

**T.C. KOCAELİ ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**  
**YABANCI DİLLER EĞİTİMİ ANABİLİM DALI**  
**İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**AN INVESTIGATION OVER THE PERSONALITY TRAITS AND  
THE USE OF COMMUNICATION STRATEGIES IN EFL  
CONTEXT**

**(M.A. THESIS)**

**Duygu SUNMAZ ARSLAN**

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**Asst. Prof. Dr. Mehmet ALTAY**

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## ÖZET

İletişim stratejileri hem anadil kullanımında hem de yabancı dil kullanımında büyük önem taşımaktadır. Yabancı dil öğrenen bireyler ise kendilerini ifade etmek için sık sık iletişim stratejilerine başvurmaktadırlar. Bireylerin nasıl kendilerine özgü konuşma tarzları varsa kendilerine özgü iletişim stratejilerini kullanma sıklıkları da vardır. İletişim stratejileri ise kişilik özellikleriyle ilişkilendirilebilir. Bu çalışmanın amacı, öğrencilerin kişilik özellikleriyle kullandıkları iletişim stratejileri arasında ilişki olup olmadığını, aynı zamanda hangi iletişim stratejilerinin yaygın kullanıldığını ve öğrencilerin kişiliklerini nasıl tanımladığını ortaya koymaktır. Araştırmanın katılımcıları, Kocaeli ili Başiskele ilçesindeki özel bir ortaokulda öğrenim gören 24 altıncı sınıf öğrencisinden oluşmaktadır. Araştırmanın nicel verileri John and Srivastava (1999) tarafından geliştirilen Beş Faktör Kişilik envanteri, nitel verileri ise İngilizce konuşma dersleri ses kayıt cihazına kaydedilerek elde edilmiştir. Nicel verilerin analizinde, betimsel istatistikler için aritmetik ortalama ve standart sapma değerleri kullanılmış, değişkenler arasındaki korelasyon için Kendall korelasyon katsayısı hesaplanmıştır. Sonuçlar; doğrudan iletişim stratejileri ile dışadönüklük ve nevrokliklik arasında orta düzeyde, pozitif ve anlamlı; etkileşimsel iletişim stratejileri ile geçimlilik arasında ise orta düzeyde, negatif ve anlamlı bir ilişki olduğunu ortaya koymaktadır.

**Anahtar kelimeler:** İletişim, iletişim stratejileri, kişilik, kişilik özellikleri.

## ABSTRACT

Communication strategies are vital for both using mother tongue and a foreign language. The people who learn foreign languages frequently use communication strategies. Individuals have their own communication styles as well as the frequency of using communication strategies. Communication strategies can be related to personality traits. This study aims to find the relationship between the communication strategies and personality traits as well as how students use communication strategies and their perceptions about their personality traits. Participants composed of 24 6<sup>th</sup> grades students who were educating at a private school in Başiskele Kocaeli Province. Quantitative data were collected via “The Big Five Inventory” which was developed by John and Srivastava (1999). Qualitative data were gathered audios of English speaking lessons that were recorded during the lessons. Mean and standard deviation values were used for descriptive statistics and Kendall’s correlation coefficient was calculated for the interaction between the variables. Results revealed that there were significant medium relationships between direct communication strategies and, extraversion and neuroticism. On the other hand, there was significant medium and negative relationship between interactional communication strategies and agreeableness.

**Keywords:** Communication, communication strategies, personality, personality traits.



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## **INTRODUCTION**

Communication has been an important issue since ancient times. People have to communicate as a need. However, sometimes they have problems while communicating. Thus, they need to use some strategies to reach their communication goals. In these situations, they have to use different communication strategies. Various factors may cause these differences and one of these factors may be personality traits. This study focuses on the relationship between communication strategies and personality traits. Hence, it aims to get data-based information about the factors which affect the individuals' choices of communication strategies.

With this purpose; in the first chapter the problem statement of the study is identified and the aim, significance, assumptions, limitations are revealed. In addition to these, major concepts of the research are defined. In the second chapter, the concepts of communicative competence, communication strategies and personality traits are explained within the perspective of literature. In the third chapter, the model of the study, participants and data collection tools are highlighted and the information about data collection and data analysis processes are given. In the last chapter, findings are presented.

## **CHAPTER I**

### **1. BACKGROUND OF THE RESEARCH**

For thousands of years, language has been a crucial tool for communication. Especially in this changing world intercultural communication has gained importance and plays a big role for conveying the meaning. In that vein, communication strategies can be used to reach the communication goals accurately. Moreover, it can be asserted that there are many issues which affect the communication strategies that are used by humans. Personality traits are one of these issues which express the way how people use communication strategies. In the light of this information, the present research examines how EFL teenager students use communication strategies, what the EFL teenager students' perceptions are about their personality traits and whether there is any significant relationship between the EFL teenager students' communication strategies and their personality traits.

#### **1.1. PROBLEM STATEMENT**

Every single moment the world is changing and English gains more importance than before because humans want to communicate with the other people from different countries. Thus, in this changing world, people start learning English as a second language very early and they are educated by their instructors with lots of different materials. By the help of these materials, individuals decipher and try to use English by means of writing, reading, listening and speaking. Among these skills, speaking is the one that is crucial for the people because they may also share their feelings and ideas by means of gestures, tones and mimics. On the other hand, speaking is the aspect of communication which people mostly have difficulties. According to Rubin and Thompson (1994: 30), people learn language for

communication and it happens while sending and receiving messages correctly. Skehan (1995: 102) revealed that having an interaction is a difficult task for the speakers because at the same time they try to convey the meaning and get the message from the other speaker. Chomsky (1965: 4) claimed that people need two concepts to reach their communication goals. These are competence (*the way people form the language*) and performance (*the way people use the language*). Dörnyei and Thurrel (1991) asserted that communication strategies are the part of communicative competence. Moreover, Brown (2000: 127) expressed that communication strategies are seen as the components of strategic competence that help people to send and receive accurate messages. Thus, it can be said that learning communication strategies and use them appropriately should be a part of a speaking lesson.

Over the past decades, psychologists have researched about human behaviour and types of personalities and the relationship between them. Communication styles is one of these topics and it is said that personality differences can be seen as a part of communication because the way how people speak, the words that are used by people and even the body language can vary widely from person to person. For example, according to McCroskey (1984: 13), there are lots of research about communication apprehension and traits. It is revealed that there are lots of correlates which support the relationship between communication apprehension and personality traits as the anxiety or fear level affects the communication style. Moreover, Weaver (1998) revealed that there is a relationship between Eysenck's Big Three and communication variables. Bakker-Pieper and De Vries (2013: 1) also claimed that personality traits and communication styles are linked as proven by many of the researchers. Thus, within the perspective of these relationships, it is necessary to research about the relationship between the communication strategies and personality traits.

## **1.2. AIM OF THE STUDY**

The aim of this study is to investigate the relationship between the EFL teenager students' communication strategies and their personality traits. Throughout this aim the questions of "How do the EFL teenager students use communication strategies? (*RQ1*)", "What are the EFL teenager students' perceptions about their personality traits? (*RQ2*)", and "Is there any significant relationship between the EFL teenager students' communication strategies and their personality traits? (*RQ3*)" are sought out.

## **1.3. SIGNIFICANCE OF THE STUDY**

This research can be considered as important in several aspects. Communication is the indispensable part of daily life and everybody needs to communicate to satisfy their needs. Especially using a foreign language, people may not express their ideas clearly and they cannot fulfil their communication with unclear ideas. This situation is essential for learners, too. While they are learning a foreign language, learners use various communication strategies to make the meaning clear. If the teachers realise which communication strategies their students use, they can help their students more. Thus, in this research, although it is applied to a small group, teachers can get an idea about which communication types are used by the students more.

Furthermore, students' personality traits are another factor which affects communication process. It is seemed that there is not enough study that is focused on the relationship between personality traits and communication strategies. This research aims to reveal the relationship between different personality traits and their effects on communication strategies. In the light of this, this research will contribute to ESL teachers in order to teach and use communication strategies in the classroom. It will contribute to the literature, since it will be one of the first research that focus

on the relationship between personality traits and communication strategies of ESL teenager students. This research will also contribute to the ESL teachers, since it will show them the fact that different personalities use different communication strategies. Thus, it is thought this research's contributing to literature and ESL teachers are some of the factors that make the study significant. In conclusion, this research is believed to provide benefits in terms of many aspects.

#### **1.4. ASSUMPTIONS**

There are some assumptions for this study. It is thought that the participants will honestly and sincerely respond to "The Big Five Inventory". It is also assumed that the students gave their best performance and attended the speaking lessons honestly.

#### **1.5. LIMITATIONS**

This study is limited to the responses of 6<sup>th</sup> grade students who are educated in a private school in Başiskele-Kocaeli in 2017-2018 academic year spring semester to "The Big Five Inventory" and their recordings during the English speaking lessons. Due to the fact that the students had limited speaking lessons, the researcher recorded 400 minutes audio. Another limitation is that there was only one group and totally the research had 24 participants.

#### **1.6. DEFINITIONS**

**Communication strategies:** They are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper, 1983: 36).

**Personality:** Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behaviour and thought (Allport, 1961: 28).

**Traits:** Traits are generalized and focalized neropsychic system (peculiar to the individual) with the capacity to render many stimuli functionally equivalent and to initiate and guide consistent (equivalent) forms of adaptive and expressive behavior" (Allport, 1937: 295).



## **CHAPTER II**

### **2. LITERATURE REVIEW**

In this research the aim is to explore how the EFL teenager students use communication strategies. Moreover, the EFL teenager students' perceptions about their personality traits are sought out. Finally, the research aims to find out whether there is any significant relationship between the EFL teenager students' communication strategies and their personality traits or not. In line with these aims, a description of the background of communicative competence, strategic competence, communication strategies and personality traits will be discussed in this chapter.

