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Communication Strategies of English-speaking Learners of French on a Business Studies Course.

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I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Master of Arts in Applied Languages is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged in my work

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ABSTRACT

Communication strategies are defined as devices employed by learners of a second language (L2) when confronted with difficulties of communication in the target language This study focuses on the communication strategies used by English-speaking students who are learning French as part of a Business Studies course in a third-level college in Ireland The subjects are divided into two groups according to proficiency level and they are provided with three oral elicitation tasks which they perform in their L1 and L2 The data obtained are statistically analysed The effects of task and proficiency level on strategy use are investigated The influence of the L1 on L2 communicative performance and the pedagogical implications of communication strategy use are also examined The findings of the study indicate that strategy use does not vary significantly according to proficiency The more advanced learners do not use L2-based strategies to a greater extent than the less advanced learners and both groups remain entrenched in L1/L3-based behaviour The study also establishes that different tasks elicit different patterns of strategy use In the performance of two of the tasks (Tasks 1 and 3), both groups use approximately the same number of communication strategies while in Task 2, the more-advanced learners use more communication strategies than their less advanced counterparts The type of strategy used also varies according to task The current debate in relation to strategic competence is also discussed when considering the pedagogical implications of the findings of the study

ABBREVIATIONS

L1 First Language

L2 Second Language

L3 Other Non-Target Language (Third Language)

NL Native Language

SL Second Language

TL Target Language

CSs Communication Strategies

LTA Literal Translation

LS Language Switch

FRN Foreignising

PARPH Paraphrase

APP Approximation

WC Word-Coinage

RS Restructuring

TA Topic Avoidance

MA Message Abandonment

MR Message Reduction

SLA Second Language Acquisiton

1. Introduction

The notion of strategies of communication was first introduced into Second Language Acquisition research in the early 1970s and has remained a focus of interest for researchers ever since When learners are faced with linguistic difficulties in the L2, they resort to certain strategies in order to avoid breakdown in communication and to compensate for the deficiencies in their L2 linguistic resources However, there is no one definition of communication strategies which has been accepted and, consequently, many different taxonomies of communication strategies have been proposed In this section, it is intended to outline the research to date on communication strategies focussing particularly on the definitions provided by the researchers and the subsequent taxonomies which they have developed Dornyei and Lee Scott (1997 175) consider "the questions of definition and taxonomy as central to any further development in CS research"

1.1 Origins of the concept of Communication Strategies

Selinker (1972) was responsible for the introduction of two new terms into the field of Second Language Acquisition research - 'interlanguage' and 'strategies of communication'

"Interlanguage" is the term which became widely accepted for the Second Language (L2) learner's language system A learner, at a particular point in time, is using a language system which is neither the L1 nor the L2 There is a third

language involved - that of the learner The "language" part of the term "interlanguage" indicates that it is an independent language system while the "inter" part suggests that the learner is at an intermediate stage in target language acquisition The learner "has a language" which continuously develops towards the target language Interlanguage changes and develops as the language learner becomes increasingly proficient in the L2

Other researchers have coined different terms for this concept Nemser (1971) speaks of "approximative systems" James (1980) offers "interlingua" while Corder (1981) refers to the learner's "transitional competence" and an "idiosyncratic dialect" Nemser (1971 116) states that "learner speech at a given time is the patterned product of a linguistic system La (approximative language) distinct from Ls (source language) and Lt (target language) and internally structured" The approximative system gradually approaches the TL According to Selinker (1992), the difference between interlanguage and Nemser's approximative system is that interlanguage does not necessarily converge on the target language

At one stage interlanguage was effectively the name for the whole field of L2 research, as witness the 1970's journal Interlanguage Studies Bulletin which became Second Language Research in the 1980's The term "interlanguage" entered common research parlance partly because it appeared to be a neutral term given that the other terms connote a TL-centred perspective

Selinker (1972 229) suggests that "strategies of second language communication" are one of the main processes responsible for the development of this interlanguage but does not provide specific details on the characteristics of those strategies

1 2 Definitions of Communication Strategies

Several different yet significant definitions of communication strategies have been proposed at various points in time since they were first identified

Tarone, Cohen and Dumas (1976 76) define communication strategy as "a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target rules have not been formed"

Blum and Levenston (1978 402) define the term "strategy" in more narrow terms They state that strategies refer to ways in which learners arrive at particular uses at particular points in time They are an *ad hoc* response to the need to communicate in a specific situation

Palmberg (1978 1) refers to "those systematic devices a second-language learner uses in attempting to express precise meaning in the TL"

Tarone (1980 420) broadens the definition by suggesting that the term "communication strategy" relates to "mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared" She views communication strategies from an interactional perspective They are attempts by the L2 learner to bridge the gap between his/her knowledge of the TL and the TL knowledge of the interlocutor

Corder (1981 103) provides what he calls a "working definition of communication strategies" saying that they are "a systematic technique employed by a speaker to express his meaning when faced with some difficulty" Furthermore, he argues that "strategies of communication are essentially to do with the relationship between ends and means" Communication strategies are employed by L2

learners when faced with problems in communicating in the TL, these problems being a result of the incapacity to achieve their communicative ends with the communicative means at their disposal, at a given point in the process of TL acquisition

Faerch and Kasper (1983a 36) define communication strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" They adopt a psychological approach, viewing communication strategies as the L2 learner's individual mental response to a communication problem rather than as a joint response by the learner and interlocutor

Referring to the Tarone (1980) and the Faerch and Kasper (1983a) definitions in particular, Cook (1993 120) states that "the aim of both camps is to list the possible strategies available to the L2 learner, the methodology is mostly to comb through transcripts of learners' language for specimens of strategies"

Ellis (1986 182) refers to strategies of communication as "psycholinguistic plans which exist as part of the language user's communicative competence They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement"

Poulisse (1987 141) talks about the deficient FL (foreign language) store of the learner which causes communication problems She defines communication strategies quite simply as "the strategies which they employ to solve these linguistic problems"

Bialystok (1990 35) suggests that "communication strategies overcome obstacles to communication by providing the speaker with an alternative form of expression for the intended meaning"

Sharwood Smith (1994 12) suggests that the word "strategy" invokes the general idea of business executives planning their next move and similarly, learners "adopt strategies to cope with the business of handling non-native languages"

Dornyei (1995 60) refers to communication strategies as a "wide range of communication-enhancing devices"

Taking into account the aforementioned definitions, one can conclude that communication strategies are the tools employed by a learner to overcome linguistic deficiencies in the L2 and serve to maintain communication

1.3 Empirical research on communication strategies and an overview of the resultant taxonomies

Ellis (1986 183) states that "theoretical discussion of communication strategies has predominated over empirical research into their use This is a reflection of the uncertainties of their definition and the consequent problems of identification"

Varadi (1973) was the first to carry out empirical research on strategies of communication He focused on the strategies which the learner uses when he experiences a "hiatus" in his IL (interlanguage) repertoire He has to adjust his message to the communicative resources at his disposal He either replaces the meaning or form of his intended message by using items from his IL or reduces

his intended message Varadi carried out a pilot study involving two groups of nine and ten adult Hungarian learners of English at an intermediate level The experiment consisted of a comparison of learners' performance on story-telling tasks in their native language and in the target language

Tarone (1977) conducted a similar experiment in which nine subjects were asked to describe two simple drawings and a complex illustration in both their native language and English (the L2) The approaches of different learners to the solution of specific communication problems were compared Tarone provided one of the earliest taxonomies in which strategies of communication were assembled in an organised manner Since then, the majority of the descriptions of communication strategies are presented as *taxonomies*, which can be described as the systematic organising structures for a range of events within a domain

According to Bialystok (1990 39), "this methodology was an important contribution to the field and modifications of it have provided the basis for most of the research subsequently conducted in this area" She states that "it is easy to decide that speakers engage in a variety of strategies in order to communicate It is not easy to identify when strategies have been used, what the strategies are and why it is that they work (or don't work)" (Bialystok 1990 14)

Cook (1993 133) states that "the basic aim of the strategies paradigm is taxonomic description and classification Strategies researchers compile an inventory of the possible strategies that L2 learners may use"

1 3 1 Tarone Taxonomy

Most descriptions of communication strategies have been presented by researchers in the form of taxonomies Tarone's (1977) taxonomy was influenced by Varadi's study of communication strategies (1973) although the latter's study did not appear until after the publication of the Tarone taxonomy This taxonomy built on earlier research by Tarone, Cohen and Dumas (1976) which provided a framework for communication strategies The taxonomy is presented in five main categories (strategies) Three of these are subcategorised The five categories invoke the social-interactive nature of reciprocal communication and the surface structure of the language produced

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1 **Avoidance**
a Topic avoidance
b Message abandonment

2 **Paraphrase**
a Approximation
b Word coinage
c Circumlocution

3 **Conscious Transfer**
a Literal translation
b Language switch

4 **Appeal for assistance**

5 **Mime**

(Tarone 1977)

Tarone suggests that when two participants in a communicative situation realise that they do not understand each other, they revert to the above categories of communication strategies

Varadi, who initiated the empirical study of communication strategies, presented his own taxonomy (1980) which was more restricted than Tarone's He put forward the notion that communication involves various types of message adjustment Learners either reduce their intended meaning or replace the meaning by paraphrasing or circumlocution All Varadi's strategies belong to the category of ***paraphrase*** in Tarone's taxonomy

1.3.2 Faerch and Kasper Taxonomy

Faerch and Kasper (1983a) categorise strategies of communication in terms of **reduction strategies** and **achievement strategies** - the learner's attempt to avoid the problem being a reduction strategy and his attempt to achieve a solution being an achievement strategy

Reduction strategies can be divided further into two categories a) formal reduction (reduce system - parts of the linguistic system are avoided) and b) functional reduction (reduce intended meaning) Achievement strategies are divided into a) compensatory strategies and b) retrieval strategies

A *Reduction Strategies*

1 formal reduction strategies
avoidance of
L2 rules of which the
learner is not certain or
which cannot be accessed

2 functional reduction strategies
avoidance of
certain speech acts,
avoidance or abandoning
certain topics

B *Achievement Strategies*

1 compensatory strategies

a)*non-cooperative strategies*

i) L1/L3 based
-code-switching
-inter/intra-lingual
transfer
-interlingual transfer

ii) IL- based
-substitution
- paraphrase
- word-coinage
- restructuring

iii) Non-linguistic
e g mime/gesture

b)*cooperative strategies*
- direct appeal
- indirect appeal

2 Retrieval strategies
a waiting
b using semantic field
c using other languages

(Faerch&Kasper 1983)

There is much similarity between the two taxonomies set up by Tarone (1977) and by Faerch and Kasper (1983a) Both provide general categories for avoidance and cooperative strategies, both refer to word-comage and code-switching According to Cook (1993 124), "Faerch and Kasper have a finer set of non-cooperative strategies It is not obvious that either of them lives up to

their respective goals of seeing strategies as mutual interaction or as individual problem-solving respectively"

Cook (1996 90) further comments on the two taxonomies "To some extent Tarone's social communicative strategies and Faerch and Kasper's psychological strategies are complementary ways of coping with the problems of communication in a second language" In Faerch and Kasper's terms, all Tarone's categories, with the exception of avoidance, are achievement strategies

1.3.3 Blum and Levenston Taxonomy

Blum and Levenston (1978) divided communication strategies into two categories - ***Process-based*** and ***Task-influenced.***

Process-based -	Transfer----------	1 literal translation 2 foreignising
	Overgeneralisation------	1 approximation 2 word coinage
Task-influenced -	Circumlocution Language switch Appeal for assistance Avoidance	

(Blum and Levenston 1978)

Corrales and Call (1989) based their taxonomy on the work of Blum and Levenston (1978) - concentrating on process-based strategies and task-influenced strategies They state that "the study of communication strategies can provide insights into ways in which interlanguage changes and develops as language learners become increasingly proficient in the target language" (Corrales

& Call 1989 227) They concentrated on three types of communication strategies - transfer, overgeneralisation and task-influenced The study focused on the variation in the use of communication strategies to express lexical meaning as a function of the learners' proficiency in the L2 at two time intervals (at the beginning of term and five weeks later) and as a function of the type of communication required

The subjects comprised two groups of Spanish speakers learning English as their L2 at intermediate and advanced levels Two tasks were designed to elicit the required data (1 Structured questions 2 Simulated real-life communicative situation) The results indicated that there was no significant difference between the intermediate group and the advanced group in their use of transfer and overgeneralisation strategies but the intermediate group used more task-influenced strategies at Time 2 than at Time 1 The reverse proved to be true for the advanced group The researchers suggest that strategy use may peak and then decline as learners become more proficient in the L2

In relation to the influence of task on strategy use, it was found that a higher proportion of transfer strategies were elicited by the simulated conversation task but the researchers point out that the technical nature of the target items in this task may have caused the subjects to rely more on their L1 resources in order to communicate There was no significant evidence to support the hypothesis that strategy use would change as the proficiency of the learners increased over time

1 3.4 Corder Taxonomy

Corder (1978) refers to **message adjustment strategies** and **resource expansion strategies**

Message adjustment strategies encompass *topic avoidance, message abandonment, semantic avoidance* and *message reduction*

Resource expansion strategies include *borrowing, switching to another language,* and *paraphrase/circumlocution*

Corder maintains that message adjustment strategies are essentially risk-avoidance - the learner adjusts his ends to the means he has at his disposal On the other hand, resource expansion strategies are "success-oriented" through risk-taking The learner increases his resources in order to achieve his communicative intentions

1.3.5 Bialystok Taxonomy

Bialystok (1983 103) investigated "who uses which strategy when and with what effect" She focused on the strategies used when learners are faced with a lack of vocabulary A subject was asked to describe a picture so that a native speaker of the L2 (French) could accurately reconstruct it The learner's L1 was English Strategies used were characterised as L1-based, L2-based or non-linguistic It was found that L2-based strategies were the most effective in ensuring successful communication in the L2

L1-BASED STRATEGIES
Language Switch
Foreignising
Transliteration

L2-BASED STRATEGIES
Semantic contiguity
Description
Word coinage

NON-LINGUISTIC STRATEGIES

(Bialystok 1983)

Bialystok (1990) provided a further intepretation of communication strategies based on her cognitive theory of language processing This new taxonomy was divided into two main classes

1 Analysis-based strategies

2 Control-based strategies

She describes 'analysis-based strategies' as attempts to "to convey the structure of the intended concept by making explicit the relational defining features" (Bialystok, 1990 133) The speaker provides some distinctive information about the intended concept

'Control-based strategies' involve "choosing a representational system that is possible to convey and that makes explicit information relevant to the identity of the intended concept" (Bialystok,1990 134) The means of reference is manipulated to convey the required concept

1 3.6 Haastrup and Phillipson study of achievement strategies

Haastrup and Phillipson (1983) concentrated specifically on achievement strategies - defined as attempts by the learner to solve problems in communication by expanding his communicative resources instead of reducing his communicative goal The study involved native Danish learners of English The subjects were asked to converse with native speakers of the L2 about various topics relatingto their everyday life The conversations were video-taped The findings confirm those of Bialystok (1983) - that L1-based strategies are less effective and that L2-based strategies are more likely to lead to understanding They single out paraphrase as the most successful strategy employed

1.3.7 Chen Taxonomy

Chen (1990) conducted a study of the communication strategies in interlanguage production by Chinese learners of English This study indicates that "one can develop learners' communicative competence by building up their strategic competence, that is, their ability to use communicative strategies that allow them to cope with various communicative problems that they might encounter" (Chen, 1990 156) The study challenged one of the hypotheses put forward by Bialystok and Frohlich (1980), i e that high-proficiency learners prefer L2-based strategies and low-proficiency learners prefer L1-based strategies

The communication strategies employed by the subjects in the Chen study were classified as follows

1 Linguistic-based
2 Knowledge-based
3 Repetition
4 Paralinguistic
5 Avoidance

Chen states that this taxonomy is not intended to be a final classification of all communication strategies They are simply those elicited from the Chinese EFL learners in the study who were required to perform a particular communication task in a specific situation

The Bialystok/Frohlich hypothesis was refuted because no obvious L1-based communication strategies were elicited in this particular study Chen states that this can be explained by the fact that there is a very significant language distance between the L1 (Chinese) and the L2 (English) "This great distance reduces Chinese learners' tendency to use L1-based CSs because they realise that these strategies will not work for them" (Chen 1990 177)

The results of the study suggested that the frequency of communication strategies used by the subjects in their TL communication varied according to their proficiency level Linguistic-based strategies were more frequently used by the more advanced learners while knowledge-based and repetition strategies were more widely employed by the low-proficiency learners

Chen concludes by remarking that "most Chinese EFL learners manage to convey their meanings and reach their communicative goals by using CSs, in spite of their limited knowledge of the target language" (Chen, 1990 185) The

study "finds a positive relationship between the learners' target language proficiency and their strategic competence" (p 185) Chen suggests that language learners' communicative competence could be developed by increasing their strategic competence

1.3.8 Nijmegen Taxonomy

One of the most extensive and most comprehensive studies to date has been the Nijmegen project, conducted at the University of Nijmegen by Bongaerts, Kellerman and Poulisse The communication strategies employed by Dutch learners of English were the focus of interest The project was written up at several stages of development but the most extensive description of it is provided by Poulisse (1989, 1990) The researchers put forward the argument that "the study of communication strategies should reach beyond description to prediction and explanation" (Kellerman et al,1990 164) They limited their area of investigation to the compensatory strategies used by the learner to cope with vocabulary difficulties encountered when expressing himself in the L2 The term "communication strategy " is therefore limited to lexical "compensatory strategy"

In its methodology, the Nijmegen research differs from other similar projects in the following ways

1 many of the studies use native language control data,

2 performance on a number of tasks is tested, thus strengthening the interpretation of the evidence,

3 the classification of the utterances are based on a description of the processes underlying their production

The researchers claim that previous studies put too much emphasis on the linguistic form that results from a strategy instead of concentrating on the process that leads up to it The Nijmegen group regards communication strategies as primarily mental events and its analysis, like that of Bialystok (1990), is founded on a cognitive-psychological approach

Since the Poulisse study provides a very comprehensive description of the Nijmegen research project, its principal findings are summarised here One of the main contributions of this study is the formulation of a simple taxonomy of communication strategies which the researchers claim indicates the mental processes involved in the production of these strategies

The taxonomy is based on two main strategies which the researchers refer to as *archistrategies*

1 **conceptual** - the learner decides to compensate for a missing word by exploiting conceptual knowledge

2 **linguistic** - the learner attempts to compensate for a missing word through linguistic knowledge

These archistrategies are further broken down as the following table shows

Archistrategies	Communication Strategies
Conceptual	1 Analytic (circumlocution, description, paraphrase) 2 Holistic (the use of a superordinate, coordinate or subordinate term)
Linguistic	3 Transfer (borrowing, foreignising, and literal translation) 4 Morphological creativity

The ***analytic*** strategy (no 1) represents "a conceptual analysis of the originally intended concept" Poulisse (1990 80) e g "talk bird" for "parrot" This is the equivalent of the strategies of *circumlocution* and *description* indicated in other taxonomies

The ***holistic*** strategy (no 2) is "the selection of a different concept which is sufficiently similar to the original one to convey the speaker's intended meaning" e g "chair" for "stool", "animal" for "dog" This approach is reminiscent of Tarone's *approximation*

The strategy of ***transfer*** (no 3) indicates transfer from the L1

Morphological creativity (no 4) means that the learner creates a new word by applying his/her knowledge of L2 morphological rules to an existing L2 word

Kellerman (1991) reconsidered the interpretation of the linguistic strategy He claims that the native speaker also employs this strategy when using words from another language to render effect to his language Therefore, describing the strategy in terms of reliance on the L1 is too restrictive He also makes a distinction between types of non-verbal behaviour, saying that they should not be simply assigned to the category of mime "Ostensive definition" (pointing at an object) is the non-verbal equivalent of a linguistic strategy "Mimetic gesture"(mime/modelling of some features) of the required target word is a conceptual strategy Kellerman thus suggested that the linguistic strategy be renamed as the code strategy

Ellis (1994 125) states "Clearly the Nijmegen taxonomy is a great improvement on the earlier taxonomies in that it locates the descriptions of CSs within a parsimonious cognitive framework"

The Poulisse study aimed to investigate the compensatory strategies employed in the L1 and L2 by 45 Dutch learners of English at three levels of acquisition which she categorised as follows advanced, intermediate and low The efficiency of the strategies used was also investigated Subjects were presented with four tasks

1 Photo description

2 Description of drawings in L1 and L2

3 Retelling stories (listened to story in L1 and retold in L2 with the help of picture prompts)

4 Interview

Tasks 3 and 4 were video-recorded and played back to the subjects so that they could provide retrospective comments which were in turn audio-taped and transcribed

The strategies observed were classified as either conceptual or linguistic in accordance with the taxonomy employed Communication strategies were defined as the "strategies which a learner employs in order to achieve his intended meaning on becoming aware of problems during the planning phase of an utterance due to (his own) linguistic shortcomings" (Poulisse 1990 88) Identification of the strategies in Tasks 1 and 2 proved to be straightforward Tasks 3 and 4 caused more difficulty so two independent judges also identified the strategies The retrospective comments of the subjects were also referred to The analysis just included the "clear cases" The effects of proficiency and tasks on the subjects' use of communication strategies were investigated

The main findings were as follows

1 The less proficient learner used more communication strategies than the more proficient

2 There was slight evidence that more proficient learners employed more holistic strategies involving superordinates

3 The nature of the task had a distinctive effect on the selection of a strategy In Task 1, subjects preferred analytic strategies In Tasks 3 and 4, they preferred short holistic strategies and transfer strategies

Poulisse believes that, if communication in the L2 breaks down due to lack of appropriate forms in the mental lexicon, the learner compensates by returning to the conceptual stage or by trying out an alternative linguistic formulation

The results of the Nijmegen project also suggest that compensatory strategies are not specific to second language use L2 learners use more compensatory strategies rather than different ones

On the contrary, Bialystok (1990 81) refers to the "uniqueness fallacy" relating to strategies of communication This is the view that the communication strategies employed by L2 learners are a distinctive second-language phenomenon

1 3 9 Dornyei and Scott Taxonomy

Dornyei and Scott (1995) provided an extended taxonomy of communication strategies, classifying them according to the manner of problem-management i e how communication strategies contribute to resolving conflicts and lead to mutual understanding They refer to three principal categories 1 direct strategies, 2 interactional strategies and 3 indirect strategies These three broad areas are defined in the following terms

