

**İNGİLİZCE ÖĞRENEN ALAN BAĞIMLI VE ALAN  
BAĞIMSIZ TÜRK  
ÖĞRENCİLERİNİN SÖZCÜK DÜZLEMİNDE  
KULANDIKLARI İLETİŞİM  
STRATEJİLERİ**

**A STUDY ON THE  
COMMUNICATION  
STRATEGIES USED BY FIELD  
DEPENDENT AND INDEPENDENT  
TURKISH EFL LEARNERS TO  
EXPRESS LEXICAL MEANING**

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(Doktora Tezi)  
Eskişehir, 1999

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STRATEGIES USED BY FIELD DEPENDENT AND INDEPENDENT TURKISH  
EFL LEARNERS TO EXPRESS LEXICAL MEANING**

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### İNGİLİZCE ÖĞRENEN ALAN BAĞIMLI VE ALAN BAĞIMSIZ TÜRK ÖĞRENCİLERİNİN SÖZCÜK DÜZLEMİNDE KULLANDIKLARI İLETİŞİM STRATEJİLERİ

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Bazı öğrencilerin ikinci/yabancı dil edinim ve öğreniminde diğerlerinden daha başarılı olduğu gerçeği, araştırmacıları ikinci dil ediniminde başarı göstergeleri olarak bireysel özelliklerin araştırılmasına yöneltmiştir. Bu nedenle, yabancı dil öğrenenler ikinci/yabancı dil araştırmacılarının odak noktası haline gelmişlerdir.

Bu çalışmada, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerinin bilişsel stillerinin (alan bağımlı, alan bağımsız) sözcük düzleminde kullandıkları iletişim stratejilerinin çeşidi ve sayısına etkisi araştırılmıştır. Çalışmanın amacı, bilişsel stillerin iletişim stratejilerinin kelime bazında seçiminde etkili olup olmadığını bulmaktır.

Çalışma için 40 orta düzey üstü (20 alan bağımlı, 20 alan bağımsız), Türk öğrenci denek olarak seçilmiştir. Bu deneklere üç farklı "çalışma" (task) verilmiştir. Bunlar: resim tanımlama, hikayeyi tekrar anlatma ve mülakattır. Bu "çalışmaların" (taskların) çevri yazıları iki İngilizce öğretmeni tarafından incelenmiş ve sınıflandırılmıştır.

Çalışmanın bulguları öğrencilerin kullandıkları iletişim stratejilerinin genelde değişmediğini ortaya çıkarmıştır. Ancak, kullanılan stratejilerin çeşitleri göz önünde bulundurulduğunda, ikinci dile dayalı iletişim stratejilerinin her iki grup öğrenci tarafından daha fazla kullanıldığı saptanmıştır. Sonuç olarak, "çalışma" (task) türlerinin öğrencileri farklı iletişim stratejileri kullanmaya yönelttiği görülmüştür.

### ABSTRACT

The fact that some learners are more successful at acquiring/ learning a second or foreign language than others has led to investigations of individual characteristics as predictors of successful L2 acquisition; thus, language learners have become the main interest of second/foreign language researchers.

In this study, the effect of cognitive styles (field independence and field dependence) on the type and the number of the communication strategies Turkish EFL learners use was examined. The aim of this study was to reveal whether the cognitive styles of the learners affected the selection of communication strategies at lexical level in oral production.

For this study, 40 (20FI-20FD) upper-intermediate Turkish EFL learners were selected as the subjects. They were engaged in three different type of tasks, namely picture description, re-telling a story and interview. Transcriptions of these tasks were analysed and categorised by two independent raters.

The findings of the study suggested that learners' communication strategies do not vary in terms of total use. But when the types of strategies were considered, L2 based strategies were found to be used more often by both FI and FD groups.

It was concluded that task types motivate learners to appeal to different communication strategies.

## JÜRİ VE ENSTİTÜ ONAYI

**Mine DİKDERE'nin "A Study on The Communication Strategies Used By Field Dependent And Independent Turkish Efl Learners To Express Lexical Meaning" başlıklı tezi 19 Kasım 1999 tarihinde, aşağıdaki jüri tarafından Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca, İngiliz Dili Eğitimi Anabilim Dalında Doktora tezi olarak değerlendirilerek kabul edilmiştir.**

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## TABLE OF CONTENTS

ÖZ .....	ii
ABSTRACT .....	iii
JÜRİ VE ENSTİTÜ ONAYI .....	iv
ÖZGEÇMİŞ .....	v
TABLE OF CONTENTS .....	vi
LIST OF FIGURES .....	ix
LIST OF TABLES .....	x

### CHAPTER I

#### INTRODUCTION TO THE STUDY

	Page
1.1. Background of the Study .....	1
1.2 The Purpose of the Study .....	6
1.3. Limitations.....	7
1.4. Definition of Terms .....	8
1.5. The Research Questions of the Study.....	9
1.6. Organisation of the Study .....	10

### CHAPTER II

#### REVIEW OF LITERATURE

##### COMMUNICATION STRATEGIES: A BRIEF SURVEY OF THE FIELD

2.1. Communicative Competence and Strategic Competence .....	11
2.2. Communication .....	12
2.2.1. Inefficiency in the Use of the Target Language for Communication: Lack of Sufficient Vocabulary.....	12
2.2.2. Communication Strategies .....	13
2.2.3. Defining and Identifying Strategies .....	15
2.2.4. Different Views on the Definition of Strategy.....	17
2.3. A Typology of Communication Strategies .....	18
2.4. The Role of Communication Strategies in Second Language Learning.....	20
2.5. Factors in Selection of Communication Strategies .....	22
2.5.1. Empirical Findings .....	22

2.6. What Learning Style is .....	23
2.6.1. Cognitive Styles: Field Dependence and Field Independence.....	24
2.6.2. The Effect of Field Dependence-Independence Cognitive Style on Learning .....	29
2.6.3. The Effect of Field Dependence-Independence Cognitive Style on Language Learning .....	34
2.7. Studies on Communication Strategies Lexical Meaning.....	37

### **CHAPTER III**

#### **METHODOLOGY**

3.1. Setting and Subjects .....	41
3.2. Tests Used for the Selection of the Subjects .....	42
3.2.1. Michigan Placement Test .....	42
3.2.2. The Group Embedded Figures (GEFT) .....	44
3.3. Data Collection .....	45
3.3.1. Picture Description Task .....	45
3.3.2. Re-telling a Story Task .....	46
3.3.3. Interview .....	46
3.3.4. Analysis and Evaluation of Communication Strategies.....	47
3.4. Analytical Procedure .....	48

### **CHAPTER IV**

#### **DATA ANALYSIS AND DISCUSSION**

4.1. Introduction .....	50
4.2. Presentation of Examples for L1 Based and L2 Based Strategies Used by Field Dependent and Field Independent Subjects .....	51
4.3. Analysis of the Communication Strategies used by the Subjects .....	54

## CHAPTER V

### CONCLUSION

5.1. Summary of the Study .....	61
5.2. Assessments of the Findings .....	62
5.3. Pedagogical Implications .....	65
5.4. Suggestion for Further Research .....	70

### APPENDICES

Appendix 1 Fluency Scores of the Subjects .....	72
Appendix 2 Items Used in the Picture Description Task .....	73
Appendix 3 Stories Used in the Re-telling a Story Task .....	74
Appendix 4 Transcriptions of the Task 1- Picture Description .....	75
Appendix 5 Transcriptions of the Task 2- Re-telling a Story .....	82
Appendix 6 Transcriptions of the Task 3- Interview .....	102
Appendix 7 Picture Used in the Picture Description Task .....	130
Appendix 8 Picture Used in the Re-telling a Story Task .....	137
Appendix 9 Group Embedded Figures Test for Cognitive Styles .....	141

REFERENCES .....	159
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## List of Figures

	<b>Page</b>
<b>Figure 3.1.</b> The Evaluation Scale for the Michigan Placement Test .....	43
<b>Figure 3.2.</b> The Distribution of the Scores Obtained from the Placement Test .....	43

## List of Tables

	Page
<b>Table 2.1.</b> A Typology of Communication Strategies .....	19
<b>Table 2.2.</b> Communication Strategies for Lexical Simplification .....	20
<b>Table 2.3.</b> Characteristics of Field Dependent and Field Independent Individuals ..	26
<b>Table 3.1.</b> Communication Strategy Categories .....	48
<b>Table 4.1.</b> The Numbers and Percentages of L1 and L2 Based Communication Strategies for both Type of Cognitive Styles .....	55
<b>Table 4.2.</b> The Numbers and Percentages of L1 and L2 Based Communication Strategies in Task 1-2-3 for both Type of Cognitive Styles .....	56
<b>Table 4.3.</b> The Total Numbers and Percentages of Communication Strategies for Each Task .....	57
<b>Table 4.4.</b> The Numbers and Percentages of L1 and L2 Based Communication Strategies for Each Task .....	58
<b>Table 4.5.</b> Distribution of L1 Based Strategies .....	59
<b>Table 4.6.</b> Distribution of L2 Based Strategies .....	60

## CHAPTER I

### INTRODUCTION TO THE STUDY

#### 1.1. Background of the Study

The developments since the 1960's in terms of knowledge and theories in issues related to the nature of language and language learning have brought a different perception in language teaching in different respects. For example, it has been recognised that many issues in language teaching cannot be understood and evaluated without a clear understanding of the nature of second and foreign languages. It has also been realised that studies in the field of language-learning contribute to language teaching (Richards, 1991).

These new perspectives have given way to new fields of study. With the introduction of cognitive learning theory, "Error Analysis and Interlanguage" studies have become prominent fields of study as alternatives to Contrastive Analysis, which was a discipline linked to behaviourist learning theory (Corder, 1978; Varadi, 1983; Ellis, 1991b). Error Analysis and Interlanguage studies have primarily focused on how learners' internal processing mechanisms led to particular types of output (Ellis, 1988). In the 1970's, these two fields of study have broadened their scope to include not only the nature and development of linguistic systems of second language, but also the interactional and communicative dynamics of second and foreign language performance, i.e. learner performance in terms of communication, referring to both knowledge and skill in using this knowledge when interacting in actual communication (Richards, 1991).

The studies in the field of language-learning and teaching have broadened their scope to include not only the nature and development of the linguistic system of second language, but also the interactional and communicative dynamics of second and foreign language performance (Ellis, 1988; Richards, 1991). That is to say, learners' performance in terms of the cognitive processes they employ in recognising and /or using the input they have received from the target language has been emphasised.

Historically, the term "communicative competence" has evolved a shift of emphasis, moving away from the language rules; grammar, vocabulary, and pronunciation toward the ability to use language (Faerch, Haastrup, and Phillipson, 1984). Ellis (1991) also suggests that communicative competence should not be defined in terms of the rules that speakers must use. Instead, communicative competence is about developing conditions that enable shared information. Canale and Swain (1980; cited in Canale, 1987) regard communicative competence as the underlying systems of knowledge and skill required for communication and refer to both language and skill in using this knowledge when interacting in actual communication.

Canale and Swain (1980; cited in Canale, 1987) argue that communicative competence as a whole can be explained in terms of three competencies: grammatical, sociolinguistic, and strategic. However, Canale's framework (1987) for communicative competence includes another competence: discourse competence. Therefore, there are four areas of knowledge and skill to explain communicative competence.

Grammatical competence is related to the knowledge of linguistic structures, i.e., the form of the language (Tarone and Yule, 1989). That is, it is concerned with mastery of the language code (verbal or non-verbal) itself. It concentrates on the knowledge and skill necessary to understand and express the literal meaning of utterances in speech and writing accurately (Canale, 1987).

Discourse competence concerns the mastery of how to combine grammatical forms and meanings to accomplish a unified spoken or written text in different types. Unity of a text is reached through 'cohesion' in form and 'coherence' in meaning (Canale, 1987). Therefore, discourse competence is utilised when the formation of cohesive and coherent texts is needed (Ellis and Roberts, 1987).

Sociolinguistic competence, which is made up of sociocultural rules, addresses the extent to which utterances are produced and understood 'appropriately' in different sociolinguistic contexts depending on contextual factors such as status the of

participants, the purposes of interaction, and the norms of interaction (Canale, 1987). That is, it allows language users to choose which form of utterance is considered appropriate within a language community on a particular interactive occasion (Tarone and Yule, 1989).

Strategic competence is mainly related to effective use of language (Tarone and Yule, 1989). Strategic competence, which is activated when communication strategies are required, refers to the ability to put one's meaning across communication partners through strategies when communication problems occur (Faerch et. al., 1894). Canale maintains that strategic competence is related to the mastery of verbal and non-verbal communication strategies that may be called into action mainly for two reasons:

- a) To compensate for breakdowns in communication due to limited conditions in actual communication (eg. momentary inability to recall an idea or grammatical form) or insufficient competence in one or more of the other areas of communicative competence,
- b) To enhance the effectiveness of communication (eg. deliberately slow and soft speech for rhetorical effect). (1987, pp:10-11)

As it is stated by Faerch and et. al. (1984), strategic competence is compensatory relative to the other types of competence. Having strategic competence means that the speaker has a repertoire of communication strategies to compensate for any breakdown in communication (Larsen-Freeman and Long, 1991). Therefore, the learners use strategic competence to resolve not only grammatical and lexical problems, but also problems of a sociolinguistic or discourse nature, thus compensating for breakdowns or problems in other competencies (Canale, 1980).

As a result the investigation of strategic competence is closely tied to the use of communication strategies. Communication strategies are defined as the mechanism for compensating for a lack of linguistic form; vocabulary or grammatical knowledge in communication (Oxford, 1990). Consequently, communication strategies allow language users to organise their utterances as effectively as possible in order to get their messages across to particular listeners (Tarone and Yule, 1989).

Besides, strategic competence is relevant to both native and target languages since communication problems may arise and must be overcome both in first and second languages (Dörnyei and Thrupp, 1991). Terrel (1977; cited in Canale, 1987) argues that communication strategies, and thus strategic competence, are universal and are picked up in mastering a first language. Although communication strategies are described within a framework of interlanguage, this does not mean that they are used only by learners. There are many situations in which native speakers use communication strategies when a breakdown in communication occurs (Faerch and Kasper, 1984). Similarly, foreign and second language learners employ communication strategies when they experience a problem in communication (Ellis, 1991a). Therefore, strategic competence and communication strategies have universal aspects and constitute a universal solution to lexical and grammatical problems (Kellerman, Bongeaerts, and Poullisse, 1987).

The available research on communicative competence indicates that the study of communication strategies reveals not only learners' psychological processes of the target language during the developmental stages of interlanguage, but also their strategic and, thus, communicative competence (Bialystok, 1983; Corrales and Call, 1989). These learner processes refer to both the conscious and the unconscious cognitive behaviour that learners engage in as they learn or acquire a second or foreign language (Richards, 1991). Furthermore, the study of communication strategies leads to the extent to which learners' utterances in the target language are influenced by the native language. The study of communication strategies also shows how and how far the target language is simplified and which procedures are used for simplification of the structures and words in the target language (Bialystok, 1983). As a result, investigation of learners' strategies has had a central place in foreign and second language-learning since it emphasises the relationship between input and internal processing to reveal how each affects the other (Ellis, 1991b).

Thus, a study on communication strategies of lexical meaning in oral production would contribute significant results not only to the actual use of communication strategies, but also to the strategic competence of foreign language learners.

Researchers have focused not only on strategic competence in the last two decades, but also on learners' characteristics. An area of research which has received a lot of attention in many areas of education is the issue of learning styles. The research in this field suggests that different learner's approach a task with a different set of skills and preferred strategies.

Educational researchers, for the last two decades have shifted their focus to second and foreign language learners, and examined their characteristics. The emphasis on individual differences has led to studies about how learners interact with different kinds of teaching; that is, student approaches that are called styles and strategies, for the better understanding of student learning. There are three identifiable major categories of learning style characteristics; Cognitive, Affective and Physiological (Cornett, 1983; Keefe, 1987). There are studies indicating that various cognitive styles influence student learning (Hansen, 1984, Jamieson, 1992).

Many researchers claim that students come to learning bringing the characteristics of their cognitive styles and these styles affect their performance and their achievement either positively or negatively. As Witkin, Moore, Goodenough and Cox (1977) note:

Learners differ in the strategies they use to structure and generalise information as concepts. The cognitive style "field independence-dependence" has been related empirically to these differences. A field-independent (FI) person approaches problem-solving situations analytically, while a field-dependent (FD) person approaches them in a more global way. That is, a FI person is able to detect patterns and subpatterns, while a FD person is capable of perceiving the total picture in a situation.

The cognitive style of field independence (FI) is one of the traits which affects language-learning positively. But field dependent (FD) learners are preferable in classroom language-learning (Brown, 1980) because they have some of the

characteristics of good language learners. For example, as good language learners, identified by Rubin (1975) they have a strong desire to communicate, tend to use the language with others, attend to social cues to meaning, and monitor their speech.

Since one of the goals in second language-learning research is to develop a model that explains how and why students' performance vary in different language tasks, researchers have shown increasing interest in cognitive style research as a way of understanding student learning. In a number of researches, FI and FD learners and the nature of their language-learning process are studied (Hansen and Standfield, 1981; Hansen, 1984; Jamieson, 1992).

This study, therefore, attempts to collect more evidence on the relationship between students' field independence-dependence and the communication strategies that they exhibit while performing given tasks in speaking.

## **1.2. The Purpose of the Study**

The fact that some learners are more successful at acquiring a second or foreign language than others has led to investigations of individual characteristics as predictors of successful L2 acquisition; thus, learners have become the main interest of second language researchers. As Moody (1972) states, a number of studies done in this field show that personality is important in second language acquisition because cognitive style makes a difference in how people learn. The studies reveal that learners who have particular personality traits are more successful than others are. The cognitive style of field independence is one of those traits which research indicates disfavour language learners, and its counterpart, field dependence, favours learners.

Although a number of research studies have investigated the relationship between the learners' cognitive style and the degree of achievement in learning a second language, very little research exists which investigates the relationship between cognitive styles of students and the strategies they use while they are communicating. The major goal of

this study, therefore, is to investigate whether or not students with different cognitive styles use different communication strategies.

### 1.3. Limitations

The following are the limitations of the study:

1. The subjects are chosen among students at preparatory classes of Anadolu University, Education Faculty, Turkey. Therefore, some applications of this study may be limited to Anadolu University EFL students in Eskişehir.
2. Not all aspects of learning styles, such as affective and physiological variables, are covered in this study. Only cognitive style preferences are covered.
3. The study is limited to a single proficiency level which is upper-intermediate.
4. The study is limited to the investigation of strategies used by Turkish EFL learners in compensating for lexical shortcomings in the oral production, i.e. communication strategies to compensate grammatical gaps are not investigated in this study.
5. The extent to which individual learners attend to linguistic forms is necessarily variable, given the wide range of inherent individual differences. In this study, such individual differences as attitude, motivation, age, personality, gender, national origin and proficiency are not taken into consideration in the discussion of the findings. The study, in the future, can be replicated by taking students' interest into consideration, and a correlation between these factors and student performance could be sought.
6. Not all aspects of communication strategies, such as non-linguistic gestures and mimes, are covered in this study. Only linguistic communication strategies are covered.
7. The study is limited to the investigation of strategies used by Turkish EFL learners in compensating for lexical shortcomings in oral production. For this purpose three different kind of tasks are used. In the third task-interview subjects are interviewed on everyday topics such as school, holiday and sports. In other words, subjects are interviewed on familiar topics only. Unfamiliar topics are not covered in the study.

#### 1.4. Definition of Terms

**Cognitive Styles:** Cognitive style refers to individual differences in perceiving, thinking and processing information (Keefe, 1979; Hansen and Stansfield, 1981). Many researchers have defined cognitive styles in terms of different characteristics. As Witkin, Moore, Goodenough and Cox (1977a) state, cognitive styles carry a message about what we traditionally call "personality". So, they claim, it is a feature of personality, not of cognition alone in a narrow sense. Even (1982) also relates personality to cognitive style, stating that the personality and behaviour of adults are influenced greatly by their preferred cognitive style. As she defines them cognitive styles are the ways in which an individual perceives, gathers and processes information in order to learn, solve problems, work, relate to others, choose a career, raise children, act in groups or participate in activities.

**Field Independence (FI):** Field independence refers to the cognitive style which enables a person to perceive individual items that may be relatively difficult to distinguish from their visual background. This ability is thought to be associated with a more analytical (left-brained) cognitive style (Williams and Burden, 1997)

**Field Dependence (FD):** Field dependence refers to the cognitive style which enables a person to perceive all parts of the organised field as a total experience (Williams and Burden, 1997). This ability is thought to be associated with a holistic cognitive style.

**Communication Strategies:** Mechanisms used to solve grammatical or lexical problems and to compensate for gaps in the planning or the realisation of speech production. Communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch & Kasper, 1983).

**Interlanguage:** A term coined by Selinker, in recognition of the fact that L2 learners construct a linguistic system that draws, in part, on the learner's L1 but is also different

from it and also from the target language. A learner's interlanguage is, therefore, a unique linguistic system. (Ellis, 1997).

**Communication Strategies Based on the Native Language (L1-based Strategies):**

These are types of communication strategies which are affected by a learner's native language.

**Communication Strategies Based on the Foreign Language (L2-based Strategies):**

These are types of communication strategies which are affected by a learner's foreign language.

**1.5. The Research Questions of the Study**

In this study the effect of cognitive styles (field dependence and field independence) on the type and the number of the communication strategies will be examined. The aim of this study is to reveal whether the cognitive styles of learners affect the selection of communication strategies at lexical level in oral production. In other words, this study aims to reveal whether there is a relationship between communication strategies and the learners' cognitive styles.

In order to be able to compare communication strategies of learners, it is necessary to identify the communication strategies that they use. Therefore, in this study the questions to be answered first are:

1) What types of communication strategies are used by field independent and field dependent learners?

After each learner groups' communication strategies in spoken language are identified, in order to compare their communication strategies in terms of frequency, the following questions will be answered:

2) Is there a difference between field independent and field dependent groups in terms of type and number?

a) Is there a difference between field independent and field dependent groups in terms of types and numbers of communication strategy that are based on the learners' native language (i.e. L1 based strategies)?

b) Is there a difference between field independent and field dependent groups in terms of types and numbers of communication strategy that are based on the learners' target language (i.e. L2 based strategies)?

3) Is there a difference between FD and FI groups in terms of types and numbers of communication strategy that are based on the given three tasks?

4) Is there a relationship between the use of communication strategies and fluency of spoken English?

### **1.6. Organisation of the Study**

The first chapter is an introduction to the study. It includes a background to the study, a statement of the topic and the problem, definitions of terms, research questions, and organisation of the study. The second chapter is a review of the related professional literature. The third chapter explains the methodology used for collecting the data and analysing the data. The fourth chapter includes the results of the analysis of the data. The fifth chapter consists of conclusions drawn from the study, as well as some implications and suggestions for further research. A bibliography and relevant appendices follow the five chapters.

## CHAPTER II

### REVIEW OF LITERATURE

#### COMMUNICATION STRATEGIES- A BRIEF SURVEY OF THE FIELD

##### 2.1. Communicative Competence and Strategic Competence

The term communicative competence was introduced by Hymes (e.g. 1972; 1979) and is based on a composite view of competence as being based on rules for language use, acceptability and appropriateness, rather than on grammaticality alone, as is the case in mentalist accounts of competence. A distinction was subsequently made between communicative competence on the one hand, seen as the underlying knowledge and skill required to use language, and actual communication on the other, or the realisation of these elements under limiting psychological and environmental conditions (Canale 1981; 1983; Canale and Swain 1980). Underlying communicative competence was further divided into four types of specific competence. *Grammatical competence* consisting of linguistic competence regarding the code; *sociolinguistic competence* involving the culturally and socially defined appropriateness of meaning and form; *discourse competence* dealing with the appropriateness of utterances. Finally, *strategic competence* which is seen as an element helping the learner to compensate in cases of communicative breakdown due to processing constraints or lack of competence in any of the other areas. It is thus a means of enhancing the effectiveness of communication.

A case where the development of socio-pragmatic communicative competence seems to have hindered the development of syntactic competence, is the well-known study of Wes (Schmidt 1983). In this case study the learner is shown to have developed practically no grammatical competence in the L2 despite long exposure to the target language. However, his sociolinguistic, discourse and strategic competence are well developed. His reliance on formulaic expressions, transfer from his first language (L1), guessing, etc., helps him both to overcome communicative problems, and to integrate well into the new environment.

## 2.2. Communication

A fundamental, often implicit, prerequisite for most studies of problems in second language communication is the particular view of language production on which they rest. The individual's communicative potential is seen as a dichotomous relationship between linguistic means and ends, between communicative intentions and linguistic expressions available, between meaning and form (Corder 1983)

The study of CSs has assumed at least two different approaches to the issue of communication. On the one hand, the tradition headed by Tarone (e.g.1977; 1980) considers communication explicitly in terms of *interaction*. Language use is clearly seen as a collaborative effort between speaker and listener (Clark 1996). On the other hand, another strand of research has emphasised *psycholinguistic* and cognitive aspects of CS use, where the focus is on mental processes within the speaker, with the context in which they apply being less important.

Most studies, then, do not explicitly define what communication is taken to mean in relation to CSs, despite the fact that the study of CSs should afford important contributions to theories of both communication and language production. In practice, however, the definitions offered for the whole concept of Cs give a good indication of whether or not communication is in fact considered to be a relevant theoretical construct at all. The same is true for the underlying view of language production.

### 2.2.1. Inefficiency in the Use of the Target Language for Communication: Lack of Sufficient Vocabulary

One of the major gaps in the 'function along with form' approach seems to be its avoidance of vocabulary. Whatever vocabulary students learn, for the most part, is accidental. Swan in " A Critical Look at the Communicative Approach" explains the importance of vocabulary in language use:

Students can already convey information, define, apologise and so on- what they need to learn is how to do these things in English.

.....they also have to learn the words and expressions which are used to refer to the things in the world they want to talk about, ask about or request. Functions without lexis are no better than structures without lexis. And referential lexis is a vast field-it certainly makes up the bulk of the learning load in any general-purpose language course.

(Swan, 1985:81)

Vocabulary constitutes an essential and inevitable part of a language. It is through words that a better understanding of grammar, syntax and semantics, as well as function, can be achieved. Vocabulary is just as important as other features of language. " The obvious fact is that in order to communicate at all seriously and adequately through the language a command of both grammar and vocabulary is necessary" (Wilkins, 1977:110)

Students who do not learn grammar along with vocabulary will not be able to use the language for communication. A number of research studies have recently dealt with lexical problems (problems related to words). Through research the scholars are finding that lexical problems frequently interfere with communication; communication breaks down when people do not use the right words (Allen, 1993).

### **2.2.2. Communication Strategies**

One of the most salient characteristics of learner language are the communication strategies (henceforth CSs) learners use to overcome problems in real situations. The introduction of the communicative, and specifically strategic, competence construct provided researchers with a theoretical framework within which to place the study of CSs.

*Strategic competence* has been defined as a means of repairing communicative breakdowns and enhancing communication in general:

Strategic competence, then, insofar as it relates to acts of reference via language, must involve an ability to select an effective means of performing a communicative act that enables the listener/reader to identify the intended referent. This ability must depend [...] on a speaker's linguistic resources, knowledge of the world, and assessment of the listener/reader's knowledge of the world.

Yule and Tarone (1990:181)

Strategic competence is a compensatory element, which enables a speaker to make up for gaps in his knowledge system or lack of fluency by means of communication strategies.

Trosborg (1994:11)

Like many other notions in current research on SLA, Selinker (1972) invoked CSs. They appeared in his list of five fundamental processes in the development of *Interlanguage* (IL), the internal system a learner constructs of the target language at a given point in time. The processes were: language transfer, overgeneralization of target language rules, transfer of training, strategies of L2 learning, and strategies for L2 communication. These five processes jointly bear for the movement of the interlanguage along some hypothetical continuum towards the norms set out by the target language. The two strategies (learning and communication) enjoy equal status with the other processes, and evaluative criteria in all cases are not some theoretical psychological system, but measurable differences in the form of the interlanguage as a function of these factors. Thus, Selinker would claim that there is no important distinction between strategies and processes, but that strategies simply comprise some of the relevant language acquisition processes (Bialystok, 1990).

Much of the subsequent research on CSs has been concerned with definitions of and criteria for distinguishing CSs from other related phenomena. Despite the intuitive appeal of the notion, it has proved to be far from straightforward, and to contain a number of problematic elements. The following sections will outline some of the issues discussed in this context.

### 2.2.3. Defining and Identifying Strategies

Much of the discussion regarding CSs has focused on the issue of determining criteria for what constitutes strategic behaviour and what the cognitive and psychological characteristics of such behaviour are.

In everyday language, strategy often means "A set of procedures for accomplishing something" (Dörnyei and Scott 1997: 179), but the term appears as a technical term in fields as diverse as social psychology and game theory. Goffman (1969) identifies strategic behaviour as *calculation behaviour*, where a party tries to maximise the gain while keeping the risk or uncertainty to a minimum. Cognitively based suggestions for the treatment of strategies frequently view them as central parts of cognitive processing, in particular in relation to problem-solving. With regard to communication, strategies are often informally said to be "plan [s] of action to accomplish a communication goal" (Dörnyei and Scott 1997:179). This is reminiscent of Goffman's definition, and implies that strategic behaviour is conscious. Parties assess a given situation and then decide on a course of action based on their observations. This conscious aspect has frequently been discussed in relation to CSs in terms of problem-orientedness and consciousness. This concept was introduced as a defining criterion in the well-known definition of CSs proposed by Faerch and Kasper:

[...] communication strategies 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)

It has been noted that *problem* is not a straightforward concept in itself. Faerch & Kasper use it in the sense of 'difficulty'; while in other contexts it seems more related to 'task'. This ambiguity makes 'problem' unreliable as a defining criterion for what is or is not a strategy.

*Consciousness* is an equally problematic criterion. It has been observed repeatedly (e.g. Faerch and Kasper 1983) that consciousness is a matter of degree rather than of either/or. Schmidt (1993) has suggested that consciousness can be divided into

intentionality, attention, awareness, and control. Similarly, Dörnyei and Scott (1997) have proposed a division of consciousness into awareness of the problem, intentionality and awareness of strategic language use. These suggestions are theoretically interesting, but it is doubtful whether they provide consciousness with a more easily-handled definition. First of all, the various sub-components are hardly better defined notions than 'consciousness' itself, and it is not immediately obvious what distinguishes attention from awareness, for instance. Secondly, it is still unclear how the sub-components should be distinguished from one another in actual language use, especially since the frequent use of strategies will tend to automatise them, and with increasing automaticity, strategies will become less conscious.

Bialystok (1990) rejects both of the before mentioned criteria. Her view of strategies includes all attempts to reach a communicative goal, not just instances of difficulties or problems. Instead, she suggests that two criteria need to be considered for defining strategy: 1) behavioural evidence, and 2) objective and elsewhere-applicable parameters.

With respect to *behavioural evidence*, Faerch and Kasper (1983) have proposed a set of explicit and implicit *performance features* indicative of strategic behaviour. Implicit temporal features such as pause, slower articulation rate, repeats etc., can be recognised, as well as more explicit self-repairs, speech slips and overt markers of uncertainty or hedges, such as 'how do you say this?' An accumulation of such features would indicate that the speaker is experiencing encoding problems, and it seems likely that such problems would lead to strategic behaviour.

As for the *objective* parameter, Bialystok concludes that it has not yet been found. In fact, she does not consider it relevant in determining criteria for strategic behaviour, as she does not maintain the distinction between strategic and non-strategic language use, but rather gives account of overall language production, as can be seen below.

#### 2.2.4. Different Views on the Definition of Strategy

Communication strategies (CSs) have been defined functionally, as separate from other strategy types. A notion closely related to CSs is that of *social strategies* (Wong Fillmore 1979). These strategies supposedly enable the learner to function in social interaction and to deal with input. Social strategies in turn rely on a set of cognitive strategies, one of which might function as an underlying definition of a communication strategy: 'Make the most of what you have got'.

The distinction perhaps most widely upheld is that between communication strategies and *learning strategies*. If CSs apply to actual performance, then language-learning strategies are defined as attempts to develop linguistic and sociolinguistic competence in the target language (Tarone 1980). This includes various pedagogical tricks to help memory and provide practice (O' Malley and Chamot 1990; Oxford 1990). Others see CSs as a subclass of learning strategies. Stern (1983) for instance, makes no distinction between learning and communication strategies as such. Rather, he sees everything as part of the learner's attempt to achieve proficiency.

Corder (1983) distinguishes between *production* and *reception* strategies, both of which can be said to be part of communication strategies or learning strategies. Similarly to Stern, he argues that it is difficult to classify language data as an example of either type of strategy. Likewise, Bialystok (1983) stresses that strategies are potentially either communication strategies or learning strategies. Until the effects are known, it is impossible to classify a strategy as being one or the other.

Although the concept of CSs is immediately understandable, the plentiful literature on the meaning of the defining terms, on criteria, and on various related terms makes it clear that many theoretical problems related to the construct remain.

### **2.3. A Typology of Communication Strategies**

Ellis (1984,1991) argues that there are various lists of communication strategies that have been put forward based on the specific research area. However, the classification below, suggested by Faerch and Kasper (1984), seems to be preferable since it is more detailed. Faerch and Kasper' typology is more complex than the others, containing both more distinctions and more subtypes. The organising basis for the major categorisation in the typology is the learner' intention either to avoid the problem or to achieve some solution to it. Within the subtype compensatory strategy, the list of six exemplifying strategies is highly convergent with the major strategies proposed by other researches in the same field (Tarone,1983; Bialystok,1983). Table 2.1 includes all the communication strategies that have been identified.

**Table 2.1** A Typology of Communication Strategies (Faerch and Kasper, 1984)

**A.REDUCTION STRATEGIES:** Learner attempts to do away with the problem; he gives up his original communication goal.

1. Formal reduction strategies
2. Functional reduction strategies

**B.ACHIEVEMENT STRATEGIES:** They are activated when the learner decides to keep the original communication goal, but he compensates for insufficient means or makes the effort to retrieve the required items.

1. Compensatory Strategies

a. Non-cooperative strategies: These do not call for the assistance of the interlocutor.

- i) L1- based strategies
  - code-switching
  - literal translation
  - foreignizing

- ii) L2-based strategies
  - circumlocution
  - approximation
  - word coinage

- iii) Non linguistic strategies

b. Co-operative strategies: They involve a joint problem-solving effort by the learner and the interlocutor.

- i) Direct appeal
- ii) Indirect appeal

2.Retrieval strategies: They are used when the learner has a problem locating the required item but decides to preserve rather than use a compensatory strategy.

- a. Waiting
- b. Using semantic field
- c. Using other languages

However, as the specific strategies to be investigated in this study are the strategies used for the lexical items, it will be better to limit the general typology of communication strategies. Fearch, et.al., (1984) propose a typology solely for the communication strategies of the lexical items (Table 2.2).

**Table 2.2.** Communication Strategies for Lexical Simplification

<b>STRATEGIES</b>	
<p><b>A. CS based on the first language (L1-Based Strategies):</b> Communication strategies which make use of the learners' native language.</p>	<p><b>B. CS based on the foreign language (L2-Based Strategies):</b> Communication strategies which a learner uses to reach a solution by making creative use of his foreign language knowledge.</p>
<p><b>1. L1 Switch:</b> Learner borrows one or more words from his native language and he is aware that it/they are not English.</p>	<p><b>1. Circumlocution:</b> Learner attempts to describe or define the characteristics or functions of the target lexical item by means of other words in the target language.</p>
<p><b>2. Literal Translation:</b> Learner makes a word for word translation from his native language.</p>	<p><b>2. Approximation:</b> Learner uses a target language word which shares semantic features with the target word.</p>
<p><b>3. Foreignizing:</b> Learner tries to make a word in his native language sound like a word in the foreign language and thinks now it may be a word in the foreign language.</p>	<p><b>3. Word Coinage:</b> Learner creates a new target language word or phrase.</p>

#### **2.4. The Role of Communication Strategies in Second Language Learning**

Communication strategies, by definition, are concerned with L2 production. An important issue, however, is to what extent and in what ways they contribute to L2 learning.

Communication strategies have, in fact, been allocated a constitutive role in second language acquisition. Corder (1983), for instance, characterises reduction strategies as 'risk-avoiding' and achievement strategies as 'risk-taking'. Faerch and Kasper (1980) argue that a basic condition for communication strategies to have a potential learning effect is that they should belong to achievement behaviour rather than reduction behaviour. They base this view on the grounds that only achievement behaviour encourages hypothesis formation, and that risk is essential for automatization. Tarone (1983), however, challenges this view. She suggests that the conversational effect of communication strategies in general is to enable the native speaker to help the L2 learner use the right form to say what he wants. Thus all strategies can help to expand resources. Another argument to reinforce this point of view is that the main contribution of communication strategies is to keep the channel open. Thus, even if the learner is not provided with the particular structure he needs, he will be exposed to a number of other structures, some of which may constitute a suitable intake for his learning strategies to operate on. As Hatch (1978) argues, the 'most important thing of all has to be "don't give up" '. Communication strategies are one of the main ways of keeping going.

It might be also argued, however, that successful use of communication strategies will prevent acquisition. A learner may become so skilful in making up for lack of linguistic knowledge, by the use of various communication strategies, that the need for hypothesis formation or testing is removed. Such learners are not unfamiliar in anecdotal accounts of second language acquisition, but have not been investigated rigorously.

Another issue to do with the role of communication strategies in second language acquisition is what aspect of interlanguage development is affected. In particular, it is important to know whether the use of communication strategies facilitates the acquisition of lexis and / or grammatical rules. An argument can be presented for restricting their influence just to lexis. It has been observed that the strategies are common to both learner and native speaker performance. In the case of native speakers, it is feasible to argue that the strategies provide a means by which lexical knowledge can be expanded, but it would be counter-intuitive to argue that they lead to the acquisition of new grammatical rules. If, then, it were to be argued that L2 learners

enhance both lexical and grammatical development through strategy deployment, it would be necessary to claim that communicative strategies have a different effect for learners than for native speakers. It may be, then, that communication strategies aid the acquisition of lexis rather than grammar.

This discussion of the role of communication strategies in second language acquisition has necessarily been speculative, as there is little hard research. At the moment, therefore, it is difficult to come to any firm conclusions.

## **2.5. Factors in the Selection of Communication Strategies**

### **2.5.1. Empirical findings**

Another important point about communication strategies is selection of the communication strategies. The results of the available research provide evidence that there are different variables affecting the use of communication strategies. These variables can be summarised as follows:

- 1. Proficiency of the Learner:** The empirical findings in CS research primarily concern the issue of why learners choose particular strategies, and thus deal with both the number and the type of strategies used by learners of different proficiency levels. Learners' proficiency levels seem to be a relevant factor in determining the strategies. Learners prefer different types of strategies at different proficiency levels (Kellerman, et. al., 1987). It is also stated by Corder (1978) that speakers' choice of communication strategy might be related to their target language proficiency.
- 2. Learning Situation:** Learners may use different strategies when they are in the classroom environment from those used in a natural environment. Also, different task requirements in the classroom environment can shape the types of the strategy selected (Oxford, 1990; Ellis, 1991).

- 3. Problem Source:** Ellis (1991) suggests that the existence of close cognates in the two languages can affect the choice. Selinker (1992) points out that language distance plays a role in the selection of communication strategies. For example, the borrowing of a linguistic item may be determined by the learner's perception of the linguistic distance between his native language and the target language. Kellerman, et.al. (1987) suggests that transfer strategy is discouraged if the first and foreign language are distant typologically. Corder (1978) explains this by stating that if the target language is only distantly related structurally to the native language (e.g., Chinese and English), the learner may choose a recreative strategy, while if the target language is closely related to the native language (e.g., Danish and English), he may prefer a restructuring strategy.
- 4. Personality of the Learner:** It is suggested (Tarone, 1977; cited in Ellis 1991) that personality factors may correlate with strategy preference. Corder (1978) supports this by emphasising that personal preference is a factor determining the strategy type. Brown (1987), for example, states that learners with different personalities might employ different strategies in the learning process. Additionally, Saville-Troike (1988) agrees that different types of learners favour different approaches and that even an individual in one group of a certain type of learner can employ different communication strategies than others.