#### **2.1. COMMUNICATIVE COMPETENCE**

Hymes used "communicative competence" responded to Chomsky's linguistic competence. According to Hymes (1971: 26) a child has to learn not only what probably said but also what ought to be said or not. Thus, he defined communicative competence as (Hymes, 1972: 277):

"...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others."



Hymes (1985) mentioned communicative competence in the light of “conversation, interactional, social, sociolinguistic and pragmatic” competence. Campbell and Wales (1970: 247) pointed out that linguistic ability such as producing sentences was seen as the most important part of communication but in fact using appropriate sentences according to the context is more important. Savignon (1972: 8) also noted that communicative competence is the ability to communicate truly using both linguistic and paralinguistic language. Moreover, Canale and Swain (1980: 30-31) improved the definition of communicative competence and they added four dimensions to these definitions.

**Table 1.** Communicative Competence Model (Canale and Swain 1980: 30-31)

| <b>Communicative Competence</b> |
|---------------------------------|
| Grammatical Competence          |
| Discourse Competence            |
| Sociolinguistic Competence      |
| Strategic Competence            |

According to their model grammatical competence is about the proper usage of vocabulary, grammar, spelling, sentence formation so on. Discourse competence is about producing coherent utterances and expressing ideas clearly. Sociolinguistic competence means using sentences appropriately in a context and strategic competence is ability to get over communication breakdowns.

Murcia and Dörnyei (1995) were affected by Canale and Swain’s theory and they comprised their own theory. They mostly use the similar elements however they added one more component to create their theory. Murcia and Dörnyei (1995: 17) suggested a new term called “actional competence” which means expressing and figuring out the communicative intention. In addition to these, Bachman and Palmer (1996) proposed a more comprehensive model of communicative competence.

In Bachman and Palmer’s model (1996), organizational knowledge is about formal language structures and pragmatic knowledge means creating proper sentences and negotiating of meaning. On the other hand, strategic competence deals with breakdowns. The speaker realizes the communication breakdowns and tries to overcome this situation. It can be said that according to these models, strategic competence refers to communication strategies.

**Table 2.** Communicative Competence Model (Bachman and Palmer, 1996)

| <b>Communicative Language Ability</b>  |  |
|--|--|
| Language Knowledge<br><b>1. Organizational Knowledge</b><br>a) Grammatical knowledge<br>b) Textual knowledge<br><b>2. Pragmatic Knowledge</b><br>a) Functional knowledge<br>b) Sociolinguistic knowledge | Strategic Competence<br><b>1. Goal Setting</b><br><b>2. Assessment</b><br><b>3. Planning</b> |

## **2.2. STRATEGIC COMPETENCE**

Canale and Swain (1980: 30) defined strategic competence as verbal and non-verbal strategies which are used to handle communication problems because of the deficiency of competence. Bachman (1990: 84) identified strategic competence as the mental capacity which implements the components of language competence to decide the most effective ways to achieve the communicative goal and psycho-physiological mechanisms which refer to the actual implementation of language as a physical phenomenon.

Moreover, Tarone and Yule (1989: 105) regarded strategic competence as an ability to communicate properly but not for linguistic correctness, for the effectiveness of conveying the meaning of the sentence. According to Bachman and Palmer (1996: 70), strategic competence is thought to be a cognitive activity which is used to provide function to convey the meaning.

To sum up, sometimes people have insufficient competence but they speak fluently even if they use lots of wrong terms. As these people have abilities to communicate with constraints by using different techniques or strategies (Savignon, 1983: 43). According to Scarcella and Oxford (1992: 72), strategic competence is related with these techniques that are associated with the speaker's ability to coding and decoding messages either getting over the breakdowns or making the conversation more effective. These strategies are named as communication strategies. Thus, people use different communication strategies to get over these communication breakdowns.

### **2.3. COMMUNICATION STRATEGIES**

Selinker (1972) first used "communication strategies" in his paper "Interlanguage" however he did not mention it in a detailed way. Strategy is defined as "a long-range plan for achieving something or reaching a goal, or the skill of making such plans" in Cambridge Dictionary. In Oxford Dictionary, strategy is written as "A plan of action designed to achieve a long-term or overall aim". Thus, we can say that people use strategies to reach their aims or achieving something.

On the other hand, communication is "the various methods of sending information between people and places, especially phones, computers, radio so on." (Cambridge Dictionary). In Oxford Dictionary, it is identified as "The imparting or exchanging of information by speaking, writing, or using some other medium."

While communicating, the communication goals cannot be carried out by the communicators so they need some strategies to fulfil their needs. At the end, they use communication strategies to be understood clearly. According to Corder (1981: 103), communication strategies are used by the speakers to deal with the difficulties they have in communication. If the speakers do not express themselves clearly, they need to do something for having a proper communication. Selinker

(1977) claimed that communication strategies are used by learners who want to communicate with the native speakers to identify what they really want to say. Moreover, Tarone (1981) expressed communication strategies as a systematic attempt that is done by the learners to be understood by the native speakers. Thus, we can say that communication strategies are the methods to express ourselves clearly when there is something missing between the learners and the native speakers. Communicators need them to have good communication and prevent the gaps. Besides, Faerch and Kasper (1983) identified communication strategies as plans that are used by the speaker when the communication goals do not fulfil the needs. It is also defined as techniques that deal with the speaking problems which are created by the speaker (Stern, 1983). According to Canale and Swain (1980), communication strategies are the verbal and non-verbal strategies that are used to overcome inadequate communication because of deficiencies communication skills. Moreover, Cervantes and Rodriguez (2012) proposed that communication strategies fill the void that happened when second learner and native speaker have some problems to understand each other. Communication strategies are used by the speakers when they are lack of suitable words. Due to being incapable of conveying the meaning, the communicators try to find the alternatives of the words to negotiate the meaning (Poulisse, 1989).

Cohen (2004) affirmed that learners need CSs when they cannot use the appropriate form. As stated by Ellis (1994), CSs are seen as skills when they use to come up against the communication difficulties. Dörnyei (1995) asserted that if a second learner has “strategic competence”, he can communicate in every situation as using his body language, imitating voices, forming new words and characterizing something new for himself. It means that the learner uses communication strategies to express himself. As it is seen, there is a consensus about the definition of communication strategies but there are conceptual differences among the researchers. Thus, it is said that especially foreign language learners need communication strategies to express themselves better and negotiate the meaning.

Communication strategies are named differently because of the conceptual differences. There are mainly five taxonomies that define communication strategies and accepted by most of the researchers. According to Tarone (1977), when speakers have problems, they use “avoidance strategies, paraphrasing, conscious transferring, appealing for assistance and miming” to get over deficiencies (Table 3).

**Table 3.** Communication Strategies According to Tarone (cited in Tarone, 1983: 62-63)

| <b>Avoidance Strategies</b> | <b>Paraphrase</b> | <b>Conscious Transfer</b> | <b>Appeal for Assistance</b> | <b>Mime</b> |
|-----------------------------|-------------------|---------------------------|------------------------------|-------------|
| a) Topic avoidance          | a) Approximation  | a) Literal translation    |                              |             |
| b) Message abandonment      | b) Word coinage   | b) Language switch        |                              |             |
|                             | c) Circumlocution |                           |                              |             |

Tarone (1977) identified “Avoidance Strategies” as speakers leave the message unfinished or abnegate the topic that they cannot state their ideas. “Paraphrase” is used by the speakers when they do not know the real word but they know the alternative one, creating a new word which is based on the second language rules or describing the object. “Conscious Transfer” is occurred between the first and second language. The speakers can translate from L1 to L2 or they use code-switching instead of the L2 words which they do not know. Sometimes the speakers cannot do anything and in these situations they wait for help from the person whom they speak. They ask directly some questions or they just have eye-contact, pauses to make the person understand they cannot remember the word and they need help to use it. This is named as “Appeal for Assistance”. “Mime” is one of the most common among these strategies because when people cannot have healthy communication, they prefer using miming to make the meaning clear. Tarone followed his pioneer researcher Varadi. According to Varadi (1980) generalization, approximation, reduction, circumlocution and paraphrase strategies are the ones that are used by the speakers. Varadi gave importance to these terms while categorizing types of communication strategies. Later, Tarone added more categories to it. Færch and Kasper (1983), focused on psychological problems more so they categorize

communication strategies as “reduction strategies and achievement strategies” (Table 4).

**Table 4.** Communication Strategies According to Færch and Kasper (1983: 36-56)

| <b>Reduction Strategies</b>   | <b>Achievement Strategies</b>   |
|---|---|
| <b>1. Formal Reduction Strategies</b><br>a. Phonological<br>b. Morphological<br>c. Syntactic<br>d. Lexical<br><b>2. Functional Reduction Strategies</b><br>a. Actional<br>b. Modal<br>c. Propositional content<br>I. Topic avoidance<br>II. Message abandonment<br>III. Meaning replacement | <b>1. Compensatory Strategies</b><br>a. Non-cooperative strategies<br>I. L1/L2 based<br>- Code-switching<br>- Inter/intra language transfer<br>- Interlingual transfer<br>II. IL based<br>- Substitution<br>- Paraphrase<br>- Word-coinage<br>- Restructuring<br>III. Non-linguistic<br>- Mime/gesture<br>b. Co-operative strategies<br>- Direct appeal<br>- Indirect appeal<br><b>2. Retrieval Strategies</b><br>a. Waiting<br>b. Using semantic field<br>c. Using other languages |

Færch and Kasper (1983) claimed that when native speakers talk to non-native speakers, they decide their words according to the level of the speaker. If the non-native speaker’s level is not enough, they simplify the words and sentences that they use. In this situation, reduction strategies take part and help them to communicate better (Færch and Kasper, 1984: 48). However, if the speakers try to find ways to communicate each other, they use achievement strategies to achieve their goals. According to Cook (1996: 90), Færch and Kasper’s and Tarone’s strategies support each other to deal with communication problems as they both did their research within the frame of linguistic approach. On the other hand, Bialystok and Poulisse focused on cognitive approach. Bialystok (1983) claimed that L1 and L2 users need different communication strategies to achieve their communication goals. Thus, the

strategies are shaped by the processing perspective. Moreover, Bialystok (1990: 138) argued that there is a convertible relationship between the features of language processing and the goal to achieve communication. For these reasons, Bialystok (1983: 105-107) categorized communication strategy types as in Table 5.