> "Direct strategies provide an alternative , manageable and self-contained means of getting the (sometimes modified) meaning across
> Indirect strategies, on the other hand are not strictly problem-solving devices do not provide alternative meaning structures preventing breakdowns and keeping the communicationchannel open
> Interactional strategies involve a third approach, whereby participants carry out trouble-shooting exchanges cooperatively "
>
> (Dornyei and Scott 1997 198)

Each of these three areas is then subcategorised in the following taxonomy

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1 **DIRECT STRATEGIES**

Resource deficit-related strategies

- Message abandonment
- Message reduction
- Message replacement
- Circumlocution
- Approximation
- Use of all-purpose words
- Word-coinage
- Restructuring
- Literal translation
- Foreignising
- Code switching

Own-performance problem-related strategies

- Self-rephrasing
- Self-repair

Other-performance problem-related strategies

- Other-repair

2 **INTERACTIONAL STRATEGIES**

Resource deficit-related strategies

- Appeals for help

Own-performance problem-related strategies

- Comprehension check
- Own-accuracy check

Other-performance problem-related strategies

- Asking for repetition
- Asking for clarification
- Asking for confirmation
- Guessing
- Expressing nonunderstanding
- Interpretive summary
- Responses

3 **INDIRECT STRATEGIES**

Processing time pressure-related strategies

- Use of fillers
- Repetitions

Own-performance problem-related strategies

- Verbal strategy markers

Other-performance problem-related strategies

- Feigning understanding

(Dornyei and Scott 1995)

The Dornyei and Scott taxonomy included many of the strategies which featured in previous taxonomical descriptions Most traditionally identified communication strategies belong to the category of direct strategies However, Dornyei and Scott were the first researchers to identify the following three strategies

1 Use of similar sounding-words - when a speaker is unsure of a lexical item in the L2, he/she uses a word (existing or non-existing) which sounds like the L2 item

2 Mumbling - when the speaker swallows or mutters a word (or part of a word) because he /she is uncertain about the correct form

3 Omission - Speaker leaves a gap when a word is not known and carries on as if it had been said

Furthermore, the communication maintenance strategies such as use of fillers and repetition are not included in most taxonomies However, Faerch and Kasper (1983b) state that fillers and hesitation devices are not communication strategies They also point out that " the exact functions of the various types of pauses are still far from being well-documented" (Faerch and Kasper 1983b 215)

1.4 Need for extension of the research area

It can be inferred from the existent literature that there is no single definition of communication strategies which is universally approved by all researchers and several taxonomies have been used and each of them significantly contributes to our understanding of this phenomenon Communication strategies are clearly a

very important aspect of second language acquisition given that language difficulties are a prominent aspect of L2 communication and the abundance of research in this area is testimony to this importance

Dornyei and Scott (1997 203) sum up the reasons why the investigation of communication strategies is an important source of acumen for researchers

"Firstly, it is a truly 'applied' area The practical implications of understanding problem -management in L2 communication are enormous After all, L2 speakers spend a lot of time and effort struggling with language difficulties, yet L2 courses do not generally prepare students to cope with perfomance problems Second, by relating interlanguage analysis to psycholinguistic investigations of speech production, the study of CSs help refine scientific models of L2 learning and use"

This study aims to extend the research on communication strategies by investigating the interlanguage performance of native English-speaking learners of L2 French in an Irish third-level institution The research area reviewed requires extension to a specific context wherein the learners are studying the L2 as a peripheral subject on their Business Studies programme and therefore are not true language students

1.5 Taxonomy of Communication Strategies used in the present research

Based on a synthesis of the taxonomies employed by the researchers referred to in the preceding literature review, the following taxonomy is proposed for this particular study

A. **L1/L3-BASED STRATEGIES**

Literal Translation

Language switch

Foreignising

B **L2 - BASED STRATEGIES**

Paraphrase

Approximation

Word-coinage

Restructuring

C **MESSAGE ADJUSTMENT STRATEGIES**

Topic avoidance

Message abandonment

Message reduction

The above categories and sub-categories can be exemplified as follows

A. L1/L3 - BASED STRATEGIES

Literal translation - word for word translation of an L1/L3 form

e g "maison travail" (homework) "Je prends le" (I take it)

Language switch - using a form in L1/L3

e g Je suis "tired "

Foreignising - using an L1/L3 form but adapts it to make it appear like an L2 form

e g "accountabilite" (from English "accountancy)

B L2 - BASED STRATEGIES

Paraphrase - replacing an L2 item by describing or exemplifying it e g Elle a donne du pain aux " ils volent et ils ont des ailes" ,

bouilloire ---> "la chose pour faire cuire de l'eau"

vêtements ----> chemises et jupes

Approximation - finding a word in the L2 with as close a meaning as possible e g cheval ----> animal , âne ----> cheval

Word-coinage - replacing an L2 item with an item made up from L2 forms e g piscine ---> endroit de natation , "heurot " --->"watch"

Restructuring - developing an alternative constituent plan

e g ils ont deux ---> ils ont un garçon et une fille

C. MESSAGE ADJUSTMENT STRATEGIES

Topic avoidance - not saying what was originally in mind

Message abandonment - giving up speaking in mid-stream

Message reduction - saying less than or less precisely what was intended It is often perceived to be vague general talk

STRATEGY MARKERS

Identifying the moment at which strategies of communication are being employed by learners can often present problems Strategy markers or "signals of uncertainty" can indicate that the learner is having a linguistic difficulty and is trying to find a way to complete the intended message Strategy markers are evident in both L1 and L2 communication Ridley (1991) refers to these signals as "performance features"

Typical strategy markers include the following

(a) Change in the speed of articulation

(b) Repetition of a word or phrase

(c) Self-correction

(d) Pauses

(e) Drawls

(f) False starts

Speed of articulation, based solely on the number of words spoken, is usually slower in the L2 Pauses refer to interruptions produced by hesitation A false start refers to the situation where the sentence that was originally intended is interrupted and a different one is started Drawls in English include automatised fillers such as "em" or "uh" and the French drawl is a method used to gain valuable planning time Repetition of a word or phrase is another way of gaining planning time When the learner becomes aware that there is something incorrect in what is being said, he/she may stop to correct him/herself (self-correction)

Sindermann and Horsella (1989 440) point out that "the complex process of communication, whether in L1 or L2, is viewed by the strategic model as consisting of a planning and an execution phase The planning phase is difficult to study, even in carefully conducted "think aloud" experiments When the L2 learner finds no difficulties or problems in organising a message with the linguistic resources in his L2 repertoire, we have no chance of observing his strategic behaviour, and that is why almost all successful strategies remain undetected The analyst has, therefore, to study the "product" obtained in the execution phase"

Conclusion

In this section, we have traced the development of communication strategies research since strategies were first mentioned in Selinker's seminal paper on Interlanguage (1972) The examination of the various taxonomies of communication strategies used by the researchers in the course of their investigations into this linguistic phenomenon has contributed to the compilation of the taxonomy which will be used to classify the communication strategies elicited from the subjects in the present study The case is also made that the research area reviewed is incomplete and the need for further research is established

2. Methodology

This research aims to identify the strategies of communication employed by native English-speaking learners when confronted with linguistic difficulties in the French language In this section, the subjects of the study, the tasks and procedures used to obtain the relevant data and the methods of data analysis are described

2.1 Use of Elicitation Tasks

One could try to obtain naturalistic samples from the learners as they communicate in the L2 or target language (TL) However, this approach poses a number of problems Primarily, it can result in different individuals talking about unrelated, general topics, thus making it impossible to obtain the required comparable data This procedure can be extremely time-consuming and may not result in the outcomes one desires It is therefore necessary to exercise control over what the learners will attempt to say Tarone (1988 119) states "if our studies are to approximate normal communicative behaviour, and yet allow us to compare the performance of different speakers/writers, we must control topic Learners need to be provided with tightly-controlled, narrow topics "

Instruments must be developed and administered to the subjects in order to efficiently collect comparable data These instruments are referred to in SLA terminology as 'elicitation techniques' or devices According to Nunan (1992 156) "elicitation is probably the single most frequently used method in language research In terms of intervention and control, elicitation resides somewhere between the formal

experiment and naturalistic observation While most researchers are aware of the threats to the validity of their research posed by the use of elicitation devices, in many instances, these devices are the only practical means whereby relevant data can be collected"

In order to achieve a high level of validity and reliability when elicitation techniques are being used, it is necessary to ensure that claims are not based on a single production task Data must be gathered on a range of tasks in order to have an adequate sample of learner performance in communicative situations

Ridley (1991 46) referring to the methodology used in her case-study, suggests that "useful data could have been elicited in the form of different tasks and text types to see whether each subject used the same levels of transfer from task to task "

2.2 Subjects

The subjects of this study are 25 students of French on a third-level Business Studies programme in an Irish Regional Technical College All subjects are native speakers of English and have studied French to Leaving Certificate level before embarking on their third-level studies They can be considered a specific subset of the larger population of learners of French on the Business Studies course

They are selected on a random basis from First Year to Fourth Year of the course and are divided into two groups according to the number of years they have studied French

Group A

This group comprises students from First Year and Second Year (studied French for an average of 6-8 years depending on the length of the second-level cycle)

Group B

This group is made up of students from Third and Fourth Year (studied French for an average of 8-10 years) They are evidently at a more advanced level of L2 acquisition and therefore one would assume that they are the more proficient learners

2.2.1 Programme of study

French is chosen as an elective subject on the Business Studies programme along with four to six mandatory subjects depending on the year of the course (First Year students taking more subjects than Fourth Years but at a less in-depth level) The students study French in the context of a much wider Business Studies programme and are therefore not mainstream language students Four hours per week is the time allotted to the study of the language

The course is initially a two-year National Certificate in Business Studies programme and students must obtain a merit standard at this level in order to proceed to the National Diploma in Business Studies programme which constitutes the third year of study If students achieve the required standard in their National Diploma, they can then proceed to the Bachelor of Business Studies (Fourth Year)

The objective of the language teaching is to provide students with the necessary linguistic skills to effectively use French in a business environment Students acquire vocabulary which is specific to business situations There is also one hour per week devoted to the study of French civilisation in the first and fourth years of the programme

SUMMARY OF SYLLABUS CONTENT IN FRENCH

Year	Content	Hours per week
First	a) Business French	2
	b) French civilisation	1
	c) Oral expression	1
Second	a) Business correspondence	1
	b) Commercial vocabulary and short essay-writing	1
	c) Aural and reading comprehension	1
	d) Oral expression	1
Third	a) Translation and business correspondence	1
	b) Advanced commercial terminology and aural comprehension	1
	c) Essay-writing and reading comprehension	1
	d) Oral expression	1
Fourth	a) History and politics of France / Reports	1
	b) French literature/ Translation	1
	c) French civilisation/ Translation	2

2.3 Design of research project

This research is designed on a cross-sectional basis i e data are collected from a sample of learners at one point in their language development Given that the subjects are representative of the four years of the Business Studies course, such a

design can simulate actual development over time because the learners are at different stages in their L2 development

As suggested by Larsen-Freeman & Lang (1991 13) "if the subjects represent a range of language proficiencies, then it can be assumed that their aggregate performance at a single point in time will reflect a developmental picture similar to that obtained by a researcher studying the second language development of a single subject over time" Subjects are not specifically identified and the individual's freedom to participate was respected Subjects were aware that they were taking part in a study Three native speakers of French also participated, in order to provide a valid target baseline

2.3.1 Pilot study

However, before elicitation techniques are administered to the research subjects, they need to be tried out in a pilot study This constitutes a very important aspect of any research project which uses elicitation as part of the methodology The pilot study provides information on the practical aspects of administering the elicitation techniques e g time required, suitability of environment, clarity of instructions It also assesses the quality of the techniques which can be modified and improved before being used with the actual subjects in the research proper

The pilot study for this research involved four subjects There was also one native speaker of French who provided the necessary baseline data According to Tarone (1988 119/124), it is necessary to obtain baseline data from native speakers of the TL and NL data from the subjects themselves She suggests that too many studies

elicit data only from the L2 learners and analyses them with idealised patterns of some ideal native speakers of the TL or the studies simply discuss patterns which supposedly derive from the NL Native speakers of the TL must perform the same production tasks as the L2 learners if one wishes to show evidence of L2-based strategies in the data analysis and similarly, if L1-based strategies are to be inferred, the L2 learners should perform the production tasks in the NL Bialystok (1990 53) states that "the most controlled data are those from studies in which learners provided descriptions in both their NL and L2" Palmberg (1978 2) suggests that "a basic problem in the study of communication strategies is that learners' utterances can be judged only on their own merit As we only know what a learner produces, we cannot know how close he comes to producing what he actually wants to produce" This study overcomes this pitfall as learners reveal their intended meaning by performing the same tasks in their NL This action is supported by Palmberg (1978 3) when he states that "by reference to the mother tongue version, the intended meaning can be fairly reliably established in test situations"

The venue chosen for the pilot study was the language laboratory The four subjects were presented with three elicitation tasks

(1) Picture sequence - subjects retold a story with the visual stimulus of six sequenced pictures

(2) Free expression - two tasks

(a) Narration of a past event - *Qu'est-ce que tu as fait le weekend dernier?*

(b) Expression of an opinion - *A ton avis, quels sont les inconvenients de la vie d'etudiant?*

The above questions were always used

The subjects performed these tasks orally in the L2 and also in the NL A native speaker of the TL also performed the tasks orally The subjects narrated the picture sequence by speaking into individual tape-recorders using headphones The free expression tasks were performed with a native speaker of the TL as interlocutor when performing the tasks in the TL and with a native speaker of the NL as interlocutor when doing so in the NL All the performances were tape-recorded and transcribed Subjects were then required to produce written responses to the tasks in the TL in order to determine whether their strategies of communication in writing were systematically related to the strategies observed in their oral performance In other words, learners' use of communication strategies in written and oral performances was compared in order to establish whether they were using similar strategies in both instances

Finally, the subjects were questioned retrospectively on the difficulties which they encountered when communicating in the TL These interviews were also tape-recorded

The pilot study indicated that the elicitation techniques needed to be revised and modified before being used with the actual subjects in the research project proper The factors requiring modification are listed below

1 The entire procedure was extremely time-consuming - 2 5 hours for four subjects In the actual research project, it was planned to select 25-30 subjects and given the added difficulties of the constraints on students' time (an average of 25 hours lectures per week) and the availability of L2 native speakers, it

became clear that the time devoted to the administration of the elicitation techniques would have to be used more efficiently

2 The actual elicitation techniques needed to be revised in the following ways

(a) The picture sequence proved to be very successful as it allowed for control of topic and thus provided the comparable data required The visual stimulus also seemed to work very well It was thus decided to include two picture sequences in the elicitation techniques for the actual study and to use other tasks which provided visual stimuli eg photo description

(b) The free expression task was successful as the topics chosen were not too broad and allowed the elicitation of comparable data However, it seemed that the use of just one such task would be sufficient for data-collection purposes

(c) It was evident that the elicitation of written responses, apart from taking up a considerable length of time, was making the research question too broad and it would be more feasible to be specific and limit investigation to communication strategies in oral performance only

(d) Retrospective responses regarding the difficulties encountered by the subjects when performing the tasks were not overly beneficial to the study as subjects had difficulty recalling specific linguistic problems For example, when questioned as to why they employed a particular strategy to cope with a specific communication difficulty, they were unable to provide adequate reasons

The pilot study indicated the suitability of the language laboratory as a venue because the subjects associated it with oral communication in French

With all these considerations in mind, the elicitation techniques to be employed in the actual project were prepared and the subjects were selected

2 3.2 Elicitation techniques

TASKS

It was essential to put together structured communicative tasks which would elicit data naturally but within a limited time span

Three elicitation tasks were designed to elicit the strategies of communication employed by the subjects when performing in the L2

All elicitation tasks were administered in the language laboratory

The researcher was present in the language laboratory during task performance Subjects' performance was recorded on audio-tape and all tape-recordings were later transcribed in full

1 Story-retelling

This task consisted of two picture sequences (See Appendix A)

There were six pictures in each sequence Sequence 1 portrayed two boys going on a day trip to the seaside by train and arriving home late because they missed the train in the evening Sequence 2 told the story of a young boy who receives a toy train for Christmas When it breaks, he asks his father to fix it who in turn ends up playing with it much to the chagrin of the young boy Subjects were required to re-tell the stories in French and English The native speakers of French also performed the task in the TL, thus providing the necessary baseline data

2 Photograph description

This task comprised two photographs - one portrayed a landscape scene typical of the West of Ireland while the second showed two men on a fishing trip (See Appendix B)

Subjects described the photographs in English and French while the native French speakers described them in French

Subjects performed Tasks 1 and 2 at their own pace in individual booths in the language laboratory and recorded their communicative performance on audio-tape

3 Free expression

This task required subjects to answer in French and English the question -*Qu'est-ce que tu as fait le weekend dernier?"* As before, the native speakers of French provided the baseline data by answering the question in French The subjects did not have the answers prepared in advance

Task 3 was performed in the presence of a native speaker of the TL who acted as interlocutor Their responses were recorded on audio-tape

Topic was controlled as all subjects were presented with the same visual stimuli in Tasks 1 and 2 The question posed in Task 3 was also controlled as subjects were preparing for examinations and it was assumed that study would constitute a major part of the weekend activities of all subjects This assumption was borne out in the elicited data The taxonomy outlined in Chapter 1 was used to classify the strategies identified in the data

2 3.3 Statistical procedures

In this particular study, the population is the total number of students studying French on the Business Studies programme (Years 1- 4) in one particular third-level institution This amounts to approximately 120 students In most research, it is not possible to collect data from the entire population in which one is interested Normally, one selects a *sample* from the population

In order for a sample to be adequate, it must represent 5% or more of the entire population under investigation A sample of 25 students was selected for this particular study This represents 20 83% of the population of 120 students, therefore it can be considered to be an adequate sample

In statistical research, a sample of less than or equal to 30 is referred to as a small sample When analysing the data from such a sample, it is appropriate to use *small sampling theory* Given that the sample in this research falls into this category, the statistical procedures used in small sampling theory are applied These procedures include the following

1 Establishment of a *frequency distribution* which simply produces graphs or tables from which results can be deduced It also indicates whether a *normal distribution* exists

2 Tests for probability

a *Two-way frequency distribution* - shows how one variable relates to the other and whether one variable is dependent/independent of the other

b *Three-way frequency distribution* - shows how two variables relate to one another when a third variable is kept constant and also how the three variables relate to one another

c *Mann-Whitney U Test*

The Mann-Whitney U test or rank sum test is a procedure involving an analysis of two samples of data in order to draw a conclusion about the corresponding populations

d *Kruskal-Wallis H Test*

The Kruskal-Wallis test is used in the parametric analysis of variance and is an extension of the Mann-Whitney U test

The null hypothesis in the Kruskal-Wallis test is that several simple random samples were drawn from identical populations

Conclusion

In this chapter, the specific methods selected to investigate the research topic and the precise design of the study have been presented and discussed

The data elicited from the elicitation tasks will be analysed using the methods described and the results of this data analysis are reported in the next chapter

3. Data Analysis

This chapter presents the analysis of data obtained from the transcripts of the three elicitation tasks The data are summarised and synthesised in order to arrive at the results and conclusions of the research Each of the elicitation tasks is analysed separately in three sub-sections Patterns of strategy use according to task are summarised in a fourth sub-section The sub-sections are as follows

1) Analysis of Task 1 ,

2) Analysis of Task 2 ,

3) Analysis of Task 3 ,

4) Patterns of strategy use according to task

Within each of the first three sub-sections, the data are analysed and synthesised as follows

1 Use of communication strategies

2 Use of L1/L3-based strategies

3 Use of L2-based strategies

4 Use of Message-Adjustment strategies

Within each of these areas, data are provided relating to the use of specific communication strategies and also the extent of the relationship between one particular strategy and another The extent of difference or similarity between the two groups of subjects in their respective usage of the various strategy categories is also tested using appropriate probability tests (See Section on Statistical Procedures - Chapter 2)

3 1 Task 1 - Story-retelling

Total number of strategies employed by Groups A and B

STRATEGIES OF COMMUNICATION	GROUP A (n=15)	GROUP B (n=10)
L1/L3-based strategies		
Literal translation	71 (18 88%)	36 (14 4%)
Language switch	57 (15 16%)	12 (4 8%)
Foreignising	27 (7 18%)	15 (6 0%)
Total	155 (41 22%)	63 (25 2%)
L2-based strategies		
Paraphrase	1 (0 27%)	0 (0%)
Approximation	85 (22 61%)	53 (21 2%)
Word-coinage	46 (12 23%)	31 (12 4%)
Restructuring	23 (6 12%)	32 (12 8%)
Total	155 (41 22%)	116 (46 4%)
Message-Adjustment strategies		
Topic Avoidance	16 (4 26%)	21 (8 4%)
Message Abandonment	18 (4 79%)	19 (7 6%)
Message Reduction	32 (8 51%)	31 (12 4%)
Total	66 (17 56%)	71 (28 4%)
TOTAL NUMBER OF STRATEGIES EMPLOYED	376	250

Table 1

	Group A	Group B
STRATEGIES EMPLOYED	376	250
NO OF SUBJECTS	15	10
AVERAGE NO OF STRATEGIES PER SUBJECT	25 07	25

Table 2

3.1 1 Use of Communication Strategies

Group A employs 376 strategies of communication while performing Task 1 whereas Group B employs 250 strategies As there are 15 subjects in the former group and 10 subjects in the latter, this gives an average of 25 07 strategies per subject in Group A and an average of 25 per subject in Group B Both groups, therefore, use practically the same average number of communication strategies The subject who uses the most communication strategies comes from Group B (Subject 3 uses 46 strategies) and the subject who uses the least amount comes from Group A (Subject 4 only uses a total of 9 strategies)

Group A uses more L1/L3-based strategies (41 22%) than Group B (25 2%) The latter group, who would be deemed the more proficient group relies less on the mother tongue or other non-target languages in the performance of this task when faced with communication difficulties in the L2 Subjects in Group A use the exact same number of L2-based strategies as L1/L3-based strategies (41 22%) This

implies that subjects have an equal reliance on both L1/L3-based and L2-based strategies One would presume that the subjects in Group A would use more L1/L3-based strategies than L2-based strategies but this is not the case in their performance of this particular task They employ a much lower percentage of Message-Adjustment strategies (17 56%) with almost half of these being strategies of message reduction Group B employs a higher percentage of Message-Adjustment strategies (28 4%)