## **2.6. What Learning Style Is**

In reading through the literature on learning style, one is immediately struck by the range of definitions that have been adopted to describe this construct. These definitions range from concerns about preferred sensory modalities (e.g., visual, auditory, tactile, etc.) to descriptions of personality characteristics that have implications for behaviour patterns in learning situations (e.g., the need for structure versus flexibility). Others have focused attention on cognitive information processing patterns.

For an explanation of learning style, generally known as preferred or habitual patterns of dealing with information, two definitions will be mentioned. According to Keefe & Ferrell (1990), learning style is;

the composite of characteristic cognitive, affective, and psychological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to learning environment. It is demonstrated in that pattern of behaviour and performance by which an individual approaches educational experiences. Its basis lies in the structure of neural organisation and personality which both moulds and is moulded by human development and learning experiences of home, school and society. (p. 59)

As will be noticed, learning style is a complex of related characteristics in which the whole is greater than its parts. In this definition it represents both inherited characteristics and environmental influences.

Dunn (1983) emphasises the information processing elements in her description of learning style, as follows:

Learning style is the way individuals concentrate on, absorb, and retain new or difficult information or skills. It is not the materials, methods or strategies that people use to learn: those are the new resources that complement each person's style. Style comprises a combination of environmental, sociological, physical, and psychological elements that permit individuals to receive, store, and use knowledge or abilities. (p .496)

### **2.6.1. Cognitive Styles: Field Dependence and Field Independence**

The concept of cognitive style refers to psychological dimensions. In other words, it concerns individual differences in the process of cognition, perception, thought, memory and imagery (Mahlios, 1989). A great deal of experimental research has been conducted to investigate the ways that people perceive and conceptualise their environment.

Many researchers have defined cognitive styles in terms of different characteristics. As Witkin, Moore, Goodenough and Cox (1977) state, cognitive styles carry a message about what we traditionally call 'personality'. So, as they claim, it is a feature of personality, not only of cognition alone in a narrow sense. Even (1982) also relates personality to cognitive style, stating that the personality and behaviour of adults are influenced greatly by their preferred cognitive style. As she defines, cognitive styles are the ways in which an individual perceives, gathers, and processes information in order to learn, solve problems, work, relate to others, choose a career, raise children, act in groups or participate in activities.

Another characteristic of cognitive style is that they are stable over time (Witkin et al. 1977; Korchin, 1986; Saracho, 1988). But according to Witkin et al. (1977), this does not imply that they are unchangeable; some may easily be altered in time. As they pointed out, cognitive styles are also bipolar. It means that each pole has adaptive value under specified circumstances; and each may be seen as especially suited to meet the requirements of particular tasks. According to Korchin (1986), this bipolarity also points to the fact that they are value neutral. In other words, neither pole is better or worse than the other. Therefore, each one has qualities that help people adapt to particular circumstances (Witkin et al. 1977).

Field dependent and field independent dimensions of cognitive style identify field dependent and field independent persons by differentiating the techniques they use in dealing with complex and confusing events and in reacting to a variety of circumstances in a cognitive way (Saracho, 1989). Field independent individuals process information into relevant parts and analyse the interrelationships among those parts. By contrast, field dependent individuals process information in a global, holistic and passive fashion. In other words, in their extreme forms, one will not be able to "see the forest for the trees" in the case of field independent, yet one will only see the forest and not the individual trees in the case of field dependent (Alptekin and Atakan, 1990). As Saracho (1988, p.214) defines, the characteristics of field dependent and field independent individuals in general are as follows:

Table 2.3.

## Characteristics of Field Dependent and Field Independent Individuals

FIELD DEPENDENT	FIELD INDEPENDENT
<ul style="list-style-type: none"> <li>• Calmer. More socially mature.</li> <li>• Concerned with personal appearance.</li> <li>• Demonstrates speed and sequence in work habits.</li> <li>• Comfortable with rules, particularly if arrived at in a democratic fashion.</li> <li>• Will use time well in independent projects; however, prefers clear directions from a teacher.</li> <li>• Demonstrates self-discipline and adequate attention span on matters not of high interest.</li> <li>• Needs and values social approval.</li> <li>• Reads for pleasure, mainly fiction.</li> <li>• Enjoys teacher/student relationship, and trusts teacher to present sequential material.</li> <li>• Enjoys knowing that his/her answers are correct. Enjoys closure and may be initially uncomfortable with ambiguous situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Often more energetic. May be less socially mature.</li> <li>• Less concerned with neatness and dress standards.</li> <li>• Insightful-gets answers seemingly without process.</li> <li>• Likes alternate probable solution and will defend own answers.</li> <li>• Prefers independent work that is self-initiated.</li> <li>• Demonstrates short attention span unless highly motivated.</li> <li>• When interested, has very long attention span.</li> <li>• Does not look for social approval.</li> <li>• Reads for information, prefers non-fiction, humour and science fiction.</li> <li>• Prefers independence. Likes to generalise from random activities (self-taught students).</li> <li>• Does not like being given answers. Likes to discover for self.</li> <li>• Tolerates ambiguity well.</li> </ul>

These are extreme behaviours. On the other hand, most people have, to some extent, the traits of both cognitive styles. Many studies have been conducted to clarify the differences among styles. In terms of *age*, the consistency of cognitive style has been investigated; and researchers (Witkin, Dyk, Faterson, Goodenough and Karp cited in Saracho, 1989, p. 78) have found that as subjects get older, they become more field independent. They provided evidence to show that young children are predominantly more field dependent and their potential to separate an object from the context develops with age. But a child, compared with other children of same age, tends to maintain the same relative position on the field-dependence continuum with increase in age, and this

tendency stabilises in early adulthood (Witkin and Goodenough cited in Davis and Cochran, 1989, p. 130). Children remain quite stable over a seven-year period. Field independency stabilises around the age of 30 when it gradually begins to decrease (Chapelle and Roberts 1986; Hansen 1984).

There are also *sex* differences in the development of field-dependence. In many research, pre-school girls were found to be more field independent than boys. On the other hand, for adolescents and adults, males tend to be more field independent than females (Witkin and Goodenough cited in Davis and Cochran, 1989, p.130; Chapelle and Roberts, 1986). Therefore, sex differences may be confounded by age differences as well. Although many studies support these results, there are other studies which are not consistent with the cited results above.

Besides sex and age effects, researchers have found that *culture* influences individuals' cognitive style. In some studies field independent style is found in relation with the type of society and home in which child is raised. Democratic, industrialised societies with more relaxed rearing patterns produce field independent people while highly socialised and strict rearing norms tend to produce more field dependent people (Hansen, 1984).

Regarding literature on relations between cognitive style and achievement, in particular vocations, field independent students were found to do significantly better in sciences, mathematics, architecture and engineering than field dependent learners (Dubois and Cohen; Greenfield; Margulis; Rosett; Robins; Watson; and Williams cited in Witkin, Moore, Oltman, Goodenough, Freidman, Owen and Raskin, 1977, p207). According to Korchin (1986), field independent people are able to isolate and manipulate abstract concepts, and field dependent people are more at home with people providing judgement and action. Therefore, it is no surprise that field independent people move toward fields such as mathematics and sciences while field dependent people favour humanities and social sciences.

Some researches indicate that the nature of the social roles in particular circumstances are influenced by cognitive styles. For example, in terms of the roles of women in the

family, field dependent women favour a more 'conventional' family-oriented role, while field independent women favour a more "liberated" career-oriented role. In the study of Greenwald (cited in Witkin et al. 1977, p.52) it was seen that field independent women strongly prefer an 'intellectual role' for themselves, whereas field dependent women favour a 'woman's role'. Another study (Pollack and Kiev cited in Witkin et al., 1977 p. 31) about therapist roles indicates that field independent and field dependent therapists adopt different approaches to their treatment. Indeed, this idea lead some researchers to investigate how field independent and field dependent teachers teach and how these different teaching styles, based on their cognitive style, affect the performance of field independent and field dependent students. Field independent and field dependent teachers were found to be different, based on their cognitive style in using different techniques in their teaching process. Field dependent teachers use discussion and discovery approaches to foster interpersonal relations, while field independent teachers use lecturing and a direct approach which minimises interpersonal interactions. Both field independent and field dependent students have a better performance with field independent teachers. Field independent students achieve well with either a teacher who matches or mismatches their cognitive style while field dependent students are more successful with a teacher who mismatches their cognitive style (Saracho, 1990).

As the findings discussed before suggest, cognitive styles may play an identifiable role in career differentiation and the teaching/ learning process. Therefore, knowledge about students' cognitive styles may be useful to students themselves as a guide in the identification of suitable career goals. In terms of education, for teachers, knowing about students' cognitive styles may be fruitful in designing their teaching. They can adjust their teaching situation according to their students' cognitive styles to help them perform better in the subjects that the students choose.

### **2.6.2. The Effect of Field Dependence-Independence Cognitive Style on Learning**

It has been observed that second language learners differ in the level of proficiency they attain in the new language and that some learners approach language-learning tasks better than others. The language-learning literature supposes that some sets of cognitive and metacognitive behaviours can lead to this success and, in the case of successful learners, it is believed that they have particular sets of cognitive processes and behaviour which make them successful. One type of behaviour that makes some learners more successful than others is related with the cognitive style of field independency and field dependency since different characteristics of field independency or field dependency suggest different learning styles which affect learners' language performance in general. If it is accepted that changing cognitive styles is too difficult, or perhaps not possible, and if the teachers want to guide their students and help them overcome their learning difficulties so that they can be successful learners, one thing teachers may do is arrange the classroom environment according to their students' cognitive styles. In other words, teachers may choose their teaching methods, activities, etc. by taking their students' cognitive styles into consideration to ensure their success.

Experimental studies investigating the effects of cognitive styles of field dependency and field independency on learning have been conducted both inside and outside the language field. In this section, the findings of studies investigating learning principles of learners with different cognitive styles, and especially their performance in language skills including various activity and question forms, are presented.

Researches define 'cognitive styles' as the specific ways in which individuals perceive and approach mental tasks. Cognitive styles include perceptual, intellectual and social-interpersonal processes. Therefore, some researchers focus on learning and memory in terms of cognitive styles.

Chastain (1988) mentions the relationship between learning and memory, stating that the value of learning correlates directly with the amount of learned information that is stored in memory and the proportion of that material that the individual can recall. In

other words, as he states, if learners cannot store, retain or recall information, they have not really learned it. It means that they may have understood it but have not learned it.

Learning theorists relate 'learning' with different types of memory. They typically divide memory into two types: short-term memory and long-term memory. Short-term memory is limited, and as Chastain (1988) states, it is also conscious memory that individuals use while working with newly-received or recalled information. Such information is stored for short periods of time while it is being analysed and interpreted. Once the message or information is understood, the data may become part of long term memory (permanent memory). If it is no longer needed, it may fade from short-term memory (Richard, Platt and Platt, 1992). On the other hand, long-term memory deals with the information which is stored for longer periods of time. But the information may not be stored in the same form in which it is received (Richard, Platt and Platt, 1992).

The theory of field dependence has a number of implications for learning and memory processes. When Witkin studied cognitive styles in the 60s and 70s, there was a small number of investigations on field dependency/ field independency and learning memory. The relationships between them were not so clear. Today we can say that a number of studies illuminate the relationships between field dependency and independency and learning-memory abilities.

Memory differences are related to encoding, retrieval, or organisation processes. Davis and Frank (1979) (cited in Davis and Cohran, 1989, p135) investigated free recall and found that FI learners tend to cluster more than FD learners and recall better than FD learners in difficult patterns and organisation.

The studies of Annis (1979) Berger and Goldberger (1979) (cited in Davis and Cohran, 1989, p.133) support this finding. They have also demonstrated that FI students were better at learning and remembering textual information which was high in structural importance. In Berger and Goldberger's study (1979), FI learners did recall significantly

more digits on the more difficult interference tasks. On the other hand, there was no difference between FD and FI learners on simpler tasks.

A similar result was obtained in Frank's study (1983) (cited in Davis and Cohran, 1989, p. 133). He investigated recall cues and found that when the recall cues were the same as those presented during learning, FI and FD learners did not differ. On the other hand, when the recall cues were different than those presented during learning, FI learners demonstrated better recall than FD learners. Thus, it appears that FI learners encode information in a more versatile manner than FD learners.

On the contrary, FD persons show superior memory for social information. Crutchfield (1958) (cited in Witkin et al., 1977, p. 18) found that FD army officers did significantly better than FI officers in recognising photographs of other officers who had spent several days with them at an assessment centre. However this situation differs when the task is one of intentional learning of faces. In that case, their superiority was of a function of selective attention to the faces of their peers rather than of better ability to learn and remember such material.

A similar result was seen in Fitzgibbons' study (1965) (cited in Witkin et al. 1977). He asked subjects to remember the words they heard. There were neutral words and some words with social connotations. FD subjects recalled more words with social connotations than FI subjects, but for the neutral words there was no difference. So, the findings indicated that FD persons were better at remembering social material and that this superiority was because of their selective attention to social material. Consistent with these findings, Saracho (1990) states that FD persons learn better with materials which have social content while FI persons prefer materials focusing on general principles.

Field dependence has also been investigated from the perspective of working memory. As Case (cited in Frank and Keene, 1993, p. 15) suggested, working memory is the information-processing system that mediates the performance superiority of FI persons over FD persons on complex cognitive tasks. Frank and Keene (1989) also define

working memory as an information-processing system including typical short-term memory storage functions, plus executive or control systems for processing information. Hence, the capacity of this information-processing system can be used to perform in restructuring and organising. In other words, all subject matter must pass through the individual's information-processing system to be learned, retained, and recalled. Information is stored briefly in perceptual memory after being received from the external environment through the senses. Then the mind makes a decision: It may reject the information, memorise it for short-term recall, transform it to conform to prior messages, or learn it by integrating, assimilating, differentiating, or associating it in working and long-term memory (Keefe and Ferrel, 1990). For FI and FD individuals, the end result is a changed cognitive structure in long-term memory.

All the studies discussed above suggest that FI and FD learners do differ in long-term and short-term memory processes. These results are also consistent with the cognitive restructuring hypothesis advanced by Witkin and Goodenough. According to this hypothesis, field dependent and independent individuals differ in their ability to restructure information in both perceptual and cognitive modes. As Goodenough (1979) states, a person has to restructure perceptions of symbolic representations to meet the requirements of the task and FI people are better at accomplishing such restructuring. He also relates this result with most factor-analytic studies suggesting that the restructuring competence is related to field independence in perception of the upright.

In terms of lateral specialisation, since field dependent and independent people have different lateral specialisation, it is expected that they should have differences in the functions of the two hemispheres (Witkin, Goodenough and Oltman, 1979). The left hemisphere, served most directly by the right visual field and right ear, seems suited to the processing of verbal-conceptual and executive motor functions. On the other hand, right hemisphere functioning was served most directly by the left visual field and left ear.

However, psychologists do not agree on the way the brain encodes and transmits information. Some believe that the brain translates the stimuli received from the

external world. Then it codes it so that the neurones can process. Others feel that the brain processes visual images or verbal material and some others feel that thought takes place as an abstract process. However, most cognitive scientists believe that the brain processes information in a number of ways, including semantic, visual, auditory, or other representations (Chastain, 1988). However, there are many differences between left and right brain characteristics. The left hemisphere is associated with logical and analytical thought and with mathematical and linear processing, while the right hemisphere perceives and remembers visual, tactile, and auditory images. Although they have different information-processing procedures, they operate together as a 'team'. Left and right brain dominance is often considered to be a cognitive style (Brown, 1987). Preferences for left and right functioning differs across individuals and cultures and there is a strong relationship between both hemispheric preference and field independence. As Brown (1987) states, in dealing with either type of cognitive style, researchers are dealing with two styles that are highly parallel.

To conclude, it can be said that, there are dimensions of individual differences involving the form of cognitive functioning. One of the factors which accounts for differences in the manner individuals learn concerns the area of cognitive style which can be defined as the specific ways in which individuals perceive and approach mental tasks. Therefore, the relationship between learners' cognitive style and their learning process was investigated by many researchers and it was found that FI and FD learners were different from each other in terms of information-processing, encoding, recalling, and restructuring processes and that they learn a subject at different rates.

Although language is a complex cognitive skill described within the context of cognitive theory, language teachers tend to overlook the importance of individual differences in their teaching process. Therefore, the importance of cognitive style in the language-learning field has been emphasised by many researchers.

### **2.6.3. The Effect of Field Dependence-Independence Cognitive Style on Language Learning**

Related studies showed that all learners do not benefit from the same kind of learning situation. This finding led many researchers to investigate the language success of FI and FD learners. They were concerned with the performance of FI and FD learners in different language skills. The findings indicate that both FI and FD learners have some advantages and disadvantages in certain tasks.

In terms of language success in general, many studies (Hansen and Stansfield, 1981; Stansfield and Hansen, 1983; Hansen, 1984; d'Anglejan and Renaud, 1985; Chapelle and Roberts, 1986; Hansen-Strain, 1987; Jamieson, 1992) indicate that a higher level of field independent cognitive style was associated with higher scores on language tests.

Bialystok and Frohlich (cited in Jamieson, 1992, p. 492) found a significant, positive correlation between field independency and reading, writing and grammar tests for high school students. On the other hand, Tucker, Haayan, and Genesee (cited in J. Hansen and Stansfield, 1981, p. 351) did not find this relationship for younger students on tests including listening comprehension, reading comprehension or oral production tasks. However, as these investigators state, when FI was combined with other experimental factors, field dependency and independency was not a significant predictor of success of second language reading, listening and writing tasks.

However, field independency was found as a significant predictor on the structure and dictation tests. Additionally, FI was seen as a significant factor of all the skills measured in the TOEFL exam (Chapelle and Roberts, 1986). For speaking ability, FD students were found to be more able since field dependence possibly allows them to communicate with ease and use the new language appropriately for social and communicative purposes. For the listening ability, field independence was significantly related to better performance on listening comprehension tasks (Hansen and Stansfield, 1981).

Despite the limited amount of previous research examining field dependence/independence and their performance on language skills, proposals are being made to adopt language teaching and testing methods and materials to accommodate learner differences. Jamieson (1992) hypothesises that field independent learners may have some advantages in classroom language-learning because of the formal or structure-oriented nature of classroom tasks as opposed to a more "natural" or functional use of language for communication of meaning. For instance, many classroom activities and most testing procedures focus on manipulating foreign language forms in which social functions and meanings are mostly minimised. This may be a reason which makes the performance of FD learners worse than FI learners. Hence such a possibility led some researchers to study the relationship between the cognitive styles of learners and their performance on different activity or question forms. The common idea was that FI and FD learners could succeed in different question types. Therefore, many studies attempt to address the issue of cognitive style and its effects on their preferences of certain question forms in language skills.

In language performance tests, evidence seems to indicate a positive relationship between field dependency/ field independency and selected question forms. The study of Alptekin and Atakan (1990) shows a positive correlation between FI and L2 achievement. The findings of the study indicate that GEFT scores and L2 achievement scores show significant and positive associations between performance on the GEFT and on EFL tests and subtests including discrete point, cloze, grammar, reading and listening tests.

Hansen-Strain (1987) conducted a study on second language test performance in general. In this study, she wanted to determine whether there is a relationship between cognitive styles and test performance. The results are consistent with previous studies, indicating that FI learners have better performance on language tests than FD learners.

Another study about the relationship between language achievement and cognitive styles was conducted by Hansen and Stansfield (1981). The results indicate that field dependence is related to better performance in a formal introductory-level course,

supporting the idea that field independence, or cognitive restructuring ability, is an individual learner trait that plays a positive role in language development.

As some studies suggest, the teachers' instructional method can influence FD and FI learners' preferences of certain activity or question forms. So, it led some researchers to investigate the relationship between success and language teaching method.

A study by Abraham (1985) was conducted to discover whether FI learners perform better with deductive lessons. One lesson was based on a traditional deductive approach; the other on an inductive one with no rules but with directed attention to examples. The findings indicate that FI learners perform better with the deductive lesson while FD learners perform better with the inductive lesson.

On the other hand, the findings of a study conducted by Behçetoğulları (1992) are not consistent with these findings. Behçetoğulları investigated whether there is a relationship between a learner's cognitive style and the teaching method (deductive-inductive). Her hypothesis was that FI learners would score significantly higher than FD learners in grammar and that there would be significant differences between FD and FI participants in their scores on two different types of tests (multiple choice and cloze tests) after having deductive and inductive teaching. The tests consisted of two mini tests; a discrete-point test in multiple choice form and an integrative test in cloze form. The findings concerning the effect of field dependence and independence on performance in a multiple-choice test was consistent with the results of the Hansen-Stansfield (1981), Hansen (1983), Hansen (1984), Hansen-Strain (1987) and Alptekin and Atakan (1990). In terms of cloze test performance, FI learners were better in filling in the blanks on the cloze test more easily than FD learners. But Behçetoğulları's central hypothesis was rejected since the findings did not indicate any interaction between methods and the cognitive style. In other words, she did not find any correlation between the learners' cognitive style and the teaching method, contrary to Abraham's findings (1985).

To conclude, studies show us that since some commonly practised-activity and question forms used to expose the students to the target language and to assess the course may not match with the students' cognitive styles, FI and FD learners may have some advantages and disadvantages in their learning processes. Therefore, the relationship between various activities or question forms and the performance of the learners with different cognitive styles should be investigated to determine if field independency/dependency is really relevant to their language performance.

## **2.7. Studies on Communication Strategies and Expressing Lexical Meaning**

Paribakht (1985) examined the types and frequency of communication strategies used by different proficiency level learners. The subjects in two lower proficiency groups were students at various language schools, colleges and universities. She compared these two groups to the native speaker group that included graduate and undergraduate native speakers of English.

In the study, there were ten abstract and ten concrete lexical items. The concrete items were written on cards in the native language and the abstract items were written both in the native and the target language without any context; that is, the task was not communicative. Then the subjects were asked to convey these lexical items without using the exact words.

After collecting the data, Paribakht (1985) developed a taxonomy basing on the results. Therefore, conclusions were only drawn upon the CSs that were used by the subjects and other strategies were not analysed.

The results indicate that there were some qualitative and quantitative differences among the three groups at different proficiency levels. The results of Paribakht's study affirmed that learners use more L2-based strategies than L1-based strategies as their level of proficiency progresses. Besides, the relative frequency of use of strategies differed depending on the proficiency level. She reached the conclusion that learners seem to

abandon or adopt certain CSs and also change their proportional use of certain strategies as they approach the target language.

Another study was designed by Si-Qing (1990) to explore the relationship between learners' language proficiency and their strategic competence. The study challenged the hypothesis that high-proficiency learners preferred L2-based communication strategies to low-proficiency level learners. The study also hypothesised that high-proficiency learners employ fewer CSs than do low-proficiency learners; high-proficiency learners are more efficient in the use of CSs than are low-proficiency learners.

The study Si-Qing (1990) was conducted with only twelve subjects who were students of a foreign language course. Subjects were grouped as low and high-proficiency learners, however, their proficiency levels were not clarified, i.e. the proficiency levels were not determined with any certainty for the study.

There were twelve concrete and twelve abstract lexical items in the study, and these items were written on cards both in the native and target languages. The task required each subject to read the items on the cards and try to convey only four of the items without using the exact word itself.

The results of the study by Si-Qing (1990) indicate that CSs employed by the low-proficiency learners greatly outnumber the CSs employed by the high-proficiency learners. Additionally, a significant difference between the high-proficiency group and low-proficiency group in their relative frequency of the use of CSs appeared.

The results of empirical research on the proficiency level factor that affects the selection of CSs indicate that there are differences between the CSs employed by the learners at different proficiency levels. Low-proficiency learners tend to adopt different strategies (more L1-based CSs) than high-proficiency learners do (more L2-based CSs). Low-proficiency learners also seem to use more strategies than high-proficiency learners in terms of quantity. Si-Qing (1990) attempts to explain this by asserting that high-proficiency learners are equipped with more knowledge of the target language and have

a richer repertoire, and thus, they appeal less to CSs. On the other hand, others have limited resources and, therefore, need to compensate more. Secondly, high-proficiency learners are more able to estimate the limitations of their target language and are able to solve communication problems in the planning process and hence use more appropriate and effective CSs than low-proficiency learners do.

## CHAPTER III

### METHODOLOGY

People who attempt to speak a foreign language are often confronted with lexical problems resulting from an inadequate command of the appropriate vocabulary. Although this occasionally leads to a breakdown in communication, foreign language (FL) learners generally manage to overcome their problems by employing one or more so-called communication strategies (CS).

This study aims to identify and compare the types and frequency of communication strategies of Turkish learners of English, whose cognitive styles are different: field dependent and field independent, to express lexical meaning in communication. In order to reach this goal, the study addresses the following research questions:

First of all, what type of communication strategies are used by Field Dependent (FD) and Field Independent (FI) learners?

After each learner groups' communication strategies in spoken language are identified, the following subquestions are asked in order to compare their communication strategies in terms of frequency: Is there a difference between FD and FI groups in terms of frequency? a) Is there a difference between FD and FI groups in terms of numbers and types of communication strategy that are based on the learners' native language (i.e. L1 based strategies)? b) Is there a difference between FD and FI groups in terms of numbers and types of communication strategy that are based on the learners' target language (i.e. L2 based strategies)? 3) Is there a difference between FD and FI groups in terms of numbers and types of communication strategy that are based on the given three tasks? 4) Is there a relationship between the use of communication strategies and fluency of spoken English?

In this chapter, the methodology in this research will be presented. First, the setting and the subjects participating in the study will be described. Then, the instruments used to

collect the data and the data collection procedures will be explained. Finally, analytical procedures will be presented.

### **3.1. Setting and Subjects**

The study was conducted in Eskişehir Anadolu University, Education Faculty, Department of English Language Teaching in the spring term of the academic year 1997-1998. Three prep-classes were selected for inclusion (64 females-22 males). That is, the tests were given to 86 subjects. The age range of all the subjects was 18-20. All of the subjects were native speakers of Turkish. The subjects were attending preparatory classes and the curriculum was based on skills teaching. Therefore, the preparatory students were taking 10 hours of grammar, 6 hours of reading, 4 hours of speaking, and 2 hours of listening a week during the period this study was carried out. The goal of this preparatory class education was to improve the language proficiency of the students to lower advanced level. The content of each course carried by different lecturers was designed to achieve this objective.

After having administered the Michigan Placement Tests to students enrolled on the preparatory classes, the subjects were grouped according to their language proficiency level. 'Level' in this study was not an independent variable. Therefore, the subjects in the study were supposed to be at the same or similar language level. In order to control that variable, a standard placement test-Michigan Placement- was given to the subjects at the beginning of the study. The test was administered to a total of 86 preparatory students at the beginning of the spring term in the academic year 1997-1998. The distribution indicated that the subjects in the study can be said to be at the upper-intermediate level (range 61-75) according to scale used in the Education Faculty. (cf. 3.2.1. for the detailed description of M.P.T.)

Although level was not an independent variable, the subjects' cognitive style was a variable of the study. The subjects' cognitive style, therefore, needed to be identified. For this, the Group Embedded Figures Test (GEFT) was administered to those students at the same language proficiency level. The GEFT scores determined whether the

subjects belonged to the field dependent and field independent groups. These scores on the GEFT ranged from 0 (highly field dependent) to 18 (highly field independent). The subjects between the range of 1-8 were classified as field dependent (FD) and the subjects between the range of 13-18 were classified as field independent (FI). Considering the result of the GEFT, 20 FD and 20 FI language learners were chosen as the subjects of this study. (cf. 3.2.2. for the detailed description of GEFT)

### **3.2 Tests Used for the Selection of the Subjects**

For this study two kinds of tests were used, namely The Michigan Placement test and The Group Embedded Figures Test (GEFT)

#### **3.2.1 Michigan Placement Test**

In this study level was not an independent variable. Therefore, the subjects in the study were supposed to be at the same or similar language level. In order to control that variable, the standard Michigan Placement Test was given to the subjects at the beginning of the study. The Michigan Placement was chosen as it has been used at the Faculty of Education for the past several years; it has also been the proficiency basis for many of the researchers (Canturk,1998; Ipek,1998;and Baysal,1999). Thus this test is believed to shed light on the students' current level of English. In determining the levels, the evaluation scale suggested by the Faculty of Education, ELT Department has been used.

The subjects were given two hours to finish the test that consisted of 20 Listening Comprehension items, 30 Grammar and Structure items, 30 Vocabulary items, and 20 Reading Comprehension items.

The students have been given scores out of 100, which is the total number of items in the test. The evaluation scale as suggested by the ELT Department is shown in Figure 3.1.

<b>SCORE</b>	<b>LEVEL</b>
76-100	<b>Advanced</b>
61-75	<b>Upper Intermediate</b>
46-60	<b>Intermediate</b>
31-45	<b>Lower Intermediate</b>
16-30	<b>Elementary</b>
0-15	<b>Beginner</b>

**Figure 3.1.** The Evaluation Scale for the Michigan Placement Test

According to this scale, the distribution of the scores obtained by the students is given in Figure 3.2.

<b>SCORE</b>	<b>NUMBER OF SUBJECTS</b>
<b>95- 100</b>	0
<b>90-95</b>	2
<b>85-90</b>	4
<b>80-85</b>	15
<b>75-80</b>	21
<b>70-75</b>	21
<b>65-70</b>	13
<b>60-65</b>	10
<b>55-60</b>	0

**Figure 3.2.** The Distribution of the Scores Obtained from the Placement Test

The distribution indicates that the subjects in the study can be said to be at the upper intermediate level (range 61-75) according to scale used in the Education Faculty.

### 3.2.2. The Group Embedded Figures Test (GEFT)

The subjects' cognitive style was determined according to their scores on the Group Embedded Figures Test (GEFT). The GEFT was developed by Witkin, Oltman, Rasking and Karp in 1971 to measure field dependence and field independence. In this study, the GEFT was chosen, because it has proven to be a very useful measure of field dependence-independence (Meloncon and Thomson, 1989).

The Turkish version of the GEFT, which had been developed by Okman- Fişek (1979) through the process of translation and back translation, was used in the study. The test booklet is exactly the same as the original. The reliability of the Turkish version was established through the Spearman-Brown formula and found to be .91. This estimate is higher than the one by Oltman et al. (1971), which was .82. (Alptekin and Atakan, 1990). There were two main reasons for using the Turkish version. First, since all the subjects were native speakers of Turkish, it was assumed that the Turkish version would eliminate the language problem, and even facilitate the understanding of instructions. Second, the reliability of the Turkish version is higher than the one employed by Oltman et al. (1971).

It is a three-section paper and pencil test. The first section is two minutes long and just for practice. The other sections are both five minutes long. The GEFT contains 18 complex designs within which simple geometric figures are embedded. The subjects are asked to perceive and outline these simple figures within the larger complex designs in a given period of time. The number of simple figures subjects locate shows their degree of field dependence-independence. The more simple figures the subjects find without being distracted by the complex figures, the more they are supposed to be field independent (Alptekin and Atakan, 1990). To obtain a field dependence-independence score, section one is ignored and the total of right answers in sections 2 and 3 are added together. That is, the number of the 18 items on which the subjects correctly locate

hidden target shapes is the field dependence-independence score. (Thomson and Meloncon, 1987). Scores on the GEFT range from 0 (highly field dependent) to 18 (highly field independent).

The conclusion chapter of this thesis includes some comments on the group embedded figures test.

### **3.3. Data Collection**

The combination of three tasks: picture description, re-telling a story, and interviews were administered. This combination of three tasks in which various degrees of control were established (-ranging from strictly controlling for feedback and contents to resembling natural conversation) was felt to be necessary to obtain a fairly balanced and reasonably generalised picture of communication use. Three different kinds of task were used in the study to investigate communication strategies. These tasks were chosen because some researchers who had studied communication strategies also made use of these tasks in their research, and it was found that these kind of tasks were appropriate for the investigation of communication strategies (cf. Faerch and Kasper, 1983; Poulisse, Bongeaerts and Kellerman, 1987; Poulisse and Schils, 1989; Bialystok, 1990).

The three tasks were administered in three sessions of approximately one and a half-hours. For all the three tasks, the subjects were tested individually and their speech was tape-recorded. In order to arrive at a reliable identification of the communication strategies in all the tasks the data were evaluated by two independent judges.

#### **3.3.1. Picture Description Task**

This was a concrete description task in which the subjects were tested individually. The subjects were shown pictures of 40 objects. Care was taken to find pictures of 20 objects that the learner did not know the L2 word for (e.g. hinge, maze). In order to lower the possibility that subjects might know the lexical items selected for the study, the syllabus of each course was checked up to the time when the study was conducted.

The other 20 objects were included as dummies (e.g. bus, clock) to encourage the subjects.

First, the subjects were asked to look at the pictures one by one and to make it clear in English the object they saw, either by naming it, or in any other way. During this task the subjects were not given any feedback so as to ensure that none would be helped more than others. In order to make the evaluation stage more efficient numbers were given to each picture.

### **3.3.2. Re-telling A Story Task**

The second task was re-telling a story task. It consisted of five ten-line stories, the first of which served as a practice run. The task was supplemented with the recordings of five ten-line stories in Turkish, and the pictures to accompany the stories. The subjects were asked to listen to the recordings of the stories read in Turkish by the researcher. After each story they were asked to re-tell it in English. They were given pictures to accompany the stories to make sure that the subjects would not omit too many essential details. The subjects were allowed to look at these pictures while listening to the stories and while retelling them. Again, no feedback was given, but because stories are naturally monologues, this did not affect the naturalness of the task. The first of the stories served as a practice story and was later discarded from the analysis. In this task, the subjects were also tested individually.

### **3.3.3. Interview**

The third task was a twenty-minute interview on everyday topics such as school, holidays, and sports. Interview questions were prepared beforehand by the researcher, so it was a semi-controlled interview. The subjects were interviewed individually by the researcher. As the purpose of the study was to examine communication strategies of foreign language learners in oral production for daily communication, making use of interview would be appropriate to the purpose. Besides, this task simulated a real communication exchange since the topics discussed were directly related to daily

communication. As the subjects and the interviewer needed some time to get used to each other and the task, the first five minutes of the interview was not analysed.

The tasks were administered in three sessions which each lasted approximately 30 minutes. All data was recorded and subsequently transcribed.

### **3.3.4. Analysis and Evaluation of Communication Strategies**

The occurrence of temporal variables like rate of articulation, filled and unfilled pauses, lengthening of syllables, false starts and repetitions can shed some light on where foreign language users experience planning problems and how they go about solving them by means of communication strategies.

Performance features like temporal variables, self repairs and slips have been used as indicators of planning and execution in studies of L1 speech production, functioning as potential strategy markers in interlanguage production.

It has been demonstrated in a number of studies (cf. Goldman-Eisler, 1986; Rochester, 1991) that hesitation pauses tend to occur at lexical selection points. These include unfilled (silent) pauses, filled pauses, i.e. pauses which involve some non-lexical vocal cord activity like er, erm, uh, or gambits like turn-internally used starters (well) or cajolers ( I mean, you know).

Like pauses, drawls, i.e. lengthening of a syllable relative to a speaker's normal syllable length, can be used as time-gaining devices for the planning of a subsequent speech unit. Drawls typically occur when the speaker wants to gain time for the selection of the next lexical item (Faerch and Kasper, 1983).

In this study, those strategy markers mentioned above have been used for the analysis and evaluation of communication strategies.

### 3.4. Analytical Procedures

First, the tapes were transcribed orthographically. Then the responses of the subjects that were identified as communication strategies were categorised according to taxonomy shown on Table 3.1 and these categorised strategies were analysed. Then, the data and strategies of each group were analysed and compared in terms of type and frequency. The communication strategies employed by each group were also compared in terms of task. All of the tasks were categorised according to the taxonomy by two raters, one of whom was the researcher. The other rater was also a native speaker of Turkish and an experienced teacher with a PhD in ELT. She was selected as a rater because raters having similar background in terms of language and culture increase the inter-rater reliability. After categorising the transcripts according to the taxonomy, inter-rater reliability was also calculated.

**Table 3.1** Communication Strategy Categories

<b>A. L1-BASED STRATEGIES</b>	<b>B. L2-BASED STRATEGIES</b>
1. L1 Switch	1. Circumlocution
2. Literal Translation	2. Approximation
3. Foreignizing	3. Word Coinage

Two raters used these definitions and examples to guide the categorisation of the communication strategies used by the subjects.

#### **Categorisation of the Communication Strategies**

##### **L1 Based Strategies**

**1-L1 Switch:** in which the learners borrow word(s) from their native language.

Examples; "balon" for "balloon", "tırtıl" for "caterpillar".

**2-Literal Translation:** in which learners make a word for word translation from their native language.

Example; "animal park" for "zoo".

**3-Foreignizing:** in which learners apply target language phonology to a native language word.

Example; "diziiz" for "soap opera".

### **L2 Based Strategies**

**1-Circumlocution:** in which learners describe or define the characteristics or functions of the target word. In circumlocution, description has three subclassifications:

1-*physical properties*; colour, size, material, spatial dimension (shape and location)

e.g. It is something that hangs on the wall.

2-*specific distinguishing features* (surface structure: has)

e.g. It has four legs.

3-*functional characteristics*; indicate the functions of an object & the action that can be performed with it.

Example; "The thing we cook water in" for "kettle".

**2-Approximation:** in which learners use a synonym or a target language word sharing the semantic features with the target word.

Examples; "pipe" for "water pipe", "animal" for "rabbit".

**3- Word Coinage:** in which learners create a new target language word or phrase.

Examples; "air ball" for "balloon", "animal doctor" for "vet", "cooker" for "cook".

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

#### 4.1. Introduction

To focus the study four research questions were posed. Based on these questions the primary purpose of the study was to investigate the communication strategies used by Field Dependent and Field Independent learners of English in three different tasks they were engaged in. To achieve this purpose, the learners' authentic speech during these tasks- picture description, re-telling a story, and interview were audiotaped. Then these recordings were transcribed. After that, two raters independently identified and categorized the strategies used by the subjects. These findings will be presented in percentages in the next section of this chapter.

An additional aim was to find out the differences between FD and FI subjects in terms of both the numbers and the types of strategy used during the tasks. For this purpose, firstly, the number and the type of L1 based strategies used by the subjects in two different cognitive styles were compared in percentages. This was followed by the comparison of L2 based strategies. For this analysis percentages were again used. These analyses will be presented later in this chapter.

A further aim of this study was to investigate whether the number and the type of L1 and L2 based strategies used by the subjects in FD and FI groups were affected differently in each task. For this percentages were used.

The final aim was to find out the relationship between the fluency of the subjects in spoken English and the number of communication strategies used by the subjects in two different cognitive styles. Initially the subjects' speech during interview was listened to by two raters, and scored on a 6 point- scale (Hughes, 1989) which aims to measure the fluency of spoken English. Then, the Pearson Product Moment Correlation (PPMC)

was run to identify the correlation between the subjects' fluency in spoken English and their cognitive styles.

#### **4.2. Presentation of Examples for L1 Based and L2 Based Strategies Used By Field Independent and Field Dependent Subjects**

The following are some examples from the tasks; picture description, re-telling a story, and finally interview. First, L1 based communication strategies will be presented, namely L1 Switch, Literal Translation, and Foreignizing. But interestingly enough foreignizing was not a preferred strategy and was not used in the first task-picture description and second task-re-telling a story. Secondly, L2 based communication strategies will be presented namely Circumlocution, Approximation, and finally Word Coinage.