**Table 5.** Communication Strategies According to Bialystok and Frohlich (1980)

| <b>L1-Based Strategies</b> | <b>L2-Based Strategies</b> |
|----------------------------|----------------------------|
| 1. Language switch         | 1. Semantic contiguity     |
| 2. Foreignizing            | 2. Description             |
| 3. Transliteration         | a) General properties      |
|                            | b) Features                |
|                            | c) Interactions            |
|                            | 3. Word coinage            |

As seen in the Table 5, Bialystok and Frohlich (1980) used two categories according to the usage of language. However, they also claim that paralinguistic strategies are also used when people have miscommunication.

The study of Nijmegen group (Bongaerts, Kellerman and Poullisse) mostly follows Bialystok's studies but it is limited. According to Delamare (1998), they mainly focus on the vocabulary problems that L2 speakers have while trying to explain their ideas. That is why they categorize communication types as "conceptual" and "linguistic".

**Table 6.** Nijmegen Group's Taxonomy Based on Bongaerts and Poullisse (1989: 255)

| <b>Conceptual Strategies</b> | <b>Linguistic Strategies</b> |
|------------------------------|------------------------------|
| 1. Analytic                  | 1. Transfer                  |
| 2. Holistic                  | 2. Morphological creativity  |

Poullisse (1990: 80) claimed that speakers sometimes use conceptual analysis of a word instead of the intended concept such as "bird talk" for "parrot". Sometimes

speakers do not remember the word they should use, in that time they can use a word that convey the similar meaning or something close to the word that they want to use like using “dog” instead of “animal”. (Delamare, 1998). Here, it can be said that the speaker uses a holistic strategy to convey the meaning. On the other hand, according to Bongaerts and Poulisse (1989: 255), speakers use their native languages’ rules instead of the target language or they combine rules to identify themselves. In these situations, they apply to linguistic strategies such as creating a new word (morphological creativity) or transferring words among the languages (transferring).

Spromberg (2011) asserted that Dörnyei and Scott (1997: 179) developed the ideas of communication strategies. He claimed that communication problems can be gotten over by the awareness of communication problems and dealing with them using various communication strategies. They categorized communication strategies as thinking about how to solve communication problems and reaching the aim of the communication (Delamere, 1998: 31). Rababah (2002: 22) suggested that Dörnyei and Scott’s taxonomy is thought to be the summary of all these taxonomies. Moreover, they added new taxonomies to the previous ones.

Dörnyei and Scott (1997: 197) defined them as follows:

“Direct strategies provide an alternative, manageable and self-contained means of getting the (sometimes modified) meaning across. Indirect strategies, on the other hand are not strictly problem-solving devices do not provide alternative meaning structures preventing breakdowns and keeping the communication channel open. Interactional strategies involve a third approach, whereby participants carry out trouble-shooting exchanges cooperatively” (Dörnyei and Scott, 1997: 197).



**Table 7.** Communication Strategies According to Dörnyei and Scott (1995, cited in Dörnyei and Scott, 1997: 197)

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

It can be said that Dörnyei and Scott's taxonomy is the most extensively categorized taxonomy and also it is mostly seen as the summary of all taxonomies so that many of the researchers accepted this taxonomy and used it for their research.

### **2.3.1. Direct Strategies**

#### **2.3.1.1. Resource Deficit-related Strategies**

*Message Abandonment:* Dörnyei (1995) claimed that if the message is not completed as the speaker has difficulty because of his language deficiency, message abandonment can be inevitable. Moreover, according to Thin and Phan (2008: 30), if the speaker is not competent about the language, he does not continue his speech. He stops or he can go on with another topic. In this case, message abandonment takes its place.

*Message Reduction:* Nakatani (2006: 155) defined message reduction as to get over the communication breakdowns; the speaker can simplify his speech by reducing the message. Corder (1983: 17-18) also identified it as the speaker cannot explain himself as the way he really wants to do it. Instead of it, he uses different words which he does not really intend to.

*Message Replacement:* Dörnyei and Scott (1997: 188) claimed that if the speaker is not capable of continuing the original message, he uses a new sentence to substitute the old one. This situation can be named as message replacement. Varadi (1980) proposed that message replacement is a communication strategy which is done by paraphrasing.

*Circumlocution:* Tarone (1978) asserted that circumlocution is about defining something using different words instead of using the target word as the speaker does not remember it. Moreover, circumlocution is the way of using more words than it needs to explain himself because of lack of competence (Salamone and Marsal, 1997: 473).

*Approximation:* Approximation is the strategy of using the close words instead of the target word on purpose because of not capable of using the exact word (Tarone, 1981). Nakatani (2005: 82) claimed that the speaker uses alternative words which related with the target word intentionally to reach his speaking goals.

*Use of all-purpose words:* Mastuti (2015: 18) defined use of all-purpose words as extending the speech to remember the target words that should be used in the context. It is also defined as filling the gaps not to stop speech during the conversation (Patil and Karakatti, 2015: 226).

*Word-Coinage:* Tarone (1983: 62-63) asserted that when the speaker cannot remember the target word, he can make up new words which is suitable with the context to go on the communication. It is named as “word-coinage”. Moreover, Dörnyei (1995) defined it as creating a new word based on the rules that the speaker knows about foreign /second language.

*Restructuring:* Restructuring means that when the speaker realizes that he cannot achieve his speaking goal with the sentence which he has begun, he develops a new sentence which is suitable for his aim and continues it without stopping (Faerch and Kasper, 1983: 50). Rababah (2002: 26) claimed that restructuring happens when the speaker corrects his speech without any help to convey the meaning clearly.

*Literal Translation:* Tarone (1980: 429) defined it as translating word by word while using a second/foreign language. Dörnyei (1995) also identified it as a strategy that the speaker uses to reach his communication goals while translating words directly L1 to L2.

*Foreignizing:* It is the use of native language pronouncing it as L2 style (Faucette, 2001: 36). Besides, Bialystok and Fröhlich (1980: 10) defined it as adopting L1 morphology and/or phonology to L2 lexical items improperly and the creation of non-existing words.

*Code-switching:* Söderberg Arnfast and Jørgensen (2003: 25) asserted that code-switching is an unconscious or conscious usage of L1 in L2 context. On the other hand, Downs (1984) defined as using at least two different codes in one conversation.

*Use of similar sounding words:* Once the speaker does not remember the target word in the speech, he can use the word whose sound is similar to the target word. This strategy is named as use of similar sounding words (Dörnyei and Kormos, 1998: 362).

*Mumbling:* According to Rababah (2002: 27), mumbling is the strategy that the speaker uses when he is unsure about the word. Instead of it, the speaker mutes or swallows the word. Binhayearong (2009: 102) claimed that the speaker mutters the word or tell it silently not to leave the conversation incomplete.

*Omission:* Dörnyei and Scott (1997: 189) asserted that when the speaker does not know or remember the word, he can omit the word and go on his speech as if the word is used. This strategy is called as omission.

*Retrieval:* Retrieval strategies are used when the speaker try to remember the lexical items during his speech (Krings, 1986: 270). Dörnyei and Scott (1997: 189) also claimed that before reaching the correct form of the speaker can use wrong or inappropriate forms or structure. This situation is named as retrieval strategy.

*Mime*: Tarone (1977) asserted that miming is used once the speaker does not recall the form. He can use non-verbal strategies instead of the form.

### **2.3.1.2. Own-performance problem-related strategies**

*Self-rephrasing*: Cogo (2009: 256) proposed that self-rephrasing is the using a new utterance by the same speaker not changing the previous utterance's meaning. Dörnyei and Scott (1995) claimed that it is the combination of self-repetition and self-repair. However self-rephrasing is not fast as the repetition and it does not need anything to correct because the first attempt does not need repair. The speaker paraphrases what he said before.

*Self-repair*: It is an attempt to correcting mistakes in a speech (Drew, 1997: 96). Lafford (2004: 223) also defined it making corrections by the speaker during the speech. It is mostly done by the advanced L2 speakers to correct their mistakes and convey the correct meaning (Dörnyei and Scott, 1995).

### **2.3.1.3. Other-performance problem-related strategies**

*Other-repair*: Dörnyei and Scott (1995) asserted that correcting the speaker's speech kindly by the other speaker in the conversation is named as other-repair.

## **2.3.2. Interactional Strategies**

### **2.3.2.1. Resource deficit-related strategies**

*Appeals for help*: Tarone (1977) named appeals for help as appeal for assistance. Once the speaker is unsure about the correct form of the item because of

limited knowledge, he asks directly the correct form of the structure or the word (Fata, Aziz and Balqis, 2018: 150).

### **2.3.2.2. Own-performance problem-related strategies**

*Comprehensive check:* Dörnyei and Scott (1997: 192) proposed that if the speaker is not sure about conveying the meaning appropriately, he asks questions to check understanding. This strategy is known as comprehensive check or comprehension check.