USE OF STRATEGIES BY INDIVIDUAL SUBJECTS -TASK 1

GROUP A (N=15)

SUBJECT	L1/L3	L2	MA	TOTAL
1	20	7	3	30
2	10	9	1	20
3	14	13	5	32
4	5	3	1	9
5	4	10	2	16
6	12	11	8	31
7	3	19	7	29
8	19	10	2	31
9	11	14	2	27
10	9	13	6	28
11	18	5	10	33
12	6	15	3	24
13	8	7	3	18
14	7	9	4	20
15	9	10	9	28

Table 3

USE OF STRATEGIES BY INDIVIDUAL SUBJECTS -TASK 1

GROUP B (N=10)

SUBJECT	L1/L3	L2	MA	TOTAL
1	6	10	3	19
2	3	6	4	13
3	14	20	12	46
4	7	12	11	30
5	5	12	12	29
6	4	11	7	22
7	7	15	8	30
8	6	12	4	22
9	5	12	5	22
10	6	6	5	17

Table 4

It is evident from Tables 3 and 4 however, that not all subjects in Group A rely on L1/L3-based strategies In fact, seven subjects in the group use less L1/L3-based strategies than L2-based In some of these cases, the difference is very marked For example, Subject 7 uses only three L1/L3-based strategies but uses nineteen L2-based strategies Subject 12 employs six L1/L3-based and fifteen L2-based strategies On the other hand, some subjects in the group employ a much greater number of L1/L3-based strategies when communicating in the target language Subject 1 uses 20 L1/L3-based strategies out a total number of 30 Subject 8 uses 19 L1/L3-based strategies out of a total of 31 and m the case of Subject 11, 18 out of a total of 33 strategies are L1/L3-based

Nine out of the ten subjects in Group B use more L2-based strategies than L1/L3-based whereas in Group A, nine out of fifteen subjects use more L1/L3-based than L2-based strategies

No subject in Group B uses more L1/L3-based than L2-based strategies One subject (Subject 10) uses these two categories in equal proportions (six instances each) and uses Message-Adjustment strategies on five occasions Subject 3 in Group B uses a considerably higher amount of L1/L3-based strategies compared to other subjects in the group (14) but it must be noted that this subject uses by far the greater number of overall communication strategies as well as recording the highest proportion of L2-based strategies (20) and 12 Message-Adjustment strategies Subject 2 in this group uses the least amount of L1/L3-based strategies (3) and also the least number of total communication strategies (13)

It is noteworthy that the subject in Group A (Subject 11) who uses the most Message-Adjustment strategies (a total of 10) also uses a very high number of L1/L3-based strategies (18) compared to L2-based (5) On the contrary, Subjects 3 and 5 in Group B who record the highest number of Message-Adjustment strategies (12) use more L2-based than L1/L3-based strategies Two subjects in Group A (Subjects 2 and 4) use only one Message-Adjustment strategy and Subjects 5, 8 and 9 use only a total of two each The least use of this category in Group B is Subject 1 who uses three such strategies

3 1 2 Use of L1/L3-based strategies

	GROUP A	GROUP B
L1/L3-based strategies		
Literal translation	71 (18 88%)	36 (14 4%)
Language switch	57 (15 16%)	12 (4 8%)
Foreignising	27 (7 18%)	15 (6 0%)
Total	155 (41 22%)	63 (25 2%)

Table 5

As already noted, Group A uses a high percentage of L1/L3-based strategies in their performance of this elicitation task (41 22%) whereas 25 2% of Group B's communication strategies are L1/L3-based Within this category, both groups use literal translation to a greater extent However, in the case of Group A, there is not a significant difference between the use of literal translation and language switch while foreignising is obviously used to a much lesser extent Foreignising is the L1/L3-based strategy least frequently used by Group A while Group B uses language switch to a lesser degree than the other two strategies in this category

Testing the hypothesis Ho that there is no difference between the groups in their use of L1/L3-based strategies in Task 1		
Mann-Whitney U-test	0 05 significance level	0 01 significance level
z=2 05	z > 1 96	- 2 58< z < 2 58
Kruskal-Wallis H-test	0 05 significance level	0 01 significance level
H=4 38	H>3 84	H< 6 63
Student t-distribution	0 05 significance level	0 01 significance level
t=2 072	t=2 07	t <2 81

Table 6

One can conclude that there is a difference between the groups in their use of L1/L3-based strategies at the 0 05 significance level but one cannot conclude that there is a difference at the 0 01 level In other words, one can only be 95% confident that there is a difference between the groups in their use of this category of strategies

Use of Individual L1/L3-based strategies by Groups A and B - Task 1

Group A (n=15)

SUBJECT	LTA	LS	FRN
1	3	14	3
2	3	5	2
3	8	3	3
4	3	1	1
5	2	2	0
6	3	5	4
7	2	0	1
8	12	5	2
9	4	3	4
10	4	4	1
11	8	9	1
12	5	0	1
13	5	1	2
14	2	4	1
15	7	1	1

Group B (n=10)

SUBJECT	LTA	LS	FRN
1	5	1	0
2	2	1	0
3	4	3	7
4	5	2	0
5	4	0	1
6	3	0	1
7	5	0	2
8	4	1	1
9	2	2	1
10	2	2	2

LTA Literal Translation
LS Language Switch
FRN Foreignising

Table 7

ONE-WAY FREQUENCY TABLE OF L1/L3-BASED STRATEGIES - TASK 1 GROUP A

LTA	Freq	Percent	Cumul Freq	Cumul Percent
2	3	20 0	3	20 0
3	4	26 7	7	46 7
4	2	13 3	9	60 0
5	2	13 3	11	73 3
7	1	6 7	12	80 0
8	2	13 3	14	93 3
12	1	6 7	15	100 0
LS				
0	2	13 3	2	13 3
1	3	20 0	5	33 3
2	1	6 7	6	40 0
3	2	13 3	8	53 3
4	2	13 3	10	66 7
5	3	20 0	13	86 7
9	1	6 7	14	93 3
14	1	6 7	15	100 0
FRN				
0	11	6 7	1	6 7
1	7	46 7	8	53 3
2	3	20 0	11	73 3
3	2	13 3	13	86 7
4	2	13 3	15	100 0

Table 8

ONE-WAY FREQUENCY TABLE OF L1/L3-BASED STRATEGIES - TASK 1 GROUP B

LTA	Freq	Percent	Cumul Freq	Cumul Percent
2	3	30 0	3	30 0
3	1	10 0	4	40 0
4	3	30 0	7	70 0
5	3	30 0	10	100 0
LS				
0	3	30 0	3	30 0
1	3	30 0	6	60 0
2	3	30 0	9	90 0
3	1	10 0	10	100 0
FRN				
0	3	30 0	3	30 0
1	4	40 0	7	70 0
2	2	20 0	9	90 0
7	1	10 0	10	100 0

Table 9

3.1.2.1 Use of Literal Translation

As can be seen from Table 5, Group A uses more literal translation than language switch or foreignising Literal translation accounts for 18 88% of the total number

of strategies employed Subjects translate L1/L3 forms word for word into the L2 Table 7 indicates that although some subjects in Group A do not make extensive use of literal translation (seven subjects use it on three or less occasions), it is evident that every subject in the group resorts to this strategy at some stage in their communication with a numberof subjects employing it quite frequently (e g Subjects 3, 8 and 11) Subject 8 uses literal translation to the greatest extent with 12 instances of same recorded out of a total of 19 L1/L3-based strategies On the other hand, it was noted earlier that Subject 1 employs 20 L1/L3-based strategies out of a total number of 30 but only three of these strategies are attributed to literal translation Subjects 5, 7 and 14 use literal translation on just two occasions each The cumulative percentage in the frequency distribution indicates that 40% of the group use literal translation on five occasions or more On the other hand, 20% of subjects in the group record just two instances of the strategy and 26 7% record three instances of same

In Group B, literal translation is the most preferred L1/L3-based strategy accounting for 14 4% of the total number of strategies However, the data indicate that this group uses less literal translation than Group A in the completion of Task 1 The highest instance of usage was five (30% of the group) Every subject uses literal translation at some stage but three subjects (Subjects 2, 9 and 10) employ the strategy on only two occasions Like the case of Group A, no subject uses literal translation on less than two occasions

3 1.2.2 Use of Language Switch

Language switch is also a strategy frequently used by Group A albeit to a lesser extent than literal translation This strategy accounts for 15 16% of the group's total communication strategies and only two subjects do not employ it One particular subject (Subject 1) resorts to borrowing from the L1/L3 on 14 occasions Half of the L1/L3-based strategies used by Subject 11 are attributed to language switch (9 out of 18) These subjects do not attempt to translate the target item into the L2 and just use the L1/L3 form However, the frequency distribution indicates that 13 3% of the group do not use language switch and 53 3% of the group employ it on three occasions or less One-third of the group switch to the L1/L3 on one occasion or less

In the case of Group B, language switch constitutes a low percentage of communication strategies (4 8%) This is dissimilar to Group A, which, as already noted, uses a relatively high percentage of the strategy Three subjects in Group B (30% of the group) do not use language switch at all (Subjects 5, 6 and 7) while three subjects (Subjects 1, 2 and 8) employ the strategy on just one occasion Subject 3 uses the most language switch (3 instances) 60% of the group use language switch on one occasion or less These findings indicate that, in the accomplishment of Task 1, the more advanced group does not tend to switch to L1 or L3 forms when communicating in the L2 whereas the less advanced group is much more likely to borrow lexical items from a non-target language

3.1 2.3 Use of Foreignising

Foreignising is the L1/L3-based strategy least frequently used by Group A (7 18%) although with the exception of Subject 5, all subjects in the group utilise this strategy at some stage in their performance However, foreignising is not used on a wide scale as 46 7% of the group rely on it only once in their communication and its highest frequency is four (Subjects 6 and 9)

There is not a significant difference between the two groups in their usage of foreignising It constitutes 6 0% of the communication strategies employed by Group B It is thus not used very frequently by the group and with the exception of Subject 3, who uses the strategy on seven occasions, subjects do not employ foreignismg in more than two instances 30% of Group B do not resort to this strategy and 40% employ it just once

Two-way frequency distribution of LTA by LS - Task 1
Group A

LTA frequency percent	LS 0	1	2	3	4	5	9	14	Total
2	1 6 67	0 0 00	1 6 67	0 0 00	1 6 67	0 0 00	0 0 00	0 0 00	3 20 00
3	0 0 00	1 6 67	0 0 00	0 0 00	0 0 00	2 13 33	0 0 00	1 6 67	4 26 67
4	0 0 00	0 0 00	0 0 00	1 6 67	1 6 67	0 0 00	0 0 00	0 0 00	2 13 33
5	1 6 67	1 6 67	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	2 13 33
7	0 0 00	1 6 67	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	1 6 67
8	0 0 00	0 0 00	0 0 00	1 6 67	0 0 00	0 0 00	1 6 67	0 0 00	2 13 33
12	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	1 6 67	0 0 00	0 0 00	1 6 67
Total	2 13 33	3 20 00	1 6 67	2 13 33	2 13 33	3 20 00	1 6 67	1 6 67	15 100 00

Table 10

Two-way frequency distribution of LTA by LS - Task 1

Group B

LTA frequency percent	LS 0	1	2	3	Total
2	0 0 00	1 10 00	2 20 00	0 0 00	3 30 00
3	1 10 00	0 0 00	0 0 00	0 0 00	1 10 00
4	1 10 00	1 10 00	0 0 00	1 10 00	3 30 00
5	1 10 00	1 10 00	1 10 00	0 0 00	3 30 00
Total	3 30 00	3 30 00	3 30 00	1 10 00	10 100 00

Table 11

3.1.2.4 Relationship between literal translation and language switch

In Task 1, the two-way frequency distribution for Group A indicates that there is a high correlation between the variables of literal translation and language switch When subjects use the strategy of literal translation, it is highly probable that they will also use language switch The column percentage indicates that the use of LS increases to 20% up to LS=1, then declines but increases again to 20% at LS=5 The row percentage reveals that literal translation is at its highest level at LTA=3 (26 67%) Beyond this threshold, this variable fluctuates between increases to 13 33% and decreases to 6 67%

The pattern for Group B reflects that of Group A in that the variables of LTA and LS are relatively dependent on each other However, there is a slightly greater probability of LTA use because in 30% of cases, LS=0 There is no occasion where

LTA=0 The lowest frequency of literal translation is LTA=2 However, when there is a higher frequency of LS, it is probable that LTA will also be used For example, when LS=3, LTA=4 and when LS=2, LTA=5 The use of LS decreases beyond the threshold of LS=2 It remains constant from LS=0 to LS=2 (30%) but declines to 10% for LS=3 There is a 30% frequency of LTA at LTA=2 It declines at LTA=3 but regains its previous level for LTA>3 When LTA is at its highest level (LTA=5), LS still exists As LTA increases to LTA=4, LS also increases When LTA=5, LS decreases slightly to LS=2 but the overriding fact is that subjects in Group B are still using LS alongside LTA

Three-way frequency distribution of LS by FR controlling for LTA - Task 1

Group A

LTA=2
Freq (%)

LS	FRN 0	1	Total
0	0 (0 00)	1 (33 33)	1 (33 33)
1	0 (0 00)	0 (0 00)	0 (0 00)
2	1 (33 33)	0 (0 00)	1 (33 33)
3	0 (0 00)	0 (0 00)	0 (0 00)
4	0 (0 00)	1 (33 33)	1 (33 33)
Total	1 (33 33)	2 (66 67)	2 (100 00)

LTA=3
Freq (%)

LS	FRN 1	2	3	4	Total
0	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
1	1 (25 00)	0 (0 00)	0 (0 00)	0 (0 00)	1 (25 00)
5	0 (0 00)	1 (25 00)	0 (0 00)	1 (25 00)	2 (50 00)
14	0 (0 00)	0 (0 00)	1 (25 00)	0 (0 00)	1 (25 00)
Total	1 (25 00)	1 (25 00)	1 (25 00)	1 (25 00)	4 (100 00)

LTA=4
Freq (%)

LS	FRN 1	4	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
3	0 (0 00)	1 (50 00)	1 (50 00)
4	1 (50 00)	0 (0 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

LTA=5
Freq (%)

LS	FRN 1	2	Total
0	1 (50 00)	0 (0 00)	1 (50 00)
1	0 (0 00)	1 (50 00)	1 (50 00)
2	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

LTA=7
Freq (%)

LS	FRN 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

LTA=8
Freq (%)

LS	FRN 1	3	Total
3	0 (0 00)	1 (50 00)	1 (50 00)
9	1 (50 00)	0 (0 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

LTA=12
Freq (%)

LS	FRN 0	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
5	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Group B

LTA=2
Freq (%)

LS	FRN 0	1	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
1	1 (33 33)	0 (0 00)	0 (0 00)	1 (33 33)
2	0 (0 00)	1 (33 33)	1 (33 33)	2 (66 67)
Total	1 (33 33)	1 (33 33)	1 (33 33)	3 (100 00)

LTA=3
Freq (%)

LS	FRN 0	1	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

LTA=4
Freq (%)

LS	FRN 0	1	7	Total
0	0 (0 00)	1 (33 33)	0 (0 00)	1 (33 33)
1	0 (0 00)	1 (33 33)	0 (0 00)	1 (33 33)
3	0 (0 00)	0 (0 00)	1 (33 33)	1 (33 33)
Total	0 (0 00)	2 (66 67)	1 (33 33)	3 (100 00)

LTA=5
Freq (%)

LS	FRN 0	2	Total
0	0 (0 00)	1 (33 33)	1 (33 33)
1	1 (33 33)	0 (0 00)	1 (33 33)
2	1 (33 33)	0 (0 00)	1 (33 33)
Total	2 (66 67)	1 (33 33)	3 (100 00)

Table 12

3.1.2.5 Relationship between literal translation, language and foreignising

The three-way frequency distribution for Group A indicates that for low levels of LTA usage, there is high usage of LS and low usage of FRN As LTA increases to LTA=4, LS decreases from its previous high level to become more on par with LTA and FRN usage FRN maintains its previous level As LTA increases further to LTA=7, the use of LS and FRN decreases When LTA increases to LTA=8, both LS and FRN increase In fact, there is a sharp increase in LS (LS=9) while there is a less marked increase in FRN (FRN=3) When LTA reaches its highest level (LTA=12), LS decreases to LS=5 and FRN decreases to FRN=2 However, it is evident that in the performance of Group A, the LTA variable never becomes independent of the other two variables

In the case of Group B, when LTA is at its lowest level, there is equivalent usage of LS and FRN As LTA increases to LTA=4, both LS and FRN also increase, the latter variable revealing the greater increase (FRN=7) Beyond the threshold of LTA=4, both LS and FRN decrease indicating that as LTA increases, it becomes independent of the other two variables

3.1.3 Use of L2-based strategies.

L2-based strategies	GROUP A	GROUP B
Paraphrase	1 (0 27%)	0 (0%)
Approximation	85 (22 61%)	53 (21 2%)
Word-coinage	46 (12 23%)	31 (12 4%)
Restructuring	23 (6 12%)	32 (12 8%)
Total	155 (41 22%)	116 (46 4%)

Table 13

Group B uses much more L2-based than L1/L3-based strategies - 46 4% of the former compared to 25 2% of the latter (see Table 1) This seems to be more appropriate given that the subjects should be more proficient in the L2 and therefore should be more reliant on the their knowledge of the L2 when faced with communication difficulties

However, Table 13 indicates that there is not a significant difference between the two groups in their overall percentage use of L2-based strategies - 41 22% in the case of Group A and 46 4% in the case of Group B

Testing the hypothesis Ho that there is no difference between the groups in their use of L2-based strategies in Task 1		
Mann-Whitney U-test	0 05 significance level	0 01 significance level
z= -0 8	- 1 96 < z < 1 96	z < - 2 58
Kruskal-Wallis H-test	0 05 significance level	0 01 significance level
H= 0 81	H< 3 84	H< 6 63
Student t-distribution	0 05 significance level	0 01 significance level
t= -0 7306	- 2 07< t <2 07	- 2 81 < t < 2 81

Table 14

The tests indicate that there is no difference between the groups in their use of L2-based strategies and there is a 95% confidence level that this is the case

USE OF INDIVIDUAL L2-BASED STRATEGIES BY EACH SUBJECT - TASK 1

GROUP A (N=15)

SUBJECT	PARPH	APP	WC	RS
1	0	5	1	1
2	0	5	4	0
3	0	7	4	2
4	0	2	1	0
5	0	5	3	2
6	0	8	2	1
7	1	8	8	2
8	0	5	3	2
9	0	9	4	1
10	0	4	6	3
11	0	3	2	0
12	0	9	3	3
13	0	4	3	0
14	0	5	2	2
15	0	6	0	4

PARPH Paraphrase
APP Approximation
WC Word-Coinage
RS Restructuring

Table 15

USE OF INDIVIDUAL L2-BASED STRATEGIES BY EACH SUBJECT - TASK 1

GROUP B (n=10)

SUBJECT	PARPH	APP	WC	RS
1	0	6	3	1
2	0	1	2	3
3	0	12	3	5
4	0	5	2	5
5	0	7	2	3
6	0	5	2	4
7	0	4	10	1
8	0	5	1	6
9	0	5	6	1
10	0	3	0	3

PARPH Paraphrase
APP Approximation
WC Word-Coinage
RS Restructuring

Table 16

ONE-WAY FREQUENCY TABLE OF L2-BASED STRATEGIES -TASK 1 GROUP A

PARAPH	Freq	Percent	Cumul Freq	Cumul Percent
0	14	93 3	14	93 3
1	1	6 7	15	100 0
APP				
2	1	6 7	1	6 7
3	1	6 7	2	13 3
4	2	13 3	4	26 7
5	5	33 3	9	60 0
6	1	6 7	10	66 7
7	1	6 7	11	73 3
8	2	13 3	13	86 7
9	2	13 3	15	100 0
WC				
0	1	6 7	1	6 7
1	2	13 3	3	20 0
2	3	20 0	6	40 0
3	4	26 7	10	66 7
4	3	20 0	13	86 7
6	1	6 7	14	93 3
8	1	6 7	15	100 0
RS				
0	4	26 7	4	26 7
1	3	20 0	7	46 7
2	5	33 3	12	80 0
3	2	13 3	14	93 3
4	1	6 7	15	100 0

Table 17

ONE-WAY FREQUENCY TABLE OF L2-BASED STRATEGIES -TASK 1 GROUP B

PARAPH	Freq	Percent	Cumul.Freq	Cumul Percent
0	10	100 0	10	100 0
APP				
1	1	10 0	1	10 0
3	1	10 0	2	20 0
4	1	10 0	3	30 0
5	4	40 0	7	70 0
6	1	10 0	8	80 0
7	1	10 0	9	90 0
12	1	10 0	10	100 0
WC				
0	1	10 0	1	10 0
1	1	10 0	2	20 0
2	4	40 0	6	60 0
3	2	20 0	8	80 0
6	1	10 0	9	90 0
10	1	10 0	10	100 0
RS				
1	3	30 0	3	30 0
3	3	30 0	6	60 0
4	1	10 0	7	70 0
5	2	20 0	9	90 0
6	1	10 0	10	100 0

Table 18

3 1.3 1 Use of Paraphrase

Paraphrase is a notably absent communication strategy in the subjects' performance of Task 1 Surprisingly, it is a subject in the less-advanced group who uses the strategy on the only occasion upon which it is recorded for this task This subject (Subject 7-Group A) uses the least amount of L1/L3-based strategies within the group and is also the one who used the most L2-based strategies (three strategies in the former category compared with 19 in the latter)

One might presume that the more advanced group would frequently use paraphrase in their L2 communication, given that the subjects have spent a longer period studying the target language, but this is not the case Despite a greater percentage use of L2-based strategies in the completion of this task, subjects in Group B never attempt to overcome a linguistic difficulty in the L2 by exemplifying or describing the target item

3.1.3.2 Use of Approximation

For both groups, the most frequently used communication strategy in any category is that of approximation In fact, the percentage use for the two groups is almost the same - Group A (22 61%) and Group B (21 2%) It seems that subjects of both proficiency levels have a similar ability to use an alternative lexical item in the L2 which shares semantic features with the target word or structure The highest individual usage of the strategy was by Subject 3 in Group B who employs it on twelve occasions One has already observed that this particular subject also records the highest number of L1/L3-based strategies for Group B The highest individual usage in Group A is attributed to Subjects 9 and 12 who each use approximation on

nine occasions The frequency distribution indicates that 33 3% of Group A and 40% of Group B use approximation on five occasions The cumulative frequency reveals that 40% of Group A use approximation on more than five occasions while 30% of Group B do same 20% of Group B use approximation on three occasions or less whereas only 13 3% of Group A do same