##### **A-Communication Strategies Based on the Native Language (L1-Based Strategies):**

Types of communication strategies which are affected by the learner's native language (Faerch and Kasper, 1983).

1. **L1 Switch:** in which the learners borrow word(s) from their native language (Faerch and Kasper, 1983).

**Examples;** "Menteşe" for "**hinge**" (see App.4 PDT. 1,26,31,32,39)

"Devekuşu" for "**ostrich**" (see App.4 PDT. 16,23,35,37)

"Dürbün" for "**binoculars**" (see App.4 PDT.12, 39)

"Kirpi" for "**hedgehog**" (see App.5 RST.1, 2,8,9,13)

"Sincap" for "**squirrel**" (see App.5 RST.1,2,5,7,11,12,13)

"Simit" for "**sesame ring**" (see App.5 RST. 3,7,9,11,12,13)

"Bütünleme" for "**re-sit exam**" (see App.6 IT. 17,19,26,27)

"Muhabbet kuşu" for "**budgie**" (see App.6 IT. 12,16,17,19,20,22,25)

2. **Literal Translation:** in which learners make a word for word translation from their native language (Faerch and Kasper, 1983).

**Examples;** "Camel bird" for "deve kuşu"-**ostrich** (see App.4 PDT.11)

"40 legs" for "kırkayak"-**caterpillar** (see App.4 PDT. 13,19)

"Flying balloon" for "uçan balon"-**balloon** (see App.4 PDT.17,34)

"Line girl" for "çizgi çocuk"-**cartoon character** (see App.5 RST. 16,20,34)

"Animal park" for '**zoo**' (see App.5 RST.11,33)

"Student city" for "öğrenci şehri" - **a city for students** (see App.6 IT.35,39)

"First class students" for '**first-year students**' (see App.6 IT.4)

**3. Foreignizing:** in which learners apply target language phonology to a native language word (Faerch and Kasper, 1983).

There are no examples for this category, as it was not used by the subjects in the picture description task and re-telling a story. However, in the interview there are a few examples as can be seen in the following.

**Examples;** "diziiz" for "**soap operas**" (see App.6 IT.37)

"kenil" for "**channel**" (see App.6 IT.38)

**B- Communication Strategies Based on the Foreign Language (L2-Based Strategies):** Types of communication strategies which are affected by the learner's foreign language (Faerch and Kasper, 1983).

**1. Circumlocution:** in which learners describe or define the characteristics or functions of the target word. In circumlocution, description has three subclassifications:

*1-physical properties;* colour,size, material, spatial dimension (shape and location) e.g.

It is something that hangs on the wall.

*2-specific distinguishing features* (surface structure: has)

e.g. It has four legs.

*3-functional characteristics*; indicate the functions of an object and the action that can be performed with it.

Example; "The thing we cook water in" for "kettle" (Faerch and Kasper, 1983).

**Examples;** "It is an insect which has 40 legs" for "**caterpillar**" (see App.4 PDT. 3,9)  
 "They are tools which provide us to cut wood or wooden things" for "**saws**" (see App.4 PDT. 3)  
 "These are kinds of tools and I think they are used by carpenters to cut the trees for "**saws**" (see App.4 PDT. 5)  
 "It is a kind of metal tool and it is used for connecting the doors" for "**hinge**" (see App.4 PDT.5)  
 "A plant which is always in big buildings, schools, hold to walls with a lot of leaf-a beautiful plant" for "**ivy**" (see App.5 RST. 7)  
 "People who look after animals in the zoo" for "**zoo keepers**" (see App.5 RST.13,18)  
 "The animal which is small and there are needles on his back" for "**hedgehog**"(see App.5 RST.18)  
 "My father is doing another job now-selling something, buying something" for "**tradesman**" (see App.6 IT. 3)  
 "I do not like people who tell lies always" for "**liars**" (see App.6 IT.30)  
 "My father sells some materials for buildings like nail, hedge, paints, pipes" for "**iron monger**" (see App.6 IT. 31)

**2-Approximation:** in which learners use a synonym or a target language word sharing the semantic features with the target word (Faerch and Kasper, 1983).

**Examples;** "a kind of flower" for "**iris**" (see App.4 PDT. 10,24,26,29,37)  
 "musical instrument" for "**harp**" (see App.4 PDT. 10,26)  
 "vegetable" for "**bean**" (see App.4 PDT. 5,10,24)  
 "flower" for "**ivy**" (see App.5 RST.1,3,4,5,8,10,12,13)  
 "rock" for "**stone**" (see App.5 RST.9,10,13)  
 "plant" for "**ivy**" (see App.5 RST.6,9)

"teacher" for "**lecturer**" (see App.6 IT.3)

"little" for "**young**" (see App.6 IT.12)

**3- Word Coinage:** in which learners create a new target language word or phrase (Faerch and Kasper, 1983).

**Examples;** " vacuum machine", "electricity sweeper", "vacuuming machine", "sweeping Machine" for "**vacuum cleaner**" (see App.4 PDT. 2,4,8,28)

"bino glass", "bino glasses" for "**binoculars**" (see App.4 PDT. 6,28)

"baby horse" for "**foal**" (see App.4 PDT.13,23,34)

"small chickens" for "**chicks**" (see App.5 RST. 5,6,11,16,17)

"little chickens" for "**chicks**" (see App.5 RST.7,13,22,34)

"needled animal" for "**hedgehog**" (see App.5 RST.3,17)

"houseworker" for "**housewife**" (see App.6 IT. 30,33,34)

"cooker" for "**cook**" (see App.6 IT. 15)

"drawing class" for "**art department**" (see App.6 IT.28)

#### 4.3. Analysis of the Communication Strategies Used by the Subjects

According to the data analysis, the answer to the first and the second research questions (1. What type of communication strategies are used by field independent and field dependent learners?, and 2. Is there a difference between field independent and field dependent groups in terms of types and numbers? a) Is there a difference between field independent and field dependent groups in terms of types and numbers of communication strategy that are based on the learners' native language (i.e.L1 based strategies)?, b) Is there a difference between field independent and field dependent groups in terms of types and numbers of communication strategy that are based on the learners' target language (i.e. L2 based strategies)? can be found in the following explanation. The analysis of the transcripts by two raters indicated that throughout the three tasks subjects engaged in 1212 communication strategies with 51.15% of these used by FI subjects, and 48.85% of these used by FD subjects. It would not be wrong to

say that the subjects in the two cognitive groups are similar in percentages of strategies used throughout the tasks. Further analysis, which means comparison of percentages of L1 based and L2 based strategies used by the FI and FD subjects, indicated similar results, and they were similar in terms of using L1 and L2 based strategies. For example, subjects in the FI group used L2 based strategies dominantly (67.9%). Likewise, communication strategies which were dominantly used by the subjects in the FD group were L2 based strategies (71.6%). On the other hand, L1 based strategies were also used by the subjects in the FI and FD groups, and their percentages were also close (32,1%, and 28,2% respectively). The subjects in the FD group seemed to use more L2 based strategies when compared to the subjects in the FI group. The difference (3.9%) was not enough to make a strong claim for the two different cognitive styles. (Cf. Table 4.1. for the findings).

**Table 4.1.**

**The Numbers and Percentages of L1 and L2 Based Communication Strategies for both Type of Cognitive Styles**

<b>COG.STY.</b> <b>STRAT.</b>	<b>FIELD INDEPENDENT</b>		<b>FIELD DEPENDENT</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>L1 BASED</b>	199	32.1	167	28.2
<b>L2 BASED</b>	421	67.9	425	71.8
<b>TOTAL</b>	620	100.0	592	100.0

**(COG. STY.: Cognitive Style)**

**(STRAT.: Strategy)**

To continue answering the research questions -regarding the differences the given three tasks -the answer to the third question ( 3. Is there a difference between field independent and field dependent groups in terms of numbers and types of communication strategy that are based on the given three tasks)?. Although the findings indicate no significant difference in the number of strategies used by the subjects in total, the distribution of the L1 based and L2 based strategies in three different tasks were analyzed to find out the relation between the numbers and the types of the strategy

and tasks. These analyses also indicated no significant difference between the subjects in the FI and FD groups in numbers of L1 based and L2 based strategies used in the first two tasks. To begin with, in the first task- picture description- subjects both in FI and FD groups used L2 based strategies dominantly (85% and 87.2% respectively). Compared to L2 based strategies, L1 based strategies were used less (15% and 12.8% respectively). Furthermore, there was no significant difference in the percentages of the L1 and L2 based communication strategies used by FI and FD subjects. Similarly, in the second task –re-telling a story- subjects in FI and FD groups used both L1 and L2 based communication strategies almost in balanced percentages (L2-based strategies were used slightly more). For the FI group, L2 based strategies constituted 56% of the communication strategies used, and for the FD group, L2 based strategies were 54% of the total communication strategies used in this task. Moreover, L1 based strategies were 44% of the total for the FI group, and 46% for the FD group.

**Table 4.2.**

**The Numbers and the Percentages of L1 and L2 Based Communication Strategies in Task 1-2-and 3 for both Types of Cognitive Styles**

TASK	STRATEGY TYPE	FIELD INDEPENDENT		FIELD DEPENDENT	
		N	%	N	%
TASK 1	L1 Based	53	15.0	45	12.8
	L2 Based	302	85.0	307	87.2
	TOTAL	355	100.0	352	100.0
TASK 2	L1 Based	84	44.0	83	46.0
	L2 Based	107	56.0	97	54.0
	TOTAL	191	100.0	180	100.0
TASK 3	L1 Based	62	83.8	39	65.0
	L2 Based	12	16.2	21	35.0
	TOTAL	74	100.0	60	100.0

(N: Number)

**Table 4.4**

**The Numbers and Percentages of L1 and L2 Based Communication Strategies for each Task**

<b>TASK</b>	<b>L1 BASED</b>		<b>L2 BASED</b>	
	Number	%	Number	%
TASK 1	98	13.87	609	86.13
TASK 2	167	45.01	204	54.99
TASK 3	101	75.37	33	24.63

The transcriptions were not categorized only as L1 based and L2 based communication strategies, but L1 based strategies and L2 based strategies were also categorized under three categories for each. L1 based strategies were grouped as **L1 switch**, **literal translation** and **foreignizing**, and L2 based strategies were grouped as **circumlocution**, **approximation** and **word coinage**.

Throughout the three tasks “366” L1 based strategies were used by the subjects in both the FI and FD groups, and 93.35% of these were **L1 Switch**, 5.94% were **Literal Translation**, and 0.71% were **Foreignizing**. These results indicate that the predominant L1-Based strategy was L1 switch. Literal translation was rarely observed. Foreignizing was almost never adopted by the subjects.

Analysis of the distribution of types of L1 based strategy among the FI and FD subjects indicated that the FD subjects when compared to the FI subjects (54.44% vs 45.56%) used L1 switch more. On the other hand, the FI subjects used literal translation more (60.0% vs 40.0%) , and foreignizing was only used by the FD subjects. (cf. Table 4.5.)

**Table 4.5.**  
**Distribution of L1 Based Strategies**

<b>L1 BASED STRATEGY</b>	<b>FI</b>		<b>FD</b>		<b>TOTAL</b>
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	
L1 Switch	184	54.44	154	45.56	<b>338</b>
Lit. Translation	15	60.0	10	40	<b>25</b>
Foreignizing	--	0.0	3	100.0	<b>3</b>
<b>TOTAL</b>	<b>199</b>	<b>--</b>	<b>167</b>	<b>--</b>	<b>366</b>

( N: Number )

( Lit.: Literal )

Throughout the three tasks “846” L2 based strategies were used by the subjects in both the FI and FD groups. Analysis of the distribution of these L2 based strategies among types indicated that **Approximation** was predominantly used (60.04%) by both of the groups. It was followed by **Circumlocution** with a percentage of 31.80. The least-used L2 based strategy was **Word Coinage** (8.16%).

The analysis of the distribution of different types of L2 based strategy among the FI and FD groups indicates that subjects in the FI group used **Circumlocution** slightly more (56.13% vs 43.87%) whereas the FD group used **Approximation** (52.76% vs 47.24%) and **Word Coinage** (56.52% vs 43.48%) more than the subjects in the FI group.

**Table 4.6**  
**Distribution of L2 based Strategies**

<b>L2 BASED STRATEGY</b>	<b>Field Independent</b>		<b>Field Dependent</b>		<b>TOTAL</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Circumlocution	151	56.13	118	43.87	269	31.80
Approximation	240	47.24	268	52.76	508	60.04
Word Coinage	30	43.48	39	56.52	69	8.16
<b>TOTAL</b>	421	--	425	--	846	100.0

In addition to the analysis of the distribution of L1 and L2 based strategies among the subjects in the FI and FD groups, the relation between fluency in spoken English and the number of communication strategies used was analyzed. The answer to the fourth research question (4. Is there a relationship between the use of communication strategies and fluency of spoken English)? For this analysis, the Pearson Product Moment Correlation (PPMC) was used. The correlation coefficient for the FI group was found to be 0.130, and for the FD group, it was found to be 0.336. Both of these coefficients indicate no significant relationship between fluency and the number of communication strategies used. (Cf. Appendix.1 for the scores on fluency)

## CHAPTER V

### CONCLUSION

#### 5.1. Summary of the Study

Language is a complex cognitive skill described within the context of cognitive theory. Research shows that students learn a subject at different rates. However, most of the language teachers tend to overlook the importance of individual differences in their teaching.

Teaching a language is so multi-faceted that we do not know enough about all the factors affecting learning. The questions about the factors explaining individuals' language-learning abilities have led some researchers to study cognitive style as a source of individual variation in learning. Learning, as Caine and Caine (1990) state, is as natural as breathing and it is possible to either inhibit or facilitate it. So, learning is influenced by the natural development of the body and the brain. The brain is the centre of cognition which is defined as "the mental process or faculty by which knowledge is acquired" (Chastain, 1988, p.43). Each person has his/her own individual cognitive style which has its own information processing habits. Learning problems, therefore, can be solved through dealing with cognitive styles.

In the Age of Communication, in order to keep up with the pace of modern life, learners give importance to communication skills. Learners are in need of language to express themselves both in the traditional foreign language classroom and in non-pedagogic situations. Learners need to be able to use their innate strategic competence. Learners need of some basic awareness what happens in face-to-face interaction, and may benefit from instruction about communication strategies.

When people wish to say something in a communicative situation, that is, to realise a speech intention, they plan at least the beginning of their message, and use their plan as long as it satisfies them, as their basis for speaking. This planning process, especially

when people communicate in an L2, may not always run smoothly. People may be unsuccessful in retrieving a certain word. They may be unfamiliar with a situation or with certain idiomatic expressions. In short, they may have verbalisation problems. In order to overcome these problems, Communication Strategies are needed.

This study approaches the matter of cognitive styles and their effect on communication strategies. The main aim of this research, therefore was to identify 1) "What type of communication strategies are used by Field Independent (FI) and Field Dependent (FD) learners?". After each learner groups' (FI and FD) communication strategies in spoken language were identified, the following questions were asked in order to compare their communication strategies in terms of frequency: 2) "Is there a difference between the FI and FD groups in terms of frequency?" a) "Is there a difference between the FI and FD groups in terms of numbers and types of communication strategy that are based on the learners' native language (i.e. L1 based strategies)?", b) "Is there a difference between the FI and FD groups in terms of numbers and types of communication strategy that are based on the learners' target language (i.e. L2 based strategies)?", 3) "Is there a difference between the FI and FD groups in terms of numbers and types of communication strategy that are based on the given three tasks?" and final question was 4) "Is there a relationship between the use of communication strategies and fluency of spoken English?"

In order to find answers to these research questions, three different type of tasks were given to 40 upper-intermediate level learners of English as a foreign language. The learners' authentic speech during these tasks-picture description, re-telling a story and interview were audiotaped. Then, these recordings were transcribed. After that, two raters independently identified and categorised the strategies used by the subjects. The findings are presented in percentages.

## **5.2. Assessment of the Findings**

The analysis of the data indicates that throughout the three tasks the subjects were engaged in, 1212 communication strategies were used. The subjects in two the cognitive

groups show similar percentages of strategy used throughout the tasks. The comparison of percentages of L1 based and L2 based strategies used by the FI and FD subjects indicate similar results. Both the FI and FD groups used L2 based strategies predominantly in the first two tasks (picture description and re-telling a story). On the other hand, in the third task (interview) subjects in both the FI and FD groups used L1 strategies predominantly.

An interesting finding of the comparison of the numbers and the types of strategy used by the subjects in the FI and FD groups during tasks was the decrease in the number of strategies used by the subjects when moved from controlled (picture description) to free (interview) task. As indicated in Table 4.3. 58.33% of the strategies were used in the first task (picture description), 30.61% of the communication strategies were used in the second task re-telling a story, and finally 11.05% of the total were used in the third task (interview).

Contrary to the expectations, the types and the numbers of communication strategy chosen by the subjects was not to any large extent related to their cognitive style. There was no significant difference between field independent and field dependent subjects and their use of communication strategies. The reason for that might be the GEFT test which had been used to identify the subjects' cognitive style. The test is based on visualisation only. In its central form, it concerns visual perception and an individual's capacity to separate figure from ground in an illustration. Why success in picking out embedded figures should represent different styles of learning is open to discussion. GEFT might be considered as a test of 'ability' rather than 'style', specifically visual-spatial ability. To conclude, the research into FI and FD has shed no light on the relationship between cognitive styles and communication strategies used to express lexical meaning.

The data indicates that task-related factors play a large role in this respect. In task three (interview) the subjects had been relatively free to determine the speech topic and thus hide their problems or to avoid them. The topics of the interview were based on everyday topics such as school, holidays and sports, because subjects might have

avoided discussing topics for which they know that they lack the necessary vocabulary. But if unfamiliar topics had been discussed, there might have been differences between field independent and field dependent subjects in terms of the types and numbers of communication strategy that they used.

To explain the enormous effect of the factor *task* first it is useful to determine how the tasks differed and the effects these differences had on communication strategy choice. As will be recalled, Task I was a picture description task, Task II was a re-telling a story, and Task III was an oral interview. These tasks differ in a number of respects. The following are the most relevant to the study:

*Task Demands:* The instruction for Task I required the subjects to solve all lexical problems (posed by the pictures). In Tasks II and III, however, it was possible to leave some problems unresolved and yet successfully complete the task as a whole. Particularly in Task III, the interview, the subjects could decide to risk misunderstandings on the part of the interlocutor if they judged a message to be of little relevance. Thus Task I required a higher level of clarity than did Tasks II and III.

*Context:* The tasks differed in the possibility they provided to make use of the context. In Task I this possibility was practically non-existent. The problems were not embedded within a context as the pictures were presented in isolation, but in Tasks II and III the stories and the interview *did* provide contextual information. Consequently, in Task I all information had to be contained in the communication strategies themselves, while in Tasks II and III the subjects could rely on the context to provide some information too.

*Time Constraints:* There were no time constraints in Task I. Strictly speaking there were no time constraints in Tasks II and III either; however, after having carried out Task II, some subjects reported that they had avoided using elaborate communication strategies for recurring problems because they felt it was awkward to keep repeating the same lengthy utterances. In Task III conversational rules may have presented a time constraint. As Beattie (1980) reports, pauses longer than five or six seconds may cause

the speaker to lose his or her turn. Thus, whereas in Task I the subjects could spend as much time on their communication strategies as they thought fit, they probably felt they could not do so in Tasks II and III.

In addition to the analysis of the distribution of L1 and L2 based strategies among the subjects in the FI and FD groups, the relation between fluency in spoken English and the number of communication strategies used was analysed. For this analysis, the Pearson Product Moment Correlation (PPMC) was used. The correlation coefficient for the FI group was found to be 0.130, and for the FD group it was found to be 0.336. Both of these coefficients indicated no significant relation between fluency and the number of communication strategies used.

### 5.3. Pedagogical Implications

As has been mentioned in Chapter II (review of literature) there are two main communication strategies for lexical simplification: Communication strategies that are based on the first language (L1-based strategies) and communication strategies that are based on the target language (L2-based strategies).

L1-based strategies have three subcategories; *L1 Switch*: The learner borrows one or more words from his native language and he is aware that it/they are not English. *Literal Translation*: The learner makes a word for word translation from his native language. *Foreignizing*: The learner tries to make a word in his native language sound like a word in the foreign language and thinks it may be a word in the foreign language.

Obviously, these L1-based strategies are most likely to succeed in situations where the listener has knowledge of the speaker's native language. Classroom learning situations often come into this category. On the other hand, L1-based strategies may not be effective if the listener is a native speaker of English or the learner is in the context of the second language. L1-based strategies may nearly always lead to partial or absolute incomprehension.

L2-based strategies also have three subcategories; *Circumlocution*: The learner attempts to describe or define the characteristics or functions of the target lexical item by means of other words in the target language. *Approximation*: The learner uses a target language word which shares semantic features with the target word. *Word Coinage*: The learner creates a new target language word or phrase.

L2-based strategies are most likely to be successful and most effective if the listener is a native speaker of English or the learner is in the context of the second language. To conclude, it may not be wrong to say that L2-based strategies should be taught to learners, as they will assist learners to compensate for their lexical shortcomings. However, it may not be appropriate to argue about the relative merits of alternative strategies, as learners often use several communication strategies together, first trying one (e.g. a L1-based strategy) and then turning to another (e.g. L2-based strategy) to supplement the first choice or to try again if it fails (Ellis, 1991b).

As Dörnyei and Thurrel (1991) state, strategic competence is the most neglected component of communicative competence by coursebooks and language teachers. Furthermore, the course materials are not sufficient to teach learners how to use communication strategies when they have problems in communication (Tarone and Yule, 1989). These materials keep communication problems away from the learners; for example, they generally explain the vocabulary in advance (Si-Qing, 1990). Consequently, development of strategic competence and use of communication strategies are often ignored by coursebooks and materials. But Terrel (1977; cited in Canale, 1987) argues that communication strategies are important in the development of communicative competence, especially at the early stages of language-learning. Hence, syllabuses, especially for speaking courses, designed to include the training of communication strategies would activate and help in developing the learners' strategic competence and communicative competence. Furthermore, the training of communication strategies, particularly of L2 based strategies, would provide learners, even learners at the early proficiency levels, with the opportunity to use their existing knowledge of the target language. Activities in such a syllabus, as Dörnyei and Thurrel (1991) state, would, therefore, provide the learner with a sense of security and facilitate

spontaneous improvisation skills and linguistic creativity. Since proficiency level and strategic competence are related, implementation and training of communication strategies would lead learners to achieve a better-spoken performance. Moreover, many speaking teachers complain that most of the students are silent and prefer not to speak unless they are told to, so through activities on the implementation of communication strategies, the learners would not remain silent during classes. Learners often, for fear of making mistakes, leave things that they want to say, unsaid without trying to verbalise them with the help of communication strategies. Learners seem to think that there must be a "correct" way of saying what they have in mind. If they do not have this correct formulation at their disposal they prefer saying nothing. For these reasons, it is felt that communication strategies should be encouraged to diminish our learners' reduction behaviour. Reduction behaviour, is obviously, a major obstacle to language development.

Learners will be in need of language to express themselves as they would in non-pedagogic situations. They will need to be able to use their innate strategic and discourse competence. They will be in need of some basic awareness of what happens in face-to-face interaction and may benefit from instruction about communication strategies.

Students should take responsibility for their own learning because all learning can only be carried out by the students themselves. They also need to develop the ability to continue learning after the end of their formal education. Teachers will not be able to accompany students throughout their lives. Thus, if we are teaching language for communication, it follows from this that the goal is to develop a capacity to communicate autonomously (cf. Rivers, 1975) that is, without the control and support of a teacher. We need to help students to become independent learners. One of the best ways we can do this is to provide them with strategies that will help them overcome communication difficulties. Approximation can help them come close to their intended meanings. Circumlocution can help them describe what they have no word for. These strategies can be of great help in the classroom, but our ultimate goal is that they be of use outside the classroom, thus making our students truly independent. Introducing a

certain amount of attention to communication strategies will allow weaker learners to cultivate some motivation for learning the L2, as they will develop a feeling of at least being able to do something with the language.

When we wish to say something in a communication situation, that is, to realise a speech intention, we plan in a flash at least the beginning of our message and use our plan, as long as it satisfies us, as our basis for speaking. This planning process, especially when we communicate in an L2, may not always run smoothly. We may be unsuccessful in retrieving a certain word. In short we may have verbalisation problems. In order to overcome these problems we need communication strategies.

Communication exists as life exists, and communicative needs are as numerous and unpredictable as are life experiences. What is more, learners' communicative needs differ from each other. Therefore, a more practical and economical way to develop learners' communicative competence, especially in the formal classroom setting, and the acquisition-poor environment, is to increase learners' strategic competence, their ability to use communication strategies to cope with the various communicative problems they might encounter. The study results indicate learners could be guided to greater communicative success through effective use of CSs. Most of our syllabuses are designed to prevent learners from running into problems. They remove problems in advance by explaining difficult words, and giving glossaries. Such syllabuses will not contribute to the development of learners' strategic competence because it is precisely when problems are encountered that learners employ CSs. Because the prerequisite for the use of CSs is the existence of problems, our syllabuses should be designed to pose problems and incorporate ways to deal with them. Therefore, the development of learners' strategic competence partially depends on a reform that is expected to take place in the field of syllabus design.

The interlanguage CSs used by L2/ foreign language learners are caused by their limited knowledge of the target language and used to maximise their potential for communication. When learners are actively involved in a genuine communicative setting in which they participate in a dynamic exchange of ideas, positions, information,

and feeling in the target language, they will creatively make the best use of their limited resources to accomplish their communicative goals because these exchanges of ideas that matter to them will lead them to have a personal interest in the outcome of their use of the language.

The CSs used by native speakers are determined by their assessment of their EFL interlocutor's language proficiency and for the sake of facilitating comprehension. Teachers are therefore encouraged to arrange interviews between native speakers and L2 learners as a regular part of a course, if possible. Such interviews not only provide opportunities for learners to practise their use of CSs, thereby increasing their strategic competence, but also provide optimal input.

Although the native-speaker learner interview is a good way to develop learners' strategic competence, it seems unrealistic to popularise this method in Turkey because many universities have few or even no native speakers. An alternative has to be found. It might be possible to do something about our teaching method to make it conducive to the development of learners' strategic competence. One expedient would be to teach learners how to use CSs appropriately and effectively. Although it is still controversial as to whether or not CSs can be taught, the view put forward by Paribakht (1985) and Faerch and Kasper (1983) that language-learning and language use involve not only language-related knowledge but also language-related abilities. Language teaching involves not only passing on a new knowledge but also making learners conscious of their linguistic behaviour. Evidently, every learner is capable of executing CSs, and as a matter of fact, they employ CSs every now and then, but they may not be able to use the appropriate CSs spontaneously.

If, by teaching through examples and practice, we can make learners more aware of the communicative problems they might encounter in communication and the importance and advantages of using various CSs to cope with problems, they might be able to choose more appropriate CSs and use them in more creative and effective ways. This idea is in agreement with that of Bialystok (1985) who claimed that strategy training could enable learners to get more experience of CS use that would enable them to

recognise particular communicative problems and employ particular CSs, which were understood to be the most effective ones to solve these problems.

Strategic training can be carried out both by demonstrating the use of particular CSs for the solution of particular lexical problems and by engaging learners in meaningful and lifelike communicative activities, in which teachers can purposefully set some communicative tasks that are a little beyond the learners' language proficiency, thereby encouraging them to use CSs. This knowledge of the effective use of CSs is particularly helpful at the early stages of foreign language-learning when learners do not have adequate target language resources to draw upon in communication. For them, any attempt to use CSs for the purpose of reaching communicative goals, however poor, is better than none.

#### **5.4. Suggestions for Further Research**

The field of communication strategies is still unknown territory waiting to be explored, especially in Turkey. The present study is only a preliminary attempt, which has merely scratched the surface. The results obtained are tentative and open to challenge and verification because the study suffers from certain limitations. For instance, the number of subjects and concepts employed was limited. More research needs to be done to modify or complement the findings of the present study. For that reason, a few possible directions for further studies have been suggested.

This study was conducted for oral communication skill only. The effect of cognitive style on the performance of other skills like reading, writing, listening or grammar could be investigated as well.

The reason why FI learners were better in some certain activity forms than FD learners could be investigated in terms not only of communication strategies, but also the learning strategies they generally use, or the performance of the FI and FD learners could be compared based on the learning strategies. Since it is believed that learning and communication strategies are trainable, dealing with the strategies that the FI and

FD learners use would be beneficial. Another study could focus on training a range of strategies that a given style does not use to see whether it will affect their performance.

The results of this study can be used as a startpoint for additional research. A possible research focusing on communication strategies in oral production could be conducted on a long-term schedule. Observing communication strategies of learners at different proficiency levels to convey lexical meaning through a long-term study might reveal more substantial conclusions about foreign language learners' development of strategic competence.

Another study could be carried out with learners from all proficiency levels. Investigating strategies of different learners whose proficiency levels are not close to each other might reveal better insight into how the use of communication strategies varies depending on the proficiency level.

Since personality type is considered to influence the selection of communication strategies, a study to investigate the effects of personality type on the use of communication strategies could be designed.

Another possible study could be conducted with learners from different learner groups to investigate learners' use of communication strategies in compensating their grammatical gaps. Additionally, since employing communication strategies is not merely restricted to spoken language, the scope of this study could be compared with learners' use of strategies to convey grammatical meaning in written language as well.

Communication strategies have been found to be influenced by a number of variables. These include motivation, gender, educational and cultural background, attitudes and beliefs, type of task, age and second language stage, personality, national origin and aptitude. The study, in the future, can be replicated by taking these variables into account and correlation between these variables and students' performance could be sought.

## APPENDIX-1

## FLUENCY SCORES OF THE SUBJECTS

	NAME OF THE SUBJECTS	SCORES
1	RABİA AKIN	4
2	EMEL BAŞLAR	3
3	EVİRİM ALTUNTEPE	4
4	SELİN MUFTUOĞLU	5
5	NURDAN AZTEKİN	3
6	FİGEN YELKEN	4
7	EMİN ŞENGÜL	3
8	NESRİN ÜNAL	2
9	ESRA SEZER	3
10	BABÜR KEZER	2
11	ÖZLEM GÜR	2
12	E.EYLEM BOZKURT	3
13	HUZEYFE ŞEMİSDOĞAN	3
14	UFUK SAVAŞ	3
15	ASUMAN ÖZÇELİK	4
16	HALE BAYRAM	3
17	IRAZ GÖKNİL	2
18	TÜLAY GÜMÜŞKAYA	3
19	BAHAR KULTUKÇU	2
20	ELİF GÜZLEN	4
21	RUKİYE GENCER	4
22	GÖKCEN POLAT	3
23	ŞEKERNAZ İLGİN	5
24	ASLIHAN DÖNER	4
25	NURGÜL ÇOLAKER	4
26	YASEMİN KAYA	3
27	NİHAL HIZLI	2
28	KAMİLE GÜNDOĞAN	3
29	BAŞAR ÇAKICI	3
30	SALİH GÜN	3
31	SEZAI AYHAN	4
32	MURAT GÜR	3
33	ALİ ÇAKIR	4
34	NAZLI DÖNMEZ	2
35	GÖRKEM BOSTAN	2
36	BERNA TONGA	2
37	NALAN DEMİRCİLER	2
38	ÖZMEN ALTAN	3
39	ÖZGÜL BİÇER	2
40	NURAN GÜLER	4

**APPENDIX- 2****Items Used in the Picture Description Task**

1. Padlock
2. Peacock
3. Saws
4. Caterpillar
5. Grasshopper
6. Hinge
7. Binoculars
8. Balloon
9. Hammock
10. Maze
11. Foal
12. Chaffinch
13. Parrots
14. Harp
15. Iris
16. Scooter
17. Vacuum cleaner
18. Unicorn
19. Bean
20. Ostrich

### APPENDIX-3

#### Stories Used in Re-telling a Story Task

##### STORY 1

Cimcime bir gün kırlara çıktı. Mevsim sonbahardı. Yerler yapraklarla doluydu. Rüzgar kuruyan yaprakları sağa sola savuruyordu. Çizgi çocuk Cimcime onlardan birinin üzerine oturdu. Hızla uçuyordu, çok hoşlanmıştı bundan, fakat rüzgar daha hızlı esince yaprak tersine çevrildi. Yere düşerken bağıriyordu. Onu kırdada dolaşan çocuklar gördü. Onun yabancı gezegenden geldiğini sanarak kaçıştılar. Bir yandan da "kaçın kaçın! Merihliler geliyor" diye bağıriyorlardı. Merihliye benzetmeleri hoşuna gitmişti, ama kaybolan pabucunu parçalanan giysisini düşünmekte onu çok çok üzmüştü.

##### STORY 2

Cimcime o gün doğum günü için davetliydi. Aynaya baktı, pek güzeldi, ama doğum günü eğlencesine katılmak için bir acayıplik yapmak şarttı. Cimcime düşündü, bir çare bulamadı. Hediyesini de alarak yola koyuldu. Fakat öyle çok dalmıştı ki önündeki koskocaman taşı görmedi, ve yere pattadak oturuverdi. Dağılan paketi, üstünü başını topladıktan sonra tekrar yola koyuldu. Hala öyle dalgındı ki çektiği şeyin zilin ipi değil, sarmaşık dalı olduğunu dahi fark edemedi. Fakat olan da oldu. Kıyafet bulunmuştu. Büyük sükse ile karşılandı.

##### STORY 3

Cimcime hayvanları çok seviyordu. Hayvanat bahçesine gittiği günlerde hayvanlara yiyecek veriyordu. Beş simit filin, büyük bir parça et de aslanın hakkıydı. Sincaba ceviz, penguene ise balık vardı. Havuç tavşanın, yem ise civcivlerin hakkıydı. Ama bir ara olan olmuş. Cimcime' ye alışamayan küçük keçi onu kovalamaya başlamıştı. Cimcime hızla kaçıyor, bir yandan da "imdaaat! İmdaaat!" diye bağıriyordu. Nihayet bakıcılar yetişti ve keçiyi alıp yerine götürdüler.

##### STORY 4

Günlerden bir gün küçük kirpi gezmeye çıkar. Ormanda yürümeye başlar, fakat üşür ve otların altına gizlenir. O sırada Cimcime de dolaşmaya çıkmıştır. Cimcime dondurmasını oturarak yemeğe kara verir. Fakat oturmasıyla kendini gökyüzünde bulması ve de yere oturması bir olur.