*Own-accuracy check:* The speaker checks his speech's correctness by asking questions, repetition or intonation (Hung and Higgins, 2016: 34). Besides, Dörnyei and Scott (1997: 192) claimed that the speaker goes on producing structures to check his accuracy.

### **2.3.2.3. Other-performance problem-related strategies**

*Asking for repetition:* If one of the participants in the conversation does not hear or understand the utterance, he asks for repetition (Nakatani, 2010: 121). However, according to Stern (1992: 265), the speakers use ask for repetition not to stop conversation.

*Asking for clarification:* Nakatani (2005: 81) claimed that if the speaker or listener does not comprehend the meaning, he asks some questions to make the meaning clear. Dörnyei and Kormos (1998) asserted that to solve the comprehension problems, the participants of the conversation clarify the meaning of the utterance.

*Asking for confirmation:* When the speaker wants to be sure about the understanding of the utterance, he uses confirmation checks (Nakatani, 2005: 81).

*Guessing:* According to Dörnyei and Scott (1997: 191), guessing is the strategy which is used to get over the communication problems to continue the communication flowingly.

*Expressing non-understanding:* The participant expresses that he does not understand what the speaker has said properly (Dörnyei and Scott, 1997: 192).

*Interpretive summary:* The speaker confirms his understanding summarizing what the other speaker has said (Krishnan, Ramalingam, Ching and Maruthai, 2018: 155). It is a kind of paraphrasing to check the understanding (Dörnyei and Scott, 1997).

*Responses:* Dörnyei and Scott (1997: 192) explained that there are six types of responses and they are about responding the utterances appropriately. They are response repeat, response repair, response rephrase, response expand, response confirm and response reject.

### **2.3.3. Indirect Strategies**

#### **2.3.3.1. Time pressure-related strategies**

*Use of fillers:* According to Tupan (2007: 1) if the speaker does not remember the target word or structure, he uses fillers as a hesitation device. Dörnyei and Scott (1997) claimed that speakers use fillers to have more time without stopping.

*Repetitions:* Tiono and Sylvia (2004: 39) proposed that to gain time and remember the structure, the speaker repeat the utterance and this strategy is named as repetitions.

### **2.3.3.2. Own-performance problem-related strategies**

*Verbal strategy markers:* Once the speaker is not capable of using the correct utterance, he uses markers to show the need of understanding (Jamshidnejad, 2011: 534). Dörnyei and Scott (1997: 191) claimed that verbal strategy markers are used to cope with the self- expression problems.

### **2.3.3.3. Other-performance problem-related strategies**

*Feigning understanding:* It is the strategy that is used by the speaker when he does not understand the utterance. Even he does not catch the meaning; he behaves as if he understood (Dörnyei and Scott, 1997: 191).

As it is seen, communication strategies are important to reach communication goals when the speakers are not capable of communicate properly. There are also different types of taxonomies and their aims are just transferring information among people. Studies regarding communication strategies paved the way for studies of communication strategies in psychology and it can be asserted that communication strategies may be changed according to the speaker's personality traits. This understanding regarding how communication strategies are used in specific contexts by communicators plays an important role to explore the people's personality traits. On the other hand, the use of communication strategies allows researchers to observe the personality traits. Due to the fact that the use of communication strategies depends on the character of the communicators and it can be deduced from the



preference of communication strategies what type of personality traits that the communicators have.

## **2.4. PERSONALITY TRAITS**

The area of individual differences and personality has been an important issue for 2500 years and personality shapes the individuals' behaviour. Weinberg and Gould (1999) defined personality as the combination of different characteristic which make the individuals unique. These differences can be shaped by person's feelings, thoughts and behaviour. These features represent the human being's personality and personality is composed of different traits (Pervin and John, 1997: 4).

Cole (2013: 3) proposed that the aspects of the personality are categorized by different views and each view improves this field. For instance, Freudian theory emphasizes the behaviour, but Skinner gives importance to environment to shape the personality (Pervin and John, 1997: 16).

Leahey, (2004: 212) pointed out that Sir Francis Galton was one of the first person who studied about human behaviour and mental traits. According to Jung, Hippocrates and Galen first organized personality traits of people coherently. However, it was Gordon Allport who defined personality and traits systematically. According to Allport (1937: 295):

“Each individual has a certain number of such mental structures which determine his behaviour in a unique way. A trait is a generalized and focalized neuropsychic system (peculiar to the individual), with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and expressive behaviour”.

Moreover, Buss and Poley (1976) defined traits as different characteristic specialities which make individuals different from each other. Blackwell, Miniard and Engel, 2001: 213) suggested that there are three main assumptions that deal with personality trait theory:

1. There are basic traits concepts that are suitable for everyone but the amount of them differ from person to person.
2. Traits are mostly certain and the effects of them clear on behaviour.
3. Traits can be known by measuring behavioural indicator.

First of all, Allport (1937) was one of the first modern trait theorists and he named different personality traits. He claimed that there are 4500 different personality traits and they can be organized into three categories. These are;

1. Cardinal traits (dominate an individual's personality)
2. Central traits (make up individual's personality)
3. Secondary traits (only can be seen under certain circumstances)

Subsequently, Raymond Cattell (1943: 559-594) proposed his 16 primary traits theory. These traits are warmth, reasoning, emotional stability, dominance, liveliness, rule-consciousness, social-boldness, sensitivity, vigilance, abstractedness, privateness, apprehension, openness to change, self-reliance, perfectionism and tension. He claimed that these factors are the primary ones which an individual has a low or high range of it. According to the level that the individual has, the personality can be described. Then Eysenck (1947) claimed that there were big three personality types that can be accepted by people. These are; extroversion-introversion,

neuroticism and psychoticism. According to Zuckerman (1989: 391) Eysenck's theory is unique because it gave other scientists a ground to develop their personality studies. Many researchers thought that Cattell's theory was too complicated and Eysenck's theory was not enough to describe someone's personality. Thus, after big three personality theory, Fiske (1949) proposed five factor model. According to him, the 'Big Five' or Five-Factor Model (FFM) is the personality trait model composed by five factors. These are; Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect or Openness to Experience. This view was accepted by many other psychologists such as Tupper and Christal (1961) and Norman (1963) and it is the theory which is not far from the contemporary views (Digman, 1990: 419). From that time, this theory has been popular and Goldberg (1981: 159) claimed that this theory should be used as a framework of many studies of the personality.

## **2.5. FIVE FACTOR MODEL OF PERSONALITY**

According to Aldemir and Bayraktaroğlu (2004: 132), the five factor personality theory has been studied for more than 70 years and lots of psychologists supported this theory (Church and Burke, 1994; Digman, 1990; Goldberg, 1999; John, 1990; McCrae, 1989; McCrae and Costa, 1991; Ostendorf and Angleitner, 1992; Peabody and Goldberg, 1989; Wiggins, 1996). McCrae and Costa (2003: 21) suggested that personality traits can be seen as stable patterns that is about five different types of behaviour. Sava and Popa (2011: 359-360) proposed that people generally think about personality traits considering a specific behaviour however there are lots of relevant factors that affect the real personality so researchers should analyse different attempts to decide someone's personality using big five model. According to Pervin and John (1999: 105), these five personality traits represented different personality types and each of them showed specific characteristics of a person.

McCrae and John (1992: 175) claimed that five-factor model has five basic dimensions. These are; Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience. Moreover, they developed and supported their idea with a study. According to their study, this five-factor model's dimensions are the previous ones.

**Table 8.** Big Five-Factor Model According to Costa and McCrae (1995)

| <b>Neuroticism</b> | <b>Extraversion</b> | <b>Openness</b> | <b>Agreeableness</b> | <b>Conscientiousness</b> |
|--------------------|---------------------|-----------------|----------------------|--------------------------|
| Anxiety            | Warmth              | Fantasy         | Trust                | Competence               |
| Anger<br>hostility | Gregariousness      | Aesthetic       | Straight-forwardness | Order                    |
| Depression         | Assertiveness       | Feelings        | Altruism             | Dutifulness              |
| Shyness            | Active              | Moving          | Obedience            | Strive to achieve        |

### **2.5.1. Neuroticism**

According to De Raad (2000: 94), the measurement of neuroticism first became important during the First World War because of understanding the soldiers' ability to cope with stress. De Raad and Perugini (2002: 9) proposed that this term later used to predict school success and job performance.

John and Srivastava (1999: 121) defined neuroticism as an emotional instability which leads to negative feelings such as anger, sadness, tenseness and unconfident. According to Langstedt (2011), neuroticism focuses on emotional stability of the individual and neurotic people are thought as emotionally unbalanced and they have big emotional fluctuations. McCrae and Costa (1987) also asserted that neurotic people likely to fail to deal with problems that they have experience. Magnus, Diener, Fujita and Pavot (1993) pointed out that the people who have neurotic personality confront more negative experiences than the other people because they generally put themselves into situations that create negative effects. In addition to this, Costa and McCrae (2010) claimed that this type of personality factor

leads to some feelings such as guilt, sadness, fear and nervousness. That is why these kinds of people feel uncomfortable, introverted, worried and unassertive. Bruck and Allen (2003) also proposed that neurotic people have difficulty to have healthy relationship with people and they suffer from long-term stress. Apart from these, Dewaele (2012: 47) claimed that the people who have neurotic personality suffer from foreign language anxiety. Finally, McCrae and Costa (2008: 164) asserted that neurotic people have pessimistic view towards their lives and they have low self-esteem when compare to other traits of personality.

### **2.5.2. Extraversion and Introversion**

Pervin and John (1997) claimed that these terms first used by Carl Jung. According to Jung (1917: cited in De Raad, 2000: 88) extraversion and introversion go together. Extraversion deals with mental energy that is shared with outer world whereas introversion deals with mental energy that is not shared and kept by the person.