3.1.3.3 Use of Word-Coinage

Word-coinage is also used in almost equal percentages by both groups - Group A (12 23%) and Group B (12 4%) In Group A, Subject 7 uses the strategy most often (eight instances) and in Group B, the highest frequency is also imputed to Subject 7 (ten instances) In both groups, only one subject does not employ foreignising (Group A-Subject 15 and Group B-Subject 10) As in the case of approximation usage, it seems that, irrespective of proficiency level, the subjects demonstrate similar capability to create a word in the L2 by imposing a presumed L2 rule on an existing L2 word

However, on examination of the frequency distribution, one notes that 33 3% of Group A use word-coinage on more than three occasions whereas just 20% of Group B do likewise Therefore, Group A displays a tendency to employ higher frequencies of word-coinage although the overall percentages indicate similar levels of usage by both groups On the other hand, the frequency distribution indicates that just 20% of both groups use word-coinage in one instance or less

3.1.3.4 Use of Restructuring

Group B makes much greater use than Group A of the strategy of restructuring Restructuring is used over twice as often by the former group - 12 8% of the total

number of strategies compared with 6 12% in the case of Group A This indicates that the more advanced group is more capable of developing an alternative constituent plan in the L2 when faced with difficulties in communication Every subject in Group B uses restructuring at some stage in their communication whereas four subjects in Group A do not rely on the strategy at all Only 20% of subjects in Group A use the strategy in more than two instances while 70% of subjects in Group B do same No subject in Group A uses restructuring on more than four occasions whereas 30% of Group B use the strategy in excess of this figure

Three-way frequency distribution of WC by RS controlling for APP - Task 1

Group A

APP=2
Freq (%)

WC	RS 0	1	Total
0 0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
1 1 (100 00)	0 (0 00)	1 (100 00)	1 (100 00)
Total	1 (100 00)	0 (0 00)	1 (100 00)

APP=3
Freq (%)

WC	RS 0	1	Total
0 0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2 1 (100 00)	0 (0 00)	1 (100 00)	1 (100 00)
Total	1 (100 00)	0 (0 00)	1 (100 00)

APP=4
Freq (%)

WC	RS 0	3	Total
3 1 (50 00)	0 (0 00)	1 (50 00)	1 (50 00)
6 0 (0 00)	1 (50 00)	1 (50 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

APP=5
Freq (%)

WC	RS 0	1	2	Total
1 0 (0 00)	1 (20 00)	0 (0 00)	1 (20 00)	
2 0 (0 00)	0 (0 00)	1 (20 00)	1 (20 00)	
3 0 (0 00)	0 (0 00)	2 (40 00)	2 (40 00)	
4 1 (20 00)	0 (0 00)	0 (0 00)	1 (20 00)	
Total	1 (20 00)	1 (20 00)	3 (60 00)	5 (100 00)

APP=6
Freq (%)

WC	RS 0	4	Total
0 0 (0 00)	1 (100 00)	1 (100 00)	
1 0 (0 00)	0 (0 00)	0 (0 00)	
Total	0 (0 00)	1 (100 00)	1 (100 00)

APP=7
Freq (%)

WC	RS 0	2	Total
0 0 (0 00)	0 (0 00)	0 (0 00)	
4 0 (0 00)	1 (100 00)	1 (100 00)	
Total	0 (0 00)	1 (100 00)	1 (100 00)

APP=8
Freq (%)

WC	RS 1	2	Total
0 0 (0 00)	0 (0 00)	0 (0 00)	
2 1 (50 00)	0 (0 00)	1 (50 00)	
8 0 (0 00)	1 (50 00)	1 (50 00)	
Total	1 (50 00)	1 (50 00)	2 (100 00)

APP=9
Freq (%)

WC	RS 1	3	Total
0 0 (0 00)	0 (0 00)	0 (0 00)	
3 0 (0 00)	1 (50 00)	1 (50 00)	
4 1 (50 00)	0 (0 00)	1 (50 00)	
Total	1 (50 00)	1 (50 00)	2 (100 00)

Table 19

Three-way frequency distribution of WC by RS controlling for APP - Task 1

Group B

APP=1
Freq (%)

WC	RS 0	3	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

APP=3
Freq (%)

WC	RS 0	3	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

APP=4
Freq (%)

WC	RS 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
10	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

APP=5
Freq (%)

WC	RS 4	5	6	Total
0	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	0 (0 00)	2 (50 00)	2 (50 00)
2	1 (25 00)	1 (25 00)	0 (0 00)	2 (50 00)
Total	1 (25 00)	1 (25 00)	2 (50 00)	4 (100 00)

APP=6
Freq (%)

WC	RS 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
3	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

APP=7
Freq (%)

WC	RS 0	3	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

APP=12
Freq (%)

WC	RS 0	5	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
3	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Table 20

3.1.3.5 Relationship between approximation, word-coinage and restructuring

The three-way frequency distribution for Group A indicates that for low levels of approximation usage (e g APP=2 and APP=3), restructuring is not used and there are low levels of word-coinage usage As APP increases to APP=4, RS is used (RS=3) and WC increases to WC=6 As APP increases further to APP=5, both RS and WC decrease Up to a threshold of APP=4, WC increases but decreases to zero when APP=6 When WC reaches this low level, RS increases to its highest level (RS=4) After the threshold of APP=6, WC increases once again while RS decreases However, at the highest level of APP use (APP=9), RS increases again

while WC decreases A clear pattern emerges in this three-way distribution Above the threshold of APP=5, when one of the RS/WC variables decreases, the other increases There is continual fluctuation between the variables of RS and WC APP never becomes independent of the other two variables When subjects in Group A are using approximation, they are also using either restructuring or word-coinage or both

In the case of Group B, there is a higher frequency of word-coinage and restructuring when approximation is at its lowest level (APP=1) At APP=4, WC increases sharply to WC=10 while RS decreases to RS=1 As APP increases to APP=5, RS increases to a level of RS=6 while WC decreases from its previously high level to WC=2 At APP=6, RS decreases and WC increases but beyond this threshold, RS increases steadily while WC decreases at APP=7 and increases once again at APP=12 At the highest level of APP, both RS and WC increase When RS increases, WC decreases and vice versa except at the lowest and highest levels of APP (APP=1 and APP=12) As APP increases, it does not become independent of the other two variables

3.1.4 Use of Message-Adjustment strategies

Message-Adjustment strategies	GROUP A	GROUP B
Topic Avoidance	16 (4 26%)	21 (8 4%)
Message Abandonment	18 (4 79%)	19 (7 6%)
Message Reduction	32 (8 51%)	31 (12 4%)
Total	66 (17 56%)	71 (28 4%)

Table 21

Group B employs Message-Adjustment strategies to a greater degree than Group A - 28 4% of the total number in the case of the former group and 17 56% in the case of the latter In this task, the more proficient group has a greater facility to tailor the message to suit its linguistic resources For both groups the most frequently used strategy in this category is message reduction This strategy accounts for 8 51% of the total number of strategies in the case of Group A and 12 4% in the case of Group B Group A uses topic avoidance and message abandonment in almost equal proportions - 4 26% and 4 79% respectively The same applies to Group B where topic avoidance accounts for 8 4% of the total number of strategies and message abandonment accounts for 7 6% of the total

Testing the hypothesis Ho that there is no difference between the groups in their use of Message-Adjustment strategies in Task 1		
Mann-Whitney U-test	0 05 significance level	0 01 significance level
z= - 2 02	-1 96< z < 1 96	-2 58< z <2 58
Kruskal-Wallis H-test	0 05 significance level	0 01 significance level
H= 4 27	H >3 84	H< 6 63
Student t-distribution	0 05 significance level	0 01 significance level
t= -1 99	- 2 07< t < 2 07	- 2 81 <t < 2 81

Table 22

According to the Kruskal-Wallis and Mann-Whitney tests, there is a difference between the two groups in their use of Message-Adjustment strategies at the 95% significance level The Student t-distribution shows a t-value of - 1 99 which is very nearly outside the range at the 0 05 significance level Therefore, one can be 95% confident that there exists a difference between the two groups in their use of this strategy category but one cannot be 99% confident of same

USE OF INDIVIDUAL MESSAGE-ADJUSTMENT STRATEGIES - TASK 1
GROUP A

SUBJECT	TA	MA	MR
1	0	0	3
2	0	1	0
3	1	1	3
4	1	0	0
5	0	1	1
6	0	4	4
7	1	0	6
8	0	1	1
9	0	0	2
10	0	3	3
11	6	2	2
12	0	2	1
13	1	2	0
14	2	0	2
15	4	1	4

TA Topic Avoidance
MA Message Abandonment
MR Message Reduction

Table 23

USE OF INDIVIDUAL MESSAGE-ADJUSTMENT STRATEGIES - TASK 1
GROUP B

SUBJECT	TA	MA	MR
1	0	0	3
2	2	1	1
3	2	7	3
4	3	4	4
5	7	0	5
6	4	1	2
7	0	5	3
8	0	1	3
9	2	0	3
10	1	0	4

TA Topic Avoidance
MA Message Abandonment
MR Message Reduction

Table 24

ONE-WAY FREQUENCY TABLE OF MESSAGE-ADJUSTMENT STRATEGIES - TASK 1 GROUP A

TA	Freq	Percent	Cumul Freq	Cumul Percent
0	8	53 3	8	53 3
1	4	26 7	12	80 0
2	1	6 7	13	86 7
4	1	6 7	14	93 3
6	1	6 7	15	100 0
MA				
0	5	33 3	5	33 3
1	5	33 3	10	66 7
2	3	20 0	13	86 7
3	1	6 7	14	93 3
4	1	6 7	15	100 0
MR				
0	3	20 0	3	20 0
1	3	20 0	6	40 0
2	3	20 0	9	60 0
3	3	20 0	12	80 0
4	2	13 3	14	93 3
6	1	6 7	15	100 0

Table 25

ONE-WAY FREQUENCY TABLE OF MESSAGE-ADJUSTMENT STRATEGIES -TASK 1 GROUP B

TA	Freq	Percent	Cumul Freq	Cumul Percent
0	3	30 0	3	30 0
1	1	10 0	4	40 0
2	3	30 0	7	70 0
3	1	10 0	8	80 0
4	1	10 0	9	90 0
7	1	10 0	10	100 0
MA				
0	4	40 0	4	40 0
1	3	30 0	7	70 0
4	1	10 0	8	80 0
5	1	10 0	9	90 0
7	1	10 0	10	100 0
MR				
1	1	10 0	1	10 0
2	1	10 0	2	20 0
3	5	50 0	7	70 0
4	2	20 0	9	90 0
5	1	10 0	10	100 0

Table 26

3.1.4.1 Use of Topic Avoidance

Eight subjects in Group A do not use topic avoidance as a strategy in their completion of this task and a further four subjects use it on just one occasion The

frequency distribution indicates that only 20% of the group use this strategy more than once in their communicative performance Topic avoidance accounts for 4 26% of their overall communication strategies and is their least frequently used Message-Adjustment strategy Subjects 11 and 15 are exceptions to the general trend for the group as they employ topic avoidance in six and four instances respectively

Group B uses topic avoidance just over twice as often as Group A (8 4%) This group chooses more frequently to adjust the intended message by avoiding certain language structures or topics which lead to linguistic difficulties or omit parts of the intended message due to deficient linguistic resources In contrast to Group A's performance, 60% of Group B use topic avoidance more than once One particular subject (Subject 5) uses this strategy on seven occasions On the other hand, it is also evident that 30% of the group do not employ topic avoidance at any stage in their L2 communication However, 53 3% of subjects in Group A do not use topic avoidance which further emphasises the point that Group B employs the strategy on a more frequent basis than its less-advanced counterpart

3.1.4.2 Use of Message Abandonment

Message abandonment constitutes 4 79% of Group A's total communication strategies Five subjects do not use the strategy at all and five subjects use it in only one instance The highest frequency for message abandonment usage is four (Subject 6) According to these figures, one could not consider message abandonment to be a common communication strategy in the performance of Group A The frequency distribution indicates that 86 7% of subjects in the group employ the strategy on two occasions or less and 33 3% of the group do not use it at all

Group B uses message abandonment to a greater degree than Group A 7 6% of its communication strategies are attributed to this particular strategy The subjects in the higher proficiency group more frequently leave a message unfinished due to a language difficulty One might assume that the less proficient learners would have a greater tendency to employ this strategy given their lesser experience of the language and that the more proficient learners would attempt to find another way of conveying the message without giving up in mid-stream As the figures indicate, this is not the case in the completion of this elicitation task On the other hand, it must be noted that 40% of Group B do not use message abandonment and 30% of the group use the strategy on just one occasion In fact, the higher percentage of usage can be attributed to the performance of three subjects in the group - Subjects 3, 4 and 7- who use message abandonment in seven, four and five instances respectively

3 1.4.3 Use of Message Reduction

Group A uses message reduction in 8 51% of its strategies It is the group's most frequently used Message-Adjustment strategy Subject 7 uses the strategy on six occasions (the highest frequency recorded) 20% of the group do not use message reduction but 40% use it in more than two instances

Message reduction is the also the most frequently used Message-Adjustment strategy in the performance of Group B accounting for 12 4% of its total communication strategies

Every subject in Group B relies on this strategy at some stage in their L2 communication with 80% of the group employing it on three or more occasions

The highest frequency recorded for the group is five (10%) The more proficient learners display a greater facility to reduce the intended message to suit their L2 linguistic resources and maintain communication

Two-way frequency distribution of MR by TA - Task 1 Group A

MR frequency percent	TA 0	1	2	4	6	Total
0	1 6 67	2 13 33	0 0 00	0 0 00	0 0 00	3 20 00
1	3 20 00	0 0 00	0 0 00	0 0 00	0 0 00	3 20 00
2	1 6 67	1 6 67	0 0 00	0 0 00	1 6 67	3 20 00
3	2 13 33	1 6 67	0 0 00	0 0 00	0 0 00	3 20 00
4	1 6 67	0 0 00	0 0 00	1 6 67	0 0 00	2 13 33
6	0 0 00	1 6 67	0 0 00	0 0 00	0 0 00	1 6 67
Total	8 53 33	5 33 33	0 0 00	1 6 67	1 6 67	15 100 00

Table 27

Two-way frequency distribution of MR by TA - Task 1 Group B

MR frequency percent	TA 0	1	2	3	4	7	Total
1	0 0 00	0 0 00	1 10 00	0 0 00	0 0 00	0 0 00	1 10 00
2	0 0 00	0 0 00	0 0 00	0 0 00	1 10 00	0 0 00	1 10 00
3	3 30 00	0 0 00	2 20 00	0 0 00	0 0 00	0 0 00	5 50 00
4	0 0 00	1 10 00	0 0 00	1 10 00	0 0 00	0 0 00	2 20 00
5	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	1 10 00	1 10 00
Total	3 30 00	1 10 00	3 30 00	1 10 00	1 10 00	1 10 00	10 100 00

Table 28

3 1 4 4 Relationship between topic avoidance and message reduction

The two-way frequency distribution for Group A indicates that MR=0 and TA=0 in just 6 67% of cases The use of MR remains constant up to a threshold of MR=3, then decreases at MR=4 and further decreases at MR=6 The column percentage for TA=0 indicates that 53 33% of subjects do not use this strategy whereas the row percentage indicates that MR=0 in just 20% of cases It is more likely that subjects in this group will use message reduction rather than topic avoidance With the exception of one instance where MR=4 and TA=4, it is likely that as MR increases above the threshold of MR=2, the use of topic avoidance will remain at a low level The use of TA declines sharply to a level of zero at TA=2 but increases very slightly at TA=4(6 67%) and remains at this level at TA=6 It is noteworthy that the row and column percentages are equal for TA=6 and MR=6 At the highest level of TA (=6), MR remains at a low level (MR=2) and at the highest level of MR (=6), TA remains at a low level (TA=1)

For Group B, the row and column percentages indicate that subjects use more message reduction than topic avoidance TA=0 in 30% of cases whereas MR is never at a level of zero TA $\leq$ 2 in 70% of cases whereas MR $\leq$ 2 in just 20% of cases TA decreases to a level of 10% at TA =3 and remains at this level However, it is clear that MR never becomes independent of the TA variable As MR increases beyond the threshold of MR=3, TA increases and when MR records its highest level at MR=5, so also does the TA variable (TA=7) At high levels of MR, there are also high levels of TA

Three-way frequency distribution of MA by MR controlling for TA - Task 1

Group A

TA=0

Freq (%)

MA	MR 0	1	2	3	4	Total
0	0 (0 00)	0 (0 00)	1 (12 50)	1 (12 50)	0 (0 00)	2 (25 00)
1	1 (12 50)	2 (25 00)	0 (0 00)	0 (0 00)	0 (0 00)	3 (37 50)
2	0 (0 00)	1 (12 50)	0 (0 00)	0 (0 00)	0 (0 00)	1 (12 50)
3	0 (0 00)	0 (0 00)	0 (0 00)	1 (12 50)	0 (0 00)	1 (12 50)
4	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)	1 (12 50)	1 (12 50)
Total	1 (12 50)	3 (37 50)	1 (12 50)	2 (25 00)	1 (12 50)	8 (100 00)

TA=1

Freq (%)

MA	MR 0	3	6	Total
0	1 (25 00)	0 (0 00)	1 (25 00)	2 (50 00)
1	0 (0 00)	1 (25 00)	0 (0 00)	1 (25 00)
2	1 (25 00)	0 (0 00)	0 (0 00)	1 (25 00)
Total	2 (50 00)	1 (25 00)	1 (25 00)	4 (100 00)

TA=2

Freq (%)

MA	MR 0	2	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

TA=4

Freq (%)

MA	MR 0	4	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

TA=6

Freq (%)

MA	MR 0	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Group B

TA=0

Freq (%)

MA	MR 0	3	Total
0	0 (0 00)	1 (33 33)	1 (33 33)
1	0 (0 00)	1 (33 33)	1 (33 33)
5	0 (0 00)	1 (33 33)	1 (33 33)
Total	0 (0 00)	3 (100 00)	3 (100 00)

TA=1

Freq (%)

MA	MR 0	4	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

TA=2

Freq (%)

MA	MR 1	3	Total
0	0 (0 00)	1 (33 33)	1 (33 33)
1	1 (33 33)	0 (0 00)	1 (33 33)
7	0 (0 00)	1 (33 33)	1 (33 33)
Total	1 (33 33)	2 (66 67)	3 (100 00)

TA=3

Freq (%)

MA	MR 0	4	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
4	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

TA=4

Freq (%)

MA	MR 0	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

TA=7

Freq (%)

MA	MR 0	5	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Table 29

3 1 4 5 Relationship between topic avoidance, message abandonment and message reduction

For Group A, the three-way frequency distribution shows that when TA=0, MA and MR are used to a great extent with a slightly greater usage of MR The column and row percentages indicate that the highest frequency for both MA and MR when TA =0 is at a level of MA=1 and MR=1 At TA=1, there is more use of MR than MA and at TA=2, MA is not used at all and MR reduces to MR=1 Beyond the threshold of TA=2, MA increases while MR increases and then declines again TA never becomes independent of the other two variables However, at the highest level of TA (TA=6), there are low levels of MA and MR while at the lowest level of TA (TA=0), there are high levels of MA and MR Therefore, for Group A, a correlation is established between the three variables whereby the less topic avoidance is used, the more message abandonment and message reduction are used In the case of Group B, there is a similarity with Group A in that there is a high usage of MA and MR when TA=0 In fact, the highest levels of MA and MR are recorded when topic avoidance is not used, MR=3 and MA=5 Beyond the threshold of TA=2, the use of MA decreases steadily and above TA=4, TA becomes independent of the MA variable TA never becomes independent of the MR variable The highest level of MR (MR=5) is when TA is also at its highest level (TA=7) The TA and MR variables are dependent on each other When subjects in Group B use topic avoidance, it is probable that they will also be using message reduction

3.2 Task 2 Photo Description

Total number of strategies employed by Groups A and B

STRATEGIES OF COMMUNICATION	GROUP A (n=15)	GROUP B (n=10)
L1/L3-based strategies		
Literal translation	58 (26%)	40 (19 32%)
Language switch	28 (12 56%)	14 (6 76%)
Foreignising	14 (6 28%)	27 (13 04%)
	100 (44 84%)	81 (39 13%)
L2-based strategies		
Paraphrase	0 (0%)	5 (2 42%)
Approximation	40 (17 94%)	41 (19 81 %)
Word-coinage	19 (8 52%)	21 (10 14%)
Restructuring	8 (3 59%)	11 (5 31%)
	67 (30 05%)	78 (37 68%)
Message-Adjustment strategies		
Topic Avoidance	2 (5 38%)	28 (13 53%)
Message Abandonment	21 (9 42%)	7 (3 38%)
Message Reduction	23 (10 31%)	13 (6 28%)
	56 (25 11%)	48 (23 19%)
TOTAL NUMBER OF STRATEGIES EMPLOYED	223	207

Table 30

	Group A	Group B
STRATEGIES EMPLOYED	223	207
NO OF SUBJECTS	15	10
AVERAGE NO OF STRATEGIES PER SUBJECT	14 87	20 7

Table 31

3 2 1 Use of Communication Strategies

In the performance of this task, Group A employs 223 strategies of communication while Group B employs a total of 207 This represents an average of 14 87 strategies per subject in Group A and an average of 20 7 per subject in Group B The subjects in the more advanced group are using more strategies than the less-advanced group in order to overcome difficulties in communication in the L2

USE OF STRATEGIES BY INDIVIDUAL SUBJECTS- TASK 2

GROUP A (N=15)

SUBJECT	L1/L3	L2	MA	TOTAL
1	6	2	2	10
2	8	5	2	15
3	5	8	3	16
4	4	1	1	6
5	4	2	0	6
6	7	6	2	15
7	3	9	4	16
8	4	5	5	14
9	4	4	4	12
10	8	5	2	15
11	16	2	10	28
12	8	6	4	18
13	8	5	3	16
14	5	3	6	14
15	10	4	8	22

Table 32

USE OF STRATEGIES BY INDIVIDUAL SUBJECTS - TASK 2

GROUP B (N=10)

SUBJECT	L1/L3	L2	MA	TOTAL
1	14	15	1	30
2	4	8	2	14
3	6	9	3	18
4	9	4	10	23
5	3	5	14	22
6	11	11	6	28
7	9	4	2	15
8	14	9	1	24
9	6	4	5	15
10	5	9	4	18