## APPENDIX-4

### Transcriptions of the Picture Description Task

#### PDT-1

1) It is a key and lock // 2) A bird // 3) Saws // 4) It is an insect which has 40 legs // 5) It is a kind of fly // 6) Menteşe // 7) It is used to make the subjects big // 8) Balloon // 9) Salıncak // 10) Labirent // 11) Horse // 12) Bird // 13) Birds // 14) An instrument which is used for artical music // 15) A kind of flower // 16) Motorbike // 17) It is used for cleaning the house // 18) It is an animal // 19) Bean // 20) It is an animal which is famous for its long leg. //

#### PDT-2

1) Lock // 2) It is a kind of bird it sometimes opens its big wings, it is very beautiful & full of colours // 3) You can use them to cut some pieces of wood // 4) It is a kind of animal I guess it has 40 legs // 5) I guess it is a kind of insect // 6) It is a kind of material belongs to the door & it is easy to open the door with it // 7) With this material you can see something very far away // 8) Air balloon // 9) You can lie on it after you take it two trees especially in picnic // 10) Plants labirent // 11) Horse // 12) Bird // 13) Birds // 14) Tar // 15) Flower // 16) Motorbike // 17) Vacuum machine // 18) Horse // 19) Bean // 20) Oustrich //

#### PDT-3

1) It provides us locking the door // 2) It is an animal which has got a lot of colours // 3) They are tools which provide us to cut wood or wooden things // 4) It is an animal which has 40 legs // 5) It is an animal which lives in trees // 6) It is between the door & it provides door to open & close // 7) I think it is a telescope // 8) Balloon // 9) It is a salıncak // 10) I think it is labirent // 11) It is a horse // 12) It is a fly // 13) They are birds // 14) It is an instrument which is musical // 15) It is a flower // 16) Motorbike // 17) It is an electrical machine it provides us cleaning the house // 18) I think it is a flying horse // 19) It is a plant which we eat // 20) It is an animal which lives in forest //

#### PDT-4

1) This is a hand lock // 2) This is a tavus kuşu // 3) This is a testere // 4) This is the first position of butterfly- it is lawra position // 5) Çekirge // 6) Something to grab the one side of the door to the other side which is çivilenmek to pervaz you put this to the doors // 7) This is a binocular // 8) An hot air balloon // 9) There is something to sleep on it which is used by roping tree to tree // 10) Labirent // 11) It is a horse // 12) Bird // 13) This is a paynt // 14) This is a musical instrument which is used in old Greece // 15) Flower // 16) Motorcycle // 17) Electricity sweeper // 18) Pegasus // 19) The first product of mercimek & people eat it // 20) This is a camel bird //

#### PDT-5

1) There are key and lock & it is used to lock your bike somewhere // 2) This is a kind of bird, it is very beautiful bird, its famous for its tail, very coloured tail // 3) There are three kinds of tools and I think they are used by carpenters to cut the trees // 4) This a caterpillar // 5) This is an insect // 6) It is a kind of metal tool and it is used for connecting the doors // 7) This is a spectacle // 8) A balloon but this is a very big balloon you can travel in it // 9) This a kind of swing it is hanged between the trees especially you can use it in holidays // 10) Labirent // 11) A horse // 12) A small bird // 13) A parrot // 14) This is a kind of musical instrument it has strings & it is very big without sitting I think you cannot play it // 15) A kind of flower // 16) This is a kind of motorbike // 17) This is an electrical machine & used for cleaning the house // 18) This is a horse it has golden especially it is in stories // 19) This is a vegetable // 20) Ostrich //

#### PDT-6

1) Locker // 2) The most beautiful bird in the world // 3) A tool which we use it to cut wood // 4) Caterpillar // 5) A kind of big insect & and jumps too much // 6) This is like a door equipment which supplies the door open & close // 7) Bino glass // 8) Balloon // 9) A bed which is between two trees // 10) Puzzle // 11) Horse // 12) A bird // 13) Two parrots // 14) I do not know but it is like and art something like that // 15) A beautiful flower // 16) Mobilet // 17) Vacuum cleaner // 18) A horse // 19) Bean // 20) The biggest bird in the world //

**PDT-7**

1) They are key & lock you lock cupboards// 2) It is a kind of animal- bird that lives in forest-jungle & its feathers are very big// 3) It looks like a machine that the people use them to cut wood// 4) It is a baby of the insect in Bursa the koza I think it is the first of it// 5) It looks like an insect// 6) It is a kind of material used for the doors// 7) Photography machine// 8) You fly in it to enjoy // 9) It is like a swing but not a swing that you can lie in it to enjoy especially in the summer// 10) It looks like a labirent// 11) Horse// 12) Bird// 13) Birds// 14) It is a musical instrument & it looks like a piano but not a piano// 15) Flower// 16) A kind of machine to transport// 17) It is a machine, women use it when the carpets are dirty// 18) It is a horse// 19) A kind of vegetable it is green & inside round shapes that you eat// 20) It is a kind of bird that cannot fly & its wings are colourful//

**PDT-8**

1) That is a padlock// 2) That is a bird but this bird is a bit different than the others, it has large wings, the body part of the bird is smaller than its wings & its wings is like a semi-circle// 3) It is a wood razor// 4) This is an insect, it is a bit smaller than the others & it walks very slowly, and I do not think it is harmful to the people// 5) This is a kind of insect that has long feet & I think they are harmful & they can climb wherever they want// 6) This is a kind of material that my father also sells but I do not know its English equalment it is used to attach the door and near part of the door & the user must hit some nails with a hammer and tries to fit it there in order to have a rough door// 7) Binoculars// 8) Balloon// 9) That is like a swing used near the beach people lie on it & have a good sleep it is just swings & it is attached between the trees// 10) It may be a labirent. There are some mixed ways and the person who enters it have to go out where he entered in & it is very hard to go an end because of the confusing ways-roads// 11) It is a horse// 12) A kind of bird, small and nice// 13) Parrots// 14) Musical instrument, it has many strings to play the instrument the player use his/her fingers & its shape is triangle// 15) It is a kind of flower exists in gardens// 16) That is a motorbike// 17) This is a vacuuming machine// 18) That is a horse but different kind it is used in the sirk & it has a horn on his head// 19) Bean// 20) That is a bird this bird is a bit bigger than the others & it has a long neck and long feet, it does not fly I think it just runs and walks, it has furs//

**PDT-9**

1) This is key that locks the door or something// 2) A bird with colourful tail// 3) They are tools that are used for cutting a tree or something wooden// 4) It is a small animal that has 40 legs// 5) That is a kind of insect// 6) It is used for holding the doors to the walls// 7) It is used for looking far away to see the things// 8) This is a balloon I think people flies in it// 9) It is a bed people lie on it// 10) It looks like a puzzle people have to find to go out// 11) A horse// 12) This is a bird// 13) These are birds// 14) This is an instrument that is used while singing a song// 15) Plant it looks like a flower// 16) It is a motorbike used for riding// 17) It is used for cleaning the house and carpets// 18) It looks like a horse// 19) Bean used for cooking and eating// 20) This is a kind of bird//

**PDT-10**

1) Lock// 2) It is a kind of beautiful bird// 3) Tools which are used to cut wood or trees// 4) A kind of animal// 5) A kind of insect// 6) It is a tool which is used for holding the door// 7) A kind of tool which is used for seeing the distance// 8) Balon// 9) Salıncak yatak// 10) A kind of bulmaca-bilmece gibi birşey// 11) A horse// 12) A kind of bird// 13) A kind of bird// 14) It is a kind of musical instrument// 15) Flower// 16) A kind of motorcycle// 17) A kind of house tool which is used for cleaning the carpets// 18) A horse but I do not know this kind in the world, I think it is hypothetical// 19) A kind of vegetable// 20) Ostrich//

**PDT-11**

1) Key and lock// 2) A kind of bird// 3) It is sharp tools to cut wood// 4) An animal that lives on the trees// 5) An animal// 6) A material for doors// 7) A kind of tool that is used to see far things// 8) Balon// 9) Hamak// 10) Labirent// 11) Horse// 12) Bird// 13) Parrots// 14) Tar// 15) Flower// 16) Motorcycle// 17) Electrical machine to clean carpets// 18) A horse// 19) A kind of vegetable that can be cooked// 20) A bird//

**PDT-12**

1) It is a lock and there is a key on it// 2) It is a bird that has colourful wings// 3) These are machines which are used to cut wood or wooden things// 4) It is a turtle// 5) It is a çekirge// 6) It is a kind of material for doors// 7) Dürbün// 8) It is a balloon// 9) It is a hamak// 10) It is a labirent// 11) It is a horse//

12) It is a bird// 13) It is a bird which speaks// 14) Tar// 15) It is a kind of flower// 16) It is a motorcycle// 17) It is an electrical machine// 18) It is a horse// 19) It is vegetable// 20) It is a kind of bird & it has long legs and long neck//

#### PDT-13

1) Lock// 2) This is an animal-bird, it is very beautiful it is queue is very beautiful// 3) Tools to cut wood// 4) 40 legs// 5) It has got very long and big legs this animal always jumps// 6) A door material// 7) People use it to see or watch the things which are very far away// 8) Balloon// 9) People use it to sleep & it is very relaxing// 10) Labirent// 11) Small horse- baby horse// 12) Bird// 13) A kind of bird// 14) It is a kind of musical instrument people play it with their fingers// 15) Flower// 16) Motorcycle// 17) Vacuum cleaner// 18) Horse// 19) It is vegetable & people use it for cooking// 20) It is a kind of bird, it has got very long legs & it cannot fly//

#### PDT-14

1) Key and lock// 2) It is a kind bird look like a chicken, it lives one or two years// 3) These are some alets which are used to cut wood or wooden things// 4) It is very small animal-insect which lives on the trees// 5) An animal-insect// 6) It is a kind of material it connects the windows & also used for doors// 7) Camera// 8) Balloon// 9) There is a bed but which is connected to the trees, you can rest there for some time, especially in summer// 10) Plan - puzzle// 11) Horse// 12) Bird// 13) Birds// 14) It is a kind of musical instrument// 15) Flower// 16) Motorcycle// 17) Vacuum cleaner// 18) An animal// 19) It is a kind of vegetable it is used to make meals especially in Turkey// 20) It has got very bad appearance but it can be very nice it is like a cock & has got long neck and legs//

#### PDT-15

1) It is a lock// 2) It is a beautiful bird that has got lots of beautiful colours// 3) These are some kind of materials & used for to cut wood or wooden things// 4) It is an animal- butterfly's smallest one// 5) It is an animal which jumps too much// 6) It is part of the door to put them together- the wall and the door// 7) It is the thing to look something very far & we see with this very nearer// 8) Balloon// 9) It is very enjoyable to sleep on it usually in summer & we attach it between the two trees and it swings// 10) Labirent// 11) It looks like a horse// 12) It is a bird// 13) Parrots// 14) Tar// 15) Flower// 16) Motorcycle// 17) It is a machine we use it to clean the house// 18) It is a horse// 19) It is a kind of vegetable// 20) This bird runs too fast but cannot fly//

#### PDT-16

1) Key with a lock// 2) It is a kind of bird// 3) Hand drill & saws// 4) It is a small animal which lives on trees// 5) It is a kind of insect// 6) This can be at the door connected to the door// 7) Dürbün// 8) Balloon// 9) Hamak// 10) Labirent// 11) Horse// 12) It is a kind of bird// 13) Parrots// 14) Harp// 15) A kind of flower// 16) Motorcycle// 17) Vacuum cleaner// 18) Horse// 19) Beans// 20) Deve kuşu//

#### PDT-17

1) A key & lock it is for bicycles it protects it from being stolen// 2) Some kind of bird & it has very special tail with some colours for example purple, red, blue and it is very beautiful// 3) Some tools to cut they are used to make furniture// 4) An insect that eat flowers// 5) Some kind of insect its colour is light green it eats some flowers & it jumps too much// 6) It is used for doors it helps them to open and shut// 7) You can see with it easily & you can look far away objects with it// 8) Flying balloon// 9) It has some ropes & you can connect them to a tree - it is a bed and you can enjoy yourself on it// 10) Labirent// 11) Horse// 12) A kind of bird// 13) Parrots// 14) Musical instrument// 15) A kind of flower// 16) Motorcycle// 17) Vacuum cleaner// 18) A horse which has horn on its head// 19) Bean// 20) Some kind of bird it cannot fly & it has long legs and long neck//

#### PDT-18

1) Lock// 2) A bird// 3) Saws// 4) I think it is a worm// 5) An animal-insect it jumps// 6) The door equipment to connect the door and the wall & it is easy to open and close the door with it// 7) We can see far things with it has got two objective// 8) Balloon// 9) Salıncak yatak// 10) Labirent// 11) Horse// 12) Bird// 13) Parrot// 14) Musical instrument// 15) Flower// 16) Motorcycle// 17) Vacuum cleaner// 18) Horse// 19) Bean// 20) Ostrich//

**PDT-19**

1) Key and lock// 2) The bird with long tail// 3) Tools// 4) 40 leg// 5) Insect which jumps// 6) Tool which connects door// 7) Binoculars// 8) Hot balloon// 9) The bed which is established on trees// 10) Labirent// 11) Horse// 12) Bird// 13) Parrots// 14) Harp// 15) Flower// 16) Motorcycle// 17) Vacuum cleaner// 18) A horse with a horn on his head// 19) Peas- vegetable// 20) Ostrich//

**PDT-20**

1) It is a key and lock// 2) It is one of the beautiful animals because when it is proud it opens its wings like yelpaze// 3) This equipment is used cutting the trees// 4) It generally appears on trees it eats leaf of trees// 5) A kind of animal it is very fast and can jump very fast & it has got very thin legs and small eyes- it is something like fly// 6) It is a material for doors to connect// 7) It is a dürbün// 8) Balloon// 9) It is something like swing// 10) It is a puzzle// 11) It is not a horse but it is the baby of the horse// 12) Bird// 13) It is one kind of animal which can speak like people// 14) It is one kind of musical instrument// 15) It is a flower// 16) Motorbike// 17) It is used for cleaning our houses it has got so many pieces & it is used for different things to clean for example carpets and such things// 18) It is a horse// 19) It is a kind of vegetable it is long & you can boil them to do some meal from it - there are two types of it; one of them dry ones// 20) It is one of the fast animal & it has got long neck and legs & people know it as a fast animal//

**PDT-21**

1) A key and a lock// 2) This is a kind of bird that has long tail// 3) This is a kind of machine that people can use it to cut trees// 4) This is a kind of animal-insect// 5) This is a kind of insect that live among the grass or on the trees// 6) This is a kind of thing-material that connects doors// 7) This is an object that people can use it to see the things that are very far// 8) This is a kind of balloon & there is something under it which is attached to it - people can play with it in the sky and travel// 9) This is a kind of net used for lying on it -it swings// 10) This is a kind of object that is used for animal in the lab// 11) Small horse// 12) A kind of bird and sings songs// 13) There are two wild birds// 14) A musical instrument// 15) A kind of flower// 16) Motorbike// 17) Vacuum cleaner// 18) Horse// 19) Bean// 20) Ostrich//

**PDT-22**

1) A lock// 2) A kind of bird// 3) It is used for cutting trees// 4) It is an animal// 5) It is an insect// 6) It is a door material// 7) Binocular// 8) Balloon// 9) It is a bed// 10) It is complex ways & you should find your way out// 11) Horse// 12) It is a bird// 13) They are birds// 14) A kind of musical instrument// 15) Flower// 16) Motorcycle// 17) You can clean your house with this machine - you can sweep your carpets// 18) Horse// 19) Bean// 20) A bird//

**PDT-23**

1) Bicycle lock// 2) A nice animal-bird, it is wild, although it is very beautiful, it has a very bad voice// 3) These are equipment that we use repairing something especially we use them to cut wood// 4) These are small animals. When they grow they become butterflies// 5) An animal that jumps high & eats wheat// 6) It is a door equipment// 7) Binoculars// 8) A big balloon that carries people in the sky somewhere to somewhere// 9) Swing// 10) Labirent// 11) Baby horse// 12) A small bird// 13) Bird// 14) A musical instrument which has strings & good nice melody// 15) Flower// 16) Motorcycle// 17) Vacuum cleaner// 18) Horse// 19) Bean// 20) Devekuşu//

**PDT-24**

1) You lock the chain by this matter// 2) This is a kind of bird// 3) I think you cut the wood by this machine// 4) This is an animal// 5) This is an animal// 6) This connects the door and the wall together// 7) This is binoculars// 8) This is an air balloon// 9) This is a kind of bed, you lie on it & feel yourself relax// 10) This is a puzzle// 11) This is a horse// 12) Bird// 13) This is a bird// 14) This is a musical instrument// 15) This is a flower// 16) This is a motorbike// 17) This is a machine, it works with electricity, we clean our carpets// 18) This is a horse// 19) This is vegetable// 20) This is a kind of animal//

**PDT-25**

1) Key & lock// 2) A kind of bird which has beautiful tail// 3) It is used to cut wood// 4) An animal which is vomiting// 5) An animal-insect which jumps// 6) It is used to open and close the doors-between door and wall// 7) A material which is used for seeing the long distance// 8) Balloon// 9) A kind of bed// 10)

Labirent// 11) Horse// 12) A kind of bird//13) It is a kind of bird which speaks// 14) Old musical instrument// 15) It is a kind of flower// 16) It is motorcycle// 17) It is an electrical machine to sweep// 18) It is a kind of horse but it has horn on his head// 19) A kind of vegetable it has little seeds// 20) A kind of huge bird but it cannot fly//

#### PDT-26

1)We use it to lock the door// 2) This is a bird// 3) They are tools we use them to cut wood// 4) A kind of animal// 5) A kind of insect// 6) Menteşe// 7) Binocular// 8) Balloon// 9) We lie on it to relax & it swings// 10) It is a kind of game-puzzle you have to find exit or entrance// 11) Horse// 12) Bird// 13) Birds// 14) A musical instrument// 15) Flower// 16) Motorcycle// 17) Vacuuming// 18) A horse// 19) Fasulye// 20) It is a kind of bird//

#### PDT-27

1)A key and a lock// 2) A bird which has colourful feathers// 3) A kind of tool- it is used to cut the wood// 4) A kind of insect// 5) A kind of insect// 6) An ornament which is used to make connection between door and wall// 7) Camera// 8) Balloon// 9) A bed that you can lie -tied between two trees// 10) A place which has a lot of ways & sometimes you cannot find the way// 11) Horse// 12) Bird// 13) A bird that speaks// 14) A musical instrument// 15) Flower// 16) Motorcycle// 17) A machine which is used for cleaning the house// 18) Horse// 19) Bean// 20) Ostrich//

#### PDT-28

1)It is a key and lock// 2) It is a bird// 3) Testere// 4) Tirtul// 5) An animal which lives in the grass it jumps from one place to another// 6) This is a part of the door// 7) Bino glasses// 8) Balloon// 9) This is a kind of bed-it swings// 10) This is a kind of labirent// 11) Horse// 12) A kind of bird// 13) Birds// 14) A musical instrument// 15) A kind of flower// 16) A kind of motorcycle// 17) A kind of machine-sweeping machine for sweeping the house// 18) A kind of horse// 19) Bean// 20) Ostrich//

#### PDT-29

1)It is a lock// 2) A kind of beautiful bird- it has very long and coloured feathers & very long tail// 3) These are tools// 4) It is an animal, it usually lives on plants and trees, it is small one and hairy & it has got lots of legs// 5) It is an animal that can jump very far distances, it is green// 6) A kind of material you attach it to the wall and door// 7) You can see the far distances by looking with it// 8) It is a balloon// 9) It is hamak// 10) It is a labirent// 11) It is a horse but little one// 12) It is a bird// 13) It is a very coloured bird & it lives in tropical areas// 14) It is a arp// 15) It is a flower// 16) It is a motorcycle// 17) It is a vacuuming machine// 18) It is a horse// 19) It is a vegetable// 20) It is an ostrich//

#### PDT-30

1)It is used for lock something// 2) A kind of beautiful bird// 3) Tools// 4) A kind of animal// 5) A kind of animal// 6) It is especially on windows and doors- connects walls and doors// 7) Camera// 8) Balloon// 9) It is a kind of bed & used for lie on it- it swings// 10) A kind of puzzle// 11) A kind of horse// 12) It is a bird// 13) They are birds// 14) A kind of musical instrument// 15) It is a plant-flower// 16) It is a motorbike// 17) It is used for cleaning the house// 18) Horse// 19) Bean// 20) It is a kind of bird- it has long neck and legs//

#### PDT-31

1)It is used for lock the doors// 2) A kind of bird & has got colourful feathers// 3) Testere// 4) A kind of animal// 5) A kind of insect// 6) Menteşe// 7) It is used for seeing far things clearly// 8) It is a balloon// 9) It a swing & used for resting- a kind of bed// 10) Labirent// 11) It is horse// 12) A kind of bird// 13) This bird repeats what we are saying// 14) A kind of musical instrument played with fingers// 15) A kind of flower// 16) Motorcycle// 17) It is used for sweeping the house// 18) A kind of horse// 19) A kind of vegetable & we use it in our meals// 20) A kind of bird//

#### PDT-32

1)It is a lock system// 2) A kind of animal// 3) Tools to cut wood// 4) A kind of animal// 5) A kind of insect// 6) Menteşe// 7) A machine that makes far objects close// 8) Balloon// 9) A kind of bed- it swings// 10) Labirent// 11) A horse// 12) Bird// 13) Birds// 14) Musical instrument// 15) Flower// 16) Motorbike// 17) Electrical machine// 18) A horse// 19) A kind of vegetable which Turkish people like very much// 20) A kind of bird//

**PDT-33**

1) It is a tool which is used for to lock the door// 2) A kind of bird which is found in the world very rare// 3) It is a tool which is used for cutting trees // 4) I think it is turtle// 5) A kind of animal// 6) It is a metal thing which is used for combining the wooden things together// 7) It is used for to see things very big and near// 8) It is a balloon// 9) It is a thing that used for swinging especially in summer or holidays// 10) It is a labyrinth// 11) It is a tail// 12) A kind of bird// 13) Papağan// 14) It is a arpa// 15) It is a kind of flower// 16) It is a motorcycle// 17) It is a cleaning machine// 18) It is an animal which is explained in stories with only one horn// 19) It is soya fasulye// 20) It is a kind of bird- it is rarely found in Turkey & its generation is reduced//

**PDT-34**

1) It is used for locking something it has got a key// 2) A kind of bird// 3) They are used for cutting wooden things// 4) It is a kind of insect-it has got a lot of legs nearly 40 legs// 5) It is a kind of insect- it jumps-has long legs very small// 6) It is made of metal- it connects the door and the wall// 7) It is used for looking for something which is very far away// 8) Flying balloon- big balloon connected to a basket & carries people// 9) It is connected one tree and another- people can lie on it- it is made of cloth// 10) It is a labyrinth// 11) It is a baby horse// 12) A kind of bird// 13) A kind of bird// 14) A kind of musical instrument// 15) A kind of flower// 16) Motorcycle// 17) It is electrical machine is used for cleaning the carpets// 18) A kind of horse// 19) It is a kind of vegetable is used for making meals// 20) A kind of animal which has long legs and neck//

**PDT-35**

1) It is a lock// 2) A kind of bird that has very bad voice but beautiful & it is very rare bird// 3) Tools// 4) A kind of insect// 5) A kind of insect that jumps// 6) It is a kind of material which combines the door and the wall// 7) Something used to see things which are very far away from us// 8) Balloon// 9) A kind of bed you lie on it- it is very relaxing & it swings// 10) Labyrinth// 11) This is a horse// 12) This is a bird// 13) Birds// 14) A musical instrument// 15) Flower// 16) Motorcycle// 17) Vacuum cleaner// 18) Horse// 19) A kind of vegetable// 20) Devekuşu//

**PDT-36**

1) It is kilit// 2) Peacock// 3) It is a machine & used for cutting the wood// 4) It is a kind of animal// 5) It is a kind of animal// 6) It is a tool for windows and doors// 7) It is a tool for seeing far or distance// 8) Hot balloon// 9) You can sleep on it & it swings// 10) It is Labyrinth// 11) It is a horse// 12) Bird// 13) Birds// 14) Arpa// 15) Flower// 16) Motorcycle// 17) Sweeping machine// 18) It is a horse but imaginary// 19) Bean// 20) Devekuşu//

**PDT-37**

1) A bicycle lock// 2) It is a bird// 3) Some tools// 4) It is turtle// 5) It is a kind of insect// 6) Kapı menteşesi// 7) Dürbün// 8) Balloon// 9) Hamak// 10) Labyrinth// 11) Horse// 12) Bird// 13) Parrots// 14) Arpa// 15) Flower// 16) Motorcycle// 17) Vacuum cleaner// 18) It is a kind of horse// 19) It is a kind of vegetable// 20) Devekuşu//

**PDT-38**

1) It is used for locking// 2) It is a kind of animal// 3) This is sawing machine// 4) This is caterpillar// 5) It is a kind of animal// 6) This is equipment for doors and windows// 7) It is used for watching the long distance// 8) It is a flying balloon// 9) It is a kind of bed & used for relaxing// 10) It is a labyrinth// 11) A horse// 12) It is a bird// 13) Parrot// 14) It is a kind of musical instrument// 15) It is a flower// 16) It is a motorcycle// 17) Cleaning machine// 18) It is a horse// 19) It is a kind of vegetable// 20) It is an ostrich//

**PDT-39**

1) Asma kilit// 2) It is a kind of animal// 3) Testere// 4) It is a kind of animal turtle in Turkish// 5) Çekirge// 6) Kapı menteşesi// 7) Dürbün// 8) Flying hot balloon// 9) Salıncak yatak// 10) This is labyrinth// 11) A horse// 12) A bird// 13) Birds// 14) Arpa// 15) Flower// 16) Motorcycle// 17) Elektrik süpürgesi// 18) Horse// 19) Bean// 20) Ostrich//

**PDT-40**

1) It is a lock// 2) It is a kind of bird but does not fly// 3) It is a kind of tool used for cutting trees// 4) It is a kind of animal after a few days, it becomes butterfly// 5) It is a kind of animal & jumps// 6) It is a kind of

door material// 7) We use it to see things which are far away from us// 8) Air balloon// 9) Hamak// 10) It is labirent// 11) Horse// 12) It is a kind of bird// 13) Parrot// 14) It is a kind of musical instrument// 15) Flower// 16) Motorbike// 17) We use it to clean our house and carpets// 18) It is a kind of horse but imaginary with one horn on its head// 19) Bean// 20) Ostrich//

## APPENDIX-5

### Transcriptions of the Task 2:Re-Telling a Story

#### RTS- 1

##### Story 1

One day Cimcime was wandering, the ground was full of leaves and wind blows the leaves. Cimcime sits on the one of the leaves flew in the air and he fell down. There were a few children and they were afraid of him because he was very small thing and they think that he would come from space. Cimcime was thinking of his clothes and his shoe.

##### Story 2

Cimcime was preparing for a birthday party, he looked himself at the mirror but he wants to be strange. He dressed well and took the gift and set off. He was absent minded. He couldn't see the stone which made him fell down and he was still absent-minded. When he came home, he pushed the flowers instead of the bell. Flowers fell on his head and he was strange as he wanted before.

##### Story 3

Cimcime loves animals very much and he likes giving them food. Elephants deserves five simit and lion deserves a big meat. Sincap deserves a ceviz and rabbit (rapid) deserves a carrot. Birds and civcivs deserve yem but a goat? Goat couldn't bear her giving food other animals and started to make / chase.

##### Story 4

One day kirpi wants to wander in the forest and he wants to hide himself under grass. Also Cimcime wanders in the forest and she wants to sit on the grass but when he sits down he find himself in the air and find himself on the ground. Bu kadar.

#### RTS- 2

##### Story 1

It was autumn and the wind was blowing fastly and Cimcime went to the woods and she wanted to sit on the leaf and she sat on the leaf and she was flying with the leaf and suddenly the leaf (pause) the leaf turned down? *intonation rising/asking for approval* turned down and she was afraid. While she was falling down on the ground, she saw some children. The children was afraid of her. They thought that she was from another planet Merih and also they said that ih ih go out ih go out she is coming ihu after that she sat on somewhere and she began to think his torned clothes and his lost shoes and she was very upset.

##### Story 2

She was invited to a birthday party ih she was preparing and she looked at the mirror. She was ready but she thought that there must be something. ih. There must be an odd thing to do. But she couldn't find anything. She took her present and set off. She was very immmmm dalgın ne demek? Dalgın so she couldn't see big stone suddenly she fall - fell down. After that she took her present from the ground. Go - went to the house. Instead of the bell she ih pull? pull the iyvi miydi? (ivy-teacher) ivy and the flower is ih fell down her head. When he went to the house, everybody looked him very (long pause) ih all of the people were interested about his appearance.

##### Story 3

She was loving all of the animals and she was often go to the zoo. When she went to there, she was always giving food to the elephant ih for example she gave five simit? to the elephant and a big part of meat to the lion and Nut -she gave nut to the sincap. She gave yem to the civciv ne demek? (chicks teacher) chicks, and also there were a imm goat? There were goat and it was new. It wasn't accustomed to Cimcime so it began to chase her. While she was running fastly, she was shouting help.

##### Story 4

Ay, kirpi ne demek? Ih it was going through the forest. It hides itself under the grass. At that time Cimcime was going through the forest. In order to ate her ice-cream, she wanted to sit anywhere, but when -as soon as she sat on the grass, she stand suddenly and fell down. o kadar.

**RTS- 3**Story 1

She went a picnic and the season is spring and the wind - the leaf were flying and she sit one of the leaves. And then she began to fly but suddenly the leaf was returned and she fell down and suddenly children were afraid of her. They guessed she came from the other planet. But she was very upset because her clothes was dirty and her shoes was lost.

Story 2

Cimcime was invited a party and she went to a mirror and she said that I was very beautiful but then she thought that I was I made ordered thing but she didn't find and then she took her gift and she began to walk. But she thought, she couldn't see the stone so she suddenly sat down the floor and then she stand up and went to house where the party was. She run the bell when she run the bell but she wrongly she took-caught the flower so the flower fell down her head [hi d] and when she went into the house, everyone was surprised.

Story 3

Cimcime likes animals very much so she went to a zoo. She gave them a lot of food. For example, she gave five ih si si simit, the elephant and a large of meat the lion and the fish to the penguin. But suddenly the goat run her to the back of her so she began to said that help me, help me and then the people came and they took the goat the place.

Story 4

Needed animal. One needed walked. There is one needed in a forest and she - it began to cold so it hit under the grass and at the same time Cimcime walked in the forest and she wanted to eat ice cream sitting. When she sat to the grass, she suddenly jumped up.

**RTS- 4**Story 1

The season was autumn and the girl whose name is Cimcime was looking outside. There were a lot of loaf and the girl get on one of the loaf and she tried to fly with it. It was exciting but then [pause] she turned down and began to fall. While she was flying, the children saw her and they shouted like go away, an alien coming towards us, go away. At last Cimcime crashed to the down and she started to think. It was very funny but I lost my left shoes.

Story 2

Cimcime planned to go a birthday party, but she didn't find a party costume, and she was thinking of it all day. Finally she was ready to go and took her present to the party. But she was [long pause] fall down and when she went there, she was about the ring the bell but she pulled the flowers and the flowers fall down to her head and she found the costume -party costume and when she entered the party hall everybody looked her. It was the costume that she was looking for.

Story 3

Cimcime is visiting the zoo and she bought some food for all the animals. For example; she gave sesame ring for the elephant, then she gave some meat to tig (im) lion and nut for the sincap and some fish for penguen and (im) carrot for the rabbit and some [long pause] some food for the chickens. When she was looking for the other animals, a goat was seen and the goat chase him for a long time. She was screaming on the way. Finally the guardians caught the goat and she continued her visit.

Story 4

Cimcime was sightseeing around the forest and by the way she was walking an animal ih whose name is Sabri (giggles) was walking around the trees and she stopped some loafs covered him and finally Cimcime came sit to the ground. When se sat, she began to scream and jumped out of the ground and she fall down again. That's all.

## RTS-5

Story 1

İsmi neydi bunun? T: Cımcime. S: imm

One day, Cımcime saw the leaf and she ride the leaf. She began to above and then she suddenly fell down from the leaf and she and the children saw her, but they thought that she came from the foreign planet. She enjoyed this sentence, but she lost his one of the shoe.

Story 2

One day Cımcime was invited to a birthday party so she bought a birthday gift, for the invitation. Then she looked at the window for himself, and then she went to the birthday party. While she was going to the party, she crashed to stone and fell down. Then she went on to the birthday party and she arrived there. She came to the door and she ring the bell, but it wasn't the bell, it was a such kind of grass -it was a flower. While she touched it, it fall down the his head. Everybody laughed her.

Story 3

Cımcime loves animals very much, so one day she went to the zoo. She gave the read to the elephant. She gave nut to sincap. She gave carrot to the rubber, and she gave nut to the small chicken. But she didn't gave anything to keçi, because keçi kovaladı her.

Story 4

One day, the hedgehog decided to walk, but the weather was cold so it covered the grass itself. While it were there, Cımcime was coming to another place and she were eating her ice-cream. Then she decided to sit somewhere and she sat somewhere. But suddenly she stand up because something was danger and her ice-cream fell down.

## RTS-6

Story 1

It was ih the season was Spring. Cımcime went to the picnic. For it was Spring, the leaves were over the ground and they were weaving and Cımcime sat one of the leaves and he thought. Then the wind began and he flied over it. When it began to fly fastly, he dropped down and the children who saw that say each other OK, let's go, someone from other space from Merih came here and then Cımcime thought about that somehow she was happy for these words from said to be *Merihli*, but on the other hand, she was upset because his dress was cutten and she has lost her shoes.

Story 2

One day, Cımcime was invited to a birthday party and then he looked at the his mirror and thought about. She thought that she must have done something strange-interesting. She thought for a while and didn't find anything. Then she took her present and go out - went out. But she was thinking so much that she fall down and then he picked up her present and came to the house. She was so ih she was unconscious and so she pulled the a kind of plant as a ring. Then the plant has dropped her head and it was really enjoyable. When she came into the house, the children were happy to see that.

Story 3

Cımcime was -ih liked the animals very much and so she was often going to zoo. She was giving them some food, and she thought that the elephant deserves five breads, and the lion was ih and she was giving something for it to lion. The fog has - she thought that the fog deserves something to it. She was giving some food to them. What about the small chickens? They deserve something to ea. Of course carrot was belong to im belong to ih rabbit. Then she was a goat, but may be the goat didn't like her. The goat began to follow her and then she began to run out. Then the people saw that ih and then helped the Cımcime.

Story 4

One day, a kind of small animal that lives in forest wanted to go out and it walked a long while and then the animal felt himself got cold. It went under the plants. That day Cımcime was out, and she was wandering around. When she was eating her ice cream, she sat on the place but just as she sat, the thing - something throwed her up and then she dropped down again. She was shocked.

**RTS-7**Story 1

One day, Cimcime went to countryside. It was autumn. All leaves were falling down. Then she sat on a leaf and began to fly, she was a character of cartoon Cimcime, she began to fly, by the help of the wind. While she was flying, the wind became more stronger. Stronger and stronger. Then she lost her balance, and started to fall down. The boys, perhaps, who were playing there saw her and afraid of what they saw. They started to shout like escape - go away - the Meridians are coming. First Cimcime had liked, because it was a bit ridiculous and amazing, but then she worried, she began to worry because she had torn her trousers and she had lost her shoes.

Story 2

One day, Cimcime had invited one of her friends birthday. At her room, she was looking at the mirror and she was thinking that she was really beautiful girl and she dressed. She took the gift which would be given to her friend. She was so she was so thoughtful. She wasn't able to see stone which was in front of her. While she stepped on it, she fell down. The package was open and her dress was a bit dirty and untidy. For a short time period she dressed herself and picked the package and then went to her friend's house. She wanted to press bell button but she held a plant which is always in big buildings, schools hold to wall with a lot of leaf, a beautiful plant. She held it down -she put it down after doing that the vase of that plant fell on to her head and she said: OK, this is my new image. And she came in with that vase on her head and joined the party.

Story 3

Cimcime likes animals very much so she regularly goes to zoo. When she went there, she always feed the animals. For example; she gives five ih simit to elephant, a big piece of meat to lion. A piece of ceviz to sincap I don't know its English. Fish to penguin and she also feeds the tav- rabbit with a carrot. She feeds the little chickens with the special eatings when they were childs-small-little. Suddenly a goat which isn't accustomed to her began to chase her. She was running fast because the goat was chasing her in the zoo. She was screaming please help me, help me.

Story 4

The little animal who has prickles on its back decides to wandering around the forest and it gets tired so he wants to rest a bit and then goes under a piece of grass and began to rest. Cimcime at that day Cimcime also goes to forest ih with an ice cream in her hand. She is also tired and she wants to sit somewhere and wants to eat the ice cream in her hand. She sees the grass ih where the animal which has sharpened prickles on its back is under this grass and she doesn't know that so she sits on it and as soon as she sits she cries with a great pain because the prickles ih gives harm to her. That's all.

**RTS-8**Story 1

Once a day it was very windy day and all the leaves were on the ground and Cimcime was sitting on one of the leaves, but immediately the leaf ih turned over and she started to fall down. The childs who saw her were afraid of this event because they thought that she was a foreigner that come from Merih. They were talking to each other in a panic way like let's go, there is a abnormal human. This event made her Cimcime worried because all her pantolene and her jeans (and) were damaged. She sat on one of piece of tree and started to cry.

Story 2

S: davet etmek? T: invite

Cimcime was invited to her -one of her friends birthday party. She planned to go there, she looked at herself in the mirror and said ih said herself that I am very beautiful today but there must be a interesting event in a birthday party according to her. She thought for a while but couldn't find anything in order to be extra ordinary -in order to make an extraordinary event. Lastly she bought a present and started to go to her friend's house, but she was so - she was thinking of very deeply so she couldn't see a stone in front of her and she fell down. She was very thoughtful she stand up and continue to go. When she came to her friend's house. Her psychological position reflected at that time and she wanted to ring the bell but instead of that she pulled the flower that is which is over her head. After she had pulled it, the plant fall down on

her head. It was very interesting and extra ordinary clothe for her. She finded her clothes simultaneously with this event.

### Story 3

Cimcime used to like animals very much and she used to go to the zoo orderly. There was an order her feeding way such as she was giving havuç? T: carrot- S:carrot to ih rabbit and. Yem? Food to birds such things. Keçi started to run and Cimcime also started to run. She was very afraid of the keçi. She was saying -she wanted help and shouting.

### Story 4

Once upon a day, small kirpi was having walk in the forest but it got cold and hidden itself to under one of the plants. At the same day, Cimcime was walking at the same area. She was eating ice-cream and wanted to have a rest for a while. She tried to sit somewhere but as soon as she sat down she finds herself in the sky, and that's all.

## **RTS-9**

### Story 1

There was a girl called Cimcime. It was autumn and there were many leaves on the ground. They were flying because of the wind. Cimcime sat on one of the leaves and she started flying because there was wind and but the wind blew very effectively so the leaf turned down and she fall down. Then she started to screaming, she wanted help. Then children on the ground saw her and they were afraid because they thought that she was a stranger from Merih and they started to run away. She liked the idea of being a stranger but she thought of her -one of her shoe, she lost her shoe and her clothes were damaged.

### Story 2

Cimcime was invited to a birthday party and she should find an interesting thing for it but she thought for a long time but she couldn't find any interesting thing -any strange thing so she took her birthday present and started going but she was very thoughtful and she couldn't see the rock in front of her so she fell down. The present was damaged. Her clothes also became dirty. She couldn't do anything and go on walking to the birthday. She came and rang the bell but it wasn't the bell it was one of the leaves of the plant so it fell on her head and she become strange because of this and everybody liked her very much.

### Story 3

Cimcime likes going to zoos and she always gives food for them. She prepared five things for the animals. First thing is the simit for the elephant and meat for the lion. Ceviz for the sincap and fish for the penguin. But the goat didn't like her and couldn't used to her so it started to kovalamak her. She was screaming for help. Then the zoo keepers came and saved her.

### Story 4

One day the kirpi was walking around, but it god cold and it hide under the leaves because of the wind. While it was under the leaves, Cimcime was walking around. She was eating her ice-cream. She wanted to eat her ice-cream while she was sitting so she sat on the leaves. Immediately she kalk-zıplamak and sat again.

## **RTS-10**

### Story 1

The weather was windy, the leaves were flying in the air. Cimcime sat on one of the leaves and flied with the leaves. Then the leaves flied turned down. She was dropping the ground and she was screaming like she is an alien and she dropped she fell down the ground and she was thinking her shoes and her clothes.

### Story 2

Cimcime was invited to a birthday party. She looked at the mirror and she thought to make a funny thing. She buy a present and she went to the party. While she was going she didn't see the rock in her and she dropped. She went to the door of the party and she pulled the flowed in spite of the bell. Then she went to party, she was happy.

Story 3

Cimcime likes animals very much, and she sometimes goes to the zoo. She gives five bread to lion and piece of meat to rabbit and some food to the penguin and some pieces of bread to the birds but the donkey didn't like. The lamp didn't like Cimcime, it run away after her.

Story 4

Kirpi is walking in the forest and it is cold. It keeps himself under the grass. Cimcime is walking in the forest and she decided to sit and eat her ice-cream. Suddenly he stand up because kirpi is under her.

**RTS-11**Story 1

The wind is blowing. There was a Cimcime and she was on the tree. The wind blew strongly. It is very difficult for Cimcime to control himself. He was sitting on the leaf of the tree and then because of the wind blowing stronger. The leaf changed his condition. Cimcime fell down. When he was falling down. He shouted and cried. The children saw him and they thought that he was from Mars. When he was falling down, he was afraid. He sat down on the kütük and his shoe was lost and his dresses torned.

Story 2

He was invited to a birthday party and he thought that he must buy a gift for the friend I think. Then he looked at himself on the mirror and thought he is very handsome. He thought very much. He took the gift for his friend and when he was going to the his friend's birthday party, he couldn't control himself. He fell and sit down on the ground and then when he has about the knock the door, instead of knocking the door, he pulled the saksı. Saksı fell down on his head like a hat and he was met sükse neydi? and he arrived the party.

Story 3

Cimcime loves the animals very much. One day he went to the animal park. He gave five simit to elephant and very big meal for the lion and for sincap there is a ceviz. For penguen I don't know what? For penguen there is a fish. For rabbit there is a havuç. For other small chickens there was yemi on the ground. Suddenly there was a small goat followed him angrily. He shouted like help help and at the end, some guards like bakıcı reached and helped him.

Story 4

Once upon a time there was a fox which is hiding himself under leaf. At that time Cimcime was out for a walk and he decided to eat his ice-cream. He wanted to sit down on the ground - on the fox. He shouted. He was standing up and shouting.

**RTS-12**Story 1

The season was September no autumn and there were a lot of leaves on the ground and Cimcime was walking-traveling there. Because of the wind the leaves were flying. Cimcime found a leaf and she sit on it, and started to travel. At the first step she liked it very much but suddenly the leaf turned and she was falling. At that time a group of children saw her and they said that some spaceman or something was coming here and at first children were frightened. They resembled him to a Merih man. At first step Cimcime liked that but then when she thought of the event. She found out that all of the trouser, shirt such things were destroyed and he started to think these.

Story 2

Cimcime was invited to a birthday party. In order to go there she dressed up and she looked at the mirror. She looked good - she looked well and she wanted something different because to enjoy at the party she believed that she had to do some strange things but she couldn't find any strange things. Anyway, she prepared her birthday present, she went out but she was very thoughtful. Because of it she didn't recognize the stone she fell down on the floor. The present was destroyed and anyway she prepared everything again. She went on her road and when she arrived the door of the party or to friends home, she wanted to ring but she didn't again recognize it, because she was very thoughtful. She pulled the flower, and the flower fell on his head. Anyway she found the strange thing for the party. People liked that.

Story 3

Cimcime liked to travel zoo. When she went there, she liked to feed animals. For example, elephant she gave -generally she gives five simit. She gives meat to lion. She also gives I don't know the English yem to civciv. She gives ceviz to sincap. She gives fish to penguen. Suddenly she didn't recognize something bad happens at that position. A goat came to near and she had to run away because the goat was very angry and she wanted help. Someone heard her and she was rescued.

Story 4

There was a small animal. Its skin was sharp. It was traveling, in order to protect himself, it kept himself under the grass. At that time, Cimcime was traveling and she had ice-cream. She decided to eat her ice-cream while sitting and she choosed that place but there was a problem with these place because as soon as she was sitting there, she had to stand up because she sat on the sharp animal. She shouted and at the end of it he sat on the grass.

**RTS-13**Story 1

It was spring and the weather was a bit cold. Cimcime liked it very much. She sit one of the leaves which is flying and started to fly and she liked it very much, but when the weather started to blow, she fell down the leaf because the leaf changed its position. She started to cry. The other children saw her and they thought that he was somebody who came from Merih and they started to escape. Cimcime, first, liked because they thought she is coming from Merih but then she was sorry for his shoe and clothes which were dirty.