Guilford and Braly (1930: 96) claimed that extraversion and introversion has been widely discussed. Barrick and Mount (1993) proposed that extraversion is about having positive feelings and being active. McCrae and Costa (1987: 87) defined extravert people as entertaining, sincere, affectionate and talkative. According to Watson and Clark (1997), extravert people mostly seem to be happy and this happiness is not about being calm happy appearance. In fact, it characterizes a typical extravert people's energetic and active happiness. Thus, it can be said that extravert people's positive emotional experiences are feature of these characteristics and these people are more incline to be happy. Moreover, John and Srivastava (1999: 121) identified extraversion as a dynamic approach to the world that contains sociability, energy, assertiveness and positive attitudes.

On the other hand, introversion is not the opposite of extraversion. Introverted people mostly want to be alone but they are not unhappy or pessimistic (Moore and McElroy, 2012). Watson and Clark (1997) also asserted that introvert people do not have as many friends as extraverts have but they can find other introvert activities and spend less time in social situations. McCrae and Costa (2003) pointed out that these people are not antisocial. They are just shy and independent individuals.

### **2.5.3. Openness to Experience**

It can be said that openness to experience model is the one which has the least consensus among the researchers. Norman (1963) asserted that this form is about culture whereas Hogan (1983) and Goldberg (1989) claimed that this is about intelligence. John and Srivastava (1999: 121) described it as being an original and complex person in his/her mental and experiential life.

According to McCrae and Costa (2008: 169), the individuals who have the characteristics of openness generally search for change and refreshing. Thus, these kinds of people are open to new things and they want to travel more, change their jobs and have different physical activities. DeYoung, Quilty, Peterson and Gray (2013) argued that these people try to find, understand and use more information than the other people who have different personality traits. Saadé, Kira, Nebebe and Otrakji (2006) claimed that people are eager to be educated and they are mostly seemed to be healthy and mature. Bono, Boles, Judge and Lauver (2002) identified these individuals as dreamers, interested, revolutionary and adventurous. In addition to these, the people who are open to new experiences are not traditional and they are independent. They question everything and they are imaginative and libertarian (McCrae and Costa, 2003). Apart from these, Blickle (1996: cited in De Raad and Perugini, 2002: 9) states that openness is important for teaching-learning process and it deals with different learning strategies. Furthermore, DeNeve and Cooper (1998:

199) noted that openness to experience is a ‘double-edged sword’ that makes the individuals to feel both the good and the bad more deeply.

#### **2.5.4. Agreeableness**

Jensen-Campbell and Graziano (2001) asserted that while extraversion deals with social effect, agreeableness is interested in creating positive relationship with other people. Moreover, Pervin and John (2001) pointed out that agreeableness summarizes the way that how people behave to the other people. According to McCrae and John (1992: 196-197), this character type has two certain dimensions. One of them is devotion, care and emotional support; the other one is hostility, indifference to others, selfishness and jealousy. It can be said that these dimensions depend on the people’s reaction to each other. Costa, McCrae and Dye (1991) emphasised that agreeableness is about the quality of relationships. Organ and Lingl (1995: 340) claimed that agreeableness consists of getting on well with others in friendly and satisfying manner.

McCrae and John (1992) also asserted that these people have close relationships with others and they are modest. Moreover, McCrae and Costa (2008: 164) declared that they have forgiving nature and use polite language.

In short, Goldberg (1993: 169-170) stated that agreeableness “*contrasts traits such as kindness, trust, and warmth with traits such as hostility, selfishness and distrust*”.

### **2.5.5. Conscientiousness**

Conscientiousness is related with being organized, consistent and practical (Goldberg, 1992; cited in De Raad, 2000: 92). It can be identified as “will to achieve” (McCrae and Costa, 1987: 88). In addition to this, Johnson and Ostendorf (1993) defined conscientiousness as being neat, cautious, control-freak and responsible however it can be also said that these kinds of people may be thoughtless, reactionary and careless, too.

Robbins and Judge (2013) claimed that conscientious individuals take care of themselves more than other types of personalities so they can live longer. However, they are too organized and stable to adapt new environment easily. Srivastava (1999: 121) proposed that these individuals control something too much so they are task-based individuals. Barrick and Mount (1993) also stated that these people are reliable ones and to achieve something they never act spontaneously. They have organization plans and obey them until they fulfil their aims.

In short, conscientious is related to obsession and these people never give up. This model also deals with being stimuli-control and these kinds of people want to dominate everything (Nettle, 2007: 138).

## **2.6. PERSONALITY TRAITS AND L2 COMMUNICATION STRATEGIES**

The relation between personality and communication has been one of the most controversial issues and over the years academicians have searched about biological contributions to the ways of communication (Beatty, McCroskey and Valencic, 2001). According to Khany and Ghoreyshi (2013: 602) the learners’ personality traits affect their way of communication with people. Ellis (2008: 672) also proposed that different features of personality draw many researchers’ attention. However, the



research between the personality traits and L2 learning are not enough. Up to that time, especially three of measurements have been used in L2 learning. These are; Myers Briggs Type Indicator (MBTI) (Myers and Briggs, 1976), Eysenck Personality Questionnaire (EPQ) (Eysenck, 1975), and the Five Factor Model (FFM) (Costa and McCrae, 1992). However, Dörnyei (2005) claimed that Five Factor model is the one which can be applied L2 learning.



## CHAPTER III

### 3. METHODOLOGY

In this research qualitative and quantitative methods were used together. In the qualitative phase, descriptive case study design was used for seeking out the question of “How do the EFL teenager students use communication strategies?”. Descriptive case study technique is used for describing a phenomenon or intervention and the real-life context in which it occurred (Yin, 2003). In this research the phenomenon of students’ communication strategies was described.

Descriptive survey model was used in the first step of quantitative phase, and the question of “What are the EFL teenager students’ perceptions about their personality traits?” was sought out. This type of models are research techniques aiming at describing a situation as it is if it still exists or as it was in the past (Karasar, 2008). This research was also aimed at detecting students’ personality traits in a certain time.

Second step of the quantitative phase was conducted using correlational research for seeking out the question of “Is there any significant relationship between the EFL teenager students’ communication strategies and their personality traits?”. The relationship between two or more variables is examined without intervene in variables in correlational research design (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel 2012). In this research, the relationship between students’ communication strategies and their personality traits was examined, too. The summary of the research model is given in Table 9.

**Table 9.** Model of the Study

| <b>Step</b>     | <b>Method</b> | <b>Design</b>          | <b>Research Question</b>  |
|-----------------|---------------|------------------------|---|
| 1 <sup>st</sup> | Qualitative   | Descriptive case study | How do EFL teenager students use communication strategies?  |
| 2 <sup>nd</sup> | Quantitative  | Descriptive survey     | What are the EFL teenager students' perceptions about their personality traits?                                 |
| 3 <sup>rd</sup> | Quantitative  | Correlational          | Is there any relationship between EFL teenager students' communication strategies and their personality traits? |

### **3.1. PARTICIPANTS**

Convenience sampling was used to determine the participants of the study. This sampling type is one of the nonprobability sampling types. Researchers have been used this sampling type for many reasons. Some of them are geographical proximity, availability at a given time, willingness to participate to the study, and easy accessibility (Dörnyei, 2007). In this research this type was preferred for easy accessibility to participants as the researcher was also an English language teacher at the private school where the study was conducted.

Participants were composed of 24 students who were 6<sup>th</sup> grades in a private middle school in Başiskele Kocaeli Province in 2017-2018 academic year spring semester. Of the participants 58.3% (n: 14) were female, and 41.7% (n: 10) were male. Their English proficiency levels range between A1 to A2+. There are six A1, four A1+, nine A2, five A2+ students in the study group. Participants' profile is given in Table 10.

**Table 10.** Participants' Profile

| <b>Label</b> | <b>Gender</b> | <b>English proficiency level</b> |
|--------------|---------------|----------------------------------|
| S1           | Female        | A2                               |
| S2           | Male          | A1                               |
| S3           | Male          | A1+                              |
| S4           | Female        | A1+                              |
| S5           | Male          | A2                               |
| S6           | Male          | A1                               |
| S7           | Male          | A2+                              |
| S8           | Male          | A2+                              |
| S9           | Female        | A1                               |
| S10          | Female        | A2                               |
| S11          | Female        | A1                               |
| S12          | Female        | A2                               |
| S13          | Male          | A2                               |
| S14          | Female        | A2                               |
| S15          | Male          | A1+                              |
| S16          | Male          | A1+                              |
| S17          | Female        | A1                               |
| S18          | Female        | A2+                              |
| S19          | Female        | A2                               |
| S20          | Male          | A2                               |
| S21          | Female        | A2                               |
| S22          | Female        | A2+                              |
| S23          | Female        | A1                               |
| S24          | Female        | A2+                              |

### **3.2. DATA COLLECTION**

Before starting to data collection process, parents' and school's permissions were asked. After getting their permissions (*please see Appendix I and II*), both qualitative and quantitative data were collected by the researcher. Qualitative data were collected by recording the English speaking lessons. The researcher, at the same time ELT teacher of the study group, recorded 10 lessons, and got 400 minutes audio. Quantitative data were also collected from the study group via "The Big Five Inventory" which was developed by John and Srivastava (1999).

### 3.3. DATA COLLECTION TOOLS

The data about participants' communication strategies were collected during the English speaking lessons. Personal traits of students were measured via "The Big Five Inventory" which was developed by John and Srivastava (1999).

