to stay at home or at a dormitory? Why?

I think dormitory because home is more comfortable to study I think. No sorry, dormitory, in dormitory lots of students can study. ---Not effective I think.

Picture Description

I see a woman in this picture and I see a table and she is in front of one computer, laptop. I think it's sunny day because shiny from the window, some shiny. And she is calling someone or called it someone with mobile phone. And she has got a black dog, I think she likes animals. And I see an address book (for diary, datebook), maybe she is working at home and also I see another one and lots of papers. She is working I think, in this picture. And I see flowers, she like flowers I think. And this is reminds me one cousin, she also working like this. She is working very hard because she talking with people and they are always try to telling something but she have understand them and she ask them kindly, she have to ask kindly. This is hard work I think. And but she looks like happy I think she loves his work, I suppose. And she has got another telephone maybe she is boss.

LIVING IN A CITY

- **Which one is better? Living in a city or living in a village? Why?**
- **Which city would you like to live in? Why?**

Ok, I think living in a city good, I prefer living in a city because I live in my hometown Eskişehir and I like, very like Eskişehir because of very small city. You can do lots of things in a city. You can get educated from, from the schools. And hospitals, lots of hospitals in a city. And you can go mall, I don't know, parks, lots of things we can do in a city. Also, in a village may be good because of the natural things I think. You can see trees everywhere, animals you can eat fresh meat I don't know chicken and I don't know. And if I go to a big city, it may be difficult for me because traffic jam and stress this is bad situations in a big city but I prefer small cities, not like Ankara. And I think if I have a health problem, if I'm in the village, I have to go a city because they have got a more options for them but in the village, I don't know one doctor ,you can see. (mmm) I think ….

3rd Recording

Warm-up

Interlocutor: Do you think watching TV is boring? Why? Why not?

I Turkey, yes. I think boring because of the TV series. In the abroad you can watch another good series I think.

Picture Description

I can see 3 children in this picture and 3 giraffe. This photo taken in ----- (ee) good day, the weather is good. Some cows I can see. And this place I think a zoo but a different country I think because the faces are not similar in Turkey. But I think a Muslim (pronounced as written) country because she is wearing scarf, like that. And the giraffe's area is very big as I can see. I think this photo taken in a school trip because the students wear uniform. And --- This photo reminds me my presentation because in my presentation I present endangered animals. They are also in the zoo, like pandas or tigers but this is not good thing I think because they are in the cage, just waiting. They should be in their natural – habitat I think. And most of animals like that, in endangered animals. For example, pandas, just in the, in this year just 1080 they numbers and I think students are very happy.

STUDYING ABROAD

- **Would you like to study in a different country? Why or why not?**
- **What are some advantages of studying abroad?**

I think studying abroad is good thing because firstly, you can learn another language – easily. Because we, when we look at this country, Turkey, we learning English but we can't learn exactly. But we, if we have a chance go to abroad, we can learn English very well I think. And also life experience is very important thing. We can see another peoples, another cultures. This is very good thing. This is not hard in the days because we go with, we can go work and travel. And we can earn our money when we are live. And I want to study a different country yes because I want to see a England for example London it's a huge city, very cultural city. And with education I can make a new friends. I can learn another things. And I can say experiences more important because I am, I was educating in Eskişehir but when I come, came to Ankara it's just very different situation in my life.

STUDENT 24

1st Recording

Warm-up

Interlocutor: What is your favorite city in Tukey? And why?

İzmir. (Laughing)

Interlocutor: Why?

I was, last year I was in İzmir. We have a restaurant. And …

Picture Description

Looks like a wedding. Seems like it's so comfortable. Everyone's happy. Like couples, everyone is couples. They are outside wedding not any wedding house. ------ (Silence for a long time) (hmm) they are eating, it can be (eee) ----maybe eat, wedding with eat, wedding with food, I guess. I can say (mmm) ------- (Some sentences couldn't be understood)

GOOD FRIENDS

- **Do you think having good friends is important? Why or why not?**
- **What are some characteristics of a good friend?**

I think important for me. Good friend is like generous. ….. (I couldn't understand) ------ Characteristic ---- (silence) A good friend need to be …. You need friendly and good person. If you don't a good person, you cannot be a good friend. ------ (silence) I can't anything.

(due to car exhaust sounds and other voices some sentences cannot be transcribed.)

2nd Recording – missing

3rd Recording – missing

APPENDIX-D: Tests of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
AVOIDANCE_total	,064	52	,200*	,985	52	,750
COMPENSATORY_total	,068	52	,200*	,970	52	,218

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normal Q-Q Plot of COMPENSATORY_total
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
2
3
4
5

Detrended Normal Q-Q Plot of COMPENSATORY_total
Dev from Normal
Observed Value
0,6
0,4
0,2
0,0000
-0,2
-0,4
2,0
2,5
3,0
3,5
4,0
4,5

APPENDIX-E: Ethics Committee Approval

T.C.
HACETTEPE
ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-300
Konu : Yakup UZUN Hk.

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 19.03.2019 tarihli ve 51944218-300/00000511775 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Yakup UZUN**'un, **Dr. Öğr. Üyesi İsmail Fırat ALTAY** danışmanlığında yürüttüğü "**Türk Hazırlık Sınıfı Öğrencileri Tarafından Konuşmada Kullanılan Sakınmacı ve Telafi Edici Stratejiler**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **02 Nisan 2019** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

APPENDIX-F: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

01.10.2019

Y. Uzun

Yakup UZUN

APPENDIX-G: Thesis/Dissertation Originality Report

01.07.2019

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Languages Education/English Language Teaching

Thesis Title: Avoidance and Compensatory Strategies Used by Turkish Preparatory Students in Speaking

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
29/06/2019	112	204,525	21/06/2019	20%	1130523898

Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Yakup UZUN

Student No.: N15220007

Department: Foreign Languages Education

Program: English Language Teaching

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Assist. Prof. Dr. İsmail Fırat ALTAY

APPENDIX-H: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. (2)
- o Tezimle ilgili gizlilik kararı verilmiştir. (3)

01 / 07 / 2019

Yakup UZUN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması ertelenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konularla ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kurulunu bildirilir.*
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir; gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir.

** Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*