Story 2

That day Cimcime was invited to a birthday party. When she looked herself on the mirror she was very beautiful but she has to do some strange thing to join the party but she couldn't find anything. Then she take her present and started to go but she was very dalgın and she didn't see the rock in front of her and she fell down. Her clothes were dirty and her packet was untidy. She take it from the floor and started to walk again. She was still very dalgın so she couldn't understand that she is pulling not the door bell but she was pulling the parts of flower. It fell down her head and now she has a very strange appearance and everybody liked her.

Story 3

Cimcime likes animals very much. When she went down to see them, she always something to give them. Five simit for the elephant. Meat for the lion and ceviz for sincap and fish for the penguin. She gave havuç for rabbit. Some meals for the little chickens. Little keçi like her but didn't use to her. It started to run after her, he started to escape. People who looked after the keçi helped her and get back the keçi in his place.

Story 4

One day, kirpi decided to walk around but it was cold. Kirpi felt cold so it decided to hide itself under grass. That day, Cimcime decided to walk around too and she had and ice-cream. She decided to sit and eat her ice-cream but when she sit down she flied to sky and fell down again.

**RTS-14**Story 1

Cimcime want to sit one of leaves in spring and there is wind very much. When the wind became faster, she fall down. When she fall down, the children see her and they say he is foreigner so they afraid of her but she didn't want to think of their thoughts because he thinks his shoes and clothes.

Story 2

Cimcime is invited to a birthday party and she want to buy a very different present so he want to make some different things for a birthday party but he can't find anything. When he is walking on the street he fall down because he is very dalgın so after that he continued his walking and he is still dalgın so he can't notice that she didn't çalmak? T: ring the bell. S: ring the bell so the vase -she pulled the flowers, the vase fall his head. Her appearance is very different so he can make the different thing.

Story 3

Cimcime likes animals very much so he went to the zoo. In the zoo he give five simit to the fil neydi? T: elephant. S: to the elephant and some meat to the aslan, ceviz to the sincap and some fish to the I don't know its name? T: penguin. S: penguin and also he gives havuç to the tavşan. Some yems to the civcivs, but one of the animals didn't like Cimcime so he started to kovalamak her. She started to run away fastly. at last one -some people came and rescue her.

Story 4

One day small kirpi started to walk in the forest. The weather was very cold. Kirpi wanted to gizlenmek under the grass. Cimcime wanted to sit on this leaves but didn't notice the kirpi so when he sat down on them, she started to not cry but jump and fall down.

**RTS-15**Story 1

It was fall and the wind was blowing, the leaves were flying. Cimcime decided to fly with a leaf and got on one of them. While she was flying, she was very happy. Suddenly the leaf was over and turned down and she began to fall down. Some children saw it and they were afraid of it. They started to shout that let's escape she is an alien and Cimcime was happy because children thought that she was alien. But also Cimcime was very sorry because her trousers were bad, and she has lost his shoe.

Story 2

Cimcime was invited to a birthday party and on that day she was very beautiful but to join this party she must have done strange things. She thought and thought but couldn't find anything. She had her present and went there. While going she couldn't see the rock on the way and she fell down. After that she tidied her clothes and present. She went here but unfortunately instead of knocking door she pulled the flowers' leaf and flowers fell on her head and she was very successful with her new dress.

Story 3

Cimcime likes animals so much and she usually visits them at zoo. She prepares some food for them. For example for elephant she prepares some cooks. For lion she prepares a big piece of meat. For penguin she takes some fish. For rabbit she takes cucumber -I can't remember - For all the animals she prepares some food in order to make them happy but goat didn't understand her aim. It began to try to catch her, she shouted help help and fisherman helped her.

Story 4

One day little animal it is dangerous when you try to be harmful for it. It has some speciality. One day this little animal while walking in the forest, it felt cold and went under the flowers. Cimcime also had a walk and she was about the eat her ice-cream. She decided to sit on this leaves and but she couldn't see this animal and but after sitting there she felt herself in the air because this little animal was dangerous for her.

**RTS-16**Story 1

It was autumn and the ground was full of leaves. Cimcime is a line girl. She take on a leaf and began to fly. When the wind make the leaf fly very fast, the leaf converted and Cimcime falls down with shouting and the children which were playing at the ground saw him and shouted Uranüs are coming. Cimcime heard those noises but she was said about her lost shoe and teared clothes.

Story 2

Cimcime was invited to a birthday party. She looked the mirror. She thinks strange thing for the birthday party but she can't decided anything. She take her gift and went to the house which birthday party. She is very undecided, and she doesn't see the stone on the way. She fell down, she continues her away and rang the door bell but it was the branch of the ivi and ivi fall on his head and he found his costume for the birthday party.

Story 3

Cimcime loves the animals very much. When she went to the zoo, she liked to feed the animals. She feed the elephant with a kind of bread and she gave a piece of meat to lion. A nut to squarel and fish for the penguin. There is a carrot for the rabbit. He feed to chickens with rice. Suddenly a goat follows Cimcime. She began to run away, she shouted help help and the guard of the zoo came and recovered her.

Story 4

One day, kirpi walk around in the forest. It hide itself under the grass. Cimcime came there with her ice-cream. She wanted to eat her ice-cream sitting on the grass. When she sat on the grass, suddenly she jumped and suddenly fell down and sit on the ground.

**RTS-17**Story 1

It was autumn and the ground was full of leaves, and the wind was blowing very fast. Cimcime sat on a leaf and he was flying and the wind blew faster than it used to do. Cimcime fell down and children around her saw her and thought that she was coming from a planet called Merih and Cimcime liked that they thought like this but she was very upset that her clothes were in shabby style and her shoes were very bad -torn.

Story 2

Cimcime was invited to a birthday party and she was very smart. She looked at the mirror, she thought that she was very beautiful. She bought some presents and after taking the present she started to move from home. While she was going on the street, there was a stone and she didn't see the stone and without seeing it, she fell down. And after getting up and taking the present he bought for the person who has a birthday party, she went on going and as soon as she came to the party house, she thought that the flower branches were the bell's rope and she pulled it and the flower pot fell on his head and that was strange.

Story 3

Cimcime loved animals very much and so she went to a zoo. She has something to feed the animals in the zoo. She gave the sesame ring to the elephant, because it deserved it. She gave meat to the lion and she gave some food to small chickens. While she was giving some food to the goat, the goat started to chase her and she escaped from it and she started to shout as she wanted to help and the keepers of the zoo kept the goat and she was rescued.

Story 4

One day the needled animal went out but it was a bit cold, it was hidden under the leaves -under the bushes. In the same time, Cimcime came there and started to eat her ice-cream while she was eating her ice-cream, something made her go up and fall down. In the tape recorder it is not said why she did so.

**RTS-18**Story 1

One day, there was a girl whose name was Cimcime, she went to the forest and the weather was good, I think it was autumn. There was leafs on the ground and she wanted to fly with these leaves but as she was heavier than the leaf, she fell down and there were some children they saw hr. They thought that she was from another planet which was Merih. They began to shout but Cimcime's clothes are very dirty and she lost her shoes and she was thinking.

Story 2

Cimcime was invited to a birthday party and she looked at the mirror and she thought that she had to do something interesting thing to go the party. She thought and then she bought a present but she was very excited that she didn't see the stone and she fell down and then when she went to the place, she didn't see the ring and she held the ivis on the door and then the party began. The flower pot was on his head.

Story 3

Cimcime likes to go to the zoo very much. One day she went there and she gave a nut to the sincap. She gave a fish to the fog. She gave some food to the birds. She also gave a carrot to the rabbit. Also there is a goat in the zoo, but the goat began to run away from her. She said that save me. Then the people who are looking after this animal saved her.

Story 4

One day the animal which is small and there are needles on his place went to the forest but it is cold so it went to place and also Cimcime went to forest. When she is eating her ice-cream, she found herself on the sky and then on the underground.

**RTS-19**Story 1

It was fall and there were a lot of leaves. The wind was very strong. The drawing girl Cimcime was flying on a leaf and she was very happy. Suddenly the wind became fast and the drawing girl Cimcime fell down. There were a lot of children on the ground. When they saw the drawing girl Cimcime, they thought that she was an alien. They were frightened very much, and they shouted get away, get away. Cimcime was very happy because the children thought her as an alien, but she was very upset because of his lost shoes and harmed trousers and dress.

Story 2

Cimcime was invited for a birthday party. She looked at the mirror, she was very beautiful but she thought she has to do some strange things but she couldn't find anything. Then she bought her present and dressed then he went out. He was thinking about what she will do and then she didn't manage the stone on the road so she fell down. She stand up and went to the house which the party was take place. When she went there, she couldn't manage that the thing which she hold is not the ring. It was a flower. Suddenly the vase of flower fell down on her head. Her new dress was very beautiful.

Story 3

Cimcime loves animals very much. When she went to the zoo, she was fitting these animals. The elephant eats five simit. She gives the lion something. T : meat S: meat. The penguin takes fish. Sincap takes a ceviz. Tavşan takes havuç. Ducks -she feeds ducks, but suddenly she managed a boy ship and it followed her and Cimcime was getting away, she was shouting at that time.

Story 4

A little hedgehog was walking around in the forest and suddenly it felt cold and it sits somewhere near the tree. At that time Cimcime was walking around in the forest too. She decided to sit down and eat her ice-cream. When she sat down, she felt an ache. She shouted and again she sat down the ground.

**RTS-20**Story 1

One day, little line girl called Cimcime wanted to have a walk. It was autumn, and yellow leaves were everywhere. She sat one of them and she began to fly. Suddenly the leaf turned and she fell down. When she was falling, some children saw her and they began to scream. They thought that she was a creature who was coming from space. She got sad and she was sorry about her clothes and her torn shoe.

Story 2

Cimcime was called to a birthday party. She looked herself in the mirror. She thought that she has to be a little different. She took her gift and go to his friend's house. When she was going, she didn't see the rock and fell down. Her gift was torn, at the end she reached the house. She couldn't realize the ring and she pulled the ivis then she suddenly found her new clothe.

Story 3

Cimcime went to zoo. She always gives animals some food. She gave the elephant bread, the lion -meat. The little animal that eats nut, she gave some nut. Penguin -She gave penguin some fish. The tavşan - she gave the rabbit havuç. To the chickens yem. At the end the goat began to follow her and she ran away.

#### Story 4

The little kirpi was walking in the forest. It was cold, it hide himself under the leaves. Cimcime was also having a walk. She was eating her ice-cream. Then suddenly she fly to the sky and fell down to the floor.

#### **RTS-21**

#### Story 1

It is autumn, and Cimcime was walking around the green area. There were lots of leaves around her. She likes them very much. She sat down one of the leaves and she began to fly with leaves. After that there were big storm, and the leaf turned back and Cimcime began to fall down and there were children there and they thought that Cimcime was outer space. They cry and run. They afraid of very much. Cimcime fell very happy then he began to think her tearing clothes and lost shoes.

#### Story 2

One day Cimcime had invited some her friends birthday. Then she looked herself in the mirror and he thought that something must be different and he began to think but he didn't decide what thing she must do. After for a while she took her present with her and he decided to go the party. She is very thoughtful and didn't recognize the big stone on the road and suddenly he fall down and sit on the road and her present packet was ruined. After she gave her present packet and she went tot he house which was party. She was very careless, she didn't recognize the bell. Instead of the bell, he pulled out the flowers and then it dropped her head. This was the funny thing for all the visitors.

#### Story 3

Cimcime liked the animals very much and she went to zoo. She all the time gave animals something to eat. Five bread for elephant and lion I don't remember -ih a piece of meat. For an animal which eats im I don't know the meaning of ceviz. For penguin she gave some fish. For the rabbit she gave it some carrot. For I can't remember for chicks some little things. There were a sheep. One day it got angry and began to run after her. He was running and he shouted somebody help me, somebody help me. One of the people who work in zoo, run for help her and he rescued her.

#### Story 4

One day, there was a pörki pie and he was walking in the forest and then he decided to sit under the grass. in there, there was Cimcime and he was eating ice-cream. She decided to sit and began to eat ice-cream and she sat down the grass. While she was sitting immediately he threwed the air and then she fall down the grass again.

#### **RTS-22**

#### Story 1

Cimcime was walking in the streets in winter I think. She flew on the leaves, it was very funny. Some children saw him and they were frightened. Cimcime was amused of their words that Merihs are coming but Cimcime was sad because of dirty clothes and he lost his shoe.

#### Story 2

Cimcime was invited to a party. She looked at the mirror, she was very beautiful but she needs a strange thing to go to party. She took his present and went. While he walking, he fell down with his present. He didn't be aware of touching the flowers branch. It fell down on his head. It is very funny and strange for the people in the party.

#### Story 3

Cimcime went to zoo and he fed up some animals with some breads. For example five bread to elephant. A big meat to lion and I don't know its name. Fish to penguin and ih a vegetable to rabbit and some piece of food to little chicken. Suddenly he saw a little animal, he escaped from it. Then the helpers came when he was shouting help help. They take away the wild animal.

Story 4

Cimcime was walking in the forest and a pörki pie was there. It was hidden with some leaf. Cimcime was eating ice-cream and sat down on the leaves but suddenly it stand up and Cimcime was fell down.

**RTS-23**Story 1

One day, Cimcime went to forest to go around and it was rainy and the leaf was flying everywhere. He was surprised and then he began to fly. When she was flying, she saw children around him. He shouted them "escape", "escape" but they think that she was came from another planet, but he was happy for this situation. At the end he was not upset but he lost his shoes, and her trousers and shirt teared was torn, so her only upset -sadness was that.

Story 2

That day, Cimcime was invited for a birthday party. He was ready for this party, but it was necessary to make a crazy thing to join the party. She didn't find and she set up. When she was going there, she fell down suddenly. Then she stand up and corrected her hair and trousers, jacket but she didn't realize that the door which is ring the bell was the - it was wrong house but her dress was found.

Story 3

Cimcime liked animals and she often went to the zoo and she gave them food. She brought nut for sincap and she gave something to other animals but suddenly keçi began to run after her. She escaped.

Story 4

One day, little pörki pie went to forest for wander. At the same time Cimcime decided to go forest and she ate her ice-cream by sitting somewhere, but as soon as she sat she found herself in the air, then on the ground.

**RTS-24**Story 1

It was autumn. Cimcime went to countryside. The wind was blowing strongly and everywhere was full of leaves. Cimcime sat one of the leaves and start to fly. She was enjoying to do this and suddenly the leaf turned over and Cimcime fell down. She lost her shoe and her clothes were damaged. The children around started to fear of Cimcime. They thought that she was Merihli. Cimcime was upset.

Story 2

Cimcime was invited to a birthday party and she was preparing for the party. She thought that she must have been strange for the party, but she couldn't do anything. She took her gift and started to go. Suddenly she didn't realize the stone on the way -on the road. She fell down and she was upset. She took her gift again and continued to her way. Then she reached the house but accidentally she pulled -what is - flower instead of the ring -bell. She was ready in a strange looking.

Story 3

Cimcime loves animals very much. When she goes to zoo, she always feed them. Five simits for elephant. A large piece of meat for lion. Ceviz for sincap. Fish for penguin. Yem for ducks. There was a goat who doesn't like Cimcime. The goat started to kovalamak T: chase S: chase Cimcime. Cimcime started to run away and she was shouting help help, and then the officers of the zoo came and took the goat to its cage. That's all.

Story 4

Once a day, a hedgehog went sightseeing. It was cold. At same time Cimcime went sightseeing too. He sat on a rock and ate her ice-cream, but suddenly she found herself at the sky and then again on the rock. She was surprised.

**RTS-25**Story 1

One day Cimcime went to field to walk around. There were full of leaves. There was a strong wind, the wind was shaking the leaves and he sat down a biggest leaf and he began to fly. Then the wind began to

blow strongly and the leaf turned the wrong side and he dropped. Then there were some children and they said that he was came from a foreign planet. He began to sorry about this and he was aware of that he was in dream and he wake up.

#### Story 2

One day Cimcime was invited to a party and she looked at the mirror and she thought that she was very beautiful. She prepared her reward for the party. While she was walking, she didn't notice the stone. She dropped suddenly. She was unconscious and she didn't notice anything. When she arrived the house she was so unconscious that she pulled the flowers branch instead of ring and then the flowers dropped his her head and it was a very strange clothe for the party.

#### Story 3

Cimcime likes animals very much. When she goes to zoo, she gives food for them. Five simit for elephant and meat for lion. She gives sincap nut. She gives penguin fish. She gives carrot for rabbit. Also she gives children of chicken some food. Suddenly a goat run after her and she shouted help help help and then they rescued her.

#### Story 4

One day, a hedgehog wanted to get around in forest. It was very cold, it was freezing. It wanted to shelter under the leaf. At this time, Cimcime wanted to get around, and she was eating ice-cream. As soon as she sat down on the leaves, it was time to stand up because there was a hedgehog under the leaf, and she dropped on the earth.

#### **RTS-26**

#### Story 1

It was fall and Cimcime went to forest. Everywhere was covered with leaves. She get on one of the leaf and then after the wind blow fastly she fall from the leaf. At that time there was some girls and boys. They showed her and they shouted run away, there was an alien. Then her clothes were torn and she lost her one of shoes.

#### Story 2

One day Cimcime's friend invited her to a birthday party. She looked at the mirror and she thought she was very beautiful. She wanted to make strange things to birthday party but she couldn't find anything. Then she bought her gift and went out from home and then she couldn't -when she was walking, she couldn't recognise the stone on the ground, and she fell down. Then she was very dalgın. When she reached her friends' house, by mistake she hold the flowers' leaf. Flowers vase fall her head and then he was strange and he joined the party.

#### Story 3

Cimcime loves animals much and she always goes to zoo and gives some food to them. She gives five simit to elephant and a big meat to lion. Nut to sincap. She gives fish to penguin and carrot to rabbit. Some food to chicken. Suddenly the goat started to follow Cimcime. She shouted help help and then guard came and they went back the goat to its cage.

#### Story 4

One day the hedgehog wonder in the forest and it hide under the grass. At that time Cimcime was walking on the forest too. She decided to eat her ice-cream by sitting down. When she sit down, she suddenly screamed and fall down the ground.

#### **RTS-27**

#### Story 1

The weather was fall and the ground was full of leaves. There was a leaf and she sat down on that leaf. The leaf began to fly and she enjoyed very much and then the wind got fast and she fall down. There were children and the children supposed that the girl was strange, they thought that she was from Merih. She sat down on the tree, she was upset that her clothes were torn. That's all.

Story 2

There was a birthday and she was going to go to birthday. She looked at the mirror and she thought that she was very beautiful. She thought to do a strange -a different thing and she bought a gift. She was walking and then she stepped on the stone and she fall down and she pulled the ivy's branch. The flower fell down on his head and [long pause] that's all.

Story 3

She likes to go to zoo and she was feeding the animals. She gave five simit to elephant and to penguin she gave fish, to the sincap she gave ceviz and suddenly a goat chasing her and she escaped -run away. The guard came and took the goat, she was kurtulmak? T: rescued S: hum.

Story 4

One day she saw a kirpi and she was eating ice-cream. Firstly she went to the forest and she saw kirpi and she sat on the stone and she was eating ice-cream. She fell down on the ground.

**RTS-28**Story 1

It was autumn and there were lots of leaves. Cimcime was on one of these leaves. She was flying on it and then it flew. Suddenly it turned and Cimcime fall down. Many children were there and they thought that she was from Merih. They said each other run away then she was happy because of saying children her she was from Merih, but she was also upset because of her bad dress and she didn't found her one of his shoes.

Story 2

She was invited for a birthday party, and she was looking at him/her in the mirror herself. She thought that something must be odd for the party and she wanted to buy something to seem oddly and. When she were coming she didn't see and fall down and she Although she fell down, she went to her friend's house. She didn't realize that she put/drew the leaves -flower leaves and the flower fall on her head. Then it was the thing that seemed her oddly.

Story 3

One day she went to the zoo and she brought something for the animals. She bought simit for the fil. and meat for lion and for sincap she bought ceviz and for tavşan? T: rabbit S: rabbit for rabbit carrot and for something to eat for and for penguin she brought fish but for a while the keçi T: goat S: goat follow her. She screamed then the people who are görevli came and then she escaped.

Story 4

One day the hedgehog wanted to go around on -in the forest. It wanted to be under some of leaves and at the same time Cimcime wanted to sit these leaves but she didn't know about it. Then when he was sitting, suddenly she shouted and she found herself on the weather and then she fell down.

**RTS-29**Story 1

One day Cimcime goes a place which is green, full of grass and leaves. He was playing there and after this. In this situation the wind is blowing and there were a lot of leaves which was going one side and she flied another and then some children saw her and thought that a person comes from spy. This sentence were pleased Cimcime but after that she saw her clothes were torn and she lost her shoe.

Story 2

One day Cimcime was invited to a party. She wanted to go and she decided to wear what she want and she look mirror and she understood that she is too beautiful. Then when she was on the way to go there, she couldn't see the big rock and she fell down. Then she stood up and she cleaned her clothes and picked up all the things on the floor. When she went to home, she put her hand on the bell but she was so aman -dalgın that she couldn't see that it is not bell but it is a kind of flower or grass. She pulled it and all the things falled on it. Firstly she thought about her clothe but after that she had a beautiful costume for the party.

Story 3

Cimcime loves animals. One day she goes zoo and she takes some fruit for them. For every animal different kinds of. For example, for lion she takes there some meat. For chicken different and all the animals different things. One day again she there and the goat doesn't like her so it began to run after her. She began to shout help help. Fortunately the person who works there comes and helps her.

Story 4

One day again Cimcime walks around and a hedgehog too. She has an ice-cream and she wants to eat it. When she sits she thinks that it is rock but it isn't it. It is hedgehog. When she sit, its torn S: rahatsız etmek T: disturb S: disturb her and she jumped up suddenly. Then she understood that it is not a stone.

**RTS-30**Story 1

The wind was felling the leaves and little and small Cimcime sat on this leaf. While he was sitting there the wind changed the leaf's way and he fell down, and was shouting. Three girls saw him and they thought that Cimcime was a spice girl. She came from Merkür and after she fell down. She was sorry because her dress was torn.

Story 2

Cimcime was invited to birthday party. She was beautiful, but she had to make something strange so she thought a few minutes but she couldn't find and she took her present and began to go the birthday party. While she was thinking these things, she couldn't see the stone and she fell down. The package was untidy and she arrived the birthday party soon. She thought that the flower was the ring but while she is ringing the door, the flower fell on to his head and the costume was ready and it was interesting.

Story 3

Cimcime loves animals. She went to zoo and took five bread and some meat. The meat was for leon and the I don't know its name T: nut S: nut was for the small animal, and some breads for penguin and she took some carrots for rabbit. But there was something wrong because the goat began to run after Cimcime. While she was running, she was shouting help me help me. After a short time officers came and took the goat.

Story 4

The hedgehog was in the forest and she felt cold and hide under the leaves. After a short time Cimcime came. While she was eating her ice-cream, she wanted to sit down, but when she sat down, she stood up immediately. Because there was something wrong and fell down on to the ground. The hedgehog's knives was hard for Cimcime.

**RTS-31**Story 1

It was fall and the floor was full of leaves and first Cimcime sat on one of these leaves and she started to fly. When the wind getting fast, the leaf turned over. There was some children. When they saw the leaf and Cimcime, they thought it was an alien. They said something is coming from sky -Merih. Cimcime was sad because he was thinking her torn clothes and one of her shoes. Because of this she is sad.

Story 2

Cimcime was invited to a birthday party. Before she went she looked at the mirror. She thought she was beautiful, but there must be a strangeness for the party. She thought but she hadn't created something. She had a present. While going to party, she didn't realize there was a stone. She fell down, and she took the present. Then while ringing the bell, she didn't realize it was a plant. The plant turned over her head and everybody is amazed because her appearance was different.

Story 3

Cimcime likes the animals. One day she had five simit for the elephant, and meat for the lion. Some fish for the penguin. There are some carrots for rabbit and suddenly the goat started to kovalamaya and she run away fastly. After then görevliler caught the goat.

#### Story 4

One day a hedgehog decided to make a sightseeing and the weather was cold, it wanted to sit down among the leaves and at the same time Cimcime decided to gezmek? T: walk S: walk in the forest. While eating her ice-cream, he sat down on some groups of leaves and she found herself bothered because she sat on the hedgehog and she shouted. She found herself at the sky.

#### **RTS-32**

#### Story 1

One day Cimcime went to picnic. The season was fall, and everywhere was full of leaves. The wind was esmek? T: blowing S: blowing and she sit on a leaf and started to fly. At first she was very enjoying but the wind got faster. She fell down from the leaf and when she was falling, she was shouting. Some children saw her and they thought that she was coming from space. They were shouting run away run away. Firstly, she was very happy because of this, but then when she looked at her clothes, she saw that her clothes were torn and one of her shoes was lost.

#### Story 2

One day Cimcime was invited to a party. She looked mirror and she liked herself but she was -had to make strange thing for going to party. She thought for a while, but she couldn't find anything. Then she took her present and started to go. Then she was so dalgın that she couldn't see the stone and she fell down. Then she continued her way, she was still so bewildered that she çekmek ? T: pull S: pulled the flowers to press the bell. Then the flower fell down her head. Then she came in, she was karşılanmak? T: meet S: met very surprisingly. Everybody liked her clothes.

#### Story 3

Cimcime liked animals very much. One day she decided to go [long pause] T: zoo S: hi zoo. Then she wanted to feed animals. She gave five simit to elephant. A big meat to lion. Ceviz? T: nut S: nut to sincap and he give fish to penguin. Carrot to rabbit, and yem to civcivs, but a small goat didn't like her and it started chase her. She was running and shouting help help. Then someone heard her and came to help.

#### Story 4

One day a small kirpi wanted to walk. It was cold and it hide himself under the ot. At the same time Cimcime was walking too. She decided to eat her ice-cream while sitting. When she sit, she suddenly shout. She couldn't understand what happened.

#### **RTS-33**

#### Story 1

One day Cimcime go out. The weather was windy. She set up a yaprak. She was very happy because she was flying with this leaf but suddenly the leaf turned and he falled so she screamed. Some children saw him and they thought that she is from Mars and they say run away, run away. Cimcime enjoyed their thinks but he was sorry because his trousers was torn and his shoes was absent.

#### Story 2

One day Cimcime was invited to a birthday party. She looked the ayna and he thought he was beautiful and also he thought she should have done some strange things but he couldn't find anything and he yola çıkmak and she was thinking so he fall down. She didn't saw the stone and his present was [pause] T: untidy S: untidy. He went to the house and he was so dalgın that he çekmek? T: pull S: pull the ivy and [pause] she was untidy.

#### Story 3

Cimcime loves animals very much. One day he went to animal park. She gave an elephant five simit, and she gave lion meat. She gave sincap ceviz and she gave penguin fish. And also he gave carrot to rabbit,

and he also gave yem to civciv. But unfortunately there was an animal that didn't like Cimcime and he runned her. Cimcime shouted, at last some guards came and helped him.

#### Story 4

One day kirpi? T: hedgehog S: hedgehog go out. Also Cimcime go out and Cimcime sat a hedgehog. He throw -she was thrown and he flied and he sat down.

### **RTS-34**

#### Story 1

Esmek neydi? T: blow

It was autumn, rüzgar? T: wind S: the wind was blowing and the leaves were falling down from the tree and the line child wanted to sit on a leaf. Then he wanted to fall to the ground by this way but the wind began to blow stronger so he fell down to the ground. When she was falling, she began to scream and the children that were on the ground that were under the tree began to scream because they were very afraid of her. Because they thought that she was coming from the other planet and she can be Merih so they began to run. This line child fall to the ground, she sat on a tree -wooden trunk. She began to feel sorry about her clothes and about her shoe, because her clothes were toren, she lost one of her shoes.

#### Story 2

Cimcime was invited to her friend's birthday party. She looked at the mirror and she thought hat I want to be very different and I want to make my friends very surprised but she couldn't find anything. When she was walking to her friend's house, she couldn't see the stone. She bumped to this stone. So she fell down to ground. When she came to her friend's house, she wanted to ring the bell but she was very worried so she hang the branch of the flower. At that time this flower fall down on his head (and she) when the door was open, her friends was so surprised and also I think she was very happy that she made her friends surprised.

#### Story 3

Cimcime always go to the zoo, because she loves animals very much. One day, she went to the zoo and she gave five bread to the elephant and she gave a big part of meat to lion and she gave one nut to this animal and she gave a fish to the penguin and she gave food to the little chicken. But at this time the goat was very afraid of Cimcime because I think it didn't like her. It began to run after her. Cimcime was very afraid of it. She began to shout help help. Then she tried to escape.

#### Story 4

One day, one animal was walking at the forest. It felt himself very cold so she wanted to sit under the grass because he wanted to keep himself warm and at this time Cimcime was also walking at the forest. He was eating her ice-cream but at that time she wanted to sit on the grass. But this time she couldn't see this animal. When she sat, she was very frightened because her back. I think she felt pain so she shouted and she fall down to another place.

### **RTS-35**

#### Story 1

It was a spring day. The leaves were flowing and Cimcime went out and sat on a leaf and Cimcime was flying. It was wonderful for her but when it started to fly fast, the leaf turned down. She was falling down and the children saw her and thought that it was from space. They started to shout to go away. After Cimcime fell down, she was worried about her clothes and the shoes.

#### Story 2

Cimcime was invited to a birthday party. She looked at the mirror. Everything was alright but she found something different -strange but she couldn't find. She took her present and started to walk. When she was so thoughtful so she couldn't see the stone in front of her and she fell down. After a while she took the things (gathered) when she arrived the house. She was still thoughtful and she couldn't realize that she didn't ring the bell. She took the flowers instead of the bell and she found thedress -the strange thing.

Story 3

Cimcime loved to go to zoo. When she went there, she took some meals for the animals. She took five simit for the elephant. A big meat for the lion. Ceviz for the sincap and fish for the penguin and some yems for the civciv. Carrot for the rabbit. But something strange happened, the goat started to catch her and she run away, but at the end the man in the zoo came and took the goat to its place.

Story 4

Little kirpi went around in the forest and at the same time Cimcime went around too, and she decided to eat her ice-cream and when she sat down, she suddenly went up and again sat down at the same time.

**RTS-36**Story 1

It is a kind of leaf and it is time of spring. Bird is flying in the sky. Little child, I think he likes walking and green things. He sat on a leaf and he enjoyed that. Then the wind is blowing bitterly, so the leaf changed the place of it and child fell down from that. While he was falling some children that were playing there saw him and they thought that child came from space and they shouted and escape. They thought that he was an alien so that shouted.

Story 2

Cimcime was invited to a party. Before he went there, he passed in front of the mirror and looked at himself. She saw that he was beautiful but he wanted to change something and wanted to make a surprise and he prepared a packet for the party. While he was going to the party, he was thinking about something. He was thoughtless so he didn't see the stone in front of him and his leg hit him and he fell down. When he picked up his bag and continued to walk. He was very thoughtless when he rang the ring of the door, he didn't see the ring it was so confusing, so surprised.

Story 3

Cim liked animals very much so one day he went to a zoo. He gave simit to elephant and he thought he should give a part of simit to small animals, for example penguin and mouse. While he were giving simit to these animals, a goat was running after him. He was escaping from that animal and shouted to people to rescue him from that animal, and then the people who want to rescue him arrived and they rescued him from that animal.

Story 4

One day a hedgehog was walking through the forest, he stopped somewhere and thought something. So he put himself under the something and at the same time Cim was walking through the forest and he had ice-cream in his hand. He sat somewhere. As soon as he sat somewhere the place, he found himself in the sky and he fell down again.

**RTS-37**Story 1

It was autumn and everywhere was full of yaprak. Cimcime was walking around the area and Cimcime was so little that she can sit on one of the yaprak and she can fly with it, but the weather was windy and she suddenly fell down and some children who were playing in the area saw her and they thought that she was alien and they got afraid of because of she is being alien they thought. But Cimcime was only sad about his shoes and his pants were torn.

Story 2

Cimcime was invited to a birthday party. She looked at the mirror and she found herself very beautiful but she thought that in birthday party, there must be some craziness and but she couldn't find what she would do and she took her present and slowly walking to the birthday place. But she was so dalgin that the big stone doesn't take her attention and she suddenly fell down. Then her present go untidy then she suddenly gathered it. She was walking to the place again and then she arrived at the door. She thought that she was ringing the bell but she took one of the flower's piece and it fell down to her head, and she lately found her costume.

Story 3

Cimcime loves animals very much and she goes to the zoo, whenever she find free time. She fed the elephant with simit, and a piece of meat for lion [lion] and a fish for penguin. Carrot for rabbit, and some little pieces of meal for chickens but keçi doesn't love Cimcime, he got angry when Cimcime approach to it and it began to run after her. While she was running she said help me help me. Then some men came and escaped her.

Story 4

Kirpi was walking and Cimcime decided to eat her ice-cream by sitting. She suddenly sat but she at the same time found herself at the sky because of kirpi and she fell down.

**RTS-38**Story 1

It was autumn and there were lots of leaves on the ground. She sit down one of these leaf and begin to fly but suddenly the leaf turn-over and she began to fall down. At this moment some of the children who played on the ground saw her and they thought that she was from Merih. Then she fell down. Her shoes lost and her trousers torn.

Story 2

Cimcime was going to a birthday party. She looked at the mirror and she was very beautiful. While she was walking in the street, she came across with a stone and she fell down. Then she went to home where the party was. She pulled the ivy and then enter the home but in the party this ivy fell down on his head.

Story 3

She likes animals very much. One day she went to zoo. She give to elephant a simit. She gave meat to lion. Nut to sincap. Carrots to tavşan? T:rabbit S: ih rabbit, and to birds she gave yem, but suddenly a goat started to run away her. She tried to run. When a man who work in the zoo rescued her.

Story 4

One day a hedgehog decided to walk in the forest, but he decided to lie under a grass. At this moment Cimcime was walking while she was eating her ice-cream. She decided to sit but I think she sit not his animal so she fly and fall down.

**RTS-39**Story 1

There was a wind. It was autumn. The leaves were flying on the air. Then small girl Cimcime was enjoying herself and then he get on one of the leaf and began to fly on the air. She was also enjoying herself on the leaf. Then the wind began to blow hard. Then the leaf turned down and Cimcime began to fall down. Cimcime fall from the leaf. Then she was shouting and the children on the ground saw the Cimcime and started to shout a creature from Merih coming. Cimcime liked it but he was sorry about his shoe and dirty clothes.

Story 2

That day Cimcime was a guest for a birthday. His friends invited her to a birthday party. He looked at the mirror and she saw herself very beautiful. She was very beautiful that day, but she thought that she had to do a strange thing for birthday party. But she couldn't find anything then she got a gift for birthday. She began to walk on the street, she was thinking something so she couldn't see stone on the road. Then she fell down and her clothes became dirty and her birthday present was in a very bad condition but she cleaned her clothes and took the gift again. She went to the birthday party house but she was also very careless so that she pushed one of the plant on the window. She thought that it was a bell but it wasn't. So the plant fell over on his head. All her friends smiled at her. It was a strange thing for the birthday.

Story 3

Cimcime liked going to zoo. She liked that very much and she also liked giving food to animals. For example she liked giving five simit to elephant. A big piece of meat to lion. Ceviz to sincap and she

always gives fish to penguin and havuç to rabbit and some yem to small chickens. But there was a keçi in the zoo. Suddenly keçi began to follow Cimcime. It was running after Cimcime but the person working in the zoo caught the keçi and Cimcime was safe now.

#### Story 4

Hedgehog du galiba? T: Yes.

A hedgehog was hanging around in the forest, but he felt himself cold and thought to hide himself under the leaves, but Cimcime was also hanging around the forest. She thought that I can sit over these leaves and eat my ice-cream, but as soon as she sat over the leaves, she found herself on the air.

#### **RTS-40**

##### Story 1

Cimcime went out. The weather was autumn. There were a lot of yellow leaves, they were falling down. Cimcime get on one of the leaves, she was flying with a yellow leaf. Suddenly she fell down. While she was falling down, she was shouting. On the ground there were some children, they think Cimcime is foreigner from another earth -Merih- from Merih. Cimcime enjoys they think like that, but she lost one of her shoes and the situation of her wearings were terrible so she was sad.

##### Story 2

Cimcime was invited to a birthday party. She looked at the mirror and thought I am very beautiful girl but she she thinks she has to do something strange in birthday party, but she couldn't find. She buys present. While carrying it she fall down because of a stone. After she stand up, she went to the house and -but instead of ringing the bell, she hold the flower and the vase fall on her head. His wearings was strange.

##### Story 3

Cimcime likes to go to zoo. There, she was feeding the animals. Five simit for elephant. A big meat for lion. Ceviz for sincap, fish for penguin, but for rabbits there is carrot. But the goat doesn't like her so it began to run after Cimcime. Cimcime was shouting, after this event other people helped her.

##### Story 4

The little kirpi was walking in the forest. It was cold so it hidden himself under the grass. Cimcime was walking in the forest too. She has a ice-cream. She wanted to sit down. As soon as she sit down she found herself in the sky and she fell down.

## APPENDIX-6

## Transcriptions of the Task- 3 Interview

IT-1

*Can you tell me about yourself and your family?*

We are four people in my family. My sister, my mam and dad and me. But my sister get married five years ago. We are living only me, my mother and father. My father is retired soldier, and my mother is a housewife.

*Do you see your sister often?*

Yes, often. Approximately in a week. I always see and I have a nephew, and always we miss him. We saw each other or telephone each other.

*How often do you call your sister?*

Perhaps 3 days, I don't know. It depends on events.

*Where do they live?*

In the same hometown *with your family?* Who? *Your sister.* No, they're only her husband and his son. Living together in the same hometown.

*Which city?*

Akşehir.

*What do you do in your spare time?*

In my spare time I watch TV and read poem. I like poems very much and read English books, Turkish novels like this.

*Whit kind of novels do you like best?*

I like bet, at first poems I like. It depends on subject. I don't distinguish I like this or that. I like reading. I can read every book.

*Where are you staying in Eskişehir?*

I'm staying in Yunus Emre dormitory.

*Are you happy there?*

No, I'm not happy. There are lot of difficulties livin in dorm and I hate living dorm. Staying with six people in the same room is very bad. I tthink I will rent/hire a house.

*Have ever had suck kind of experience? Did you live on your own at all?*

No, never. Always with my family. It will be my first experience.

*Do you like doing houseworks?*

Yes, I can do it. in my home, I don't do but I tihnk I will do because I am responsible people, and I can do it.

*Do you think it will be easier for you to live in a house?*

I don't think so. It will bring lots of trouble to me. But it is very comfortable living in house, because my dormitory is very noisy, very crowded. I can't study my lessons very much so that because I am accustomed to live silent place and study in silent and I think it will be better for me.

*So what kind of problem do you think you can have while living in house?*

As you know, I can't hire a house on my own, because it will be very expensive for me, and living with friends will bring trouble of course, ye I know them but not much. Living in same room -same house is very different and difficult I think. We will learn each other very much, andsometimes we will shout each other. We won't like our job which we have and then money can be problem. Cooking meals especially. I don't know how to cook and cleaning the house. Yes I can clean my room, but it is difficult to clean others, bedroom, kitchen.

*So you have to share housework with your friends.*

Perhaps we can decide which day in a week we can do housework or cleaning. We can do together - houseworks, and washing the plates I think it will be very difficult for me, and I don't like.

*Do you like cleaning?*

Yes, I like but not washing the plates.

*Do you have close friends to share a house?*

Yes, I have close friends. They're staying now in home -in a house and perhaps I can stay with them. I can share the house with them.

*How can you describe best friend?*

Firstly, my best friend should share my troubles. We must share something. Sharing is very important. If we don't share something, I don't say she is my best friend. I tthink good friends, firstly we must share something.