The inventory consists of 44 likert-typed items (*1: disagree strongly, 2: disagree a little, 3: neither agree nor disagree, 4: agree a little, 5: agree strongly*) in five sub-scales. These sub-scales are extraversion, agreeableness, conscientiousness, neuroticism, and openness and they have eight, nine, nine, eight, and 10 items in each sub-scale respectively. Cronbach's alpha value was found as .83 for the entire scale. Cronbach's alpha values for the sub-scales were found .88, .79, .82, .84 and .81 respectively. According to CFA results, compatibility indexes were found as  $\chi^2/df= 4.62$  ( $p<0.001$ ), CFI= .95 (John and Srivastava, 1999).

### 3.4. DATA ANALYSIS

Content analysis technique was used to analyse qualitative data of the research. Before analysing the qualitative data, researcher transcribed the audios into the text, then analysed the text in terms of Dörnyei and Scott's (1995) classification. After that, some sample quotations were given for each communication strategies while presenting the results.

Descriptive statistics and Kendall's correlation techniques were used for analysing the quantitative data. While mean and standard deviation values were presented for descriptive statistics, the relationship between communication strategies and personality traits was sought out by using Kendall's correlation. Kendall's correlation ( $t$ ) is like Spearman's  $r$ , but it is used for small samples (Field, 2009). The researcher used SPSS 18 for all quantitative analyses.

## **CHAPTER IV**

### **4. RESULTS**

In this chapter, findings of the research were presented for each research question.

#### **4.1. RESULTS FOR RQ1**

First research question of the study was “How do the EFL teenager students use communication strategies?” With this regard, students’ communication strategies were examined in three themes such as direct strategies, interactional strategies and indirect strategies.

##### **4.1.1. Direct Strategies**

It was found that students use message abandonment, circumlocution, approximation, use of all-purpose words, word-coinage, restructuring, code-switching, use of similar-sounding words, mumbling, omission, retrieval, self-repair, and other repair as direct strategies. Table 11 shows that how students use direct strategies as a communication strategy.

**Table 11.** Students' Usage of Direct Strategies

| <b>Theme</b>      | <b>Code</b>                   | <b><i>f</i></b>   |
|-------------------|-------------------------------|-------------------|
| Direct strategies | Message abandonment           | 14                |
|                   | Circumlocution                | 2                 |
|                   | Approximation                 | 44                |
|                   | Use of all-purpose words      | 8                 |
|                   | Word-coinage                  | 6                 |
|                   | Restructuring                 | 4                 |
|                   | Code-switching                | 20                |
|                   | Use of similar-sounding words | 4                 |
|                   | Mumbling                      | 18                |
|                   | Omission                      | 10                |
|                   | Retrieval                     | 16                |
|                   | Self-repair                   | 12                |
|                   | Other repair                  | 2                 |
|                   | <b><i>Total</i></b>           | <b><i>160</i></b> |

Message abandonment refers to go on talking about different topics or stop talking because of the incompetence of the speaker (Thin and Phan, 2008: 30). Some sample quotations about this strategy is given below:

Teacher (T): If you had a chance to choose your own holiday, what would you choose?

Student (S) 4: I think I choose ... .. but I not choose.

T: If you had a chance to choose your own holiday, what would you choose?

S14: I like to see different cultural thinks like... .. I do not know, I like historical places more than beaches.

T: If you were a university student, would you prefer hitchhiking?

S5: I think it is dangerous if it is your... .. driving is also sometimes dangerous.

T: How often do you travel?

S21: In summer, every summer, I can... ..

Circumlocution is defined as describing or explaining the meaning, or the function of the target expression as the speaker does not remember the word (Tarone, 1978). Students also used circumlocution as a direct communication strategy. For instance, S10 replied the teacher: *What would you do, if you had a store which sold pencils, erasers?*

One of the other direct communication strategies is approximation. Approximation refers to using an alternative expression which may not express exactly what it means (Tarone, 1981). Some sample quotations about approximation strategy is given below:

T: If you had a chance to go on holiday, where would you like to go?

S20: I would like to go Greek!

T: Greece.

S20: Greece. Because their ice-creams are delicious.

T: What was your worst holiday?

S7: When we were going to Italy, first we went to Amsterdam but in Amsterdam, we missed the plane and in the *airplane* we spent eight hours (at the airport).



S18: You do not need so much money to travel short *distances* (destination).

S22: We can open the book and just look and we *know* the information (get).

S11: If you are rich, you think that all the people love you but it is not *truth* love (true love).

S17: It gives more *happier* than being a friend (happiness).

S13: Everything can be chanced according to their looking to us (means personality).

S1: If I had a stationary, I wouldn't *give* the stuff to the customers (sell).

S24: I would *design a funeral* for her.

S16: If he had a choice, he would *do all the crime things* (commit a crime).

S3: I think he can *make* food (cook).

Students also used “use of all-purpose words” as a direct communication strategy. Use of all-purpose words is used to gain time and fill the communication gaps not to stop the conversation (Patil and Karakatti, 2015: 226). Some examples about this strategy are given below.

T: Which one is better for you? Visiting historical places, historical monuments or beaches?

S14: I like to see different cultural things like... I do not know, I like historical places more than beaches.

S18: As a traveller, you see the *thing* by yourself, you see it on your own eyes. You do not need a picture and there is information next to the *thing* and you can read it by there. You do not need reading, you see.

Another direct communication strategy is word-coinage. Word-coinage means creating an L2 word thinking that it might work (Tarone, 1983: 62-63). Some quotations about this strategy can be seen below.

S5: When I visit my friend’s parents who live in İstanbul, I generally see people who have *black skin*.

S14: If you have money in the future, you will be *unhonest* too (dishonest).

S18: I would talk to *science* men (scientists).

Students also used restructuring as a direct communication strategy. Faerch and Kasper (1983: 50) defined restructuring as reproducing the sentence to achieve the communication goals. Some examples about this strategy are given below.

T: If you had chance to choose your own holiday, what would you choose?

S5: I will choose...

T: You will?

S5: I would choose ... (hotel name) which is far away from here.

One of the most used direct communication strategies was code-switching. Code-switching refers to the usage of native language instead of the target language consciously or unconsciously (Söderberg Arnfast and Jørgensen, 2003: 25). Some quotations about code-switching can be seen below.

S9: For example, a young woman may marry to an old man for the money and when the man dies, the *miras* goes to the woman.

S6: If I hadn't got enough money, I would *çalmak* not to be hungry.

S15: The weather will be *eksi* 5 degrees.

Students also used “use of similar sounding words” strategy. This strategy means using the word whose sound is similar to the target word. (Dörnyei and Kormos, 1998: 362). Some examples about this strategy are given below.

S13: If the old man was intelligent, he would leave his *inherit* to his kids (inheritance).

S6: If there wasn't any *electrical*, what would you do (electricity)?

Another direct communication strategy is mumbling. This strategy refers to speaking or spoken in a quiet and indistinct way or swallowing the word (Rababah, 2002: 27). Some sample quotations about mumbling strategy is given below:

T: If you had chance to choose your own holiday, what would you choose?

S18: I would want to go *abroad* (very quiet).

T: Abroad?

S18: Yes, abroad.

S5: It takes too long time to travel and learn something but with reading you can learn more and you can learn in... .. (mumble).

S7: You said you read before travelling but actually you do not need to read anything. There is not that we cannot do... ..

Participants used omission as a direct strategy, too. Omission means omitting the word which is not remembered by the speaker and going on the conversation without stopping (Dörnyei and Scott, 1997: 189). Some examples about this strategy are given below.

S14: When we were in boat trip in Antalya at 12 o'clock our boat was off because there was a problem and we must wait for 5 or 6 hours in the sea and it is too bad. We cannot reach... .. (omitted) we cannot turn back to our place.

S19: They said we can see that places our own eyes but there are lots of describe... .. (omission). There are lots of books about place also they are describing the book so we can imagine that pictures.

S20: You cannot buy book if you are broke but book is not really expensive and we can... .. (omission).

One of the direct communication strategies that were used by students was retrieval. Retrieval refers to use wrong or inappropriate forms or structure before reaching the correct form of the sentence (Dörnyei and Scott, 1997: 189). Some quotations about retrieval can be seen below.

T: What was your worst holiday?

S24: When I was seven or eight years old, I went to summer house with my family. They bought me a new gaming console and we played it with all day and next day *it ... it wasn't ... wasn't ... it*

*wasn't* where I put it. I looked everywhere in the house but someone stole it.

S12: But *if, what if they, what if* they do not give the right amount of it.

S14: Before you are rich, maybe you are honest but *you are, you, you are, you you, you didn't you* weren't rich using the other person's money.

Participants also used self-repair and other repair as direct communication strategies. Self-repair means correcting the mistakes by the speaker during the conversation (Drew, 1997: 96). Some examples about self-repair strategy are given below.

T: What was your worst holiday?

S13: We went "land of legency" hotel and it was very good. I actually liked very much, but in last night I was sleeping, I *thought*.

T: *Thought?*

S13: I *thought*... ... the man woke up and started to swear.

S17: The *describe* of the picture is an important factor.

T: *Describe?*

S17: *Description*.

Quotation about “other repair” can be also seen below.

T: What do you do on holidays?

S12: I am staying at home because *mmmmmmmm*... ..

T: Because of your parents’ schedule?

S12: Yes.

It is seen that students used message abandonment, circumlocution, approximation, use of all-purpose words, word-coinage, restructuring, code-switching, use of similar sounding words, mumbling, omission, retrieval, self-repair and other repair as direct communication strategies. While some direct communication strategies were used more, others were used less. One of the other communication strategies is interactional strategy. Participants also used this strategy type.

#### **4.1.2. Interactional Strategies**

It was understood that students use appeals for help, expressing-nonunderstanding as interactional strategies. Table 12 presents that how students use interactional strategies as a communication strategy.