Table 33

Eleven subjects in Group A use more L1/L3-based than L2-based strategies Eleven subjects in the group also use more L1/L3-based than Message-Adjustment strategies One subject (Subject 9) uses equal amounts of all three categories of strategy Subject 7 is the one subject who seems to have most reliance on L2-based strategies compared to the other categories Subject 11 who uses the highest total number of communication strategies also uses the most L1/L3-based strategies It is also interesting to note that Subject 11 also uses the highest number of Message-Adjustment strategies (10) and only uses two L2-based strategies Subject 7 uses the least amount of L1/L3-based strategies (a total of three) and also uses more L2-based than Message-Adjustment strategies Subject 9 uses equal numbers of strategies from the three categories

In Group B, four subjects use more L1/L3-based than L2-based strategies One subject (Subject 6) uses both categories in equal proportions -11 instances of each

Table 33 indicates that just two subjects (Subjects 4 and 5) in this group use more Message-Adjustment than L1/L3-based strategies Both of these subjects along with Subject 9 use more Message-Adjustment than L2-based strategies

In Group B, both Subjects 1 and 8 use 14 L1/L3-based strategies These subjects use more L2-based than Message-Adjustment strategies In fact, they are the subjects who use the least amount of Message-Adjustment strategies (just one such strategy in each case) On the other hand, as noted above, the subject in Group A (Subject 11) who uses the most L1/L3-based strategies only uses two L2-based strategies compared with ten Message-Adjustment strategies Subject 5 in Group B uses the least amount of L1/L3-based strategies (three in total) This subject uses significantly more Message-Adjustment than L2-based strategies - fourteen of the former and five of the latter On the contrary, it was noted earlier that the subject in Group A who uses the least amount of L1/L3-based strategies uses more L2-based than Message-Adjustment strategies Subject 6 in Group B uses equal amounts of L1/L3-based and L2-based strategies (11 of each) and in fact, uses the second highest total of communication strategies (28)

3.2.2 Use of L1/L3-based strategies

	GROUP A (n=15)	GROUP B (n=10)
L1/L3-based strategies		
Literal translation	58 (26%)	40 (19 32%)
Language switch	28 (12 56%)	14 (6 76%)
Foreignising	14 (6 28%)	27 (13 04%)
Total	100 (44 84%)	81 (39 13%)

Table 34

In percentage terms, there is not a significant difference between the two groups in their use of L1/L3-based strategies In the case of Group A, L1/L3-based strategies account for 44 84% of the total number of communication strategies while for Group B, 39 13% of the total represents L1/L3-based strategies It is notable that three subjects in Group B use more than ten L1/L3-based strategies whereas only one subject in Group A does same (See Tables 32 and 33) The lowest frequency of L1/L3-based strategy usage in both groups is three - Subject 7 in Group A and Subject 5 in Group B

Table 34 indicates that Group A uses more literal translation and language switch than Group B whereas Group B uses more foreignising than Group A. 26% of the total number of communication strategies employed by Group A are of literal translation while this particular strategy accounts for 19 32% of the total in the case of Group B However, the difference is more significant in the case of language switch This strategy is used almost twice as often by subjects in Group A - 12 56% of the total in the case of Group A and 6 76% of the total in the case of Group B This implies that, in the completion of this task, the subjects in the less-advanced group have direct recourse to lexical items from both the native language and from other non-target languages However, foreignising is employed over twice as often by subjects in Group B - in 13 04% of cases compared with a percentage of 6 28% for Group A In the performance of this task, the more advanced group uses an L1/L3 form but adapts it to make it appear like an L2 form

Testing the hypothesis H0 that there is no difference between the groups in their use of L1/L3-based strategies in Task 2	
Mann-Whitney U-test	0 05 significance level
z= - 0 97	-1 96 < z < 1 96
Kruskal-Wallis H-test	0 05 significance level
H=1 11	H < 3 84
Student t-distribution	0 05 significance level
t = - 0 9401	- 2 07 < t < 2 07

Table 35

The tests indicate that there is no difference between the groups in their use of L1/L3-based strategies in Task 2 and there is a 95% confidence level that this is the case

USE OF INDIVIDUAL L1/L3-BASED STRATEGIES BY GROUP A -TASK 2

SUBJECT	LTA	LS	FRN
1	3	2	1
2	5	0	3
3	2	3	0
4	2	1	1
5	3	1	0
6	5	2	0
7	1	0	2
8	3	1	0
9	4	0	0
10	6	2	0
11	9	5	2
12	3	4	1
13	3	2	3
14	2	3	0
15	7	2	1

LTA. Literal Translation
LS Language Switch
FRN Foreignising

Table 36

USE OF INDIVIDUAL L1/L3-BASED STRATEGIES BY GROUP B - TASK 2

SUBJECT	LTA	LS	FR
1	3	2	9
2	3	1	0
3	2	0	4
4	6	1	2
5	2	0	1
6	5	2	4
7	6	1	2
8	6	6	2
9	5	0	1
10	2	1	2

LTA. Literal Translation
LS Language Switch
FRN Foreignising

Table 37

ONE-WAY FREQUENCY TABLE OF L1/L3-BASED STRATEGIES - TASK 2 GROUP A

LTA	Freq	Percent	Cumul Freq	Cumul Percent
1	1	6 7	1	6 7
2	3	20 0	4	26 7
3	5	33 3	9	60 0
4	1	6 7	10	66 7
5	2	13 3	12	80 0
6	1	6 7	13	86 7
7	1	6 7	14	93 3
9	1	6 7	15	100 0
LS				
0	3	20 0	3	20 0
1	3	20 0	6	40 0
2	5	33 3	11	73 3
3	2	13 3	13	86 6
4	1	6 7	14	93 3
5	1	6 7	15	100 0
FRN				
0	7	46 7	7	46 7
1	4	26 7	11	73 3
2	2	13 3	13	86 7
3	2	13 3	15	100 0

Table 38

ONE-WAY FREQUENCY TABLE OF L1/L3-BASED STRATEGIES - TASK 2 GROUP B

LTA	Freq	Percent	Cumul Freq	Cumul Percent
2	3	30 0	3	30 0
3	2	20 0	5	50 0
5	2	20 0	7	70 0
6	3	30 0	10	100 0
LS				
0	3	30 0	3	30 0
1	4	40 0	7	70 0
2	2	20 0	9	90 0
6	1	10 0	10	100 0
FRN				
0	1	10 0	1	10 0
1	2	20 0	3	30 0
2	4	40 0	7	70 0
4	2	20 0	9	90 0
9	1	10 0	10	100 0

Table 39

3.2.2.1 Use of Literal Translation

As previously stated, Group A uses literal translation to a greater degree than Group B - 26% in the case of the former as opposed to 19 32% in the case of the latter

This is not a very significant difference however and it is clearly evident that regardless of greater experience of the L2, the more proficient learners are still entrenched in word for word translation from the L1/L3 when communicating in the L2

Subject 11 in Group A records the highest frequency of literal translation for the group (nine instances) As mentioned earlier, this subject also employs the highest number of L1/L3-based strategies and records the highest total of overall communication strategies

Subject 9 who uses equal amounts of strategies from the three categories relies solely on literal translation as an L1/L3-based strategy It is interesting to note from the frequency distribution that nine subjects in this group (60%) use literal translation on less than four occasions Subject 7 uses literal translation on just one occasion (the lowest frequency for the group)

On the other hand, in Group B, five subjects (50% of the group) use literal translation on less than four occasions The highest frequency of usage is six (Subjects 4, 7 and 8) Subjects 1 and 8 share the highest frequency of L1/L3-based strategies (14) but, while Subject 8 uses the highest frequency of literal translation (6), Subject 1 only records three instances of this strategy This is noteworthy because it demonstrates that although subjects employ similar degrees of L1/L3-based strategies, their individual usage of strategies within that category can vary, indicating the inconsistency of subject performance within the same group

3 2.2 2 Use of Language Switch

Group A records almost twice as much language switch as Group B in this task 12 56% of Group A's total number of communication strategies are attributed to language switch while the percentage for Group B is 6 76% This proves that the less proficient learners are more likely to use an L1/L3 term without attempting to translate it into the L2 Nine subjects in Group A use language switch in two instances or more 30% of Group B and 20% of Group A do not employ language switch 40% of subjects in Group B use language switch just once compared with 20% of Group A However, the highest frequency of usage is recorded by Subject 8 in Group B (six instances) This result is the exception to the general trend for Group B as the rest of the group (90%) uses language switch on two occasions or less

3.2.2.3 Use of Foreignising

Foreignising is used by the more proficient learners in the sample over twice as frequently as by the less proficient learners This strategy represents 13 04% of Group B's total number of communication strategies while it accounts for only 6 28% of the total for Group A Unlike Group A, which more commonly uses L1/L3 words without translating them, Group B more frequently employs L1/L3 words and adjusts them to L2 phonology and/or morphology This strategy usage could be attributed to the more proficient learners' greater experience of the L2 They are displaying their knowledge of L2 rules although they are still using the L1/L3 in a 'foreignised' manner

Seven subjects in Group A do not employ foreignising and four subjects employ it on just one occasion each 86 7% of subjects in Group A and 70% of Group B use foreignising on two occasions or less In Group B, only one subject (Subject 2) does not use foreignising and Subject 1 relies on it on nine occasions during the completion of this task 30% of Group B resort to foreignising in more than three instances whereas no subject in Group A exceeds this amount of usage

Two-way frequency distribution of LTA by LS - Task 2
Group A

LTA frequency percent	LS 0	1	2	3	4	5	Total
1	1 6 67	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	1 6 67
2	0 0 00	1 6 67	0 0 00	2 13 33	0 0 00	0 0 00	3 20 00
3	0 0 00	2 13 33	2 13 33	0 0 00	1 6 67	0 0 00	5 33 33
4	1 6 67	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	1 6 67
5	1 6 67	0 0 00	1 6 67	0 0 00	0 0 00	0 0 00	2 13 33
6	0 0 00	0 0 00	1 6 67	0 0 00	0 0 00	0 0 00	1 6 67
7	0 0 00	0 0 00	1 6 67	0 0 00	0 0 00	0 0 00	1 6 67
9	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	1 6 67	1 6 67
Total	3 20 00	3 20 00	5 33 33	2 13.33	1 6 67	1 6 67	15 100 00

Table 40

Two-way frequency distribution of LTA by LS - Task 2
Group B

LTA frequency percent	LS 0	1	2	6	Total
2	2 20 00	1 10 00	0 0 00	0 0 00	3 30 00
3	0 0 00	1 10 00	1 10 00	0 0 00	2 20 00
5	1 10 00	0 0 00	1 10 00	0 0 00	2 20 00
6	0 0 00	2 20 00	0 0 00	1 10 00	3 30 00
Total	3 30 00	4 40 00	2 20 00	1 10 00	10 100 00

Table 41

3 2 2 4 Relationship between literal translation and language switch

In Group A, there is a greater probability that beyond the threshold of LTA=3, subjects will use more literal translation than language switch As LTA increases to the LTA=3 threshold, LS also increases but as LTA increases further, LS declines with the exception of the one instance where LTA=9 (highest frequency of LTA) and LS=5 (highest frequency of LS) LTA is never at zero whereas LS=0 in 20% of cases However, when LTA is at its lowest level (LTA=1), LS is not used When LTA is at its highest level, LS is also at its highest level

Group B uses more literal translation than language switch LTA is never less than LTA=2 whereas LS=0 in 30% of cases However, the variables of LTA and LS are not independent of each other When subjects in Group B use LTA, it is also probable that they will be using LS Indeed, when the highest level of LTA is used (LTA=6), the highest level of LS is also used (LS=6) There is a high correlation between the two variables As LTA increases above the threshold of LTA=2, LS also increases The one exception to this pattern of concurrent increase is the single instance where LTA=5 and LS=0 Apart from this deviation from the general pattern, there is a definite correlation between LTA increase and LS increase in Group B's performance of this task

Three-way frequency distribution of LS by FR controlling for LTA -Task 2

Group A

LTA=1
Freq (%)

LS	FRN 0	2	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

LTA=2
Freq (%)

LS	FRN 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	1 (33 33)	1 (33 33)
2	0 (0 00)	0 (0 00)	0 (0 00)
3	2 (66 67)	0 (0 00)	2 (66 67)
Total	2 (66 67)	1 (33 33)	3 (100 00)

LTA=3
Freq (%)

LS	FRN 0	1	3	Total
0	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
1	2 (40 00)	0 (0 00)	0 (0 00)	2 (40 00)
2	0 (0 00)	1 (20 00)	1 (20 00)	2 (40 00)
4	0 (0 00)	1 (20 00)	0 (0 00)	1 (20 00)
Total	2 (40 00)	2 (40 00)	1 (20 00)	5 (100 00)

LTA=4
Freq (%)

LS	FRN 0	1	Total
0	1 (100 00)	0 (0 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (100 00)	0 (0 00)	1 (100 00)

LTA=5
Freq (%)

LS	FRN 0	3	Total
0	0 (0 00)	1 (50 00)	1 (50 00)
2	1 (50 00)	0 (0 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

LTA=6
Freq (%)

LS	FRN 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	1 (100 00)	0 (0 00)	1 (100 00)
Total	1 (100 00)	0 (0 00)	1 (100 00)

LTA=7
Freq (%)

LS	FRN 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

LTA=9
Freq (%)

LS	FRN 0	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
5	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Group B

LTA=2
Freq (%)

LS	FRN 1	2	4	Total
0	1 (33 33)	0 (0 00)	1 (33 33)	2 (66 67)
1	0 (0 00)	1 (33 33)	0 (0 00)	1 (33 33)
Total	1 (33 33)	1 (33 33)	1 (33 33)	3 (100 00)

LTA=3
Freq (%)

LS	FRN 0	9	Total
1	1 (50 00)	0 (0 00)	1 (50 00)
2	0 (0 00)	1 (50 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

LTA=5
Freq (%)

LS	FRN 1	4	Total
0	1 (50 00)	0 (0 00)	1 (50 00)
2	0 (0 00)	1 (50 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

LTA=6
Freq (%)

LS	FRN 0	2	Total
1	0 (0 00)	2 (66 67)	2 (66 67)
6	0 (0 00)	1 (33 33)	1 (33 33)
Total	0 (0 00)	3 (100 00)	3 (100 00)

Table 42

3 2.2 5 Relationship between literal translation, language switch and foreignising

At the lowest level of usage of literal translation (LTA=1), subjects in Group A use foreignising (FRN=2) but do not use any language switch Beyond the threshold of LTA =4, the use of language switch remains constant (at LS=2) up to LTA=9 when it rises sharply to LS=5 There is greater fluctuation in the use of foreignising At low levels of LTA, subjects use FRN As LTA increases to a threshold of LTA=6, the use of FRN alternates between increase and decrease Beyond LTA=6, FRN increases slowly again

In the case of Group B, when LTA increases, LS also increases FRN increases up to a threshold of LTA=3 where it reaches a very high level (FRN=9) Beyond the LTA=3 threshold, the use of FRN declines steadily, reaching its lowest level when both LTA and LS reach their highest levels As previously noted, there is a correlation between LTA and LS With the exception of LTA=5 where LS remains constant, one observes a concurrent increase in LTA and LS As LTA increases, it becomes independent of the FRN variable whereas it is highly probable that when subjects in Group B are using literal translation, they will also be using language switch

3.2 3 Use of L2-based strategies

L2-based strategies	GROUP A	GROUP B
Paraphrase	0 (0%)	5 (2 42%)
Approximation	40 (17 94%)	41 (19 81 %)
Word-coinage	19 (8 52%)	21 (10 14%)
Restructuring	8 (3 59%)	11 (5 31%)
Total	67 (30 05%)	78 (37 68%)

Table 43

There is a 7 63% difference between the two groups in the use of L2-based strategies - in the case of Group A, L2-based strategies account for 30 05% of the total number of communication strategies whereas for Group B, L2-based strategies represents 37 68% of the total Within this category, Group B uses a higher percentage of paraphrase, approximation, word-coinage and restructuring From Tables 32 and 33, one observes that no subject in Group B uses less than four L2-based strategies while five subjects in Group A do so with one particular subject (Subject 4) using only one L2-based strategy The highest number of L2-based strategies employed by Group A is nine (Subject 7) and the highest number for Group B is 15 (Subject 1) It is notable that Subject 7 in Group A uses the least amount of L1/L3-based strategies

In Group B, the subject who uses the highest number of L2-based strategies (Subject 1) also records the highest total number of communication strategies for the group and along with Subject 8, registers the greatest frequency of L1/L3-based strategies

Testing the hypothesis H0 that there is no difference between the groups in their use of L2-based strategies in Task 2		
Mann-Whitney U-test	0 05 significance level	0 01 significance level
z= - 2 16	z < - 1 96	-2 58 < z < 2 58
Kruskal-Wallis H-test	0 05 significance level	0 01 significance level
H= 4 85	H > 3 84	H< 6 63
Student t-distribution	0 05 significance level	0 01 significance level
t = - 2 72	t < -2 07	- 2 81< t < 2 81

Table 44

One can conclude that there is a difference between the groups in their use of L2-based strategies at the 0 05 significance level but one cannot conclude that there is a difference at the 0 01 level In other words, one can be only 95% confident that there is a difference between the groups in their use of this category of strategies However, at the 0 01 significance level, the t-value is almost outside the range which indicates that there could be a difference between the two groups at the 0 01 significance level

USE OF INDIVIDUAL L2-BASED STRATEGIES BY GROUP A - TASK 2

SUBJECT	PARPH	APP	WC	RS
1	0	2	0	0
2	0	3	2	0
3	0	4	3	1
4	0	0	1	0
5	0	0	1	0
6	0	3	2	1
7	0	6	2	1
8	0	2	3	0
9	0	1	0	3
10	0	3	2	0
11	0	1	1	0
12	0	4	1	1
13	0	4	0	1
14	0	2	1	0
15	0	4	0	0

PARPH Paraphrase
APP Approximation
WC Word-Coinage
RS Restructuring

Table 45

USE OF INDIVIDUAL L2-BASED STRATEGIES BY GROUP B -TASK 2

SUBJECT	PARPH	APP	WC	RS
1	3	3	6	3
2	1	4	3	0
3	0	7	2	0
4	0	3	0	1
5	0	4	1	0
6	1	4	5	1
7	0	1	2	1
8	0	6	1	2
9	0	3	0	1
10	0	6	1	2

PARPH Paraphrase
APP Approximation
WC Word-Coinage
RS Restructuring

Table 46

ONE-WAY FREQUENCY TABLE OF L2-BASED STRATEGIES -TASK 2 GROUP A

PARPH	Freq	Percent	Cumul Freq	Cumul Percent
0	15	100 0	15	100 0
APP				
0	2	13 3	2	13 3
1	2	13 3	4	26 7
2	3	20 0	7	46 7
3	3	20 0	10	66 7
4	4	26 7	14	93 3
6	1	6 7	15	100 0
WC				
0	4	26 7	4	26 7
1	5	33 3	9	60 0
2	4	26 7	13	86 7
3	2	13 3	15	100 0
RS				
0	9	60 0	9	60 0
1	5	33 3	14	93 3
3	1	6 7	15	100 0

Table 47

ONE-WAY FREQUENCY TABLE OF L2-BASED STRATEGIES -TASK 2 GROUP B

PARPH	Freq	Percent	Cumul Freq	Cumul Percent
0	7	70 0	7	70 0
1	2	20 0	9	90 0
3	1	10 0	10	100 0
APP				
1	1	10 0	1	10 0
3	3	30 0	4	40 0
4	3	30 0	7	70 0
6	2	20 0	9	90 0
7	1	10 0	10	100 0
WC				
0	2	20 0	2	20 0
1	3	30 0	5	50 0
2	2	20 0	7	70 0
3	1	10 0	8	80 0
5	1	10 0	9	90 0
6	1	10 0	10	100 0
RS				
0	3	30 0	3	30 0
1	4	40 0	7	70 0
2	2	20 0	9	90 0
3	1	10 0	10	100 0

Table 48

3 2.3 1 Use of Paraphrase

Group A does not employ paraphrase whereas there are five instances of this strategy in the performance of Group B This concurs with the presumption that the more-advanced group would rely on the language resources of the L2 by describing or exemplifying the lexical item which poses a problem of communication However, it must be pointed out that the amount of paraphrase used by Group B is not very significant and in fact constitutes just 2 42% of the total number of communication strategies used Furthermore, three out of the five instances of paraphrase use are attributed to one subject (Subject 1) and one instance each to Subjects 2 and 6 As already mentioned, Subject 1 uses the greatest amount of L2-based strategies and indeed uses the highest number of communication strategies for the group It can be thus inferred that this particular subject is the most adept at solving L2 communication difficulties through strategy use and is the most reliant on L2-based strategies This subject has the ability to use paraphrase in the L2 - a strategy uncommon to the vast majority of other subjects in the sample On the other hand, it has been previously observed that Subject 1 is joint highest user of L1/L3-based strategies

3.2.3.2 Use of Approximation

For both groups, approximation is the L2-based strategy used most often in this particular task - 17 94% of the total in the case of Group A and 19 81% of the total in the case of Group B The percentage difference between the groups is not significant It seems that when subjects in both groups are faced with a

communication difficulty, they find a single lexical item or structure in the L2 which shares semantic features with the desired item

Two subjects in Group A do not use approximation (Subjects 4 and 5) The highest frequency of usage of the strategy is four and is attributed to four subjects (Subjects 3, 12, 13 and 15)

Every subject in Group B uses approximation Subject 3 records the highest frequency (seven instances) and Subjects 8 and 10 use the strategy on six occasions respectively Subject 7 uses the least amount of approximation (one instance) 40% of Group B use approximation on three occasions or less compared with 66 7% of Group A These figures indicate that although there is not a significant difference between the two groups in their use of approximation as a percentage of the total communication strategies, the more-advanced group uses higher frequencies of the strategy in its performance of this task

3.2.3.3 Use of Word-Coinage

There is not a significant difference between the two groups in the use of word-coinage - 8 52% of the total in the case of Group A and 10 14% in the case of Group B Both groups display an approximately similar facility to invent a new word in the L2 in order to communicate a desired concept

No subject in Group A employs this strategy on more than three occasions and four subjects (26 7% of the group) do not use it at all In Group B, Subject 1 uses word-coinage on six occasions and Subject 6 uses the strategy on five occasions As already noted, both of these subjects also use paraphrase as a strategy Two subjects

in Group B (20%) do not utilise word-coinage 70% of Group B use word-coinage in two instances or less compared with 86 7% of Group A These figures indicate that the subjects in Group B are using word-coinage to a slightly greater extent than their less-advanced counterparts although the difference between the two groups is not particularly significant