*Now, can you tell me about your best friends you don't have to give names. What are the things you like about them and what are the things you don't like about them?*

Firstly I like her very much but she speaks much, and I don't like speaking much. Yes, I like speaking but not much. She always speaks and how can I say? Yes, in her some troubles I couldn't persuade her. She always talk about troubles. In her mind, she always say "What will I do now? It is very difficult for me, I can't manage" I always persuade her but she doesn't. She always complains and like this. Yes, she share my problems -my troubles but she always says "You don't share my troubles, you don't listen me. All the time I always listen you, but you don't." And I don't like this conversation.

*So you don't like people complaining or people who talk too much?*

Both of them I think. Complaining, yes, we can complain everything. Complaining too much is not good I think. It can bores me all the time. It bores me all the time. I don't like speaking too much.

*So you are not very talkative person?*

Yes, I'm not very talkative person. For example in the class or among our friends. I don't like much speaking. I listen all the time. They talk much and it disturbs my ears, my brain. I got tired from talkative.

*So do you like being alone?*

Not much, being alone. Sometimes I like being alone, but not much. Yes, of course I like being alone because my when I grow, my child passed in silence and I accustomed to silence. I don't like noise.

*Are you interested in any sports?*

Not, no. I'm not interested in sports. I don't know. Perhaps it came from high school problems, because of winning the university I had to study too much. When I was in high school, I liked very much playing basketball. I enjoyed it very much. But in third class in my high school, I give up everything, because of I must study for university. I give up every my pleasure.

*Do you like animals?*

Yes, I like animals much, especially dogs I like. They're very -I don't know in English sadık.

*Do you have any pets? at home!*

No, I haven't because by mother has troubles. I don't know -allerji for that reason I haven't got any pet. But my sister has two birds and I like them much. They can speak sometimes.

## IT-2

*Can you tell me something about your family?*

I have two brothers and one sister. One brother and one elder sister. I have a younger brother. My elder brother is navy soldier. My elder sister secretary and my younger brother is studying in high school in İstanbul -technical high school.

*Do you often see them?*

When I went home, I see them.

*What about your parents? What do they do?*

My father is a worker and my mother is a housewife.

*Where are you living in Eskişehir?*

I live in dormitory.

*Do you like living there?*

I'm happy with my friends, but dormitory conditions is not good. It is not clean enough and too crowded.

*Are you planning to move a house?*

I want to move a house, but I don't have enough money.

*Do you have close friends?*

Yes, I have four close friends.

*Tell me more about them.*

I like all of them in general. They're helpful, understandable. I like them. I don't hve any problems with them.

*Do you have any hobbies, interests?*

I don't have any hobby.

*Do you like animals?*

I like cats very much. I like to have a cat, but my mom doesn't want it.

*About yourself? What can you tell me about yourself?*

I'm very pessimistic, shy. I don't like speaking very much. I don't have communication with people. I'm stubborn. I don't like myself. I like listening but I don't like talking nad people doesn't like me!

*Why do you think so?*

I am a cold person.

*Do you like living in Eskişehir?*x

I like university especially. Transportation is easy. People are fine.

*Do you like houseworks?*

I don't like cleaning, but I like cooking.

*What do you cook best?*

I like cooking and I cook musakka best.

### IT-3

*Can you tell me about yourself and your personality?*

I am twenty years old. I seem like a calm person but I can get angry easily. I love my friends very much and they love me. I am independent person. I don't like being a member of a group. I speak everybody upper-classes, lower-classes. Doesn't matter how old he/she.

*Can you tell me about your family?*

I have two sisters. One of them is elder than me, the other is younger. They are going to school. My elder sister at university, my younger is last class of secondary school. My father is a teacher -he is retired- he was primary school teacher. My mom was a nurse. She is retired now. My father is doing another job now. *What does he do?* Selling something, buying something. *What kind of things?* He was selling stove which works with electricity, different kinds of things, carpets. And he couldn't achieved. Now he is carrying students school to home. *Is he a driver?* No, he is not a driver but he is temporarily doing it.

*Your elder sister studies at the university as well?*

She is very successful. *What does she study?* Ekonomi. This is the 2<sup>nd</sup> time she entered the university. She is at last class and she thinks she would stay at the university -being a teacher. I don't know her plans.

*Do you have close friends?*

Yes, close friends, but it doesn't matter how close you are. When the school finished I mean secondary school -high school. They were very close, but everybody went different parts of Turkey, and I came here. It doesn't completely finished but it is not the same. I have friends here, but a few close friends.

*Tell me more about your close friends.*

I like him very much. He behaves me kindly, but sometimes we quarrel for unimportant things. He gets angry. We think differently. It is usual, but I haveto make him calmm down always, and he goes away, he doesn't call. I call him, but he changed now. He understood my value I think. My girl friends. She was so close to me. Shetells everything that she lived daily life -her family, her boyfriend and I tell her. We share so much things, and it is nice. She doesn't limited me. She tries to defend me for different situtations. She is older than me. I love her.

*Do you have any hobbies & interests?*

I like animals. I have a dog and two birds, but they're at home. I like washing the dog, feeding him and having a walk.

*Do you have any interesting experience with your animal?*

It is new animal, about one year but it likes people very much and jumps on them. People got afraid, they don't think it loves them. They think that it will bite them, but it is a habit of it. I can't manage it is very huge, strong and it doesn't like children because children behave him badly, throwing stones. I have memories like this.

*Where do you live here?*

In dormitory, I'm not happy there. It is boring. First of all, there is too much noise, they don't care about you. If you are late sometimes, they don't forgive you. They immediately call your parents and it is too crowded -one room six people and they're from different departments. They don't understand you. You don't understand them. Sometimes little fights. Telephone. They speak a lot and you can't call anywhere. They're not respect you and I can't study very well because of my mood. I don't feel free. At half past ten, I have to be in dorm. It is not good.

*Would you like to move a house?*

Yes, I can manage. *What about housework?* I have to. I can do because it will be my home so I have to do everything with my self.

*Are you interested in any sports?*

I like watching. I didn't do any kind of sports. I played with my friends but not professionally. I like basketball matches. They're very exciting. I prefer basketball to football, because it is so fast -time is short.

*Do you like living in Eskişehir?*

I like Eskişehir. Most of my friends doesn't like. I don't know why. Because our school is good, teachers are good. Although there are bad sides, it is good for living apart from your family. You manage your life. You buy something by yourself.

*Is there any bad sides?*

Living in dormitory. Water. You have to buy water -drinking water. You have to stay at the queue. Anyway it is good.

#### IT-4

*Can you tell me about yourself? Your personality?*

In general I am very cheerful person. I'm always smiling and I don't care all things which are very bad. Only for a second, I worry then I forgot everything. I'm very honest person. I never say lies.

*Do you have any close friends here?*

Oh yes, lots of. *Tell me about them.* There is nothing that I don't like about them. They like me very much. We like each other very very much. Only our style (stil) are different. She is very cheerful. She don't care everything. We are very close. We are thinking the same thing at the same time. We only look our eyes and understand what we mean. She is very realistic. When we got problems, we always discuss it. It never came a big problem between us. That's all. Like mi.

*Tell me about your family?*

I've got a brother only brother. My mom and dad retired, but my father is still working. *What does he do?* I don't know exactly -Serbest meslek. My brother is working in a bank. We live in İstanbul. I love my brother verymuch. He is very important for me. He is six year older than me.

*Whydo you think your brother is important for you?*

My mom was working, we always together. He brush my hair, he bring my dinner all the time, he bring me school. He always very good. He is very understandable. He always wantt o help me. He always near me when I need him. I love him very much. I love him more than my mother and dad. I never do when my mother said do that. When mybrother looks my eyes, I can understand what he mean and I do it.

*Where are you staying in Eskişehir?*

Dormitory -Dumlupınar. I'm very happy there, because my room mates are very good people. They're first class students, only one of them is second, so we need each other very much. Beginning of the semester we always do things together. Chatting with them is very enjoyable. Dormitory has difficulties, some machines are bad. Our neighbours for example they're very noisy people. They shout, it disturbs us very much. Food is not very good, always the same thing. inmy dinner I always eat the same thing nearly for eight months. That's all. We can't watch TV. We can't listen music. You can't have a bath. Sometimes they don't give us hot water, sometimes they give it.

*Do you have any hobbies or interests?*

Riding bicycle, watching TV, I don't have a favorite program. When I didn't come here, I always watched TV. I always wathing it, but here I can't watch.

*Do you like living in Eskişehir?*

Yes, I like. When I came here, I thought it is very big city, but now, I know it is not a very big city. You can't do lots of things here, but may be being away from family is good, because you know lots of things. You have more responsibilities. You have to decide how can I spend my money. You have to understand lots of different people and you have to study your lessons.

#### IT-5

*Can you tell me about yourself?*

I'm a really sensitive person, because of my horoscope I think. *What is your horoscope?* [Piskis] pieces. I don't want to make something bad to people. I can agree very quickly. I love children mostly. I can change in a minute. When smiling, I can begin to cry. It is because of my horoscope.

*Tell me about your family.*

My family, I have a brother -iki kardeşiz. My mother is a teacher, my father is a teacher, too, but now he is assistant of school minister. My mom is primary school teacher. She has a lot of daughters and sons, little-small boys. My brother is a student in a university. METU. He studies math. He is a kind of cold, he loves studying. In METU I think they have a lot of homeworks so he has to do these homeworks.

*Tell me about your close friends, what are the things you like about them and things you don't like.*

Firstly, we are honest, they have sens of humours. I share my life with them. They can understand me. They are sensitive like me. One of them, she is very strong eyes. I don't know whether she is bad. "When

I say why do you look like that? Are you angry with me?" "No," she says, "it is normal for me." Now, I think it is her nature. I don't like her looking.

*Where are you staying in Eskişehir?*

In a dormitory. I like dormitory because of my friends. The meal of dormitory is bad.

*Are you planning to move a house?*

Yes, perhaps next year. *Do you think you can manage?* Yes, I have to manage. I cannot live in dormitory her zaman -always. So I have to do this. One day I'll marry, I'll have to do this again. Now or in the future. I know something housework. Not cooking. I don't do this. I'm not skillful about this. I tried, but I throw it to the gabage (*means garbage*).

*Do you have any hobbies, interests?*

Yes, I draw pictures. They're not beautiful but I began to realize that I can do it.

*Are you interested in any sports?*

Yes, I like swimming, but I can't swim very well. I cannot swim everytime in winter. As you look, I'm putting on weight. I think I want to do something -sports.

*Do you like animals?*

Animals? Yes, but little animals, new born.

*Do you have any pet?*

No, indeed, I don't want to have animals, because it brings a lot of responsibility, and they have a lot of needs so I have to do a lot of things. I cannot do this. My mother doesn't want it. Perhaps if I have a house with garden -perhaps I can have. *What would you like to have?* Cats, they cannot bark, beat (*means bite*). They're small.

*Do you like living in Eskişehir?*

I like Eskişehir, because my hometown is smaller than Eskişehir. I like it is green. I like some opportunities like big markets. I can buy everything. For example inter-net cafe -it is beautiful eventhough I don't know computers. I'll learn it and I'll go this cafe. Because of my universitiy, I love Eskişehir.

#### İY-6

*Tell me what kind of person you are?*

I'm very sensitive. I can cry very easily and I cannot smile very easily but I love people but I don't have a lot of friends because I don't like having a lot of friends. I don't like telling lies and people who likes telling lies. I am very punctual.

*Do you have any close frineds?*

Yes, of course, I have close friends in Bursa -İnegöl from high school. We were very close. I like them because we hame similar sides -personality. I can talk them very easily. I can tell everything about me. She can understand me. She also doesn't like telling lies too. She is reliable. She is advantoures too, like me. She can do whatever I want, and I can do whatever she wants. I don't like her very, because she is too small. She can't walk very fast. Sometimes we go to some places for example, we have to prepare ourselves. We have to comb our hairs. She prepares herself very, I don't like that. I am very panic, but she is very calm. I am always in a hurry but she is very calm. She sometimes stops me.

*Can you tell me about your family?*

I have only one sister. She is a student, but she has graduated this year. She is a nurse. We always argue with her but I like her, I can't do anything without her. I always look for her, but when we become together it changes. We never get along. I never get along with her. I don't like sharing my clothes or anything with her, because she doesn't take care of my clothes.

*What about your parents, what do they do?*

My father was a policeman, but now he is retired. My mother is a housewife.

*Are you staying in dormitory in Eskişehir?*

Yes. I like dormitory, because I have good friends in my room. I can get along with them easily. I like it, because I don't have to take permission from someone to go out. I can go wherever I want. I am independent person. I don't like it because it isn't very clean. You have to have a bath with other girls. Bathrooms are not very clean too. You have to stay with six person in one room. I don't like kantin of dormitory because people smoke cigarette there. Studying room, I don't like, lots of people, because I like studying alone, and I always study in my room, over my bed.

*Do you have any hobbies or interests?*

In the past yes, but this year no. In the past, I used to play handball, I used to run, but now not. But, I like writing poems. I like collecting stamps. I like watching TV, especially when I have time, I always watch

TV. My favourite programs are Turkish films and science-fiction films and reality shows. Not all of them. I don't like of course blood blood things, but sometimes they're good. I like mostly talk shows especially Beyaz's programs. I like it very much.

#### IT-7

*Can you tell me about your personality?*

I don't like to say "I'm right or not", "I'm fine, I'm honest." I expect this kind of sentence person whom I have relation with them. I don't like that but as far as I know I'm honest and a good friend. I get this result from having a house in Eskişehir. Five proposal -five person asked me and I haven't decided yet. They want to share the house with me.

*Are you living in the dormitory now?*

Yes, I am. One more year I think. Then I consider one of them. I like everything, because in Lycee, dormitory was much worse. I think here, it is like a palace. I'm comfortable, but certainly home is better than dormitory, but a bit more expensive.

*Do you like doing houseworks?*

No, I don't. I know responsibilities, I like this and I believe I'll do houseworks and so far I stayed in my hometown, in a house with my family. I didn't do any housework.

*Tell me about your family then.*

I have a brother and sister. They are also students in Lycee. My father is a lorry driver. My mother is a housewife. I enjoy my family, the relation between us very good -I enjoyed it.

*Tell me about your close friends.*

Sometimes it is -I choose my friends carefully. I can't consider about bad behaviour. Every person has a personality. If I don't like his personality, he can't be my close friend. I enjoy them.

*Do you have any hobbies or interests?*

I like sportif things such as football, running, jogging and I also like coffee house. I have very confused personality. Although I like sports, I also like coffee houses. I enjoy playing cards.

*Do you like animals? Do you have any pet?*

Yes, I like animals. A dog, it is my brother's dog and I rarely see it. Sometimes he cannot recognize me. He attacks me sometime. It is very big -not a small one. It is dangerous and I had rabbits. I stayed in müstakil house. We have also place for them in garden. We also have chickens, we sell eggs.

*Do you have any interesting memory with animals?*

With dogs, yes. Not our dog. Upon a time, last summer I think, we have also ships. My mother wants me to go mera and bring them back, early time in the morning. There is also chicken farms on my way and usually they're not tied in the morning and I go there by bicycle. When I passed one of them, two dogs are followed me. There were eight dogs -followed me. I was afraid of them. At the end, I ride bicycle very fast and they became tired and they quit to follow me.

#### IT-8

*Tell me about yourself.*

I think I'm very excited person, because when I go into exam, I'm very exciting and sometimes I am shame person. Sometimes I'm calm and I trust myself.

*Now, can you tell me about your close friends.*

I like her very much, because my ideas and her ideas like. We always anlaşmak? T: get on S: get on well. We trust ourselves so I like her very much. I like her everything.

*Can you tell me about your family?*

I like my family too. My father died when I was four years old. My mother is a housewife. I've got one brother and one sister. My brother is a worker in Tülomsaş and my sister is a student in a high school.

*Where are you living in Eskişehir?*

I'm from Eskişehir. I live in Eskişehir. *Do you like houseworks?* Yes, sometimes not always but I like houseworking. I like was dishes. I'm not untidy person. I hate untidy so I always tidy my room and house. I don't like cooking because I don't know. Until the now, I haven't tried.

*Do you like animals?*

Yes, I like animals. *Do you have any pet?* I like a bird. I have a bird. Its name is Maviş and it is able to talk and I like it very much.

*Hobbies/interests?*

I like travelling, reading book and listening and also I like drawing something, because my department in high school was interior architecture. So I like designing something.

*You sead like reading, what kind of books do you read?*

Usually psychologist books.

*Do you like Eskişehir?*

Sometimes I like, sometimes I don't like. For example, in summer I don't like because there isn't a sea to swim, and I like swimming very much. It is boring city in summer but I think it is a good city, because when you are a student in this city, this city is useful for everyone. You can do everytthing.

*What are you planning to do this summer?*

Firstly, we're going to go Antalya, then Fethiye, then I am in this city. So maybe I will visit my relatives or friends.

### IT-9

*OK, Esra, Can you tell me something about yourself?*

I'm not very nervous person, but sometimes that's true. Sometimes I can get nervous. I would get angry easily. It depends on events. I don't concern about many many events, situations, because of this I don't watch the news. Because when I watch the bad news, I feel myself nervous, so I don't watch them. I'm not very tidy person, but I want my room to be tidy. Generally my mother does it.

*Can you talk about your family?*

I've got one brother. He is ten years old. We like each other very much. We can play many games together. My mother was a teacher -elementary school- teacher, now she is retired. My father is working in a kurum. Müdür yardımcısı diyeceğim? T: vice-director S: He is vice-director.

*Can you talk about your close friends?*

I want to talk about my closest friend. We are together for seven years. We understand each other, and we can talk about all our problems. The only thing that I don't like about her she doesn't like calling people too much. Generally I telephone her. I've met many friends at university. I try to know all the things that they have, but it is too early I guess. When the time gets over, I will know them.

*Can you talk about your hobbies/interests?*

I like listening to music. Especially when the weather is rainy I always listen music and I like reading books and riding bicycle. I want to learn playing tennis but I don't search any institution that teach. I hope I will learn in the future.

*What kind of things do you read and listen?*

I like the books that stories but it must be very exciting. I must wonder the end of the book. I like that kind of book, but I don't like social book T: about sociology? S: Yes.

*Do you like animals?*

I like them but I am afraid of most of them. For example, I like dogs but when I see a dog on the road, I afraid of them because I don't know whether it has a kind of disease or not. But I like domestic dogs. I had a turtle until 3 months, but he is dead, now I haven't got any pets.

*Are interested in sports?*

No, *You don't like sports?* I like but until that time I hadn't got any time, because I was always preparing for university exam. I didn't want to spendmy time with that kind of activity. But after that time I can do something.

*What are you planing to do this summer?*

We are going to go to Didim for holiday. I want to improve my English there. I want to pass my final exam and if I learn it, I will be very relaxed, because I don't want to spend my summer holiday with a very nervous.

### IT-10

*Tell me about yourself.*

My personality is very changable. In fact I would like to act like intellectual but situations and social activities make me pessimistic, all the time. I watch TV very much, and I assign some people on TV leader for myself. For example, I choose last year talk-show artist star for example Beyaz. He was my favourite star. Also I think my character isn't complete yet. I'm trying to complete it.

*No, let's talk about the people you don't like.*

I don't like liar girls, liar womans. My friends usually don't tell lies to me, but girls who I love always tell lies to me. They say "I tell lies because I don't want to disappoint you." But finally they disappoint me too much.

*Can you talk about your best friends?*

I have many friends but my close friends is talikng education in our faculty. German language department. and I will a hire a house with him next year. I like him. I came from Germany five years ago,

and his culture level is high, that's why I like him very much. Actually, he is too noisy when I try to sleep, he always tried to talk, because his lessons always after the mid-day. But I like. They always have bull-shit session. We talk about everything, you know. He is talking too much at wrong. He talks after 12 p.m. When I try to sleep.

*Are you staying in a dormitory?*

Yes, well I don't like dormitory, because it is too small. I share the room with five person. They're all from different departments. There are pozitif things about dormitory. I have many friends there. When I get bored, I can find somebody to talk, that's very good. Sleeping on time is problem. I didn't share any room because I'm the only child of my family.

*Can you talk about your interst and hobbies?*

My hobbies are listening music, computers especially PCs and other cultures like America, English, German and my lessons, I like English but I don't like grammar. Because it is difficult, confusing and bull-shit.

*Do you like animals?*

Yes, I have a cat and rabbit in my house. My family likes them too much. So do I . My rabbit has two boy and one girl now. I would like to have a dog, may be a kanış.

*Do you have any interesting memory with animals?*

Yes, five years ago. My cat jumped out of the window. Then died after one week that disappointed me too much. I was just fifteen.

*What are you planning to do this summer?*

I would like to take a rest. I would like to rest in pece in my bed, all the time. Actually I want to go to abroad, but I think I will not have enough time. I will learn how to play guitar. I will play basketball and I will watch foreign channels for my English. Iwill go to Antalya for this summer.

## IT-11

*Can you tell me something about your personality?*

I am nervous people, but I get angry slowly but stay longer. Sometimes I'm shy. I get blush easily. I am talkative -chatterbox. May be kind, it change person to person of course. And intelligent, all of my friends say that. I don't like working too much. I like independence.

*Can you talk about your friends?*

My best friend is in İzmit. All of our characteristic özellik? T: features S: features are same, but she is a bit too sensitive than me. She all the time understands me. Whe share our secrets and she cry easily -cries. I like all the features of her, because she is my best friend and almsot all our features are same.

*Now, let's talk about your family.*

My father is a banker. My mother is a housewife. I have two brother. One of them -elder brother is married and he is a astsubay -soldier. Young one is handicapped and he stays with my family all the time. He finished elementary school. After elementary school, his illness got worse. He finished his education life but he likes reading very much. Among us he likes reading much too. He all the time reads.

*Your hobbies and interests*

I am interested in sports like badmington, basketball, volleyball and running. When I was secondary school, I was in basketball team. When I was in high school, I deal with badmington. Again in secondary school running but I have a licence but volleyball is hobby. I like poem, reading and writing. Listening music especially Turkish art music, classical music, folk music. I like painting.

*Do you like animals?*

Not much, but I like dogs only. *Do you have any pet?* Not now, but before I had. We had a fish, and we had a dog, but now not any more.

*Do you have any interesting memory with your animal?*

Yes, two years ago, we had a dog. Firstly, I was afraid of him, and I didn't like him. But later I began to love him and whenever I went somewhere, he all the time followed me. He protected me, and he was very cheerful and very intelligent. If someone disturbed me outside my home, he began to bark and fight. *What kind of dog was it?* Kurt.

*Are you staying in a dormitory here?*

Yes, I am unhappy with dormitory because when I was in high school, I stayed for four years. But I am bored of dormitory life. It is very difficult. Especially I have some problems with my friends, roommates. There are a lot of people we have different kinds of moods, and different kinds of culture and it is difficult to communicate with them. I want to stay at home and I want to hire one of them.

**IT-12**

*What kind of person do you think you are? Your personality?*

First, I'm very sensitive person. I can be affected by everything even if they're not so important. I can get angry easily but it will end soon. I want to be very successful and I study a lot. I have to be a successful student. First I have to pass my prep class and that's all I think.

*Can you talk about your family?*

I have one brother and I'm his friend first. I can get on well with my mother. I love them very much and they love me too. My father is working in a private company. My mother doesn't work, but she understands me. I can tell everything about my problems or happiness. They help me a lot. About my brother. We may fight sometimes, but after the fighting we can kiss each other. It doesn't seem so important for me to discuss with him, because he's little not too little, he is 15 years old. I think he's jealous of me, but it will end when he gets older and thinks about more suitable or good.

*Can you talk about your close friends?*

Now, I'm here but it isn't so much time to take, so much time with them. I miss my other friend because I was a boarding student in high school and I lived with them about four years, and we shared everything, they understand me. I miss them very much. Here, I don't / couldn't find any friends like them. I want them to understand me, to have solutions to my problems. In short, they must help me whether I am in bad conditions or good condition. That's all.

*Where are you staying in Eskişehir?*

I'm staying in a dormitory. It is Yunus Emre dormitory. I'm living in dormitory about five years, and I can't stand dormitories. I want to hire an apartment next year. Dormitories are dirty. I can't stand bed or cupboards. I want to stand up on the floor but it must be hard? T: carpet S: carpet. I don't want to wear my terlik? T: slipper S: slippers. Toilets are for 50 -55 person and you must have a queue for washing your hands or going to toilets. That's all dirty. The persons who are in the dormitory or cleaning the dormitories don't help us. I think it is their job but they got rid of it.

*So you would like to have a house one day? Do you like doing houseworks?*

Sometimes, if I have to, I do it. At home my mother doesn't allow me, so I'm very comfortable in my house. If I'll live in a house in Eskişehir, I can do it. I have friends who are living in a house and whenever I get bored, I moved them. We're having a lot of fun. We prepare our meals, eat our meals, then wash the dishes or cleaning the house. That's enjoyable for me, rather than living in a dorm.

*Can you talk about your interests and hobbies?*

I'm very keen on reading whatever it is, I like it especially magazine or novels. I like listening to music very much. Everytime when I'm in a dorm whether there are friends near me or not my radio must always be open and I like to listen foreign music, but it must be slow to understand. Especially I like to çeviri? T: translate S: translate it Turkish.

*You said that you liked reading novels, what kind of novels do you prefer to read?*

It doesn't matter so much, but reality or it must have some horror in it. I like reading poem books, I like poems. I can't write but I like reading.

*Do you like animals? Do you have any pets?*

Yes, I have a bird called Kazanova and I like it very much. When I arrived at home, it comes to me quickly and it speaks to me and that's very funny for me. I'm very keen on it. *What kind of bird is it?* I don't know its name, Muhabbet Kuşu and I like it very much.

*Do you have any interesting memory with animals?*

Once, I was in a village, a dog was trying to find a meal for it. I was approaching to it then I escaped. It lasted for some moments. Then it got angry I think. It approached to me quickly, I sat on the floor. I got very afraid. Now, I'm afraid of big dogs.

**IT-13**

*Can you tell me something about yourself? What kind of person are you?*

I think I'm little shy person. I can't explain my ideas very comfortably. I'm little hard-working student. In the lesson, I can understand teachers what they say.

*Can you talk about your close friends?*

I like my friends that is honest. Generally I can share the same things with him. We don't have any problems about us, between us. I can share the things with him.

*Can you talk about your family?*

My father died 18 years ago. My mother is a housewife. I have two sisters. One of them is married, the other doesn't work at any job. She is looking for a job to work.

*Can you talk about your hobbies and interests?*

Yes, I am not interested in any sports, but in high school I used to play football and table tennis. I am good at playing table tennis especially. Now, in university I read newspaper, I watch TV and I go to Cafes. I don't like reading books very much.

*You said you like watching TV, what kind of programs do you watch? like?*

I like watching detective movies, I like very much sports, especially football match. Now, there is a cup-sampien. Everyday I watch match.

*Do you like animals?*

Yes, I like cats. In the past, I used to like dogs, but one time, one of the dog run after me. After this time I'm afraid of dogs. I don't like horses. In secondary school I went to Konya to enter Kurumlar exam, and there was a little horse like donkey. I thought that it didn't do anything. While I was passing close it, it suddenly reached his mouth and bite my ear. There was one cm to bite my ear. I hate them very much. I'm afraid of them.

*Do you like Eskişehir?*

Yes, I like Eskişehir. I think it is developed city. Comparing to other city. You can buy the things that you're looking for. You can find easily I think. even if it isn't big -as big as Ankara, it is a good city for students. They can do whatever comfortably.

*Is there anything you didn't like about Eskişehir?*

Yes, the water, the weather is very dirty. In winter there is always mud on the pavement and it dirties our clothes and I don't like it.

*What are you planning to do this summer?*

I haven't decided yet. If I don't pass final exam, perhaps I will probably study my lessons for bütünleme exams. If I pass, I enjoy myself. I think I will go to İzmir near my sister.

#### IT-14

*Can you tell me something about yourself?*

It is very difficult. I'm certainly bukailem. Sometimes, in some situations I'm baffled. I can't find anything to do - to solve my problems. I'm friendly person. I get angry easily. I'm usually nervous but I love people and I try to have friendly relationships with them.

*Now, let's talk about the people you don't like.*

I don't like people who tell lies. Saying the truth is always good and also people sometimes say lies. It is necessary I think for some situations. I sometimes tell lies. I don't like people who are naughty.

*Now, let's talk about your best friends?*

My best friend isn't in Eskişehir now. We share everything. He always trusts me, he always tell the truth for each situation. Nothing can be problem between us, for example money. If I have problems, he helps me to solve my problems. He's always friendly to me. *Is there anything you don't like about him?* Yes, he always does jokes which I don't like, dirty jokes. Because he is humorous person. He is always energetic, and I can't stand this position -him, because I'm not exactly an energetic person.

*Can you talk about your family?*

I have one brother. He is older than me. He works with my father, and my father -We have a uçak malzemeleri company şirketi. They work together. My mother is a housewife.

*Where are you staying in Eskişehir?*

In a house. I've just moved to my new house. Before I stayed ppravet dormitory in Yıldıztepe. I moved to a house.

*Do you like doing houseworks?*

I don't like but we should have some responsibilities, so we have to do. Washing clothes, doing ironing. I'm not good at cooking. My house friend Adem is very talented in this subject. He cooks well. I just do washing, cleaning the house.

*Can you talk about your hobbies and interests?*

First, I like playing football. I played in school team in high school. I like swimming very much. Going to cinema. *What kind of films do you like most?* Adventure, love stories. In fact I like films which are full of actions. What else? Visiting my friends. Who are in different countries and fishing?

*Do you like animals?*

So so. Some of them.

*What are you planning to do this summer?*

I'm going to Marmaris on Friday for holiday, but at the same time I hope I can find a job. Which is suitable for me. I want to work this summer.

*Do you like Eskişehir?*

Yes, I like Eskişehir. I'm from İstanbul. Eskişehir is smaller than İstanbul but Eskişehir is good. There are many possibilities to do whatever I like.

*What kind of possibilities you mean?*

For example, there is cinema house and lots of pubs, cafes like these.

*Anything you don't like about Eskişehir?*

Yes, in winter Eskişehir is very cold and in winter also roads are very muddy.

#### IT-15

*Can you tell me about yourself?*

I'm excited person and *ankışis?* (anxious?). Sometimes cold and nervous in some situations. If there is a small problem I make it big problem. I make myself sorry and upset. I'm so hurry person. Always in a hurry. If I can't success something I became nervous and I began to think what I did.

*Can you talk about your family?*

I have two brother. One of them older brother and the other small brother. My father is a teacher, but I don't know its English -*Müfettiş*. My mother is a housewife and my brother was graduated from METU and he joined army and last Friday he finished the army. My small brother entered university exam last Sunday.

*What was your elder brother's branch at METU?*

*çemikll* engineering.

*Now, let's talk about the people you don't like.*

I don't like who talk to much meaningless and who criticize everything and who does strange things.

*Let's talk about your best friends.*

I have a best friend. We are friends about seven years. I think she is as me -like me. We have same karakter so we know each other. She is calm, not talk too much. We always solve our problems bytalking and sometimes she gives more attention to lessons. Sometimes lessons becomes more important than me, so I become angry. Because sometimes I think that she loves me because of the lessons. When I'm really in need, she helps me. She tries to do something.

*Where are you staying in Eskişehir?*

In a dormitory. I hate it. It is too dirty. I'm happy because I have really good friends in my room. We're staying four people in the room and one of them is my school mate. We're studying together. The other friend is studying handicapped people's department I think. I don't know its real English name. I like it, because we talk each other in a good way. We don't have any discussion or arguement. In dormitory our officers are too rude.

*Would you like to move a house?*

I think but my brother entered university entrance exam. If he won this university we'll stay in a house together, next year.

*Do you like doing hoseworks?*

Yes, I like. I sometimes spend my spare time doing some housework. Cleaning house for example I don't like ironing clothes. It is boring I think. *Do you like cooking?* Yes, I like, and I'm a good cooker. Last night I cooked our friends' meal in their house.

*Do you have any hobbies/interests?*

Yes, I like using computer. Sometimes playing games but sometimes I write thesis in my computer. Save some money, earn some money. I like doing handwork. For example *batik*, *örgü örmek*. I don't know English. I like spending my time with my friends.

*Do you like animals? Do you have any pet?*

No, I'm afraid of animals, but last year we had a bird. It was a talking bird. Not a parrot but small bird which is blue.

*Do you have any interesting memory with animals?*

Yes, I think two years early - ago, at night. We had a guest. My mother said to me "Put the garbage in a packet and throw it away." When I go to the garbage, When I open the garpage, the cat throw on me. I shouted. I think three or four month I had headache so I went o psychologist.

*Do you like Eskişehir?*

Yes, I like. Especially our campus.

#### IT-16

*Can you talk about yourself?*

In general I'm not talkative. If I'm with my friends, I talk. But if I don't know them I mean foreigner, I generally don't speak.

*Let's talk about the people you don't like.*

I don't like people who make stupid jokes, selfish.

*Let's talk about your best friends.*

I love all of them, because they always with me when I'm bad position. I have my secrets with them.

*Tell me something about your family.*

I have a sister. She is older than me. She finished high school and she didn't continue school. Three weeks later, she will marry. My mother and father both of them are retired. They were officials.

*Hobbies/interests*

I like playing basketball, listening music, and read books. *What kind of books do you read?* In general [pause] whatever I find, I read.

*Where are you staying in Eskişehir?*

In a dorm. I like being with my friends. There are lots of friends. I don't like obligations. We have to be in dorm at half past ten. I don't like that. Generally it is very crowded.

*Do you like animals?*

Yes, I like. *Do you have any pet?* Two years ago, I had a bird, but it died. It was Muhabbet Kuşu. It was talking very well. I liked teaching new words to it. It made me very happy. Because it learned very well.

*Do you like Eskişehir?*

Yes, but I don't like the weather. It is very changeable.

### IT-17

*Can you talk about yourself and your personality?*

I can't say I am really lovely person, but I'm a person who cry very much. I cry for everything. Some people think that I cry for nonsense things, for example I cry when I take low (means low) marks. When I put on weight, when I have acne. I only cry for bad things. Everytime I try to not to hurt people, but I struggle with it. When I am unsuccessful in this situation I cry too.

*No, let's talk about the people you don't like.*

I don't like people who are conceited, who think that they are the best. I don't like people who lie or insult other people, like this.

*Can you talk about your best friends?*

I like all people but if my friends behave me really good and not try to hurt (means hurt) me, I like them very much.

*Now, let's talk about your family.*

I like my family mucher than everything. I have two sister. My mother works as a nurse. My father is retired. They do their best for me, to educate me. We live in Bursa. As I said I like my family mucher than everything. My father used to work as an işçi in a company. My sisters -the old one is student in high school and small one she has finished primary (means primary) school.

*Hobbies/interests*

I like listening music, watching TV, and sport activities especially football, basketball, volleyball, tennis. I only dislike insects. I fear of them. I like watching argumentative programs, adventure films, comic films or music programs.

*Are you staying in a dormitory here?*

Yes, sometimes I like, sometimes I don't like dorm. I like because, I have lots of activities in there and I can do whatever I do with my friends. Having bath is sometimes a problem. I like to stay at home, but it is very expensive. I can do housework, but I can't cook.

*Do you like animals?*

Yes, I like animals, I have a bird - Muhabbet. It tells its name. I like dogs very much.

*Do you like Eskişehir?*

Yes, I like. Although it is very cold. People are sincere. There are lots of students. That's very beautiful. When I go Bursa, I confuse when I see old people, because there are lots of students in here.

*What are you planning to do this summer?*

I haven't thought yet. If I can't manage to geçmek? T: pass S: pass my class, I have to study for bütünleme.

### IT-18

*Can you tell me something about yourself?*

I'm a cheerful person, hard-working, helpful, excited person. Emotional person.

*OK, let's talk about the people you don't like.*

First of all, I don't like people that always lie, and two-faced people. People that speak after you and lazy people I don't like. I don't like people that talk very much. Also I don't like who don't speak -very silent. I

don't like people that haven't got humour of sense. I don't like very serious people. Very pessimistic. I'm optimistic.

*Now, let's talk about your best friends.*

My best friend is really my sister, because she is one year older than me. I get on well with her, but she is for example I like surprising things, she doesn't like and she is a little pessimistic than me. She is also a little serious. She is lazy. I do the homework, but she never help me. She gets angry easily. She sometimes never apologise, I always apologise.

*Can you talk about your family?*

I've got four sister and one brother. Three of my sister are married. I've two niece and my sister and brother are working. Just I'm going to school. I'm a student. My father is a police manager, my mother is a housewife. My sister is working in the army, my brother is working ticaret.

*Hobbies and interests?*

First of all, I like listening music very much, and I like reading, going to cinema. I like thinking in my sparetime. I like being with my friends, writing something. I write letters but never send. When something bad happen, I write. I'm afraid of high places, afraid of some animals. I like watching, adventourer films, comedies, emotional. I don't like horror. For music I never categorize. I listen when a music sözleri hocam? words are good, I listen.

*Are you living in a dormitory here?*

Yes, we have some problems in dorm. For example, last term, I had to sleep early, but all of my friends didn't so they didn't turn off the lights. But I never said something, because we live together. We have some opportunities, and also noise problem and sometimes meal.

*Would you like to move a house? Do you like houseworks?*

Yes, I like houseworks. In my sparetime I do houseworks, especially ironing. I don't like cooking, because I haven't got talent. I have tried cooking and the reslut was ıh distusting.

*Do you like Eskişehir?*

Yes, I like. I don't like cold weather in winter time.

*What are your plans for this summer?*

I want to go to Şarköy to my friend's house. We are same class.

## IT-19

*Can you talk about yourself?*

First of all, I think I am very ambitious person. When I decide to something, until the end I do it. No matter what happens. I know my responsibilities. Generally I don't promise which I won't do. I know I'm honest and I wait the same things from the people. I am shame and içe kavanmak? T: introvert. I don't like risks, but I try again and again.

*People you don't like?*

I don't like people who tell lise and they live the life day by day. I think people have some aims and they must fulfill them. I don't like people prud (proud?) I don't like rich people, they always tell their richness. Also I don't like people who are chatter box.

*Best friends*

First of all, there must be certain respect to each other. S/he must be honest like me. I must want from her something that I give. I must speak him whenever I want, share my problems.

*Are you living in a dormitory here?*

Actually I'm from Eskişehir, but we live in Antalya. It is very difficult for me to live in a dormitory while I have relatives here. I like dormitory because I'm free, but there are some certain rules fr example you have to tidy up your bed. You have to be at 11 o'clock at night and you have to sign I don't like them. All my friends here, we are together all the time, so we can understand people. There are a lot of kinds -types of people. You recognize them so. But I don't like crowded ortam.

*About your family.*

I have a sister. She is bigger than me. She works in a hotel in Antalya. She graduated from high school. I like her. My mother is a housewife. My father is a accountant. I miss them and I like them.

*Hobbies and interests*

Actually, I don't like reading but we have a homework in reading courses. We have to read five books, but I could only two books to read. I don't like writing poems or these things. I like listening to foreign music and watching TV programs. I don't like Turkish music or Turkish things. I don't like singing song just listening. Cycling I like. I don't like cinema or watching movies. I think they're nonsense. In summers I enjoy dancing but only myself. Not going to discos or bars. Swimming, cycling.

*Do you like animals?*

I liked. I had a bird, but I was afraid of it. He died and now I don't like. It was Muhabbet Kuşu. It was speaking.

*Do you like Eskişehir?*

Yes, I like because it is my hometown. I like especially for last three years. It is developing I think, but I like Antalya. I don't like weather, muddy roads in Eskişehir.

*What are your plans for this summer?*

I was planning to work in a hotel or store but now I'm planning to study for my bütünleme. But I want to work whatever -no matter to earn money and developing my speaking because I'm suffering from it. I can't speak fluently.