Appeals for help means asking directly the correct form of the word or the structure to the interlocutor (Fata, Aziz and Balqis, 2018: 150). On the other hand, expressing non-understanding means the participant does not understand what the speaker has said (Dörnyei and Scott, 1997: 192). It is seen that participants used these strategies. Some quotations about these interactional strategies are given below.

**Table 12.** Students' Usage of Interactional Strategies

| Theme                    | Code                        | <i>f</i> |
|--------------------------|-----------------------------|----------|
| Interactional strategies | Appeals for help            | 4        |
|                          | Expressing-nonunderstanding | 2        |
|                          | <b>Total</b>                | <b>6</b> |

*Appeals for help-* S5: Or if someone, what was the name of it?

T: Hitchhike.

S11: I didn't feel welcome when I went to Germany because "how can I say *nazik degiller* in English"?

A student: Kind.

Elif Zehra: Yes, they weren't kind to us.

*Expressing-nonunderstanding-* T: Are there any tourists who visit your country?

S3: I do not understand.

T: Do we have different tourist attractions or not?

S3: Yes, Istanbul.

It is seen that participants use appeals for help and expressing-nonunderstanding as interactional communication strategies. One of the other communication strategies used by individuals is indirect strategy.



### 4.1.3. Indirect Strategies

It was found that students prefer use of fillers and repetitions as indirect strategies. Table 13 shows that how students use indirect strategies as a communication strategy.

**Table 13.** Students' Usage of Indirect Strategies

| <b>Theme</b>        | <b>Code</b>    | <b>F</b>  |
|---------------------|----------------|-----------|
| Indirect strategies | Use of fillers | 42        |
|                     | Repetitions    | 4         |
| <b>Total</b>        |                | <b>46</b> |

Use of fillers means to using fillers as a hesitation device once the speaker does not remember the proper word or structure (Tupan, 2007: 1). Some sample quotations about use of fillers strategy are given below.

T: What do you do on holidays generally?

S10: *Mmm*. Generally we are going to *mmmmmm* hotels and *mmmmmmmm* maybe abroad.

T: Which one is better for you? Visiting historical places, historical monuments or beaches?

S5: *Mmm*. I would love to choose both of them *mmmm*, because I would love to *mmmm* learn something about historical place and *mmm* I also love swimming.

T: Do we have different tourist attractions or not?

S24: *Mmmm*, they are tourists but they come for *mmmmm* specific reasons. For example, they usually come in the summer because *mmmm* Turkey is a country that have very summer holiday places and tourists love them, but there is some places *mmmm* like Uludağ that they can do skiing and *mmm* there is tourist places and they can come *mmmm* all the seasons.

T: What kind of transport do you prefer on holidays? Like plane, bus, by car, which one?

S11: *Mmm*, if we are very crowded, we are going to *mmm* with cars because it's more enjoyable *mmm* we are together and we enjoy.

S10: *Mmmm* when we were in Bozcaada, we are *eeee* we went to *mmmmm* island but there was a strong wind and boat were off. So we *mmmmmm* had to wait.

S23: I think *mmm* I want *mmm* to go to *mmm* other countries.

S16: *Mmm* in Bodrum, I think it was worst trip because everywhere there were mosquitos. *Mmm*, in dining room, there was all food *mmm* with mosquitos.

Another indirect communication strategy that was used by students was repetition. Repetition refers to repeat same words/sentences to gain time during the speech (Tiono and Sylvia, 2004: 39). Some examples about repetition strategy are given below.

T: What is your favourite holiday activity?

S4: Bungee jumping. Because *it is fantastic* and I think *it is fantastic*; I think it is exciting too.

S19: I wouldn't hitchhike because the driver can *be dangerous* or want to do something to me. I think *it is dangerous* and *the driver can be dangerous, they want to kill or do something bad*.

It is seen that students used “use of fillers” and repetition as indirect communication strategies. To sum up, participants used direct, interactional and indirect communication strategies while communicating in foreign language.

#### 4.2. RESULTS FOR RQ2

Second research question of the study was “What are the EFL teenager students' perceptions about their personality traits?”. Table 14 presents mean and standard deviation values of students' personality traits.

**Table 14.** Mean and Standard Deviation Values of Students' Personality Traits

| Personality Traits | M    | Sd  |
|--------------------|------|-----|
| Openness           | 3.59 | .78 |
| Agreeableness      | 3.56 | .67 |
| Extraversion       | 3.42 | .61 |
| Conscientiousness  | 3.25 | .82 |
| Neuroticism        | 3.01 | .53 |

Table 14 showed that participants had the highest mean score for openness (M= 3.59, Sd= 0.78). This personality trait was followed by agreeableness (M= 3.56, Sd= 0.67), extraversion (M= 3.42, Sd= 0.61), and conscientiousness (M= 3.25, Sd=

0.82). According to results in Table 14, the participants had the lowest mean score for neuroticism (M= 3.01, Sd= 0.53).

### 4.3. RESULTS FOR RQ3

Third research question of the study was “Is there any significant relationship between the EFL teenager students’ communication strategies and their personality traits?” A correlation analysis was undertaken to examine the relationships between all variables. These relationships were measured by Kendall’s correlation coefficient. When interpreting the correlation coefficients ( $\tau$ ), the thumb of rule is that  $.10 \leq \tau < .30$  means small effect,  $.30 \leq \tau < .50$  medium effect, and  $\tau \geq .50$  large effect (Field, 2009).

The results of the Kendall’s correlation analysis showed that there were significant medium relationships between extraversion and using direct communication strategies ( $\tau = .41$ ,  $p < .01$ ), and neuroticism and using indirect communication strategies ( $\tau = .35$ ,  $p < .05$ ). On the other hand, there were significant medium and negative relationship between agreeableness and using interactional communication strategies ( $\tau = -.46$ ,  $p < .01$ ). The correlation coefficients are presented in Table 15.

**Table 15.** Correlation Coefficients of Study Variables

|                                  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b>     | <b>7</b>      | <b>8</b>    |
|----------------------------------|----------|----------|----------|----------|----------|--------------|---------------|-------------|
| <b>1.</b> Extraversion           | -        | .12      | .24      | -.16     | .06      | <b>.41**</b> | -.03          | .01         |
| <b>2.</b> Agreeableness          |          | -        | .27      | .06      | .05      | .07          | <b>-.46**</b> | -.25        |
| <b>3.</b> Conscientiousness      |          |          | -        | -.03     | .24      | -.12         | -.21          | .06         |
| <b>4.</b> Neuroticism            |          |          |          | -        | -.05     | -.26         | .30           | <b>.35*</b> |
| <b>5.</b> Openness               |          |          |          |          | -        | -.15         | .12           | .29         |
| <b>6.</b> Direct com.str.        |          |          |          |          |          | -            | .03           | -.04        |
| <b>7.</b> Interactional com.str. |          |          |          |          |          |              | -             | .33         |
| <b>8.</b> Indirect com.str.      |          |          |          |          |          |              |               | -           |

\*\*p < .01

\* p < .05

According to Table 15, some small or medium but insignificant relationships were also occurred. There were small, insignificant, and negative relationships between agreeableness and using indirect communication strategies ( $t = -.25, p < .05$ ), conscientiousness and using direct communication strategies ( $t = -.12, p < .05$ ), conscientiousness and using interactional communication strategies ( $t = -.21, p < .05$ ), neuroticism and using direct communication strategies ( $t = -.26, p < .05$ ), openness and using direct communication strategies ( $t = -.15, p < .05$ ). In addition to these, there were small and statistically insignificant relationships between openness and using interactional communication strategies ( $t = .12, p < .05$ ), openness and using indirect communication strategies ( $t = .29, p < .05$ ). The results of the Kendall's correlation analysis indicated that there was also medium and statistically insignificant relationship between neuroticism and using interactional communication strategies ( $t = .30, p < .05$ ).

## **CONCLUSION, DISCUSSION and SUGGESTIONS**

In this chapter, the summary of the research will be presented and discussion of findings, conclusion of the research and recommendations for further studies will follow.

This study aimed to investigate the relationship between the ESL students' personality traits and communication strategies as well as how they use communication strategies and their perceptions about their personality traits.

The research questions were as followed:

- How do the EFL teenager students use communication strategies?
- What are the EFL teenager students' perceptions about their personality traits?
- Is there any significant relationship between the EFL teenager students' communication strategies and their personality traits?

This study was applied to 24 students who were 6<sup>th</sup> grades in a private middle school in Başiskele District Kocaeli Province in 2017-2018 school year spring semester. The participants 58.3% (n: 14) were female, and 41.7% (n: 10) were male. Their English proficiency levels range between A1 to A2+. There are six A1, four A1+, nine A2, five A2+ students in the study group.

The data were collected through qualitative and quantitative methods. Both qualitative and quantitative data were collected by the researcher. Qualitative data were collected by recording the English speaking lessons. The researcher, at the same time ELT teacher of the study group, recorded these lessons, and got 400 minutes audio. Quantitative data were collected from the study group via “The Big Five Inventory” test.

The researcher used content analysis technique to analyse qualitative data of the research. Before analysing the qualitative data, she transcribed the audios into the text, then analysed the text in terms of Dörnyei and Scott’s (1995) classification. After that, some sample quotations were presented for each communication strategies.

Descriptive statistics and Kendall’s correlation techniques were used for analysing the quantitative data. While mean and standard deviation values were presented for descriptive statistics, the relationship between communication strategies and personality traits was sought out by using Kendall’s correlation.

ESL students’ use of communication strategies was researched in this research and it was found that these 24 students use direct, interactional and indirect strategies and among these three strategy types direct strategies are the ones which was used most by the students and it was followed by the indirect strategies and interactional strategies. However, according to Thao (2014) the mostly used strategies were the indirect strategies and it was followed by the direct and interactional strategies. Lam (2004) also claimed that in his study indirect strategies were used more than direct strategies.