3 2.3.4 Use of Restructuring

In this task, subjects in both groups do not rely much on the strategy of restructuring, being less inclined to deal with communication difficulties by developing an alternative constituent plan in the L2 This particular strategy represents 3 59% of Group A's communication strategies while the percentage usage for Group B is 5 31%

In Group A, nine subjects (60% of the group) do not use restructuring at all and the remaining subjects with the exception of Subject 9, use restructuring on just one occasion Subject 9 employs restructuring three times during the performance of the task In the case of Group B, three subjects (30%) do not use restructuring whatsoever and the evidence indicates that the subject who uses this strategy most often (on three occasions) also uses paraphrase most frequently (Subject 1) This subject proves to be capable of maintaining communication by either describing the characteristics of the requisite L2 item or by communicating the message according to an alternative plan In both groups, no subject employs restructuring in excess of three occasions

Three-way frequency of WC by RS controlling for APP - Task 2

Group A

APP=0
Freq (%)

WC	RS 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
1	2 (100 00)	0 (0 00)	2 (100 00)
Total	2 (100 00)	0 (0 00)	2 (100 00)

APP=1
Freq (%)

WC	RS 0	3	Total
0	0 (0 00)	1 (50 00)	1 (50 00)
1	1 (50 00)	0 (0 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

APP=2
Freq (%)

WC	RS 0	1	Total
0	1 (33 33)	0 (0 00)	1 (33 33)
1	1 (33 33)	0 (0 00)	1 (33 33)
3	1 (33 33)	0 (0 00)	1 (33 33)
Total	3 (100 00)	0 (0 00)	3 (100 00)

APP=3
Freq (%)

WC	RS 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	2 (66 67)	1 (33 33)	3 (100 00)
Total	2 (66 67)	1 (33 33)	3 (100 00)

APP=4
Freq (%)

WC	RS 0	1	Total
0	1 (25 00)	1 (25 00)	2 (50 00)
1	0 (0 00)	1 (25 00)	1 (25 00)
3	0 (0 00)	1 (25 00)	1 (25 00)
Total	1 (25 00)	3 (75 00)	4 (100 00)

APP=6
Freq (%)

WC	RS 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Group B

APP=1
Freq (%)

WC	RS 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

APP=3
Freq (%)

WC	RS 0	1	3	Total
0	0 (0 00)	2 (66 67)	0 (0 00)	2 (66 67)
6	0 (0 00)	0 (0 00)	1 (33 33)	1 (33 33)
Total	0 (0 00)	2 (66 67)	1 (33 33)	3 (100 00)

APP=4
Freq (%)

WC	RS 0	1	Total
1	1 (33 33)	0 (0 00)	1 (33 33)
3	1 (33 33)	0 (0 00)	1 (33 33)
5	0 (0 00)	1 (33 33)	1 (33 33)
Total	2 (66 67)	1 (33 33)	3 (100 00)

APP=6
Freq (%)

WC	RS 0	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	2 (100 00)	2 (100 00)
Total	0 (0 00)	2 (100 00)	2 (100 00)

APP=7
Freq (%)

WC	RS 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	1 (100 00)	0 (0 00)	1 (100 00)
Total	1 (100 00)	0 (0 00)	1 (100 00)

Table 49

3 2.3.5 Relationship between approximation, word-coinage and restructuring

For Group A, RS reaches its highest level when APP is at a low level (APP=1) and as APP increases beyond the threshold of APP=2, RS remains constant at RS=1 As APP increases to APP=2, WC also increases Beyond this threshold, WC fluctuates between increase and decrease but does not fall below the level of WC=2 When approximation is used, there is a greater tendency for subjects in Group A to use word-coinage rather than restructuring despite the fluctuations in word-coinage use beyond the threshold of APP=2 When approximation is employed , word-coinage is also employed whereas restructuring is not always used When APP increases, the level of RS is low

Likewise in Group B, when approximation is used, there is a greater tendency to use word-coinage rather than restructuring As APP increases to APP=3, WC also increases However, as APP increases beyond APP=4, WC declines sharply, just rising very slightly at APP=7 Therefore, for Group B, there is less use of word-coinage as approximation increases above the threshold of APP=4 The use of restructuring increases up to APP=3, then declines but increases very slightly at APP=6 (the only instance where it exceeds WC use) As APP increases to APP=7, RS is not used at all and WC has increased again

3.2.4 Use of Message-Adjustment strategies

Message-Adjustment strategies	GROUP A	GROUP B
Topic Avoidance	12 (5 38%)	28 (13 53%)
Message Abandonment	21 (9 42%)	7 (3 38%)
Message Reduction	23 (10 31%)	13 (6 28%)
Total	56 (25 11%)	48 (23 19%)

Table 50

Group A uses a slightly higher percentage of Message-Adjustment strategies - 25 11% of the total as opposed to 23 19% of the total in the case of Group B This is not a significant difference but there is a divergence between the two groups in individual strategy use within the Message-Adjustment category with Group A relying to a greater extent on message reduction and Group B using topic avoidance more frequently

Group B uses four times as much topic avoidance as message abandonment and just over twice as much topic avoidance as message reduction

Message abandonment and message reduction are used in almost equal percentages by Group A It seems that subjects in Group A prefer to either give up speaking in mid-stream or say less precisely what was originally intended whereas subjects in Group B avoid a topic which poses difficulty and do not say what was originally in mind

Subject 11 in Group A uses the highest total amount of Message-Adjustment strategies (10) and as already noted in uses the highest amount of L1/L3-based strategies in the group (16) but only uses two L2-based strategies (see Table 32) Subject 5 in Group B employs the highest number of Message-Adjustment strategies for this group (a total of 14) but uses the least amount of L1/L3-based strategies (3) and records only five L2-based strategies (see Table 33)

Testing the hypothesis H0 that there is no difference between the groups in their use of Message-Adjustment strategies in Task 2	
Mann-Whitney U-test	0 05 significance level
z= - 0 33	- 1 96 < z < 1 96
Kruskal-Wallis H-test	0 05 significance level
H= 0 27	H < 3 84
Student t-distribution	0 05 significance level
t = - 0 74	- 2 07 < t < 2 07

Table 51

The tests indicate that there is no difference between the groups in their use of Message-Adjustment strategies and there is a 95% confidence level that this is the case

INDIVIDUAL MESSAGE-ADJUSTMENT STRATEGIES USED BY SUBJECTS IN GROUP A - TASK 2

SUBJECT	TA	MA	MR
1	0	2	0
2	1	0	1
3	1	2	0
4	0	0	1
5	0	0	1
6	1	0	1
7	0	1	3
8	0	3	2
9	0	1	3
10	1	1	0
11	2	2	6
12	0	2	2
13	1	1	1
14	3	1	2
15	2	5	1

TA. Topic Avoidance
MA Message Abandonment
MR Message Reduction

Table 52

INDIVIDUAL MESSAGE-ADJUSTMENT STRATEGIES USED BY SUBJECTS IN GROUP B - TASK 2

SUBJECT	TA	MA	MR
1	0	1	0
2	1	0	1
3	0	3	0
4	7	0	3
5	10	0	4
6	4	1	1
7	0	1	1
8	0	0	1
9	4	1	0
10	2	0	2

TA Topic Avoidance
MA Message Abandonment
MR Message Reduction

Table 53

ONE-WAY FREQUENCY TABLE OF MESSAGE-ADJUSTMENT STRATEGIES - TASK 2 GROUP A

TA	Freq	Percent	Cumul Freq	Cumul.Percent
0	7	46 7	7	46 7
1	5	33 3	12	80 0
2	2	13 3	14	93 3
3	1	6 7	15	100 0
MA				
0	4	26 7	4	26 7
1	5	33 3	9	60 0
2	4	26 7	13	86 7
3	1	6 7	14	93 3
5	1	6 7	15	100 0
MR				
0	3	20 0	3	20 0
1	6	40 0	9	60 0
2	3	20 0	12	80 0
3	2	13 3	14	93 3
6	1	6 7	15	100 0

Table 54

ONE-WAY FREQUENCY TABLE OF MESSAGE-ADJUSTMENT STRATEGIES -TASK 2 GROUP B

TA	Freq	Percent	Cumul Freq	Cumul Percent
0	4	40 0	4	40 0
1	1	10 0	5	50 0
2	1	10 0	6	60 0
4	2	20 0	8	80 0
7	1	10 0	9	90 0
10	1	10 0	10	100 0
MA				
0	5	50 0	5	50 0
1	4	40 0	9	90 0
3	1	10 0	10	100 0
MR				
0	3	30 0	3	30 0
1	4	40 0	7	70 0
2	1	10 0	8	80 0
3	1	10 0	9	90 0
4	1	10 0	10	100 0

Table 55

3 2.4.1 Use of Topic Avoidance

Topic avoidance is the Message-Adjustment strategy least frequently employed by Group A, comprising 5 38% of its communication strategies Seven subjects in Group A do not use topic avoidance and no subject uses it in more than three instances 93 3% of the group use this strategy on two occasions or less

On the contrary, Group B uses a much higher percentage of topic avoidance than Group A in its communicative performance - 13 53% of the total number of strategies

However, it must be emphasised that the high percentage of topic avoidance recorded for Group B is greatly attributed to the fact that one subject in particular (Subject 5) uses this strategy on ten occasions and Subject 4 uses it on seven occasions In fact, four subjects do not use topic avoidance at all and 60% of the group use it in two instances or less However, it is evident that the more-advanced

group is resorting to topic avoidance in greater frequencies than its less-advanced counterpart

3.2 4.2 Use of Message Abandonment

Group A's percentage use of message abandonment is 9 42% while that of Group B is 3 38% Message abandonment is used almost three times as much by Group A which indicates that the less advanced subjects tend more to give up communicating in mid-stream and abandon the message they had intended to convey

The four subjects in Group A who do not employ message abandonment (Subjects 2, 4, 5 and 6) also record a very low amount of overall Message-Adjustment strategies (see Table 52) Subject 15 in Group A uses message abandonment on five occasions 26 7% of subjects in Group A do not use message abandonment On the other hand, 50% of the subjects in Group B do not employ message abandonment including two (Subjects 4 and 5) who actually record the highest number of Message-Adjustment strategies (see Table 33) 40% of Group A use message abandonment on more than one occasion whereas the only subject in Group B who uses message abandonment more than once is Subject 3 in whose communication three instances of the strategy occur In fact, message abandonment is the only Message-Adjustment strategy employed by this particular subject

3 2.4 3 Use of Message Reduction

The most preferred Message-Adjustment strategy of Group A is message reduction - 10 31% of the total communication strategies Group B use less message reduction in their performance of this task - 6 28% Three subjects in the latter

group (30%) do not use message reduction and four subjects use it in only one instance In Group A, three subjects (20%) do not use this strategy and six subjects use it just once In fact, the higher frequency recorded for Group A can be imputed to one particular subject - Subject 11- who uses message reduction in six instances This subject uses the highest total number of Message-Adjustment strategies in Group A. The other subjects in the group use message reduction on three or less occasions

Subject 5 m Group B records the highest frequency of message reduction for the group, employing it in four instances 40% of Group A use message reduction more than once compared with 30% of Group B

Two-way frequency distribution of MR by TA -Task 2
Group A

MR frequency percent	TA 0	1	2	3	Total
0	1 6 67	2 13 33	0 0 00	0 0 00	3 20 00
1	2 13 33	3 20 00	1 6 67	0 0 00	6 40 00
2	2 13 33	0 0 00	0 0 00	1 6 67	3 20 00
3	2 13 33	0 0 00	0 0 00	0 0 00	2 13 33
6	0 0 00	1 6 67	0 0 00	0 0 00	1 6 67
Total	7 46 67	6 40 00	1 6 67	1 6 67	15 100 00

Table 56

Two-way frequency distribution of MR by TA -Task 2
Group B

MR frequency percent	TA 0	1	2	4	7	10	Total
0	2 20 00	0 0 00	0 0 00	1 10 00	0 0 00	0 0 00	3 30 00
1	2 20 00	1 10 00	0 0 00	1 10 00	0 0 00	0 0 00	4 40 00
2	0 0 00	0 0 00	1 10 00	0 0 00	0 0 00	0 0 00	1 10 00
3	0 0 00	0 0 00	0 0 00	0 0 00	1 10 00	0 0 00	1 10 00
4	0 0 00	0 0 00	0 0 00	0 0 00	0 0 00	1 10 00	1 10 00
Total	4 40 00	1 10 00	1 10 00	2 20 00	1 10 00	1 10 00	10 100 00

Table 57

3.2.4 4 Relationship between message reduction and topic avoidance

Group A uses more message reduction than topic avoidance TA=0 in 46 7% of cases whereas MR=0 in 20% of cases The highest frequency of topic avoidance is TA=3 while the highest frequency of message reduction is MR=6 As MR increases to MR=2, TA also increases As MR increases further, the use of TA declines and MR becomes almost independent of the TA variable There is one exception to this pattern when MR=6 and TA=1 As MR increases, it is less likely that the subjects in Group A will use TA except at a high level of MR where there is one instance of TA 86 7% of TA use is less than TA=2 whereas 60% of MR use is less than MR=2

In Group B, if subjects are using message reduction, it is highly probable that they are also using topic avoidance There is a high level of TA when MR is at its lowest levels and as MR increases above the threshold of MR=2, TA usage increases sharply When Subjects in Group B are using increased message reduction, they record even greater levels of TA (they are likely to be using a lot of topic avoidance) The column percentages indicate that 40% of TA occurs at levels in excess of TA=2 whereas the row percentages reveal that just 20% of MR occurs at levels greater than MR=2

Three-way frequency distribution of MA by MR controlling for TA -Task 2

Group A

TA=0

Freq (%)

MA	MR 0	1	2	3	Total
0	0 (0 00)	2 (28 57)	0 (0 00)	0 (0 00)	2 (28 57)
1	0 (0 00)	0 (0 00)	0 (0 00)	2 (28 57)	2 (28 57)
2	1 (14 28)	0 (0 00)	1 (14 28)	0 (0 00)	2 (28 57)
3	0 (0 00)	0 (0 00)	1 (14 28)	0 (0 00)	1 (14 28)
Total	1 (14 28)	2 (28 57)	2 (28 57)	2 (28 57)	7(100 00)

TA=1

Freq (%)

MA	MR 0	1	2	Total
0	0 (0 00)	2 (40 00)	0 (0 00)	2 (40 00)
1	1 (20 00)	1 (20 00)	0 (0 00)	2 (40 00)
2	1 (20 00)	0 (0 00)	0 (0 00)	1 (20 00)
Total	2 (40 00)	3 (60 00)	0 (0 00)	5 (100 00)

TA=2

Freq (%)

MA	MR 1	6	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	1 (50 00)	1 (50 00)
5	1 (50 00)	0 (0 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

TA=3

Freq (%)

MA	MR 0	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	1 (100 00)	1 (100 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Group B

TA=0

Freq (%)

MA	MR 0	1	2	Total
0	0 (0 00)	1 (25 00)	0 (0 00)	1 (25 00)
1	1 (25 00)	1 (25 00)	0 (0 00)	2 (50 00)
3	1 (25 00)	0 (0 00)	0 (0 00)	1 (25 00)
Total	2 (50 00)	2 (50 00)	0 (0 00)	4 (100 00)

TA=1

Freq (%)

MA	MR 0	1	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

TA=2

Freq (%)

MA	MR 0	2	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

TA=4

Freq (%)

MA	MR 0	1	Total
0	0 (0 00)	0 (0 00)	0 (0 00)
1	1 (50 00)	1 (50 00)	2 (100 00)
Total	1 (50 00)	1 (50 00)	2 (100 00)

TA=7

Freq (%)

MA	MR 0	3	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

TA=10

Freq (%)

MA	MR 0	4	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Table 58

3 2.4.5 Relationship between topic avoidance, message abandonment and message reduction.

For subjects in Group A, when topic avoidance is not used, it is probable that both message abandonment and message reduction are used When topic avoidance is used on one occasion, usage of both message abandonment and message reduction decrease, the latter to a greater degree However, as TA further increases to TA=2, the use of MA and MR also increases but as TA increases even further, the other two variables both decrease This implies that the more topic avoidance is employed by Group A, the less likely that message abandonment or message reduction will be used Message reduction is used to a slightly greater extent than message abandonment In the case of Group B, the row percentages indicate that when subjects are not using topic avoidance (TA=0), they will have a greater tendency to use message abandonment as opposed to message reduction However, the frequency distribution further reveals that when subjects in this group do use topic avoidance, they will use message reduction instead of message abandonment The only occasion where topic avoidance and message abandonment are used together is when TA=4 This is also the one occasion where there is a slight decrease in message reduction usage Above the threshold of TA=4, MR increases steadily while MA is not used at all As TA increases, it becomes independent of MA but there is a high correlation between TA and MR If subjects in Group B are using topic avoidance, they are also likely to be using message reduction

3.3 Task 3 Free Expression

Total number of strategies employed by Groups A and B

STRATEGIES OF COMMUNICATION	GROUP A (n=15)	GROUP B (n=10)
L1/L3-based strategies		
Literal translation	51 (36 42%)	26 (28 26%)
Language switch	10 (7 14%)	5 (5 43%)
Foreignising	6 (4 29%)	2 (2 17%)
Total	67 (47 86%)	33 (35 86%)
L2-based strategies		
Paraphrase	1 (0 71%)	0 (0%)
Approximation	29 (20 71%)	18 (19 56%)
Word-coinage	7 (5 00%)	2 (2 17%)
Restructuring	10 (7 14%)	11 (11 95%)
Total	47 (33 57%)	31 (33 69%)
Message-Adjustment strategies		
Topic Avoidance	7 (5 00%)	11 (11 95%)
Message Abandonment	7 (5 00%)	5 (5 43%)
Message Reduction	12 (8 57%)	12 (13 04%)
Total	26 (18 57%)	28 (30 43%)
TOTAL NUMBER OF STRATEGIES EMPLOYED	140	92

Table 59

	Group A	Group B
STRATEGIES EMPLOYED	140	92
NO OF SUBJECTS	15	10
AVERAGE NO OF STRATEGIES PER SUBJECT	9 33	9 2

Table 60

3.3.1 Use of Communication Strategies

Group A employs 140 communication strategies while performing Task 3 whereas Group B employs 92 strategies This represents an average of 9 33 strategies per subject in Group A and an average of 9 2 strategies per subject in Group B There is no marked difference between the two groups in the average number of communication strategies employed In fact, both groups use almost the same average number of strategies

Table 59 indicates that the two groups also use more L1/L3-based strategies than L2-based or Message-Adjustment strategies Group A uses more L1/L3-based strategies than Group B - 47 86% in the case of the former group and 35 86% in the case of the latter Almost half the number of strategies employed by Group A in this task are L1/L3-based

Both groups use approximately similar proportions of L2-based strategies - Group A (33 57%) and Group B (33 69%) There is not a significant difference between Group B's use of L1/L3-based and L2-based strategies - the group uses just over 2% more L1/L3-based strategies

Group B uses a greater amount of Message-Adjustment strategies - 30 43% compared with 18 57% recorded for Group A Overall, there is not a significant difference in the proportionate use of the three categories by Group B

USE OF STRATEGIES BY INDIVIDUAL SUBJECTS -TASK 3

GROUP A (N=15)

SUBJECT	L1/L3	L2	MA	TOTAL
1	7	2	0	9
2	6	3	1	10
3	9	4	4	17
4	3	4	2	9
5	4	0	0	4
6	10	5	3	18
7	5	2	0	7
8	1	5	1	7
9	2	3	1	6
10	3	3	2	8
11	1	4	4	9
12	6	5	0	11
13	0	3	2	5
14	4	2	2	8
15	6	2	4	12

Table 61

USE OF STRATEGIES BY INDIVIDUAL SUBJECTS - TASK 3				
GROUP B (N=10)				
SUBJECT	**L1/L3**	**L2**	**MA**	**TOTAL**
1	7	4	1	12
2	2	3	4	9
3	3	4	1	8
4	1	1	6	8
5	2	2	6	10
6	2	3	0	5
7	5	4	2	11
8	2	2	0	4
9	6	3	3	12
10	3	4	5	12

Table 62

It is evident from Table 61 that every subject in Group A does not rely excessively on L1/L3-based strategies One subject in the group does not use any L1/L3-based strategies (Subject 13) Subjects 8 and 11 each use only one L1/L3-based strategy These subjects, however, are exceptions to the general trend for Group A Subject 6 uses ten L1/L3-based strategies out of a total of 18 and Subject 3 uses nine L1/L3-based strategies out of a total of 17

Every subject in Group B employs L1/L3-based strategies with Subject 1 in the group employing this category on seven occasions and Subject 9 doing so on six occasions However, five subjects in the more-advanced group use L1/L3-based strategies in two or less instances

Three subjects in Group A record a higher frequency of L2-based strategies than any of the subjects in Group B Subjects 6, 8 and 12 from Group A use five L2-based strategies respectively while the highest frequency recorded for Group B is four (Subjects 1, 3 and 10) Every subject in Group B uses L2-based strategies while one

subject in Group A (Subject 4) does not do same This latter subject only uses four communication strategies in total, all of which are, in fact, L1/L3-based

Four subjects in Group A do not employ Message-Adjustment strategies in their performance of this task Seven subjects in the group use this category on two occasions or less The highest frequency recorded is four (Subjects 3,11 and 15)

In Group B, two subjects do not use any Message-Adjustment strategies (Subjects 6 and 8) Both of these subjects record the least total amount of communication strategies for the group The highest frequency of Message-Adjustment strategy usage for Group B is attributed to Subjects 4 and 5 (six instances)

3.3.2 Use of L1/L3-based strategies

	GROUP A (n=15)	GROUP B (n=10)
L1/L3-based strategies		
Literal translation	51 (36 42%)	26 (28 26%)
Language switch	10 (7 14%)	5 (5 43%)
Foreignising	6 (4 29%)	2 (2 17%)
Total	67 (47 86%)	33 (35 86%)

Table 63

Group A uses more L1/L3-based strategies (47 86%) than Group B (35 86%) It is therefore evident that in this task, the more-advanced group relies less on the mother tongue or any other non-target languages when faced with difficulties of communication in the L2 The fact that almost half of the strategies employed by the less-advanced group are L1/L3-based indicates the particular influence of the native language on its L2 communication