## IT-20

*Yourself*

First of all, I am a witty person. I like people. Also a bit nervous. I got angry easily. When I'm angry, I can be aggressive but it is not a long time. I think I'm very helpful person, I like helping other people.

*People you don't like*

I don't like people who tell lies. I don't like people who are picky. For example s/he talking to you and after you left s/he speaks in a bad way about you. I don't like people who humiliate other people. I think these people don't have real personality so they behave like that. I don't like people who don't accept that people are different. They think that they are üstün -from the other people.

*Best friends*

I've got a real friend Yasemin in my hometown. She shares all her feelings with me, and also I can share all my feelings with her. I can say her everything. I trust her very much. I'm sure that she isn't fickle. When I'm sad, upset, she helps me -she listens my sadness -my problems and also she tries to solve them. Even if she can't solve, it relax me to know that there is always somebody with me.

*Family*

My mother is a housewife and I've got a brother. He is a student at high school.

*Are you living in a dorm in Eskişehir? Any problems there?*

Yes, of course I have some problems but not bad. I'm not accustomed to live in crowded place, because I was at home. First of all, it was a bit difficult but now I got accustomed. It isn't difficult for me. Sometimes I say I don't want to live here, because I've got problem about dorm. not about myself. I've got a lot of friends here. I spend my time with them, in a good way so I like.

*Hobbies and interests?*

I like listening to music. Every kind of music. I like reading book very much. Novels, adventure books, and also books which are famous for in the world. I try to read. I like riding bicycle very much.

*Do you like animals?*

Yes, of course. We have got birds at home. Muhabbet. I love them. They don't talk because they're two and they have eggs.

*What are you planning to do this summer?*

I want to work somewhere but I can't find so I think I'll be at home. Perhaps I may go holiday to seaside.

*Do you like Eskişehir?*

Yes, not much. Generally I like. I come from [pause] T: small city. Yes small city so Eskişehir is crowded. I don't like crowded and also Eskişehir's traffic is bad. I spend my time in dorm generally. I don't go somewhere else.

## IT-21

*Yourself*

I'm talkative. When I'm with friends, I talk too much. But I feel myself very shame near yabancı ne demek? T: stranger S: near the stranger. So prefer not talking (and also) when the teacher is telling the lesson if I couldn't understand the subject, I feel myself shy to ask questions. But I'm not always shy. When I'm with my close friends, I'm not shy. When I'm in the classroom I feel shy. I am very ambitious, I always want to take highest mark in the classroom. I also compare my notes with my friends. I always want to do the best.

*Let's talk about the people you don't like.*

For example sometimes I meet a person and when we were talking in the street I see him/her. I say him hello so if he doesn't want to talk or I don't like this person. I like very talkative people. If the people make so many gossip I don't like these people. Because everyone can make mistake so it is not necessary to make gossip.

*Best friends*

She always tells me her problems. When she couldn't find a solution. We always talk to each other and try to find a solution. But I also tell him my problems. He doesn't keep anything from me. If I don't understand a lesson, he tells me how I'm going to do this lesson. We always give each other advices. The character that I don't like about her. She always feel herself disappointed. Because if she takes low mark, she always cry. When she began to cry, I always shout him because everyone can take a low mark. But if he takes low mark, she feel disappointed and never wants to study again. So I don't like. Also she - she - she . That's all.

#### *Family*

A have a borther. He is two years older than me. He is studying at Hacettepe University. He will be a dentist. My father is official. My mother is housewife.

#### *Hobbies/interests*

I always like to walk outside. I don't want to sit in the house. I don't like to wash TV and listen music. I watch but sometimes. We always go to the bars, cafes.

#### *What are your plans for this summer?*

I want to take a driving licence. If I find a good job, I want to study in a hotel. Because we lieve in Söke. It is so near to Kuşadası and there are lots of tourists that came there every year. If my family give me permission and if I find a suitable job for me to improve my English, I want to work. First of all, I want to take driving licence. My father learned me last year but I forgot how to drive.

#### *Do you like Eskişehir?*

Yes, I like. I always like Eskişehir when I first come. Because my relatives living in Eskişehir. Two years ago I came to Eskişehir and I liked here so much. So I was very happy when I heard that I win this university. If my marks are high, I want to stay at this university.

## IT-22

#### *Personality*

I'm so excited person. I can give you a very recent example. Two hours before I have an exam, I understood the sentence wrong so I think I've lost. T: you failed? *What was the topic?* I'm excited now. *Don't worry! We're just chatting. I won't give any marks to you.* "Students don't participate in social activities." but I understood students shouldn't participate so I said I think wrong. So I'm very sorry about my this habit. I also very forgetful person. I forgot everything. I can't do anything. I don't know what's the matter. I ask myself but I can't find the answer.

#### *Let's talk about the people you don't like.*

I don't like people who make gossips. Two-faced people.

#### *Best friends.*

My best friend is now far away from me. He is in Marmara University. He is English teacher too. He is not two-faced. His personality is like me. So I think I feel myself very close to him. She don't say me lie. I think he is a little karamsar. So am I but sometimes we argument about this topic. I say you win, he says you win. I think we are both pessimistic. *You're winning, what?* Exams.

#### *Family*

My parents are teachers. Their being teachers affect me so I want to be a teacher. They're very happy as I win this faculty. My brother is a student -high school. I'm only one brother. No sister.

#### *Hobbies / interests*

Drawing pictures, riding bicycle, swimming, playing basketball.

#### *Do you like animals? Do you have any pet?*

Yes, I like. I have one bird. He speaks, but two moths ago my bird died, because my grandfather died too, and so mother is very busy. I said she is working and she forgot to put his meal and so he died. *What kind of bird was it?* A speaking bird. It tells my name. *Was it a parrot?* No, muhabbet kuşu.

#### *Where are you staying in Eskişehir?*

In a dorm. I'm happy and not happy there. I'm happy because I have many friends. Sometimes I'm not happy, there are disagreements. When I'm speaking, they are kpokken. They smoke cigarettes until they go bed, so I don't like cigarettes. But I must katlanmak.

#### *What are your plans for this summer?*

I'll go my hometown and summer house. Since I came here, I've got many kilo so I want want to take a diet and I want to swim.

**IT-23***Yourself - personality*

What kind of person I am? I have to be modest. I'm not so calm but not so talkative too. I like to study and succeed difficult things for me. I like reading books too. I don't get angry so easily. But when I get angry I don't do anything. I don't a panic person.

*People you don't like.*

People I don't like. People who lying. Hypotretical and people who are not trustable, believable. People who don't know the importance of being humanbeing.

*Best friends.*

I have a lot of friends but until now I've not said anybody "You are my best friend because I couldn't find my be. May be the problem is I am. But the person I'll say my best friend should be honest to me for everything good or bad. She should be trustable. -honest same meaning. Helpful and person who loves human who love creature and who likes nature. I like person like this. My best friend should be like this but I don't like my best friend who always tell my good parts of my character. I want him/her criticize me. He/she shouldn't lie. I hate it and shouldn't be lazy. He always shouldn't be agree with me. He should say his idea if it is wrogn or true.

*Your family?*

My family is very large family. With me we are eight children. Four boys -four girls. My mother is a housewife. My father works whatever he finds. My brothers -three of them now are attending classroom. Two of them are in grammar school. The other in high school. My elder sister -one of them is girl house (means housegirl). The other is accountant. My father and mother's education is not so well.

*Hobbies and interest?*

My first hobby is reading books. I really like to read. I like to listen and I like to talk with my friends sometimes when it is necessary. I like to walk, looking nature.

*What kind of books do you read?*

Everyk kinds of books I read. Sometimes whatever I find but I always try to read some choosy book not every because it is like eating. If you eat everything, you don't feel yourself -your stomach full so you have to eat a regular meal. Book is like that so if you want to gain something, if you want to learn something we have to read., psychological book it can be, some daily book. Every book which interests me or daily I read. *What you mean by daily?* Daily? -it can be a problem which is not so old.

*Where are you staying in Eskişehir?*

In a dormitory. This is not my frist year staying in the dormitory. This is my fifth year, because before that dormitor, I was attending Muş Anatoli Teacher high school and I was staying in dorm again. Now, it is not so clean and you have to live with a lot of people. Sometimes, for example, when you're at home if someone says something, you get angry but in a dorm if same thing happen you don't do anything because it is a social place. It is too crowded. Sometimes you want to stay alone, but you cannot. You have to be good with age of your friends. Because now, we're staying six person we have to. It is not suitable for studying lesson. They're always making bull-shit session. Sometimes you need to put your feets or touch on the flur (means floor) but you cannot because there isn't any carpet or rugs.

*What are your plans for this summer?*

If I pass prep class, I think I'll study English. My listening lesson is bad not so better -so good, so I'll listen a lot. I will visit my father and mother and then again I'll study grammar, because my city is not good. There isn't any cinema or theatre so you have to stay at home. There isn't any special things.

*Do you like Eskişehir?*

After Ağrı. When I came Eskişehir, I thought it is Paris. It is a joke. It isn't so bad city, because it isn't so big, but you can find whatever you want.

**IT-24***Your personality*

I think I like people very much and also I like animals very much. I think I'm friendly. I'm honest.

*People you don't like*

I don't like people who look like friends but tell lies, not to your face, but after you go.

*Close friends*

I like they are honest. She immediately can alınmak, alıngan.

*Hobbies / interests*

My hobbies are playing basketball. Reading books, listening to music. I especially like romantic books, sometimes I read English short stories.

*Family*

I have one brother and one sister. They're older than me. My sister is now in Bursa. She is an English teacher. My brother graduated from this university but he doesn't work anywhere. He worked but he left the job. My father is a doctor and my mother is a housewife. My brother studied economy no iktisat in the university.

*Where are you staying in Eskişehir?*

In a dormitory. I'm happy in my dormitory. Especially I like my friends but of course some of them I don't like. Sometimes the toilets are dirty. There are some disadvantages of staying in a dormitory for example you want to study in your room but for example the friend in your room wants to listen music. Sometimes you can't study, they're talking.

*What are your plans for this summer?*

I think we go to Burgaz. It is very near to Bursa, and I live in Bursa, but the sea is very dirty but it is very silent.

*Do you like animals?*

I like animals very much. I have a cat Boncuk. I like it very much. Also we have two birds. They're talking they say my name. We have Muhabbet.

*Do you like Eskişehir?*

I like campus and friends very much. But the city -Eskişehir I don't like very much. In Eskişehir I think there are limited places to go. For example, you go out, the same things you go. It sometimes bores you.

## IT-25

*Yourself*

I think I'm romantic, because of this when I lived bad experiences I always cry. This is the most important thing of me. I like helping people and I give importance to them.

*People you don't like*

I don't like people who lies, because it is the worst thing in the world I think and that's all.

*Best friends*

I have three best friends. They always try to help me, if I had a problem. I'm also like that. Their thoughts are like me also. They like same kind of music. Everything is same nearly.

*Hobbies / interests*

I can't say that I'm a sportif person but I like sports very much. I like table-tennis. I always play it when I have time. I don't like some girls, because I like football very much. I always watch matches. I can say that I love all kind of sports which play with a ball.

*Family*

I have one brother and one sister. They're older than me. I'm the youngest child. My sister is 29, she works in Battalgazi tax office. She is married and she has a girl. My brother is a new teacher. He teaches physics. My father is retired, he was working in Tarım Kredi Kooperatifi. My mom is a housewife. My dad worked like a officer, he sold some tools to farmers and fertilizer something like that.

*Do you like animals? Any pets?*

Yes, but I can't feed them. I don't have now, but int he past I had. I had a bird, but in fact I had three birds, but all of them died. They were muhabbet.

*Plans for summer*

My relatives lives in Europe also. This summer all of them will come to Turkey. I think I'll go around with them.

## IT-26

*About yourself / your personality*

First of all, I'm very attractive person. I always try to do something for myself -firstly myself then others. I like people. I like sports and sport activities, playing tennis, sailing, jumping with parachute. I like to communicate with people for this reason I work at the radio station. That's very enjoyable. I play some songs and I try to give some imformation about something to people. Its name is Burcu'nun Bohçası.

*People you don't like.*

I don't like people who tell lies firstly. People who doesn't like enjoying and pessimistic. I don't like people who don't talk with each other. Cold people.

*Best friends*

I like her being real to me. She always tells truths and she can tell whatever she thinks about me and about my life. She warns sometimes about some wrong things that I made before. She can share my bad event and some negative feelings. That's all.

*Family*

I have one brother. He is at college, he is also studying English. My father is a policeman. My mother is a housewife. They live in Trabzon right now.

*Hobbies / interests*

I like writing some articles and listening to music, swimming and playing tennis at court. I like classical and rock music, generally foreign. But sometimes of course I like Turk.

*Where are you staying in Eskişehir?*

In a dormitory. In fact I like my friends around me. I never feel myself alone. There are a lot of disadvantage of being in the dormitory. First of all you have to have your own routine life. You have to clean and wash your clothes. You have to eat something or cook something for living. There is no one around you who thinks of you. Sometimes it is very difficult to understand other people. Studying lessons is one of the difficult part of living in a dorm. Every time you can't study. Because when you're trying to study, I'll want try to listen to music.

*Would you like to move a house?*

Sometimes I think about it. It is also difficult. Because in a dormitory I don't have to cook. When I start to live in a house, I have to cook and I hate cook. I don't like houseworks.

*Do you like animals?*

No, I'm afraid. No, because I'm afraid.

*About Eskişehir?*

At the beginning of the school I hate Eskişehir because I didn't know anything. I didn't know what I'll do. But now I know everything, everywhere so I like Eskişehir. Sometimes I'm bored, because there isn't enough social activities for me.

*What are your plans for this summer?*

First, I heard a surprising news from my family, because my mother will have an operation. So, I think it will be boring for me at least about one month. Then I'll go to İzmir-Çeşme with my friends. I'll stay there for 20 days. I think I'll swim and meet some new friends and then come back and wait for the bütünlemeler. *About your mom's problem. Is it a serious problem? What kind of operation will she have?* Nasıl anlatayım? Some problems with her body. I think it is not a big operation but I have to look after her. It is woman illness -kadın hastalıkları.

## IT-27

*About yourself*

I'm very ambitious person. May be a bit shy. That's all.

*People you don't like*

People who show off and who are selfish and lie.

*Best friends*

Firstly, they listen to my problems and they share my problems. They try to find solution. They're next to me both my good days and my bad days. There are some features that I don't like. For example, university exam before the results were not explained, she said I won, but she didn't know the result and these feature. Before something happen, some people say it happened like that. I don't like these features.

*Your family*

I've got two brothers. One of them is a student in a primary school. He passed 2<sup>nd</sup> class and the other one is a teacher. *What does he teach?* Class teacher. My father is retired, he was working at Tülomsaş as a worker. My mother is a housewife.

*Interests / Hobbies*

I like going out and going to cinema. Sometimes watching TV. Listening to music. Sometimes reading book. I watch TV only nights and some films -adventure and sometimes horrible. T: horror films S: Yes.

*Do you like animals? Do you have any pets?*

Yes, I like. I have - I did- used to have two cats. I like very much. Especially cats and dogs.

*Do you have any interesting memory / experience?*

I think, three years ago. I liked Yonca Evcimik very much. I was fun of her, and I wanted to meet her. She came to Eskişehir for a concert and she stayed Japon Bahçesi in Anatolion University. I met with her. I think it was interesting memory.

*What are your plans for this summer?*

If I pass my class -prep class, I'm going to go to İzmir and maybe İstanbul. I must read book. I must listen English cassettes to improve my English. May be I'll work. I want to work in a special school not special school. dersane neydi? I want to teach English. If I can't pass my exams, I'm going to prepare Bütünleme exams. If I fail, I will study again.

## IT-28

*Yourself*

I'm sometimes ambitious and sometimes boring. I think myself boring but my friends say that I'm inatçı. I like laughing very much. When I'm bored or angry, I always laugh at these kind of things. I try not to think about this subject.

*People you don't like*

I don't like dishonest people -liar. Sometimes who for example some people don't like other's imagination, they take sides. I don't like people taking sides. I don't like angry people. I don't like who talk nonsense.

*Best friends*

Firstly, we're respectful each other. When we get angry each other, we talk -discuss- talk over. We try to do something, when she/I can't do it. Helpful. Love each other.

*Family*

I have one brother and one sister. My sister is one year younger than me. My brother is younger. I like two of them. When I see them crying, I also sad because of this situation. I like my father very much, because he respects me. He doesn't interfere my every subject. He doesn't interest very much. My mother sometimes is very cautious about me. She asks so many questions. I don't want to answer them but also I don't want to hurt (means hurt) her. My parents don't work, they have got cherry garden. They're farmer.

*Where are you staying here?*

At home with my friends in Murat Kent. My friends -two of them from Eğitim Fakültesi -Education Faculty in drawing class. One of my friends is working at Yapı Kredi. *How do you get on with them?* We are same places. We are -my father introduce - meet each other before us then we get together.

*Do you like doing housework?*

I like cleaning very much. When I am bored, I always clean my room and the kitchen. Kitchen is very important according to me. I don't like cooking, this is a very big problem. I have experience with cooking. I make it -to imagine it and do it. Sometimes it is bad, sometimes it is good. My friends always help me with the cooking. In a house, cooking is not a problem. People who like cooking, cook it and we have another things for example salata.

*Your hobbies and interests*

Sometimes I like reading book, but it mustn't be a homework. Sometimes I like cleaning and I like listening to music but I don't like watching TV because when I am watching, I am got bored.

*What kind of books do you read usually?* All kinds of books for example imagination and also I read related to my belief and something like. If I like the title of the book, I read it. If I don't like, doesn't interest me. I choose them according to my friends' suggestion. About music I like all kinds of music, if they are good to my ears. But in our house, one of my friends always listen foreign music. I got used to it, so I always want to listen like this. Sometimes I can understand this type of music, but sometimes it is really confusing.

*Do you like animals?*

Yes, donkey, but we haven't got any donkey. When I was a child we have got one, so my sister, brother and I always try to get on the donkey, but I want more, she got angry and we always fight.

*Do you have any interesting memory with your animal?*

One dog. There is a one dog in the street. I was I think ten years old or like this. I was walking but he havlet, he was havling. I got afraid, he run away from me and he catch my trousers. I was very afraid so I cried very much. My mother rescue me.

*What are your plans for this summer?*

I am listening to music especially to develop my listening course. I will help my mother at the house. If I pass my exams, of course. When I am at the exam, I don't excited it. When I see my friends, they are exciting. I'm impressed them I get excited also. My reading exam was very bad. The choices -we do not know the choices answers also. We must atmak? T: guess S: We guessed it and tried to do it. I think reading is bad.

*About Eskişehir*

I don't like the weather. When I heard about the exam, after university eşam that I pased. I don't like Eskişehir's people. They don't like student I think. But I like adalar, it is very nice place to see. Normal places, not very special.

**IT-29***About yourself*

Sometimes strict, sometimes bull-shit and sometimes a bit touchy, sometimes a bit happy.

*People you don't like*

I don't like people who are too much lazy. Too much against to my advice suggestions and don't say sometimes true. People who tries to seem strict, they are not like that but they try to seem like that.

*Best friends*

Nearly their hometowns are near to my hometown and there is a land problem here. We say "hemerim, hemşerim" and this makes us closest. They are good persons, because kwe came from same cultures so we have nearly no conflict. They are good persons in Turkish they are sağlam. Reliable, good person. We almost always agree about our opinions. We share something together bad or good. Sometimes we decide to go somewhere and this arranged at that time. After that they can say oh I've got something to do but you promised to go with me. Why are you doing like that? Please understand me. I sometimes angry.

*Your family*

My father is retired from es-es-key (means SSK). He is now a farmer. My mother is a housewife. She's always at home. I've got two sisters. One is from my father's first wife and the other is now this wife. I'm the second old person. She is smaller than me. My sister left the school in high school and she is now in İstanbul with her mother and my sister is at home and she is waiting for a husband.

*Hobbies / interests*

After coming here, I couldn't realize all of my hobbies. Turkish pop-music, computer, listening to music. I feel emptiness in my mind. Going somewhere with my friends, talking with them. This is always bullshit sessions, but sometimes we discuss seriously. I have nothing special. I can't spend time watching TV, because there are two TVs on cantin. These are always linked the music and sports. I listen all kind of music which sound pretty.

*Where are you living in Eskişehir?*

In a dormitory. This is my fifth year in State Dormitories. There are lots of things I like or don't like. For example, here there are too much noisy and there are too much bull-shit sessions, so we can't study enough. It is too crowded. Too much person. In my corridor, all of them are students of special education like Zihin Engelliler, İşitme Engelliler so they don't study enough. They usually sleep. We don't want to study, because they're sleeping, we are studying. It is a bit strange. Everybody must study, so we can study. My room is too small to move rahatça.

*Do you like animals? Do you have any pet?*

Yes, I have a dog. A kind of dog. She is the biggest all of I saw but my father gave it to another person. Because too big to feeding home. There was another masraf -cost. So we have a small dog. We have a good relationship. She likes me and I like her. Ex-dog of mine was a Kangal. The one is melez. I like all kind of animals, except haşerets.

*About Eskişehir*

When first came to here, our olders said there are two things in Eskişehir. These are in summer is dust, in winter it is mud. I lived and I agree with them. Eskişehir is big city. It is bigger than Sivas. Nearly more than seven times bigger. Good, not so bad. It is better than Sivas. It is not my hometown, but it is good, because of its opportunities and sightseeing. In Sivas we would have limited places to visit for example; belediye, Çarşı but here there are lots of possibilities to visit.

*Plans for this summer*

My plans. If I fail down in prep, I'll have no plans to do. Because I won't be alive. My father will shot me. They always said me, please directly pass, don't think anything extra. Not extra situation. I won't be alive, because my father will shot me. But if I pass the prep, I want to go somewhere in cost or Denizli to improve my English, especiall practice. My father has good friends and they have some hotels there. If my ather settles me, anywhere there I can work and improve my English.

**IT-30***About yourself*

I think, firstly, I always wanted to be a honest person and I'm trying to do it. I don't like telling lines, but sometimes we are facet with telling lies.

*People you don't like*

Firstly, I don't like people who are telling lies always. People who talk after you and people who doesn't like say something about you. I don't like people who wants cigarette from me.

*Best friends*

Here, I have two best friends. One of them is in my class. Another one is from another faculty and he is very honest. He always give me some information about things. He is very intelligent boy. Very clever and he always shows my way. But I don't like one of his behaviours because that behaviour is he does not think but he will do in the future. He always looks that moment. He doesn't think future.

#### *Family*

My mother is houseworker. My father is retired. I have two elder brother. one of them is soldier in Antalya and the other one is now doesn't have a job. The elder one -oldest one of my brother is now enter university exam. I think he will pass the exam and attend a university. I am the youngest of the family.

#### *Hobbies and interest*

I like playing football very much, so I am always ill. I don't like listening to music. I like reading books, watching television and I always wanted to walk for a long time but I couldn't manage. I like running too. I like wathing comedy films and horrible films too. T: horror S: horrible T: horrible S: horror. I like them.

#### *Where are you living in Eskişehir?*

In a dormitory. Firstly, this is my first year in dormitory. I have never stayed in dormitory before. I have come across with a lot of problems. Most of them was about sleeping. I couldn't manage to sleep. I wasn't accustomed to sleep at late hours. You can't sleep at nights until 12 or 1 o'clock. Friends especially some of them are connected with some groups and you don't know at the first and you are friend with them. Once I had a experiment. When my first exam was happening, I couldn't sleep at that night and there was a bull-shit session. My friends were talking rubbish in the room. When I couldn't sleep, then I stand up and turned off the window, and then I put a shut to window and broke one of my fingers and that was my experience. It is difficult to accustome.

#### *You're planning to move a house? What do you think about it?*

I've never stayed at the house alone without my mother. I think it will be difficult because the ones that I will be at home next year. I don't know them very well but in appearance they look like me and they're honest persons, but of course there will be some problems. For example, they may not understand me. I think, houseworks will be another problem for us. Because all of us are boys and we don't know houseworks well.

#### *Do you like animals?*

Some of them I like, some of them I don't like. I don't have anypet now but I used to have when I was a child. I had a dog, it was Kangal and it was very loyal to you. I think, it would understand me because when I was saying its name or when I was ordering something it would do. I liked it very much, but one day it died and I have been very sad.

#### *Plans for this summer*

I wanted to work in Akdeniz. Some of my friends came from there and said that it is the middle of the season and you can't find job now in that month. I think I will stay at home, I will sleep. I will go to my hometown and I will stay near sea. I like doing it. I was working in summers. I have worked in Kastamonu Central Park. I was şef garson there. Before this, when I was 14 years old, my father had a restaurant and I worked with my father. I was garson there too.

#### *About Eskişehir*

Firstly, it is larger than Kastamonu my hometown. But there is a problem that I couldn't understand the system of the weather. Because it is sometimes sunny sometimes rainy. You can't understand what will happen andbut most of my ideas are optimistic because it is a good chance for us to meet new teacher, new friends and we're attending university. We're at university, we have lots of chance to do something. For example, I can do everything I want here. You don't have father or mother that will say or order you something -like cut your hair or something like that, so it is good.

### **IT-31**

#### *Your personality*

First of all I am very strict person. I don't like hurting other people or offending them. I am soft. I like hiding my secrets. I trust almost everyone. I am not a social person that much. I can't enter social activities easily. I think that other people's eyes are on me. I am a bit shy. I'm shy for the people who I don't recognize but I'm not shy for the people who I know very well.

#### *People you don't like*

I don't like people who object everything. I don't like people who are untidy. People who don't obey their responsibilities. I don't like people who cheat others. I don't like people who everytime doubts others who has some suspects about other people. I don't like people who don't oncern as I concern them as much as I concern with them.

#### *Best friends*

Everybody cannot be perfect and if I look for perfect things about someone, I cannot find friends so I have to stand / tolerate those bad behaviours. For example my friend who I like want to take me his/her house and I like it. I like my friends because s/he doesn't neglect me. Of course there are some ways that I don't like about them. For example, sometimes they can behave badly and get angry easily. Whatever you do something that is not ignorable, they think that I did bad behaviour. As they just get angry, I don't like that behaviour but I must tolerate and they must do the same thing for me.

#### *Your family*

My family is small family. I have one brother and no sister. My father is at the age of 48 and my mother is at the age of 49. My mother is a housewife and my father has a sleep. He sells some materials for buildings like sement, nail, hedge, paints, pipes. My brother is attending secondary school.

#### *Hobbies and interests*

I like English. I have to admit it. I like collecting sayings of other people. I like playing chance-games. I like playing table tennis. I don't concern with very much football but nevertheles I do it. I like corresponding with a foreigner. I like speaking English either with my friends or foreigner.

#### *Where do you live in Eskişehir?*

In a dormitory. First of all, dormitory is a cosmopolit place that everybody from other cities live and that is disadvantage of dormitory. But the advantage of it is you can easily learn their behaviours and you know many people. For example, if I had stayed in house, I wouldn't have met and learned about people very much. I wouldn't have recognized people very much. For example, one disadvantage is that students sometimes can behave irresponsibly. For example, they never go to bed at time. They shout and do unacceptable things. They chat until mornings. But I don't think that I'm unlucky because at the weekedn I can go my out -my father's sister. She is in Eskişehir. At the weeked I have opportunity to go there and have a comfortable holiday.

#### *Are planning to move a house, leave the dormitory?*

Of course, every student think about it. I think that's very early to do it, for example at least the following year I have to stay in dormitory and because I believe that I have to find good friends and then we have to get on very well. For example if something bad happens, we have to turn back dormitory that is very difficult to accustomed. I sometimes hear that some students seperated because of not having good relations. For example there are dishes and if the person doesn't wash them, there will be argument, there will be quarrel between the persons. Although I have an aunt in Eskişehir, I sometimes think and attemp not to go. They call me, I'm a shy person and I don't want to stay there anymore. I can be a burden on their shoulders and I don't want to be such a person. My father thinks the same.

#### *Plans for this summer*

I want to help my flaher at the shop so he can have comfort. Because my father is co-operating with a man and the man is very unsuccessful on the job. He doesn't attempt to do much. Whenever I go there, some of the jobs on my shoulders again. My father is getting older day by day so I believe that I must help him. I will register to a driving course and take driving licence. My family has a car and I have driving experience and I think I can easily take it.

#### *Do you like animals? Have any pet?*

I don't like animals. I hated pets especially cats, dogs. I can never think to feed them in the house. The only animal I like is may be chicken and hen and fish in the akvaryum. They are good and others I don't like and I have to itıraf etmek ne demek? T: confess S: I have to confess that I'm afraid of animals. But fish and chicken may be.

#### *About Eskişehir*

This is not the first time I have been Eskişehir because my aunt lives here. I have come here several times. University is very good. I had never visited university and this was the first time. When my father and I saw the university, we were very astonished. because we have never think such beauty. We taught that there would be a few buildings like high school. I have never visited a university before in Turkey. There is no place to wonder. The only places Hamamyolu, Adalar and Köprübaşı and that's all. Sometimes there is not any places to go and visit.

### **IT-32**

#### *Yourself*

I'm a bit shy I think, but I was very shy before. I want to success my exams. I tried for success, and I success.

#### *People you don't like*

I don't like people who cannot take their promises and always say lies.

#### *Best friends*

I have two sisters. They're older than me and one brother. He is older than me too. My brother works as an engineer. My sister is mechanical engineer and the oldest sister is retired. He was an officer.

*Hobbies and interests*

I like all games, playing all games, sport or mind games like chess. I think I can do all of them, but some of them I haven't tried yet like tennis. If I try, I think I will success.

*Do you like animals? Do you have any pet?*

I like animals. We hve a bird but I like dogs. We have Muhabbet.

*Where are you staying in Eskişehir?*

In a guest house. I'm happy there, but there isn't any meal. We have to go out. The room is four person. We have television, kitchen.

*About Eskişehir*

Firstly, I didn't like, but now I like. I came from Elazığ. It is very crowded here. There are a lot of places that I can go and rest. There are a lot of social activities. Cinemas. I like funny films.

*Plans for the summer*

I'm going to visit my sister and stay with her.

### IT-33

*About yourself*

I haven't discovered myself yet but sometimes I think that I'm different from other people. I get angry very quickly. For example, when I am at home, in the kitchen making meal, if somebody says me what are you cooking for us today? That makes me angry for example. I don't like people asking me questions. I like to be alone. I don't like talking much to people. I listen music too much. When I go near the people that I don't know, I can't talk very well. I get excited. But if I know the people I don't ashame.

*People you don't like*

I don't like people who talk too much. I don't like people who always try to disturb you while you are making something or reading something. I don't like people who don't make their bed -tidy. People who don't do their responsibility. For example, if it is his duty to wash and if he doesn't wash that makes me angry.

*Best friends*

For example, I had a friend in high school and this was my best friend. He had good sense of humour. When I wanted something from him and immediately he gave me what I wanted. He didn't get angry very quickly. I could take his things without taking permission from him, but he couldn't get angry when he realized.

*Family*

I'm from Şanlıurfa and I have a large family. I have eight brothers and two sisters. My father is a farmer and my mother is houseworker. All of my brother not all, five of them are married and two of my sisters are married. They are living in village and busy with farming. They are not rich but they try to survive. Struggling for life. My village is not a big village.

*Do you like animals?*

My father has animals in the village not much 20 sheep. I like animals. When I go home in summer, I pick them and I'm in charge of feeding.

*Where are you staying in Eskişehir? Any problems?*

I'm living in a house. When we have problem, we get together and talk among ourselves and think how can we solve this problem. I don't like housework, but I have to. I like cooking for example I can cook makaroni, pilav and sometimes I make çığ köfte to my friends and kuru fasulye or soup.

*Hobbies and interests*

First, I like reading book, sometimes I go to libraries and read there are a lot of magazines. I like playing table tennis. Sometimes I sing songs myself.

*What are your plans for the summer?*

I haven't decided yet but I want to improve my English. I'll stay at home and I'll buy some cassettes and listen to them. I'll help my father at home.

### IT-34

*About yourself*

Generally I'm very calm. I don't like crowded place. I'd like to be lonely.

*People you don't like*

I don't like people who speak another person although they don't know him/her well. I don't like people who are interested in other's special life.

*Best friends*

I have a lot of friends but some of them are close me. Because I believe that a friend must be suitable for me. For example, I must trust him/her. I can say her my troubles, problems. I share her all of my lives. If she tries to hide something from me, I don't like her.

*Family*

I have two parson four siblings. An elder brother, a younger brother and two elder sisters. My elder sisters are married. Elder brother is at home, he isn't studying. My younger brother studies in primary school. My father was a worker, but he had an accident now he can't work. My mother is a houseworker.

*Hobbies and interests*

I like reading books. Generally books which I criticize and think about them. I like listening to music. Pop and rock. They're generally Turkish music, but I know that I have to listen foreign music.

*Do you like animals? Have any pet?*

No, I don't like animals. I'm afraid of them. Most of them are not harmful but I don't like animals.

*Where are you staying in Eskişehir?*

In a house with my two friends. I don't have any problems with my friends but now we're looking for a new house because our house is sold. We have to move another house. I'm happy in the house. I know cooking. I can cook vegetables and dishes related to vegetables.

*About Eskişehir*

I like Eskişehir. At the beginning of the year I don't like because I didn't want to come here. This university was my ninth choice so I was sad but I was accustomed to here.

*Plans for summer*

My family went to Bartın and I'm going to go there.

**IT-35***About yourself*

I think I'm shy person. I'm cold, I can't communicate with people easily, sometimes I can communicate but usually not. I don't tell lie. I love people. I'm pessimistic.

*What kind of people you don't like?*

I don't like people who is dishonest, liar. Talk about me badly.

*Best friends*

I know she loves me, she's always with me. She helps me whatever happens. She doesn't tell lie. If she wants to say, she says to me not to other people. She helps me about money, whenever I want she gives. But she is slow person, only I don't like that.

*Family*

I have only one brother. He is joining to school. My father is shoe-maker, he works with another person. My mother is died.

*Hobbies and interests*

I like going out with my friends, reading book, listening music, singing song. Books that give me information that I wonder about and complex books (I like).

*Where are you staying in Eskişehir?*

In a dormitory. I have stayed in dormitory for five years. I am always with my classmates, we are all together. But dormitory is not clean and the cantin, there is a television, but you can't watch which film do you want. Only music kanal is on.

*Would you like to move a house?*

Yes, but there is some problem. Money problem. It is very expensive so I don't know.

*Do you like animals?*

No, I'm afraid of them, especially dogs. I'm afraid of. I don't like dogs.

*About Eskişehir*

I like because Eskişehir is a student city. There are lots of students and when you went out, you meet lots of people who you know. There isn't any interesting places to go. There are only a few discos.

*Plans for this summer?*

If I pass, I won't go anywhere. I'll be in my home. I'll be with my friends and brother and go out with them. I'll cook and clean the house. That's all.

**IT-36***Your personality*

Difficult question I think. I think I'm .. people can trust me and I don't tell lie to other people. I cry easily for everything.

*People you don't like*

I don't like some people who tell lie very time. A person who is my friend must be sincere to me, but unfortunately I never encounter such kind of people. They always lie to me, so sincerity is very important for me. Also I want some people around me who are successful people, because my friends affect me so if they're very successful, I can be very successful. Also they trust me always. They can explain me bad experiences.

*Best friends*

My best friend is very successful, and also she trust me and I like it also. But sometimes I think she can't be sincere to me, she sometimes tells lie. I understand but I don't say anything to her, not to break her and that's all

*Family*

I've got two sisters. My elder sister is in İstanbul now. She is studying in Cerrahpaşa University. My other sister is going to secondary school now. I like both of them, but I'm fond of my elder sister very much. I can say everything to her. We can talk about everything with her, so I love her very much. My father is working in a store and my mother helps him. Both of them are working very much for us. Of course I love them very much.

*Hobbies and interests*

I want to play tennis very much, but I never do it. Also I think I can't do it, because I'm very weak person. My hobbies are playing folklore, I like it very much. Also I like playing akordion very much. That's all.

*Do you like animals, have any pet?*

No, I don't have any pet now, but I like them very much. I used to have a bird -Muhabbet Kuşu, but now I don't.

*Where do you live in Eskişehir?*

I'm staying with my parents in Eskişehir. I'm from Eskişehir.

*Plans for the summer*

I think I'll study. I don't know yet. Of course I will play folklore with my group.

*Do you like Eskişehir?*

Yes, very much. But I want to study in another city to learn life.

**IT-37***Your personality*

Actually I'm a selfish person, but I like people. I cannot agree with people easily. I don't know the reason but I do. Just my personality.

*People you don't like*

I don't like liar persons. I don't like unregulated persons. T: unregulated? What do you mean? S: düzensiz. I don't like too optimistic people.

*Best friends*

He/she can do everything for me as long as s/he can do. Not selfish to me. Honest, know the meaning of life. Sometimes I even cannot S: tahmit etmek? know what s/he will do and sometimes he may get angry very easily. Too easily. Sometimes he smiles too much. Such kind of things.

*Family*

In my parenthood, only my father works . I have two [pause] and I have one brother and sister. My brother is attending Dokuz Eylül University. He is learning [long pause] he is going to be doctor. My sister will probably win the Anadolu University. We are expecting it. My father is an officer. He will be retired two months later. My mom is a housewife so she doesn't work.

*Hobbies and interests*

I have been interested in footbal for years. I like playing football very much. I don't have a specific hobby, but I like watching TV, listening music, lately I started to interest reading books. I like ideological books, something different from the others. About psychology but different radical ones.

I like debate programs very much. I don't like watching films on TV or dizi(es) [sounded English] I like watching matches.

*Are you staying in dormitory in Eskişehir?*

I have been staying in a dormitory but tomorrow we will move to our new house, I'm very excited. We're moving because I couldn't study my lessons in dormitory. For the first time in my life I have stayed in

dormitory. It was very bad. I can't sleep easily in my dormitory room, because you are living with five people. Five different people, different karakters, personalities. I want to be happy, independent and I want to study my lessons.

*Plans for the summer*

I'll work I think. In my uncle's shop as a jewellery S: pazarlama? T: seller.

*Do you like Eskişehir?*

It isn't a very small town, but there are limited places that you can go. This is the may be the only thing that I don't like. I like Eskişehir, because of its cheapness property. Because of the location of Anatolian University. I like people in Eskişehir. There are so many students here. May be the most important one that I like here. May be I'm away from my family. This is why I'm more free.

## IT-38

*Your personality*

I'm optimistic. I enjoy playing table-tennis, reading books, watching TV. I don't have many stresses about life so I can behave like a mature every time. I feel mature also. A lot of thing is funny for me, even if I'm sad. I'm a baby according to my family in home, so it is very bad I think.

*People you don't like*

Childish people I hate. The people who doesn't know how to act in society. I don't like spending my time walking in the streets aimlessly. People who lie.

*Best friends*

I have lots of close friends here and hometown. I always spend my money or her money together. I share my clothes with her. If I don't want to go somewhere, she doesn't go. If I'm sad, he isn't happy. We're always together at dorm or at school always.

*Family*

As I said before, I'm always baby and I have an elder sister. She is attending Erzurum University, Medical School. We don't always see each other. I go home in a month so it is very difficult for me. My family both of them are teacher so if they are not at home, I'm responsible for everything because I'm lonely at home. My sister is far away from home. I think I love them very much.

*Hobbies and interests*

I play table-tennis mostly. Listening pop music, watching TV, collecting stamps in case I'm child for my family. It is very strange thing for me. I like macera films on TV. Listening music some special kanals [kændis] [sounded English]

*Are you staying in a dorm?*

I never liked dormitories. I have stayed for five years. But when I was in high school, it's very bad. Much more bad than now. So it is a bit good. But it is very boring because having responsibility for everything. You must be orderly all the time (*means düzenli*). If you have in a hurry, you must pick up your bed always. Bathing is very difficult. You can't have a bath whenever you want. It is very bad situation so it's very boring for me.