Among direct strategies, the students mostly used approximation and the least used ones were “other repair” and “circumlocution” according to the results of this

research. Besides, “code-switching” and “message abandonment” were also frequently used by the students. Likewise, according to Cervantes and Rodriguez (2012), “code-switching” was the most used strategy and approximation was one of the least used one. However, Sukirlan (2014) claimed that circumlocution was the most frequent communication strategy in his study. His findings had the consistent results with Bialystok (1990). He mentioned that circumlocution was the most common strategy that was used by the participants.

Interactional strategies were not used much by the participants and among these strategies, the participants used “appeals for help” and “expressing non-understanding”. Between them, “appeals for help” used more. Besides, according to Mabry’s (1994) research, “appealing for help” was also frequently used by the participants. On the contrary, in Cervantes and Rodriguez’s (2012) study, “comprehensive check” was the one that was used by their participants and they did not use either “appeal for help” or “expressing non-understanding”.

Among indirect strategies, participants just used “use of fillers” and “repetitions”. Between them, the students used “use of fillers” more than “repetitions”. The other types of indirect strategies were not used by the participants. As in this research, Cervantes and Rodriguez’s (2012) study asserted that repetitions were mostly used by their participants and the other types of indirect strategies were not used by them either. Moreover, Bijani and Sedaghat (2016) proposed that “repetitions” were used frequently especially by the high level students and “use of fillers” were used by the low level students most. Besides, Mabry’s (1994) study also revealed that repetition was one of the most common indirect strategies. As it can be seen above, some of the results are consistent with the existent literature. However; some of them are inconsistent.

The other research question was about perceptions of middle school students about their personality traits. The participants’ openness scores are the highest one



and it was respectively followed by agreeableness, extraversion, conscientiousness and neuroticism. Lounsbury, Hutchens and Loveland (2005) also claimed that they applied big five personality traits questionnaire to adolescents. In their study, neuroticism had also got the lowest score and openness had the highest score. Their results are consistent to this research. Humbyrd (2010) asserted that neuroticism had the lowest score among middle school students, but agreeableness had the highest score. Lounsbury, Tatum, Gibson, Sundstrom, Hamrick and Wilburn's (2003) study also supported Humbyrd's (2010) study. Their results were consistent to each other.

The last research question of this research was about the relationship between middle school students' communication strategies and their personality traits. The results showed that there were significant medium relationships between extraversion and using direct communication strategies, neuroticism and using indirect communication strategies. Yet, there were significant medium and negative relationship between agreeableness and using interactional communication strategies. These results can be interpreted as when students' extraversion scores increase, their usages of direct communication strategies increase; and as their neuroticism scores increase, students' usages of indirect communication strategies increase or vice versa. It can be also asserted that when students' agreeableness scores increase, their usages of interactional communication strategies decrease or vice versa.

The relationship between personality traits and some variables was examined many times by researchers in almost all fields. For instance, some of these studies were about the relationship between big five and shyness, narcissism, loneliness, Facebook usage (Ryan and Xenos, 2011), burnout (Bakker, Van Der Zee, Lewig and Dollard, 2006), conflict management styles (Antonioni, 1998), emotional intelligence (Van Der Zee, Thijs and Schakel, 2003), work-family conflict (Bruck and Allen, 2003), and academic motivation (Komarraju and Karau, 2005). Besides, some researchers focused on personality and communication traits (McCroskey, Heisel, and Richmond, 2001), communication and personality traits (Balgiu and Adir, 2013). McCroskey et al. (2011) stated that there were some relationships between big-three

personality types and communication traits as being shy, apprehensive about touch, competent, assertive, responsive, self-acceptance, immediate, aggressive, argumentative, and affect orientation. Balgiu and Adir (2013) sought out the importance of adapting advertising message according to personality traits. They asserted that the effectiveness of building messages increases with the adaptability to the receiver's unique traits. As afore-mentioned, previous studies in the field were generally concerned with how personality traits affect the other concepts or what the relationship between communication strategies and other concepts. However, this research focused on the relationship between personality traits and communication strategies. Thus, it can be said that it is a distinctive example in this aspect. It can be asserted that this research can contribute to the field since such a study could not be reached.

However, this research is not without limitations. The research is limited with the case of the middle school students who were educating at a private school in Başıskele-Kocaeli in 2017-2018 academic year spring semester. Besides, the results of this research also consist of the limitations of correlational studies. No causal inferences can be made with the results of this research.

This research has also some practical implications for teachers in general, especially for English language teachers. Being aware of students' communication strategies may be useful for approaching to students' problems or opportunities about their foreign language learnings. Similarly, knowing more about students' traits via validate and reliable scales as Big Five (John and Srivastava, 1999) may contribute to the teachers' approaches to students. Hence, teachers can analyse their students' communication strategies and personality traits for achieving above mentioned outcomes.

Based on the findings and limitations of this research, further studies may be conducted in the future. Similar research can be planned with broader study groups.

Moreover, this research was aimed at students with lower proficiency groups. Thus, this research can be applied to the students who have higher levels. Besides, this research took place in a private school, hence similar research can be conducted in the public schools. The same research question can be also sought out with study groups including different ages due to the fact that this research group was teenagers. In this way, doing comprehensive analyses may be possible, and these studies can contribute to the existing literature. Finally, planning a research about the relationship between communication strategies and other variables which is thought to affect the use of communication strategies may be practical.



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## APPENDICES

### I. Permission from the School Administration



**TED KOCAELİ KOLEJİ**

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T.C.  
BAŞİSKELE KAYMAKAMLIĞI  
TED Kocaeli Özel Ortaokulu Müdürlüğü


Sayı : 99960442-405.00/209  
Konu : Veri toplama izni hk.


27/12/2017

Sayın Duygu SUNMAZ ARSLAN,




Kocaeli Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programında Dr. Öğr. Üyesi Mehmet ALTAY danışmanlığında yürütmekte olduğumuz yüksek lisans teziniz kapsamındaki araştırmanın verilerini kurumumuz 2017 – 2018 Eğitim Öğretim yılında mevcut olan 6-C sınıfı İngilizce Speaking dersi kapsamında toplamanızda herhangi bir sakınca yoktur.

Saygılarımla,

  
Rasim AYDOĞUS  
Okul Müdürü



TED Kocaeli Koleji  
Fatih Mah. Gazi Erensoy Cad. No 10 Yuvacık / Başiskele / Kocaeli  
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## II. Permission from the Parents



TED KOCAELİ KOLEJİ

T.C.  
BAŞİSKELE KAYMAKAMLIĞI  
TED Kocaeli Özel Ortaokulu Müdürlüğü

27.12.2017

Sayın Velimiz,

TED Kocaeli Koleji olarak öğretmenlerimizin mesleki gelişimlerine oldukça önem vermekteyiz. Bu çerçevede okulumuz öğretmeni tarafından yapılacak bir akademik çalışma için öğrencilerimizin konuşma derslerinde kullandıkları iletişim stratejilerine ihtiyaç duymaktayız. Bu nedenle İngilizce becerilerine dayalı etkinlikler sırasında sınıfımızda ses kaydı yapılması gerekmektedir. Dersler sırasında elde edilen ses kayıtları yalnızca bilimsel amaçlarla kullanılacak ve üçüncü kişiler ya da kurumlarla kesinlikle paylaşılmayacaktır.

Bu duruma ilişkin velilerimizin aşağıda yer alan izin formunu doldurup 29 Aralık 2017 Cuma gününe kadar öğrencimiz ile Şube Rehber Öğretmenimize göndermesini önemle rica ederim.

Saygılarımla,

Rasim AYDOĞUŞ  
Genel Koordinatör  
Okul Müdürü

TED KOCAELİ ÖZEL ORTAOKULU MÜDÜRLÜĞÜNE  
BAŞİSKELE

Velisi bulunduğum ..... numaralı ..... sınıfında öğrenim gören okulunuz öğrencisi .....'nin İngilizce konuşma dersinde akademik çalışma kapsamında ses kaydının alınmasına

İzin veriyorum

İzin vermiyorum

Velinin Adı Soyadı : .....

İmza : .....

Tarih : .....

TED Kocaeli Koleji  
Fatih Mah. Galip Erenoğlu Cad. No:10 BAŞİSKELE/KOCAELİ  
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## CURRICULUM VITAE

### PERSONAL INFORMATION

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|                      |                     |
|----------------------|---------------------|
| <i>Name-Surname</i>  | Duygu SUNMAZ ARSLAN |
| <i>Date of Birth</i> | Kdz. Ereğli         |
| <i>Date of Year</i>  | 18.08.1987          |

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### EDUCATION

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|                        |  |      |
|------------------------|--|------|
| <i>High School</i>     | Kadri Yılmaz Foreign Language Oriented High School | 2005 |
| <i>Bachelor Degree</i> | Gazi University                                    | 2011 |
| <i>Master Degree</i>   | Kocaeli University                                 | 2019 |

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### WORK EXPERIENCE

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|                          |                      |                 |
|--------------------------|----------------------|-----------------|
| <i>08.2015 – Still</i>   | TED Kocaeli College  | English teacher |
| <i>09.2011 - 08.2015</i> | Kocaeli Doğa College | English teacher |

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### PROJECTS

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|  |                        |
|--|------------------------|
| <i>Intercultural Primary School Education (Erasmus+)</i> | 2014 - Patras / Greece |
|--|------------------------|

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### CONFERENCES

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|   |  |
|---|--|
| <i>ELT Teachers' Beliefs About Code-Switching (presenter)</i>           | Kocaeli University 8 <sup>th</sup> Social Sciences Congress - 2019 |
| <i>Teaching English to Very Young Learners With a Story (presenter)</i> | Geltus – Conference - 2010   |

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