Although the more-advanced group uses less L1/L3-based strategies, it is noteworthy that the percentage of same is still quite high (35 86%) and in fact exceeds the amount of L2-based strategies used (33 69%) In spite of more exposure to the L2, the more-advanced learners remain entrenched in L1/L3-based linguistic behaviour Given its greater experience of L2 learning, one would assume that the more proficient group

would employ significantly more L2-based than L1/L3-based strategies in its target language communication

Testing the hypothesis Ho that there is no difference between the groups in their use of L1/L3-based strategies in Task 3		
Mann-Whitney U-test	0 05 significance level	0 01 significance level
z=0 97	- 1 96 < z < 1 96	- 2 58 < z < 2 58
Kruskal-Wallis H-test	0 05 significance level	0 01 significance level
H=1 11	H < 3 84	H< 6 63
Student t-distribution	0 05 significance level	0 01 significance level
t=1 0389	- 2 07 < t < 2 07	-2 81 < t <2 81

Table 64

The tests indicate that in the performance of Task 3, there is no difference between the two groups in their use of L1/L3-based strategies and there is a 95% confidence level that this is the case

Use of Individual L1/L3-based strategies by Groups A and B - Task 3

Group A (n=15)				Group B (n=10)			
SUBJECT	LTA	LS	FRN	SUBJECT	LTA	LS	FRN
1	3	4	0	1	6	0	1
2	4	1	1	2	1	1	0
3	7	2	0	3	2	0	1
4	2	1	0	4	1	0	0
5	3	0	1	5	2	0	0
6	9	1	0	6	2	0	0
7	5	0	0	7	4	1	0
8	0	0	1	8	2	0	0
9	2	0	0	9	4	2	0
10	3	0	0	10	2	1	0
11	1	0	0				
12	6	0	0				
13	0	0	0				
14	2	0	2				
15	4	1	1				

LTA Literal Translation
LS Language Switch
FRN Foreignising

Table 65

ONE-WAY FREQUENCY TABLE OF L1/L3-BASED STRATEGIES - TASK 3 GROUP A

LTA	Freq	Percent	Cumul Freq	Cumul Percent
0	2	13 3	2	13 3
1	1	6 7	3	20 0
2	3	20 0	6	40 0
3	3	20 0	9	60 0
4	2	13 3	11	73 3
5	1	6 7	12	80 0
6	1	6 7	13	86 7
7	1	6 7	14	93 3
9	1	6 7	15	100 0
LS				
0	9	60 0	9	60 0
1	4	26 7	13	86 7
2	1	6 7	14	93 3
4	1	6 7	15	100 0
FRN				
0	10	66 7	10	66 7
1	4	26 7	14	93 3
2	1	6 7	15	100 0

Table 66

ONE-WAY FREQUENCY TABLE OF L1/L3-BASED STRATEGIES - TASK 3 GROUP B

LTA	Freq	Percent	Cumul Freq	Cumul Percent
1	2	20 0	2	20 0
2	5	50 0	7	70 0
4	2	20 0	9	90 0
6	1	20 0	10	100 0
LS				
0	6	60 0	6	60 0
1	3	30 0	9	90 0
2	1	10 0	10	100 0
FRN				
0	8	80 0	8	80 0
1	2	20 0	10	100 0

Table 67

3.3.2.1 Use of Literal Translation

Literal translation accounts for 33 42% of the communication strategies employed by Group A (see Table 63) The subjects therefore translate a phrase word for word into the L2 Obviously, they are thinking in the L1 as they attempt to communicate in the L2 The percentage use of literal translation by Group B is also very significant considering that they are the more-advanced learners Despite more exposure to the

L2, these subjects are still thinking in their native language and presuming that there is an exact word for word translation in the L2 of the message which they wish to convey Table 63 indicates that the majority of L1/L3-based strategies employed by Group B are strategies of literal translation

According to the one-way frequency distribution for Group A, four subjects use literal translation five times or more when performing the task and one subject resorts to this particular strategy in a total of nine instances However, it is also evident that two subjects do not use the strategy

Each of the subjects in Group B resorts to literal translation as a communication strategy at some stage in the performance of the task with one particular subject employing it on six occasions In Tables 66 and 67, the cumulative percentages indicate that 40% of subjects in Group A use literal translation on two occasions or less as opposed to 70% of subjects in Group B 50% of subjects in Group B use literal translation on two occasions

It is, however, obvious that literal translation is by far the most common L1/L3-based strategy employed by both groups with 51 strategies out of a total number of 67 L1/L3-based strategies recorded for Group A being literal translation and the 26 instances of literal translation out of a total of 33 L1/L3-based strategies used by Group B also displays word for word translation of an L1/L3 form

3.3.2.2 Use of Language Switch

Language switch accounts for 7 14% of the total number of communication strategies employed by Group A as opposed to 5 43% for Group B Six subjects in Group A use language switch, four of whom use it in just one instance The one-way frequency

distribution indicates that one subject in Group A uses language switch on four occasions However, it must be stressed that nine subjects in the group do not employ this strategy at all

Only four subjects in Group B use language switch, three of whom use it on only one occasion Subject 9 in this group uses the strategy in two instances It is notable that 60% of subjects in both groups do not use language switch

3 3.2.3 Use of Foreignising

Foreignising accounts for 4 29% of the communication strategies of Group A and for 2 17% of Group B's communication strategies It is therefore not a very common strategy in either group's performance of this task 33 3% of Group A use foreignising whereas only 20% of Group B do so The two subjects in Group B who use the strategy do so on just one occasion

Subject 14 in Group A is the only subject who uses foreignising on more than one occasion It is evident that, in the performance of Task 3, foreignising is not a typical communication strategy for either the less-advanced or the more-advanced learners in the sample

Two-way frequency distribution of LTA by LS -Task 3

Group A

LTA frequency percent	LS 0	1	2	4	Total
0	2 13 33	0 0 00	0 0 00	0 0 00	2 13 33
1	1 6 67	0 0 00	0 0 00	0 0 00	1 6 67
2	2 13 33	1 6 67	0 0 00	0 0 00	3 20 00
3	2 13 33	0 0 00	0 0 00	1 6 67	3 20 00
4	0 0 00	2 13 33	0 0 00	0 0 00	2 13 33
5	1 6 67	0 0 00	0 0 00	0 0 00	1 6 67
6	1 6 67	0 0 00	0 0 00	0 0 00	1 6 67
7	0 0 00	0 0 00	1 6 67	0 0 00	1 6 67
9	0 0 00	1 6 67	0 0 00	0 0 00	1 6 67
Total	9 60 00	4 26 67	1 6 67	1 6 67	15 100 00

Table 68

Two-way frequency distribution of LTA by LS -Task 3

Group B

LTA frequency percent	LS 0	1	2	Total
1	1 10 00	1 10 00	0 0 00	2 20 00
2	4 40 00	1 10 00	0 0 00	5 50 00
4	0 0 00	1 10 00	1 10 00	2 20 00
6	1 10 00	0 0 00	0 0 00	1 10 00
Total	6 60 00	3 30 00	1 10 00	10 100 00

Table 69

3 3 2.4 Relationship between literal translation and language switch

The two-way frequency distribution shows that for Group A, the variables of literal translation and language switch are almost independent of each other If subjects are going to use literal translation or language switch as communication strategies, it is more likely that they will use literal translation In 60% of cases, LS=0 whereas LTA=0 in only 13 33% of cases The highest frequency for use of language switch is when LS=1 (26 67% of cases) Beyond LS=1, its use decreases with there being just one instance of LS=2 when LTA=7 and one instance of LS=4 when LTA=3 The latter is the only occasion when a subject employs more language switch than literal translation However, where subjects are employing high frequencies of literal translation e g when LTA=7 and LTA=9, there is also some use of language switch albeit at a low frequency It is also noteworthy that there is a decrease in instances of literal translation at LTA>4 However, it is very obvious that subjects in Group A display a much greater tendency to use the strategy of literal translation as opposed to that of language switch

In the performance of Group B, LTA is never at a frequency of less than one which means that each of the subjects use literal translation as a communication strategy There is a low correlation between the variables of LTA and LS If a subject uses literal translation, he/she does not necessarily use language switch The highest frequency for use of language switch is when LS=1 (30% of cases) and in 60% of cases , LS=0 It is notable that the one subject who employs language switch at its highest frequency of two also records a frequency of four for literal translation However, as their use of literal translation increases, subjects in Group B are more likely to be using language switch up to a threshold of LTA=4 When LTA increases

above the frequency of four, language switch does not exist implying that when LTA increases beyond this threshold, it becomes independent of the LS variable For LTA=6, there are no instances of LS In the case of Group A, one has seen that for high frequencies of literal translation, there is still some usage of language switch although in small frequencies In the performance of Group B, the probability of LTA being influenced by LS decreases as instances of the former increases The greater the usage of literal translation, the less likelihood that subjects in this group will use language switch

Three-way frequency distribution of LS by FRN controlling for LTA - Task 3

Group A

LTA=0

Freq (%)

LS	FRN 0	1	2	Total
0	1 (50 00)	1 (50 00)	0 (0 00)	2 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
4	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (50 00)	1 (50 00)	0 (0 00)	2 (100 00)

LTA=1

Freq (%)

LS	FRN 0	1	2	Total
0	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
4	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)

LTA=2

Freq (%)

LS	FRN 0	1	2	Total
0	1 (33 33)	0 (0 00)	1 (33 33)	2 (66 67)
1	1 (33 33)	0 (0 00)	0 (0 00)	1 (33 33)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
4	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	2 (66 67)	0 (0 00)	1 (33 33)	3 (100 00)

LTA=3

Freq (%)

LS	FRN 0	1	2	Total
0	1 (33 33)	1 (33 33)	0 (0 00)	2 (66 67)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
4	1 (33 33)	0 (0 00)	0 (0 00)	1 (33 33)
Total	2 (66 67)	1 (33 33)	0 (0 00)	3 (100 00)

LTA=4

Freq (%)

LS	FRN 0	1	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	2 (100 00)	0 (0 00)	2 (100 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
4	0 (0 00)	2 (100 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	2 (100 00)	0 (0 00)	2 (100 00)

LTA=5

Freq (%)

LS	FRN 0	1	2	Total
0	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
4	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)

LTA=6

Freq (%)

LS	FRN 0	1	2	Total
0	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)

LTA=7

Freq (%)

LS	FRN 0	1	2	Total
0	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)
Total	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)

LTA=9

Freq (%)

LS	FRN 0	1	2	Total
1	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)

Table 70

Three-way frequency distribution of LS by FRN controlling for LTA - Task 3

Group B

LTA=1

Freq (%)

LS	FRN		
		0	1 Total
	0 1 (50 00)	0 (0 00)	1 (50 00)
	1 1 (50 00)	0 (0 00)	1 (50 00)
	2 0 (0 00)	0 (0 00)	0 (0 00)
Total	2 (100 00)	0 (0 00)	2 (100 00)

LTA=2

Freq (%)

LS	FRN		
		0	1 Total
	0 3 (60 00)	1 (20 00)	4 (80 00)
	1 1 (20 00)	0 (0 00)	1 (20 00)
	2 0 (0 00)	0 (0 00)	0 (0 00)
Total	4 (80 00)	1 (20 00)	5 (100 00)

LTA=4

Freq (%)

LS	FRN		
		0	1 Total
	0 0 (0 00)	0 (0 00)	0 (0 00)
	1 1 (50 00)	0 (0 00)	1 (50 00)
	2 1 (50 00)	0 (0 00)	1 (50 00)
Total	2 (100 00)	0 (0 00)	2 (100 00)

LTA=6

Freq (%)

LS	FRN		
		0	1 Total
	0 0 (0 00)	1 (100 00)	1 (100 00)
	1 0 (0 00)	0 (0 00)	0 (0 00)
	2 0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Table 71

3.3.2.5 Relationship between literal translation, language switch and foreignising

In Tables 70 and 71, the variable of literal translation is kept constant and one sees how the variables of LS and FR relate to each other when this happens and also how the three variables relate to one another

When subjects in Group A are using literal translation, they do not have a tendency to use either language switch or foreignising to any great extent Up to a threshold of LTA=4, instances of LS and FRN do exist The highest frequency of FRN is two when LTA=2 but this decreases to a frequency of one when LTA=3 and LTA=4 LS is not used when the frequency of LTA is less than two Therefore, for low literal translation usage, language switch is not used When LTA=2, LS=1 and when LTA=3, LS

increases to a frequency of four while FRN decreases to a frequency of one When LTA>4, FRN is no longer used As already stated in the analysis of the two-way frequency distribution, there is some usage of language switch for LTA>4 but in low frequencies The overriding factor is that subjects in Group A who use literal translation are much more likely to employ language switch rather than foreignising In Group B, there is no instance of LTA=0 When LTA=1 (a low frequency), there is a greater probability that subjects will be using LS rather than FRN When LTA=2, one finds one instance of FRN When LTA=4, there is one instance where LS=2 and there are no instances of FRN The use of LS increases as LTA increases up to a threshold of LTA=4 There is a greater likelihood of subjects in Group B using language switch rather than foreignising up to the level of LTA=4 For the high frequency of LTA=6, LS does not exist and there is one instance of FRN, thus the latter regains its previous level

3.3.3 Use of L2-based strategies

L2-based strategies	GROUP A	GROUP B
Paraphrase	1 (0 71%)	0 (0%)
Approximation	29 (20 71%)	18 (19 56%)
Word-coinage	7 (5 00%)	2 (2 17%)
Restructuring	10 (7 14%)	11 (11 95%)
Total	47 (33 57%)	31 (33 69%)

Table 72

The percentage of L2-based strategies used by both groups is practically the same - Group A (33 57%) and Group B (33 69%) This finding challenges the assumption that the more proficient learner of the target language will use L2-based strategies to cope with difficulties of communication In fact, Tables 61 and 62 show that the highest number of L2-based strategies employed by an individual subject in Group A is five whereas the highest number recorded for a subject in Group B is four Table 61 indicates that the one subject in Group A who does not use any L2-based strategies only uses four communication strategies in total which are in fact all L1/L3-based

Testing the hypothesis Ho that there is no difference between the groups in their use of L2-based strategies in Task 3		
Mann-Whitney U-test z= 0 27	0 05 significance level - 1 96 < z < 1 96	0 01 significance level - 2 58 < z < 2 58
Kruskal-Wallis H-test H= 0 24	0 05 significance level H< 3 84	0 01 significance level H< 6 63
Student t-distribution t= 0 2452	0 05 significance level - 2 07< t <2 07	0 01 significance level - 2 81 < t < 2 81

Table 73

The tests indicate that in their performance of Task 3, there is no difference between the groups in their use of L2-based strategies and there is a 95% confidence level that this is the case

USE OF INDIVIDUAL L2-BASED STRATEGIES BY EACH SUBJECT -TASK 3

GROUP A (n=15)

SUBJECT	PARPH	APP	WC	RS
1	0	1	1	0
2	0	2	0	1
3	1	1	2	0
4	0	3	1	0
5	0	0	0	0
6	0	4	1	0
7	0	2	0	0
8	0	2	0	3
9	0	3	0	0
10	0	0	2	1
11	0	2	0	2
12	0	4	0	1
13	0	2	0	1
14	0	2	0	0
15	0	1	0	1

PARPH Paraphrase
APP Approximation
WC Word-Coinage
RS Restructuring

Table 74

USE OF INDIVIDUAL L2-BASED STRATEGIES BY EACH SUBJECT -TASK 3

GROUP B (n=10)

SUBJECT	PARPH	APP	WC	RS
1	0	3	0	1
2	0	2	0	1
3	0	2	0	2
4	0	0	0	1
5	0	2	0	0
6	0	2	0	1
7	0	2	1	1
8	0	1	0	1
9	0	2	0	1
10	0	2	1	2

PARPH Paraphrase
APP Approximation
WC Word-Coinage
RS Restructuring

Table 75

ONE-WAY FREQUENCY TABLE OF L2-BASED STRATEGIES -TASK 3 GROUP A

PARAPH	Freq	Percent	Cumul Freq	Cumul Percent
0	14	93 3	14	93 3
1	1	6 7	15	100 0
APP				
0	2	13 3	2	13 3
1	3	20 0	5	33 3
2	6	40 0	11	73 3
3	2	13 3	13	86 7
4	2	13 3	15	100 0
WC				
0	10	66 7	10	66 7
1	3	20 0	13	86 7
2	2	13 3	15	100 0
RS				
0	8	53 3	8	53 3
1	5	33 3	13	86 7
2	1	6 7	14	93 3
3	1	6 7	15	100 0

Table 76

ONE-WAY FREQUENCY TABLE OF L2-BASED STRATEGIES - TASK 3 GROUP B

PARAPH	Freq	Percent	Cumul Freq	Cumul Percent
0	10	100 0	10	100 0
APP				
0	1	10 0	1	10 0
1	1	10 0	2	20 0
2	7	70 0	9	90 0
3	1	10 0	10	100 0
WC				
0	8	80 0	8	80 0
1	2	20 0	10	100 0
RS				
0	1	10 0	1	10 0
1	7	70 0	8	80 0
2	2	20 0	10	100 0

Table 77

3.3.3.1 Use of Paraphrase

The research records only one instance of paraphrase in Task 3 and provides evidence that less proficient learners can resort to the use of paraphrase when faced with communication difficulties in the L2 This is contrary to the commonly held

view that subjects with greater language proficiency are more inclined to use the strategy than those with less competence in the L2 The only use of paraphrase in this task is recorded by an individual in the less advanced group and perhaps surprisingly the strategy is not used by any subjects in the advanced group Despite significantly greater exposure to the L2, the more advanced group does not exhibit a command of paraphrase in the L2

3.3.3.2 Use of Approximation

Table 72 indicates that the preferred L2-based strategy of both groups is approximation In Group A's performance of the task, approximation accounts for 20 17% of its total communication strategies and in the case of Group, it represents 19 56% of the total number of strategies used The groups use approximation in almost equal proportions However the one-way frequency distribution indicates that 33 3% of subjects in Group A use approximation in one instance or less, whereas the figure for Group B is 20% However, more than two examples of approximation usage is recorded for four subjects in Group A, while in Group B only one subject exhibits use of the strategy on more than two occasions This provides additional evidence in support of the argument that more competent learners do not use significantly more L2-based strategies than their less proficient counterparts

3.3.3.3 Use of Word-Coinage

Word-coinage is used more frequently by Group A (5 00%) whereas Group B's performance produces only two instances (2 17%) Table 72 illustrates the greater reliance of Group A on word-coinage as a communication strategy It uses word-

coinage on more than twice as many occasions as Group B The one-way frequency distribution provides evidence that this percentage, 5% of the total number of strategies, is accounted for by only one third of the subjects in Group A Two subjects use word-coinage on two occasions Ten subjects do not use this strategy at all Only two subjects in Group B use word-coinage and on only one occasion in each case

3.3.3.4 Use of Restructuring

Restructuring is used by Group B to a greater extent with 11 95% of the communication strategies employed from this category compared with 7 14% for Group A Only one subject in Group B does not rely on restructuring as a communication strategy whereas eight subjects in Group A do not use it The single exception to this trend in Group A is Subject 8 who employs the strategy of restructuring on three occasions out of a total number of five L2-based strategies (see Table 74) One remarked above that this particular subject uses only one L1/L3-based strategy However, in general, with the exception of some individuals, the subjects in Group A do not use restructuring as a strategy as frequently as those in Group B 53 3% of subjects in Group A do not use restructuring whereas only 10% of subjects in Group B do not use the strategy One can assume in this case that although the subjects in Group B do not appear to have mastered the use of paraphrase in the TL, their greater exposure to the language may have resulted in their ability to develop an alternative constituent plan when faced with a communicative difficulty

Three-way frequency distribution of WC by RS controlling for APP -Task 3

Group A

APP=0

Freq (%)

WC	RS 0	1	2	Total
0	1 (50 00)	0 (0 00)	0 (0 00)	1 (50 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	1 (50 00)	0 (0 00)	1 (50 00)
Total	1 (50 00)	1 (50 00)	0 (0 00)	2 (100 00)

APP=1

Freq (%)

WC	RS 0	1	2	Total
0	0 (0 00)	1 (33 33)	0 (0 00)	1 (33 33)
1	1 (33 33)	0 (0 00)	0 (0 00)	1 (33 33)
2	1 (33 33)	0 (0 00)	0 (0 00)	1 (33 33)
Total	2 (66 67)	1 (33 33)	0 (0 00)	3 (100 00)

APP=2

Freq (%)

WC	RS 0	1	2	3	Total
0	2 (33 33)	2 (33 33)	1 (16 67)	1 (16 67)	6 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	2 (33 33)	2 (33 33)	1 (16 67)	1 (16 67)	6 (100 00)

APP=3

Freq (%)

WC	RS 0	1	Total
0	1 (50 00)	0 (0 00)	1 (50 00)
1	1 (50 00)	0 (0 00)	1 (50 00)
2	0 (0 00)	0 (0 00)	0 (0 00)
Total	2 (100 00)	0 (0 00)	2 (100 00)

APP=4

Freq (%)

WC	RS 0	1	2	Total
0	0 (0 00)	1 (50 00)	0 (0 00)	1 (50 00)
1	1 (50 00)	0 (0 00)	0 (0 00)	1 (50 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (50 00)	1 (50 00)	0 (0 00)	2 (100 00)

Group B

APP=0

Freq (%)

WC	RS 0	1	2	Total
0	0 (0 00)	1 (100 00)	0 (0 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	0 (0 00)	1 (100 00)

APP=1

Freq (%)

WC	RS 0	1	2	Total
0	0 (0 00)	1 (100 00)	0 (0 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	0 (0 00)	1 (100 00)

APP=2

Freq (%)

WC	RS 0	1	2	Total
0	1 (14 29)	3 (42 86)	1 (14 29)	5 (71 43)
1	0 (0 00)	1 (14 29)	1 (14 29)	2 (28 57)
Total	1 (14 29)	4 (57 14)	2 (28 57)	7 (100 00)

APP=3

Freq (%)

WC	RS 0	1	2	Total
0	0 (0 00)	1 (100 00)	0 (0 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	0 (0 00)	1 (100 00)