*Would you like to move a house?*

I want to, but I can't, because my family isn't allow me to move because of my personality. They think that I'm not manage to live for four years.

*Do you think you can manage? Do you like houseworks?*

If I'm lonely at home, I like housework very much. If someone force me to do it, I don't like and I can't do. For example cleaning floor [flur] or washing dishes and especially cleaning bathroom is more important and I like them. I like cooking. If I am at home, I cook always but I don't know lots kind of meals so it is very difficult, but if someone wants to s/he can cook. Generally I like to cook whatever I like. If I don't like, I can't try. For example, I make chicken because I like very much.

*Do you like animals? Have any pet?*

Yes, very much but I have never had a pet at home because my father hates them, especially small animals but I wanted to have a duck pardon dog. It is a big dog. I like them very much among the others. I can't like reptiles. I hate them. Horses is splendid animals

*Plans for this summer?*

I'll be at home, but I want to work at job. But my parents doesn't allow me. I think I'll go holiday centers. I go with my parents for a month I think. I want to work, because spending lots of time at home make me sad.

*About Eskişehir? Do you like the city?*

Before I came here, I didn't like. It is very beautiful city. I like Porsuk. It is in the center, because we can sit the parks. There are lots of parks in Eskişehir. It is very amusing. You can do whatever you want.

There are a lot of things you can do like sports, talking with the friends near the park of Porsuk. You can go to cinemas. I don't like sound in Eskişehir. Sound of plane, also rush traffic.

### IT-39

#### *Your personality*

At first, when people see me, they think that I'm a bit cold. In fact I'm not. The first step I cannot succeed, because I'm not a I don't know the English "girişken". I think I'm a friendly person. I like everything. Friend is very important in my life.

#### *People you don't like*

I don't like people who are very mean, because they work just money. They don't want to give any importance to other things, for example, friend, love such things. Money is the most important thing in their life. People who always say lie.

#### *Best friends*

Firstly, she is a very understandable person and we can share most of the things. She is friendly but she is a bit more sensitive and it is a bad part of our relationship. Because I cannot explain my feelings exactly. Because I'm frightened to make some mistakes as she is more sensitive.

#### *Family*

I've got one brother and just only one brother and the relationship with my family is really good, because they are really understandable and they pay attention to my life, they are interested in my life and always ask me, they ask me and they suggest me everything, they advise me. It is a good thing I think. I share most of the things. I can explain my problems easily. I think it is very important things between the family and children. My father is an agricultural engineer and my mother is a housewife. At the beginning she was a teacher, but she gave up. She was teaching anaokulu.

#### *Hobbies and interests*

I like watching TV so much. Reading books is not a habit for me, but I really want to take it as a habit, because it is very helpful for people to improve their characteristic specialities or such things. I especially noticed that when I came to university, it is very important. Also I like walking, talking, watching TV. Generally I want to watch argumentative programs such as "Siyaset Meydanı" and "32. Gün" because they help the people in this way, I learn most of the things.

#### *Where do you live in Eskişehir? Happy there?*

I live in a dormitory. At first, when I came to a dormitory, I didn't like because I was far away from my family. Since that time I didn't separate them. But then when I came there, I made good friends. A dormitory is very dirty, it is the bad part. I don't want to stay in a flat because in a flat you'll share two or three persons a flat. In a dormitory there are a lot of friends and people and you can make a good contact with them.

#### *Plans for the summer?*

In fact, I don't do any plan. I think I'll spend two weeks in my village, Isparta. I want to go to Yalova. In holiday, I want to improve my English, because at the beginning my speaking is not good and I did a lot of mistakes when I was speaking. I want to improve it and I still try to improve it.

#### *Do you like animals? Do you have any pet?*

I like animals but I'm frightened of them very much. Even a cat. I'm really frightened of them.

#### *About Eskişehir?*

Generally I like Eskişehir, because it is a big city. This is a student city but a bit untidy and dirty, also the weather. The weather is changing too much. I cannot decide what to wear.

### IT-40

#### *About yourself and personality*

My personality! I think I like my personality. I'm a shy person.

#### *People you don't like? What kind of people you don't like?*

I don't like dishonest people, liar people who tell lies.

#### *Best friends or friends, what are the things you like about them?*

I have a close friend here. She is always near me, when I have a problem and she always listens to me and understands me. She helps me. She sometimes talks too much and I don't like it.

#### *Family*

My father is a teacher. He teaches ilkököl. My mother is a housewife. She is 49 years old. I have two brothers, they are -one of them is at high school, the other is ilkököl.

#### *Hobbies, interests*

I like reading, bicycling, walking around, watching TV. I like watching çizgi films, and adventure movies. I like reading adventure books.

*Where are you staying in Eskişehir?*

In a dormitory. I don't like it because it is very dirty. There are cats everywhere and I don't like them. I don't like kantine.

*Plans for this summer?*

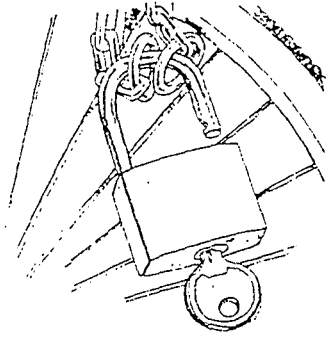
I will go to my hometown and have rest. I'll watch TV and read books, ride my bicycle and do walking. Maybe I'll go to my aunt, Merzifon.

*Do you like Eskişehir?*

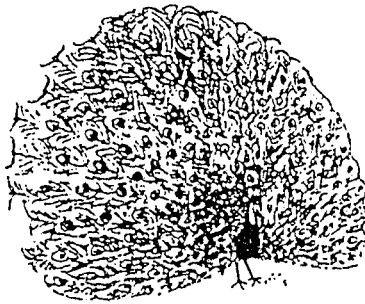
I like social activities. It is a big city I think. I like cafes, cinema, I like it.

## APPENDIX-7

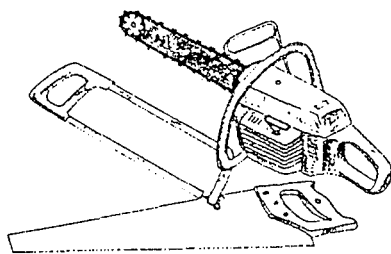
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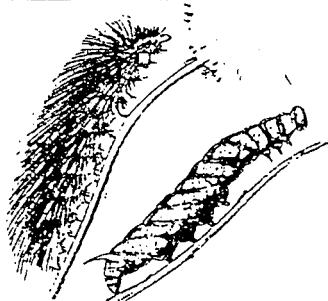
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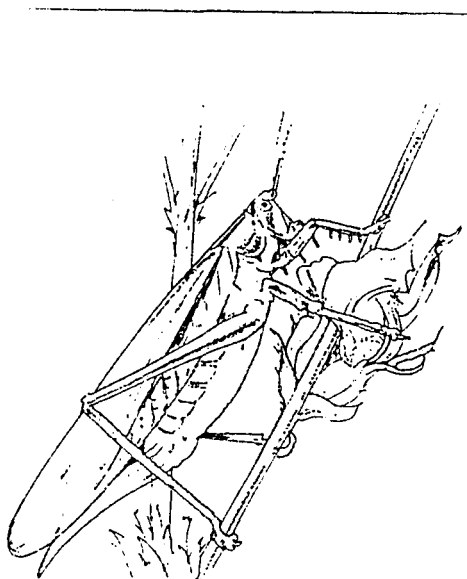
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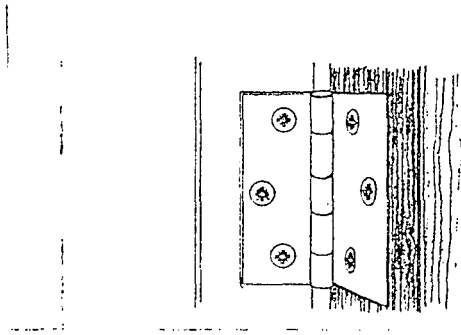
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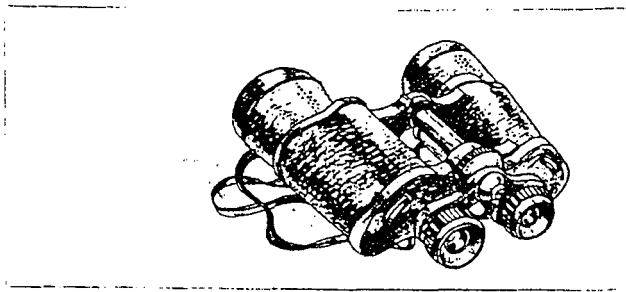
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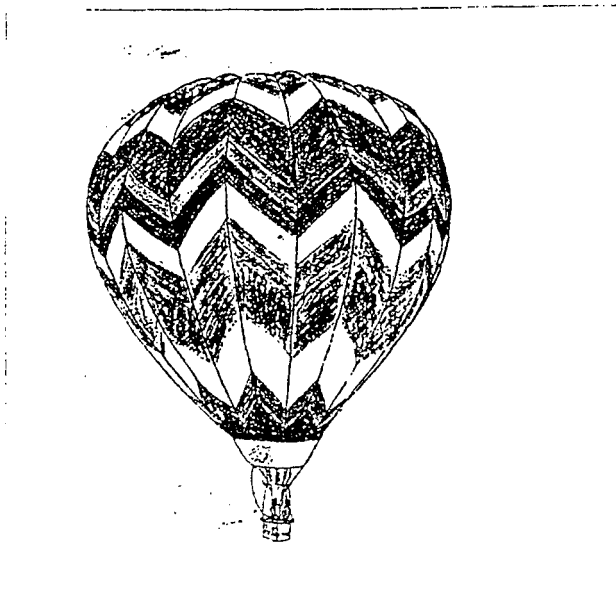
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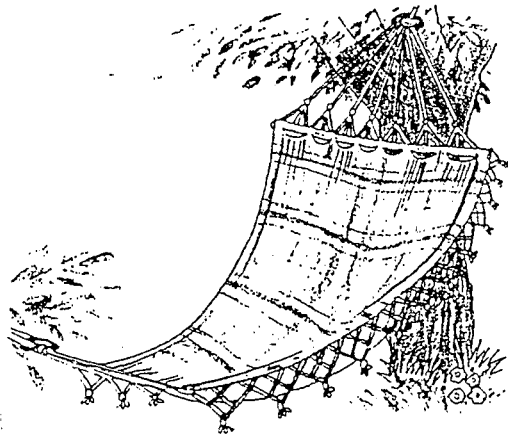
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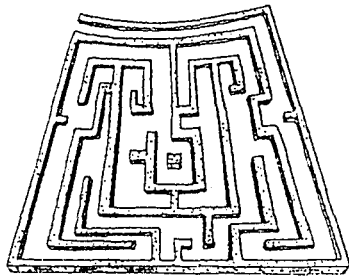
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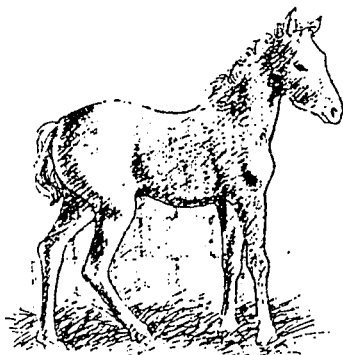
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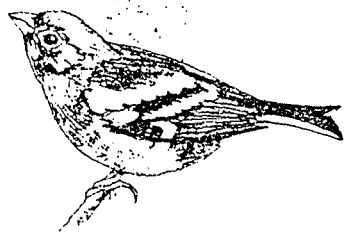
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10

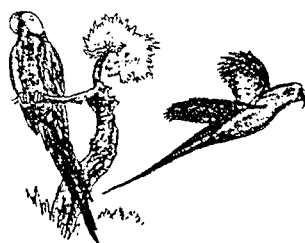


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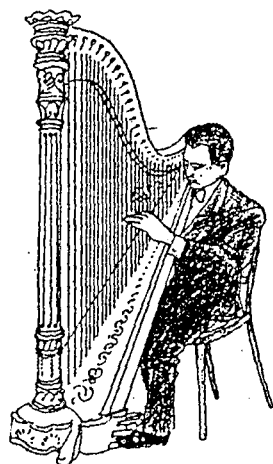
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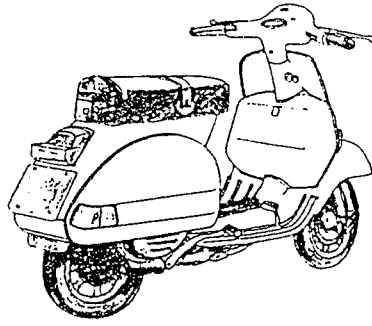
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13

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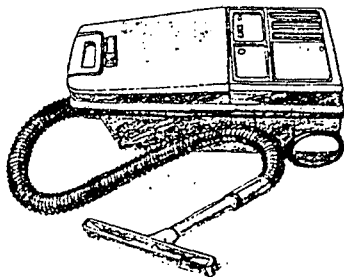




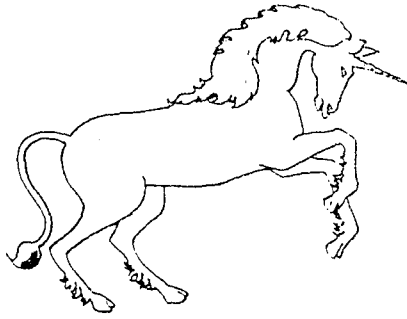
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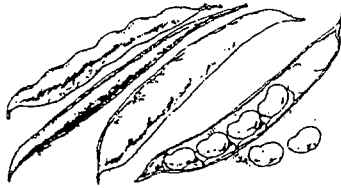
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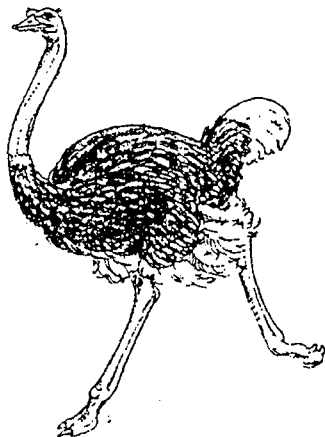
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18



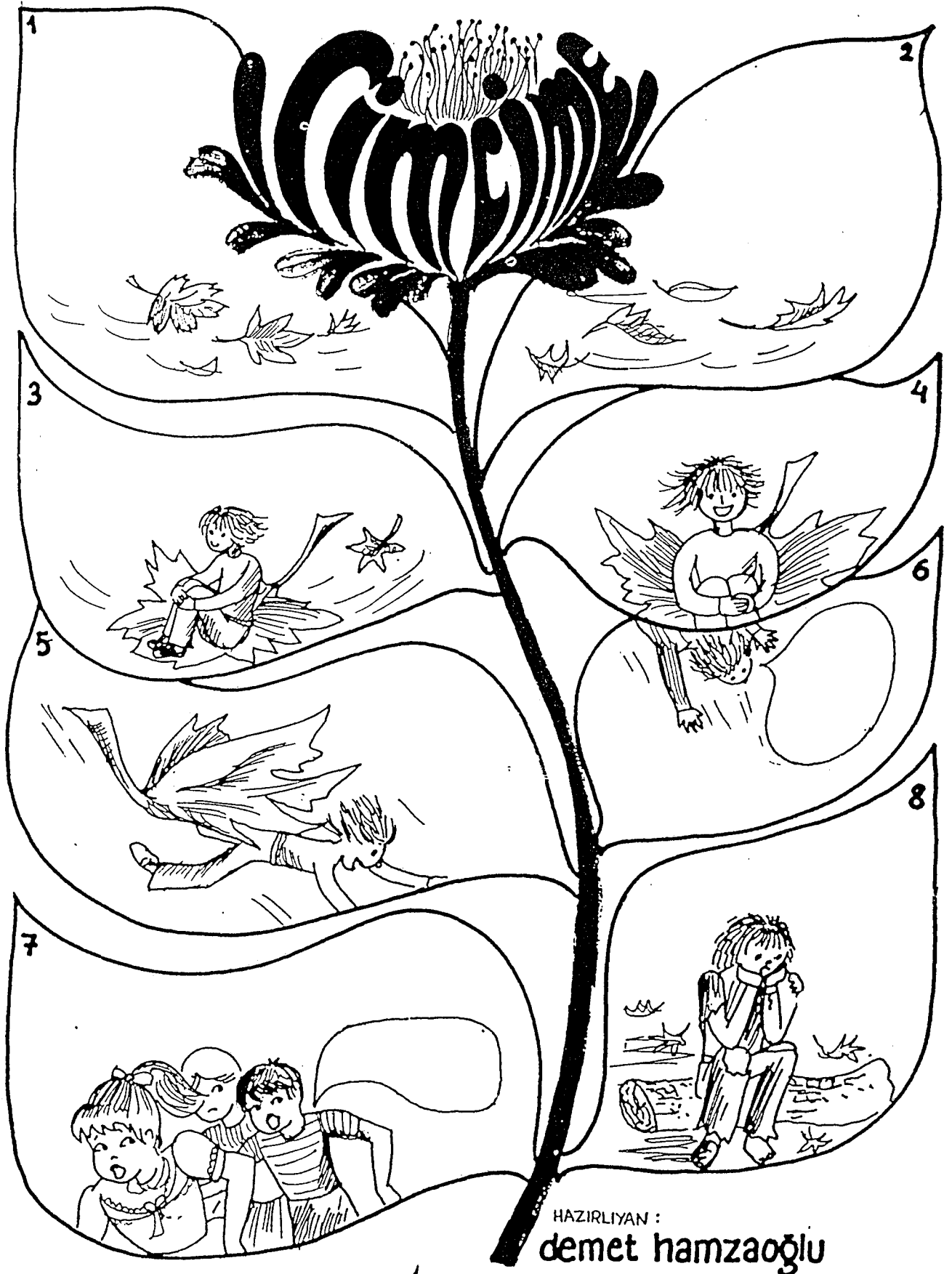
19



20

## APPENDIX-8

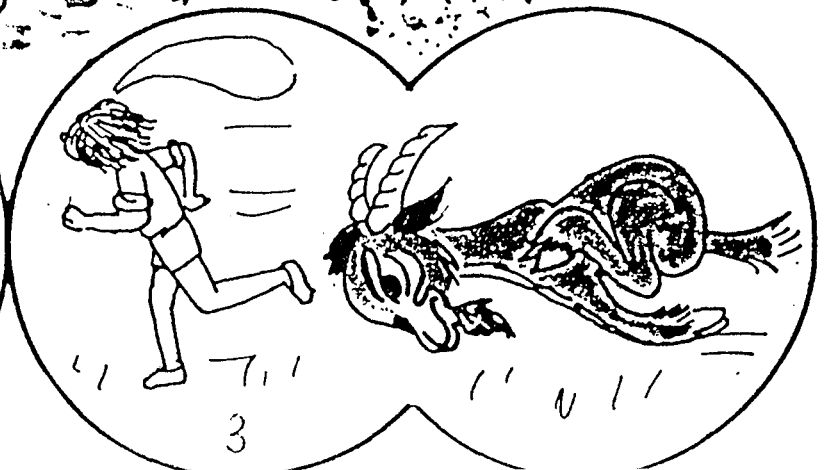
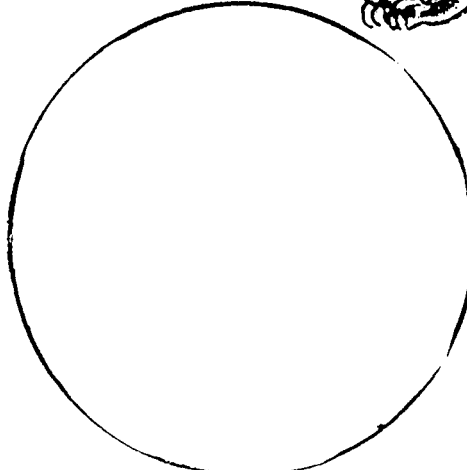
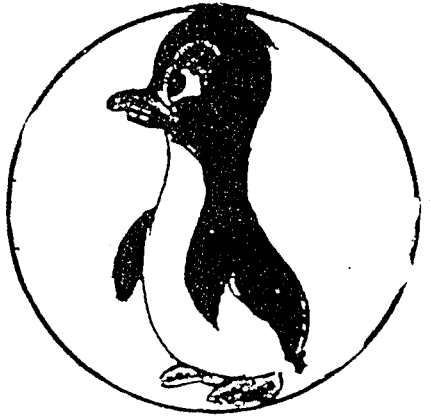
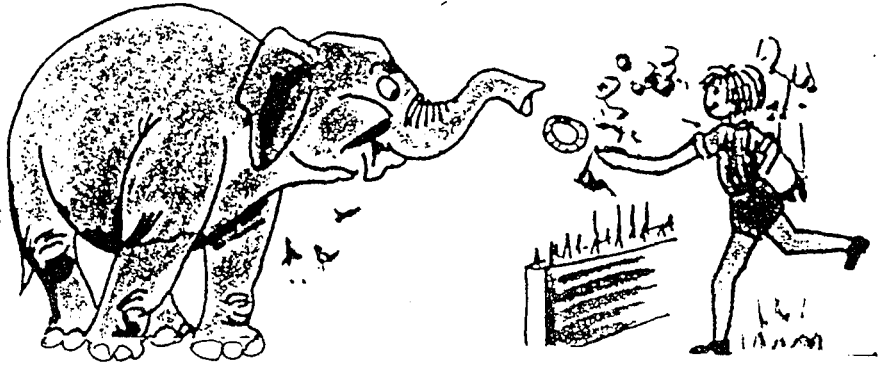
## Pictures Used in the Re-telling a Story

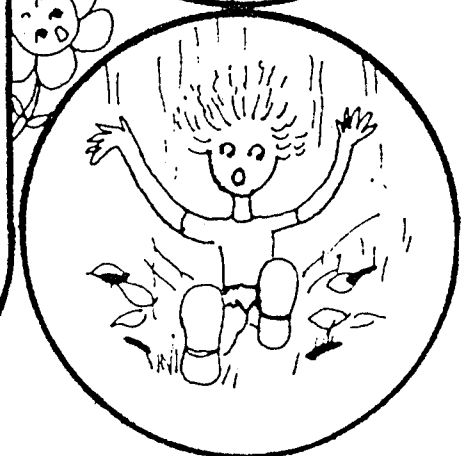
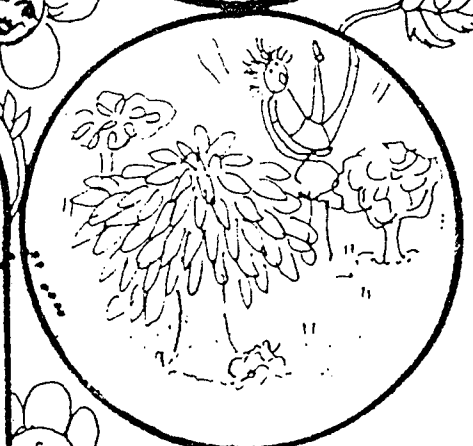
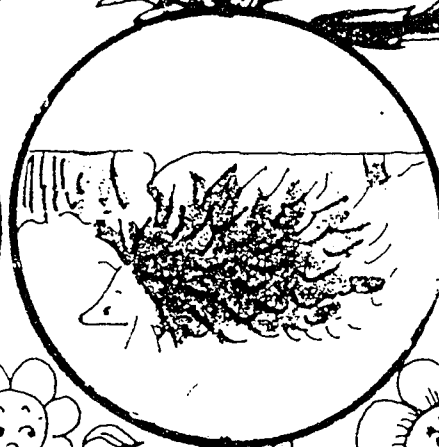




# CİMCİME

HAZIRLIYAN  
DEMET HAMZAĞLU





Geliřtirenler: Philip K.Oltman, Evelyn Raskin ve  
A.Witkin

Türkçeye uygulayan : Güler Okman

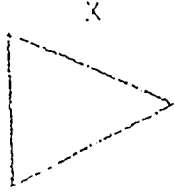
İsim :

Kız/Erkek:

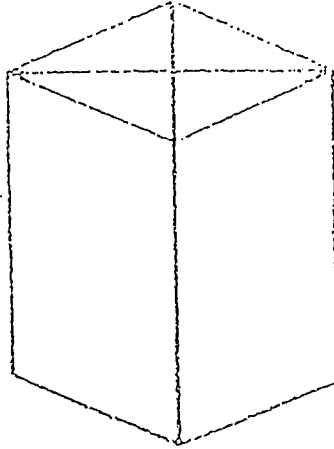
Tarih:

Doğum tarihi:

Açıklamalar: Bu test sizin karmaşık bir şekil içinde saklanmış bir basit şekli bulma yeteneğinizi ölçer. Aşağıda bir X ile işaretlediğimiz bir basit şekil var:



X adlı bu basit şekil aşağıdaki karışık şekil içinde saklıdır:

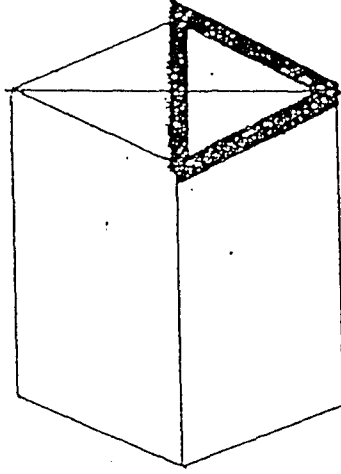


Basit şekli karmaşık şeklin içinde bulup kalınla şeklin üzerinden çiziniz.

Basit şekil karmaşık şeklin içinde AYNI BOYDA, AYNI BOYUTLARDA VE AYNI YÖNE DÖNÜK olarak bulunmaktadır.

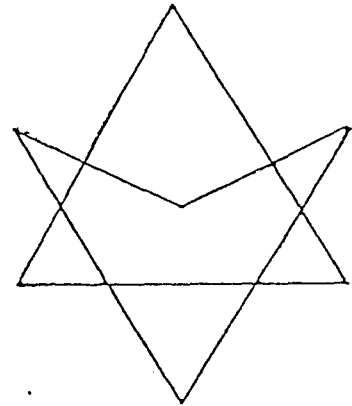
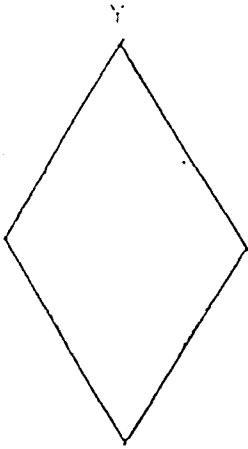
Bunu bitirince sayfayı çevirip doğru çözümü görünüz.

Aşağıdaki çözüm doğrudur ve basit şeklin çizgileri karmaşık şeklin çizgileri üzerinde belirtilmiştir.

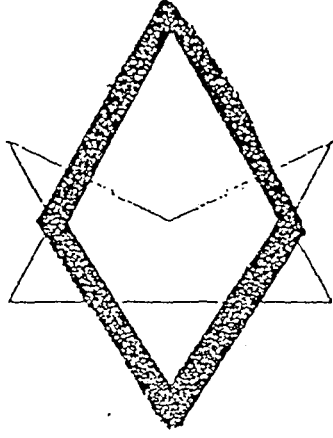


Şu noktaya dikkat edin: Sağ üstteki üçgen doğru şekildedir, Sol üstteki üçgen benzer de olsa değişik yöne dönük olduğu için yanlıştır.

Şimdi bir diğer örneği deneyin. Aşağıdaki karmaşık şekilde "Y" işaretli şekli bulup üzerinden kalemle geçin:



Doğru çözüm için bir sonraki sayfaya bakın.



Bundan sonraki sayfalarda yukarıdaki gibi problemler bulacaksınız. Her sayfada bir karmaşık şekil ve onun içinde saklı olan basit şekli belirten bir harf olacak. Bulmanız gereken basit şekli bu kitapçığın ARKA SAYFASINDA görebilirsiniz. Bulduğunuz basit şekli kalemle karmaşık şeklin üzerine çizersiniz.

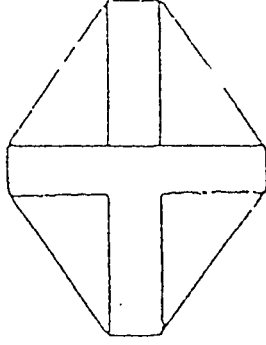
Şu noktalara dikkat ediniz:

1. Basit şekillere istediğiniz kadar bakabilirsiniz.
2. YAPTIĞINIZ HER YANLIŞI SİLİNİZ,
3. Problemleri sırayla yapınız. Çok zor durumda kalmadıkça kesinlikle hiçbir problemi atlamayınız.
4. Her problem için karmaşık şeklin üzerine YANLIZ BİR BASİT ŞEKİL çizersiniz.  
Birden fazla basit şekil görebilirsiniz ama bunlardan sadece birinin üzerini çizersiniz.
5. Basit şekil her sefer karmaşık şeklin içinde arka kapaktaki görünüşüyle aynı boyda, aynı boyutlarda ve aynı yöne dönük olarak bulunmaktadır.

İşaret verilene dek sayfayı çevirmeyiniz.

## PART I

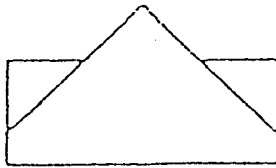
1



Basit Şekil " B" yi Bulun

Identify the simple figure "B".

2



Basit Şekil "G" yi bulun

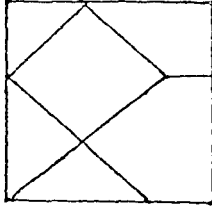
Identify the simple figure "G".

Sayfayı çevirin

Turn the page.

5

3

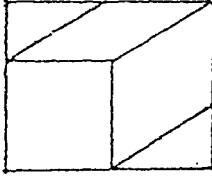


Basit Şekil "D" yi Bulun

Identify the simple figure "D".

✓

4



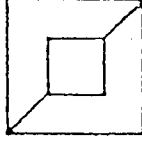
Basit Şekil "E" yi Bulun

Identify the simple figure "E".

Sayfayı çevirin

Turn the page. /

5

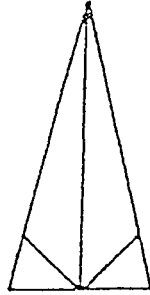


Basit Şekil "C" yi Bulun

Identify the simple figure "C".

---

6



Basit Şekil "F" yi Bulun

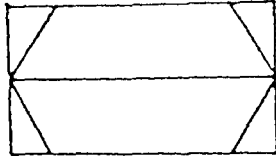
Identify the simple figure "F".

Sayfayı Çevirin

Turn the page.

9

7



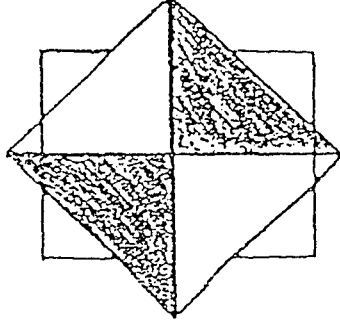
Basit Şekil "A" yı Bulun

Identify the simple figure "A".

---

LÜTFEN DURUN  
Sayfayı çevirmek için işaret  
bekleyin.

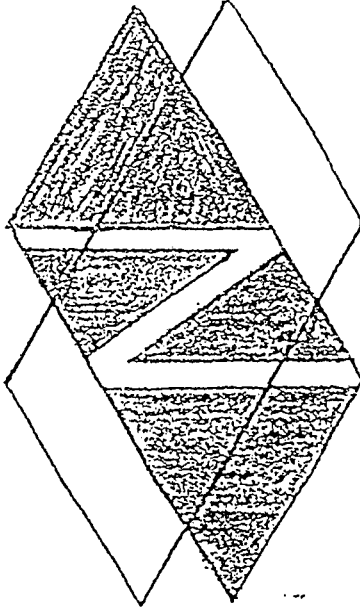
1



Basit Şekil "G" yi Bulun

Identify the simple figure "G".

2



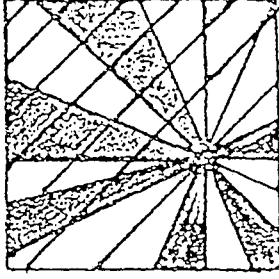
Basit Şekil "A" yı Bulun

Identify the simple figure "A".

sayfayı çevirin

Turn the page. 13

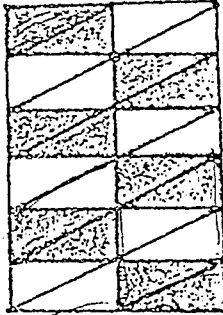
3



Basit Şekil "G" yi Bulun

Identify the simple figure "G".

4

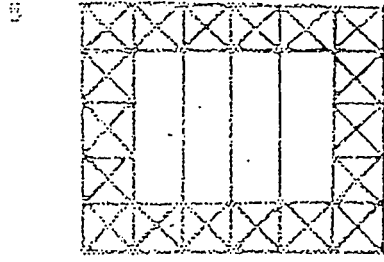


Basit Şekil "E" yi Bulun

Identify the simple figure "E".

sayfayı çevirin

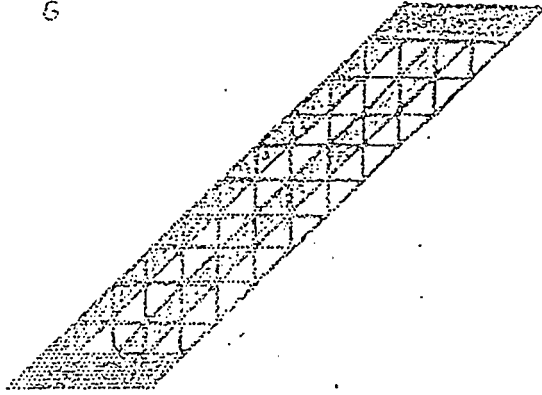
Turn the page. 15



Basit şekil "B" yi Bulun

Identify the simple figure "B".

6



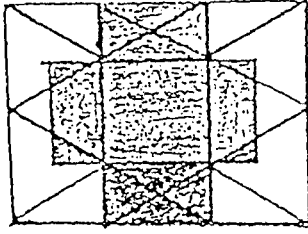
Basit şekil "C" yi Bulun

Identify the simple figure "C".

sayfayı çevirin

Turn the page. 17

7

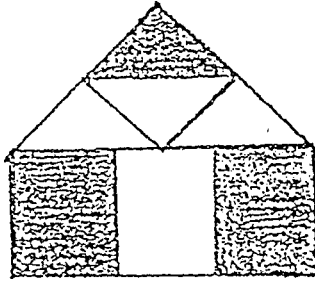


Basit Şekil "E" yi Bulun

Identify the simple figure "E".

---

8



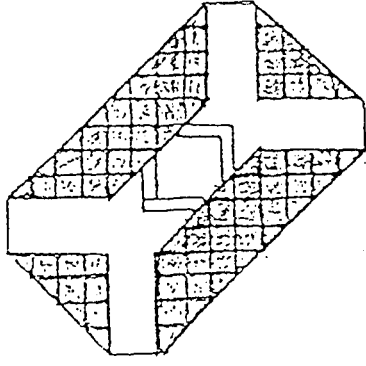
Basit Şekil "D" yi Bulun

Identify the simple figure "D".

sayfayı çevirin

Turn the page. 19

9

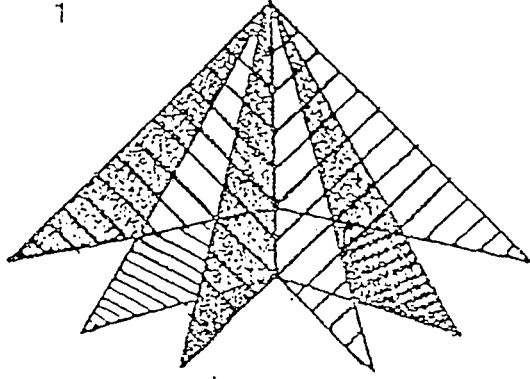


Basit Şekil "H" yi Bulun

Identify the simple figure "H".

---

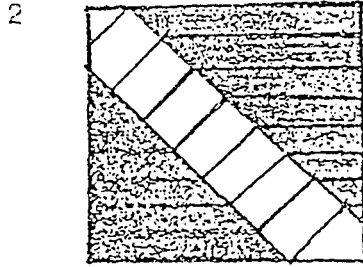
LÜTFEN DURUN  
sayfayı çevirmek için işaret  
bekleyin



Basit Şekil "F" yi Bulun

Identify the simple figure "F".

---



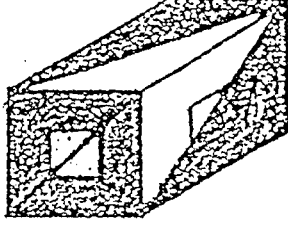
Basit Şekil "G" yi Bulun

Identify the simple figure "G".

sayfayı çevirin

Turn the page.

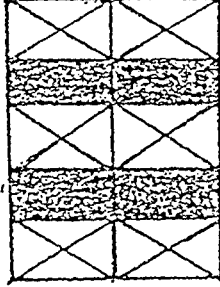
3



Basit Şekil "C" yi Bulun

Identify the simple figure "C".

4



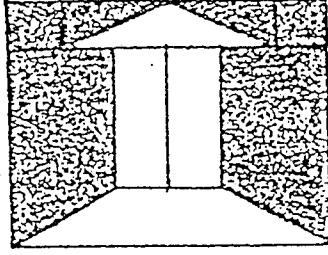
Basit Şekil "E" yi Bulun

Identify the simple "E".

sayfayı çevirin

Turn the page.

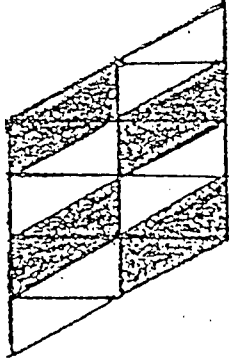
5



Basit Şekil "B" yi Bulun

Identify the simple figure "B".

6



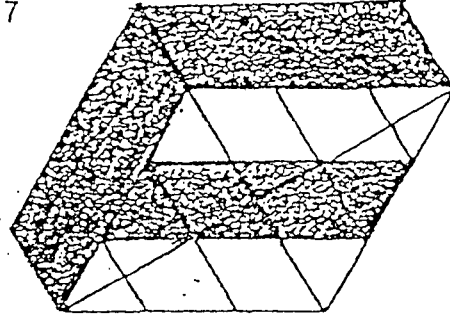
Basit Şekil "E" yi Bulun

Identify the simple figure "E".

sayfayı çevirin

Turn the page.

27



Basit Şekil "A" yı Bulun

Identify the simple figure "A".



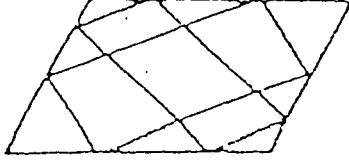
Basit Şekil "C" yi Bulun

Identify the simple figure "C".

sayfayı çevirin

Turn the page. 29

9



Basit Şekil "A" yı Bulun  
Identify the simple figure "A".

---

LÜTFEN DURUN

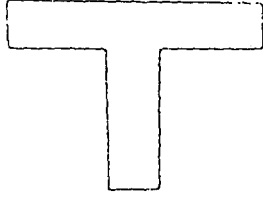
## BASİT ŞEKİLLER

## LIST OF THE SIMPLE FIGURES

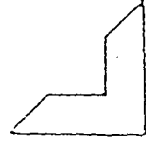
A



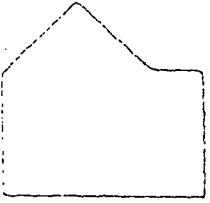
B



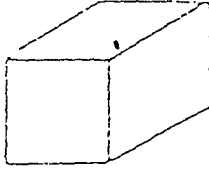
C



D



E



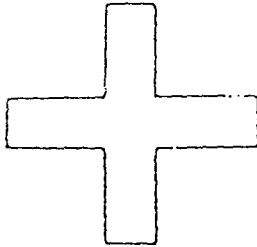
F



G



H



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