Table 78

3.3.3.5 Relationship between approximation, word-coinage and restructuring

The three-way distribution indicates how RS relates to WC while controlling APP and also how the three variables relate to one another There is only one instance in Group A where all three variables are equal to zero and there is only one instance where APP=0, RS=1 and WC=2 This indicates that it is unlikely that subjects in this group will use restructuring and word coinage without also using approximation When subjects in Group A use restructuring and word coinage as communication strategies, they also use approximation As APP increases there is no preference to use either of the other two variables For example, when APP=1, it is more likely that subjects will use word-coinage whereas when APP=2, subjects are more likely to use restructuring and word-coinage is not used whatsoever However, when APP=3, there is one instance where WC=1 and there are no instances of the use of restructuring When APP=4, there is one instance where RS=0 and WC=1 and there is equally one instance where WC=0 and RS=1 In Group A's performance of this task, when there are high frequencies of approximation, there are very low frequencies of both restructuring and word coinage, implying that as approximation increases, it seems to become independent of the other two variables

The three-way frequency distribution for Group B indicates that in the absence of approximation (APP=0), the use of word-coinage as a strategy does not exist and there is a very low frequency of restructuring (RS=1) When approximation does take place (eg APP=1), this situation is not affected As the use of approximation

increases further, the use of restructuring increases substantially Word-coinage is now employed at a lower frequency (WC=1) A difference can therefore be observed between these results and those of Group A In the latter case, it was established that as approximation increases, there is no particular preference for the variables of WC and RS In Group B, when restructuring increases, the frequency of word-coinage remains unaffected As approximation increases above the threshold level of APP=2, word-coinage decreases to zero and restructuring falls to a frequency of RS=1 At that point, the overall row and column percentages are all 100% in cell (1,0) In summary, as Group B's use of approximation increases, so also does its use of restructuring and word-coinage (word coinage to a lesser extent) High levels of approximation affect the instances of word-coinage and restructuring in that word-coinage does not exist and there is a very low frequency of restructuring Like the case of Group A, as approximation increases, it becomes independent of the other two variables

3.3.4 Use of Message-Adjustment strategies

Message-Adjustment strategies	GROUP A	GROUP B
Topic Avoidance	7 (5 00%)	11 (11 95%)
Message Abandonment	7 (5 00%)	5 (5 43%)
Message Reduction	12 (8 57%)	12 (13 04%)
Total	26 (18 57%)	28 (30 43%)

Table 79

Table 79 provides evidence that a greater number of Message-Adjustment strategies is used by Group B Group A uses 18 57% of the total number while Group B uses 30 43% When subjects in Group B are communicating in the L2 they frequently avoid expressing or express with less precision what they had intended to communicate or they abandon the message in mid-stream Analysis of transcribed tape-recordings of the exercise in the L1 leads to this conclusion With the exception of just two subjects in the less proficient group, the subjects in the higher proficiency group provide more comprehensive answers containing greater detail This accounts for the frequent use of Message-Adjustment strategies It can be inferred from the length and detail of their messages that they have to adjust them more often in order to accommodate the L2 knowledge which they have at their disposal

Table 79 indicates that Group B employs the strategies of topic avoidance and message reduction to a greater extent than Group A Table 62 shows that the subjects in Group B who use most Message-Adjustment strategies (frequency of six) use very few strategies from the other two categories This is not the case with Group A where one notes from Table 61 that the subjects who use the highest frequency of Message-Adjustment strategies (i e four) also use an adequate amount of strategies from the other categories

Testing the hypothesis Ho that there is no difference between the groups in their use of Message-Adjustment strategies in Task 3		
Mann-Whitney U-test	0 05 significance level	0 01 significance level
z= - 1 05	- 1 96 < z < 1 96	- 2 58 < z < 2 58
Kruskal-Wallis H-test	0 05 significance level	0 01 significance level
H= 1 28	H < 3 84	H <6 63
Student t-distribution	0 05 significance level	0 01 significance level
t = - 1 3339	- 2 07 < t < 2 07	- 2 81 < t < 2 81

Table 80

The results of the tests indicate that in their performance of Task 3, there is no difference between the groups in their use of Message-Adjustment strategies and there is a 95% confidence level that this is the case

USE OF INDIVIDUAL MESSAGE-ADJUSTMENT STRATEGIES -TASK 3

GROUP A (n=15)

SUBJECT	TA	MA	MR
1	0	0	0
2	0	0	1
3	0	2	2
4	0	1	1
5	0	0	0
6	1	2	0
7	0	0	0
8	0	0	1
9	0	0	1
10	1	0	1
11	4	0	0
12	0	0	0
13	0	1	1
14	0	0	2
15	1	1	2

TA. Topic Avoidance
MA.Message Abandonment
MR Message Reduction

Table 81

USE OF INDIVIDUAL MESSAGE-ADJUSTMENT STRATEGIES -TASK 3

GROUP B (n=10)

SUBJECT	TA	MA	MR
1	1	0	0
2	2	0	2
3	0	1	0
4	2	3	1
5	3	0	3
6	0	0	0
7	1	0	1
8	0	0	0
9	1	1	1
10	1	0	4

TA Topic Avoidance
MA Message Abandonment
MR Message Reduction

Table 82

ONE-WAY FREQUENCY TABLE OF MESSAGE-ADJUSTMENT STRATEGIES -TASK 3 GROUP A

TA	Freq	Percent	Cumul.Freq	Cumul Percent
0	11	73 3	11	73 3
1	3	20 0	14	93 3
4	1	6 7	15	100 0
MA				
0	10	66 7	10	66 7
1	3	20 0	13	86 7
2	2	13 3	15	100 0
MR				
0	6	40 0	6	40 0
1	6	40 0	12	80 0
2	3	20 0	15	100 0

Table 83

ONE-WAY FREQUENCY TABLE OF MESSAGE-ADJUSTMENT STRATEGIES -TASK 3 GROUP B

TA	Freq	Percent	Cumul Freq	Cumul Percent
0	3	30 0	3	30 0
1	4	40 0	7	70 0
2	2	20 0	9	90 0
3	1	10 0	10	100 0
MA				
0	7	70 0	7	70 0
1	2	20 0	9	90 0
3	1	10 0	8	100 0
MR				
0	4	40 0	4	40 0
1	3	30 0	7	70 0
2	1	10 0	8	80 0
3	1	10 0	9	90 0
4	1	10 0	10	100 0

Table 84

3.3.4.1 Use of Topic Avoidance

Topic avoidance is used over twice as often by Group B It constitutes 11 95% of their communication strategies compared with 5 00% in the case of Group A The frequency distribution shows that 73 3% of subjects in Group A do not use topic avoidance whereas only 30% of subjects in Group B do not use the strategy However, one subject in Group A (Subject 11) uses topic avoidance on four occasions This particular subject does not employ any other Message-Adjustment strategies The remaining subjects in Group A who use topic avoidance do so on just one occasion The majority of subjects in Group B (40%) use topic avoidance on only one occasion

3.3.4.2 Use of Message Abandonment

One notes from Table 79 that message abandonment is employed in almost equal percentages by both groups This strategy forms 5 00% of Group A's total number of strategies and 5 43% of Group B's total Tables 83 and 84 indicate that 33 3% of subjects in Group A and 30% of Group B employ message abandonment Almost

similar proportions of subjects in both groups start to convey a particular message in the L2 but are unable to complete it successfully and they just give up without trying to convey the message in a different way However, only 13 3% of Group A and 10% of Group B use message abandonment on more than one occasion Therefore, it is not a frequent strategy for either group in the performance of Task 3

3.3.4.3 Use of Message Reduction

8 57% of Group A's and 13 04% of Group B's communication strategies are attributed to message reduction The more-advanced subjects use the strategy more frequently than their less-advanced counterparts but this difference results from the fact that two subjects in Group B use the strategy on more than two occasions whereas no subject in Group A does so However, the same percentage of subjects in both groups do not use message reduction (40%) In any case, the strategy of message reduction is the preferred Message-Adjustment strategy of the two groups with 20% of subjects in Group A and 30% of subjects in Group B using it on more than one occasion in the completion of Task 3

Two-way frequency distribution of MR by TA - Task 3
Group A

MR frequency percent	TA 0	1	4	Total
0	4 26 67	1 6 67	1 6 67	6 40 00
1	5 33 33	1 6 67	0 0 00	6 40 00
2	2 13 33	1 6 67	0 0 00	3 20 00
Total	11 73 33	3 20 00	1 6 67	15 100 00

Table 85

Two-way frequency distribution of MR by TA - Task 3

Group B

MR frequency percent	TA 0	1	2	3	Total
0	3 30 00	1 10 00	0 0 00	0 0 00	4 40 00
1	0 0 00	2 20 00	1 10 00	0 0 00	3 30 00
2	0 0 00	0 0 00	1 10 00	0 0 00	1 10 00
3	0 0 00	0 0 00	0 0 00	1 10 00	1 10 00
4	0 0 00	1 10 00	0 0 00	0 0 00	1 10 00
Total	3 30 00	4 40 00	2 20 00	1 10 00	10 100 00

Table 86

3.3.4.4 Relationship between message reduction and topic avoidance

In the two-way frequency distribution of MR by TA for subjects in Group A, it is evident that when one of the strategies is used, it is unlikely that the other will be used High instances of either topic avoidance or message reduction do not exist and when they do, the frequency is very low The column percentage for TA=0 indicates that 73 33% of subjects in Group A do not employ topic avoidance It is evident that message reduction is used more often but it is never at a frequency greater than two On the other hand, there is one instance where TA=4 When this happens, MR=0 Therefore, at the highest level of TA, MR is not used As TA increases, it becomes independent of the MR variable

In the performance of Group B, the two-way distribution shows that in overall percentage terms, subjects use slightly more topic avoidance than message reduction However, there are no instances of TA=4 while there is one instance of MR=4 It is

evident that as TA increases, so also does MR, which suggests that use of either one is dependent on the other There is a high correlation between the two variables

Three-way frequency distribution of MA by MR controlling for TA -Task 3

Group A

TA=0
Freq (%)

MA	MR 0	1	2	Total
0	4 (36 36)	3 (27 27)	1 (9 09)	8 (72 73
1	0 (0 00)	2 (18 18)	0 (0 00)	2 (18 18)
2	0 (0 00)	0 (0 00)	1 (9 09)	1 (9 09)
Total	4 (36 36)	5 (45 45)	2 (18 18)	11 (100 00)

TA=1
Freq (%)

MA	MR 0	1	2	Total
0	0 (0 00)	1 (33 33)	0 (0 00)	1 (33 33)
1	0 (0 00)	0 (0 00)	1 (33 33)	1 (33 33)
2	1 (33 33)	0 (0 00)	0 (0 00)	1 (33 33)
Total	1 (33 33)	1 (33 33)	1 (33 33)	3 (100 00)

TA=4
Freq (%)

MA	MR 0	1	2	Total
0	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
2	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (100 00)	0 (0 00)	0 (0 00)	1 (100 00)

Group B

TA=0
Freq (%)

MA	MR 0	1	Total
0	2 (66 67)	0 (0 00)	2 (66 67)
1	1 (33.33)	0 (0 00)	1 (33 33)
3	0 (0 00)	0 (0 00)	0 (0 00)
Total	3 (100 00)	0 (0 00)	3 (100 00)

TA=1
Freq (%)

MA	MR 0	1	4	Total
0	1 (25 00)	1 (25 00)	1 (25 00)	3 (75 00)
1	0 (0 00)	1 (25 00)	0 (0 00)	1 (25 00)
3	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
Total	1 (25 00)	2 (50 00)	1 (25 00)	4 (100 00)

TA=2
Freq (%)

MA	MR 0	1	2	Total
0	0 (0 00)	0 (0 00)	1 (50 00)	1 (50 00)
1	0 (0 00)	0 (0 00)	0 (0 00)	0 (0 00)
3	0 (0 00)	1 (50 00)	0 (0 00)	1 (50 00)
Total	0 (0 00)	1 (50 00)	1 (50 00)	2 (100 00)

TA=3
Freq (%)

MA	MR 0	3	Total
0	0 (0 00)	1 (100 00)	1 (100 00)
1	0 (0 00)	0 (0 00)	0 (0 00)
3	0 (0 00)	0 (0 00)	0 (0 00)
Total	0 (0 00)	1 (100 00)	1 (100 00)

Table 87

3.3 4 5 Relationship between message abandonment, message reduction and topic avoidance

The three-way frequency distribution of MA by MR controlling for TA indicates that when topic avoidance is not employed by subjects in Group A, message reduction is used to a greater extent than message abandonment However, when TA increases to TA=1, MA and MR are used in equal proportions as indicated by the row and column percentages When TA=4, there are no instances of either MA or MR Therefore, in the performance of Group A, when there is a high frequency of topic avoidance, message abandonment and message reduction are not used at all Above the threshold of TA=1, topic avoidance becomes independent of the other two variables Unlike Group A, when subjects in Group B do not use topic avoidance, message reduction is not employed either and there is just one instance of message abandonment At TA=1, there is more usage of message reduction than of message abandonment When TA increases further to TA=2, there is an increase in the use of message abandonment (MA=3 in one instance) and message reduction decreases to a frequency of MR=2 As TA increases to its highest frequency of TA=3, MR increases once again and MA is not used at all Therefore, in the case of Group B, when topic avoidance is employed, message reduction is present also The variables of TA and MR are dependent on one another On the other hand, the use of message abandonment increases up to a threshold of TA=2 and then declines as TA increases further This suggests that as TA increases, it becomes independent of the MA variable This situation differs from that of Group A where one has seen that above the TA=1 threshold, TA becomes independent of both MA and MR

3 4 Patterns of strategy use according to task

This section examines the patterns of strategy use elicited by the different tasks and investigates whether these patterns vary as a function of the task or whether learners use the same types of strategies in similar proportions irrespective of task

	Group A N= 15		Group B N=10	
	Total no of strategies	Average no of strategies per subject	Total no of strategies	Average no of strategies per subject
Task 1	376	25 07	250	25
Task 2	223	14 87	207	20 7
Task 3	140	9 33	92	9 2

Table 88

Use of Communication Strategies - Group A

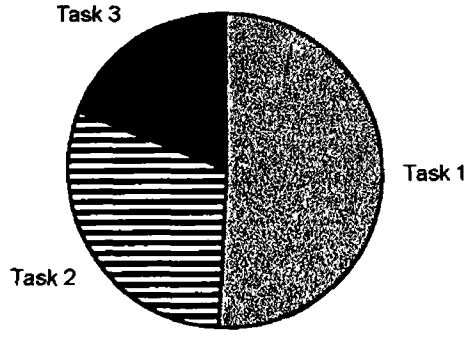

Figure 1

Use of Communication Strategies - Group B

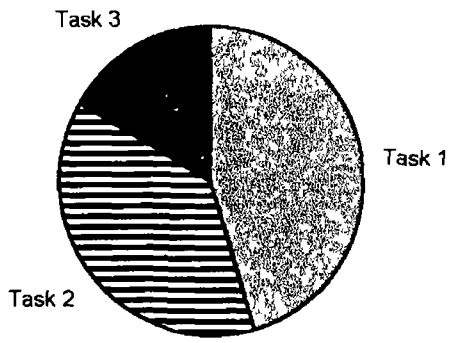

Figure 2

Use of Communication Strategies - Groups A and B

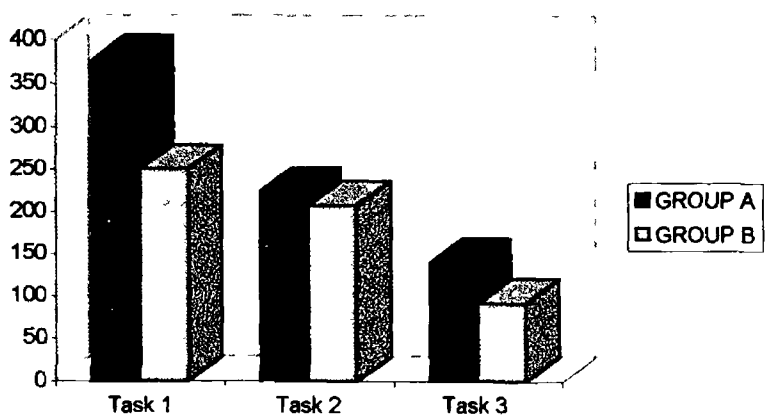

Figure 3

Subjects employ the greatest number of communication strategies in Task 1- story-retelling Group A uses 376 strategies - representing an average of 25 07 per subject and Group B uses 250 strategies, an average of 25 per subject In the performance of this task, the subjects in both groups employ almost the same average amount of communication strategies

In their performance of Task 2 - photograph description - subjects use less communication strategies - 223 in the case of Group A and 207 in the case of Group B In this particular task, subjects in Group B use a greater average number of communication strategies (20 7 per subject) compared with an average of 14 87 strategies per subject in the case of Group A

Task 3 - free expression - is the task which elicits the least number of communication strategies In this task, subjects in Group A employ 140 strategies while subjects in Group B employ 92 strategies As is the case in Task 1, the two groups use approximately the same average number of strategies per subject in their performance of Task 3 - Group A employs an average of 9 33 strategies per subject while Group B employs an average of 9 2 strategies per subject

In this study, the more proficient group uses a greater number of communication strategies per subject than the less-proficient group in one of the elicitation tasks (Task 2) and both groups use communication strategies in roughly similar proportions in the other two tasks

3 4 1 Use of L1/L3-based strategies

	USE OF L1/L3-BASED STRATEGIES			
	Literal Translation	Language Switch	Foreignising	Total
Task 1				
Group A	71 (18 88%)	57 (15 16%)	27 (7 18%)	155 (41 22%)
Group B	36 (14 4%)	12 (4 8%)	15 (6 0%)	63 (25 2%)
Task 2				
Group A	58 (26 0%)	28 (12 56%)	14 (6 28%)	100 (44 84%)
Group B	40 (19 32%)	14 (6 76%)	27 (13 04%)	81 (39 13%)
Task 3				
Group A	51 (36 42%)	10 (7 14%)	6 (4 29%)	67 (47 86%)
Group B	26 (28 26%)	5 (5 43%)	2 (2 17%)	33 (35 86%)

Table 89

Use of L1/L3-based strategies - Task 1

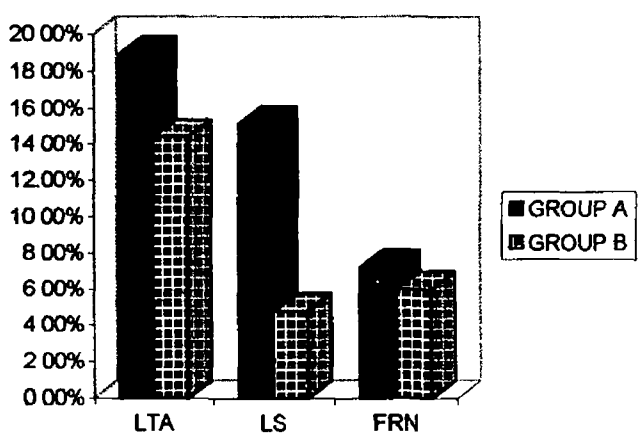

Figure 4

Use of L1/L3-based strategies - Task 2

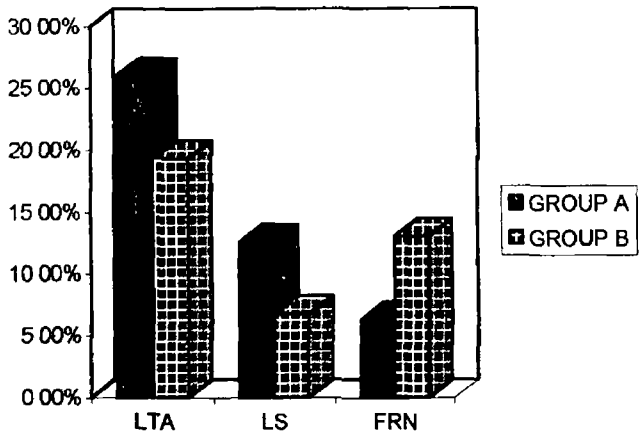

Figure 5

Use of L1/L3-based strategies - Task 3

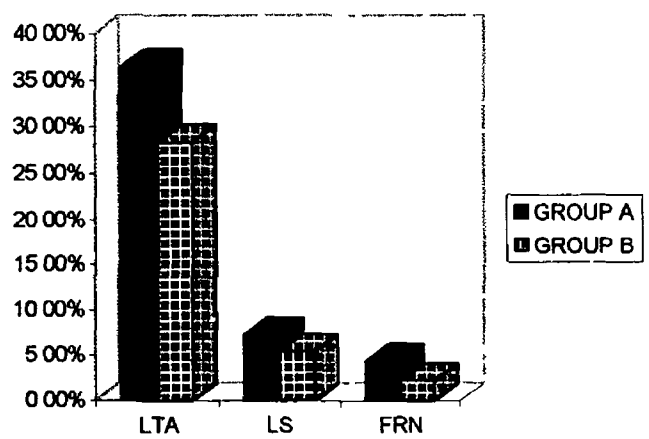

Figure 6

L1/L3-based strategies are used to a lesser extent by both groups in Task 1- 41 22% of the total number of communication strategies in the case of Group A and just 25 2% of the total in the case of Group B Group A's greatest use of L1/L3-based strategies is in Task 3 (47 86%) whereas Group B's greatest use is in Task 2 (39 13%) However, there is not a significant difference in Group A's use of L1/L3-based strategies across the three tasks - 41 22% in Task 1, 44 84% in Task 2 and 47 86% in Task 3 On the contrary, Group B uses significantly less L1/L3-based strategies in Task 1 (25 2%) compared with 39 13% in Task 2 and 35 86% in Task 3

3 4.1.1 Use of Literal Translation

	Use of Literal Translation (%)	
	GROUP A	GROUP B
Task 1	18 88%	14 4%
Task 2	26 00%	19 32%
Task 3	36 42%	28 26%

Table 90

Literal translation is the L1/L3-based strategy most frequently used by both groups in all three elicitation tasks However, the tables indicate that task influences the amount of literal translation employed by the two groups Literal translation is used in Task 3 by both groups almost twice as much as in Task 1

Although there is a much lower total number of communication strategies used by both groups in Task 3, it seems that there is a much greater tendency to employ the strategy of literal translation There is also greater use of literal translation in Task 2 compared with Task 1 but the difference is not as marked as the difference between Tasks 1 and 3 The difference between the two groups in the use of literal translation is less significant in Task 1 - it accounts for 18 88% of Group A's communication strategies and for 14 4% of those employed by Group B In all three tasks, Group A uses more literal translation than Group B The largest percentage difference between the groups for use of this strategy is in the performance of Task 3

3.4.1.2 Use of Language Switch

Use of Language Switch (%)		
	GROUP A	**GROUP B**
Task 1	15 16%	4 8%
Task 2	12 56%	6 76%
Task 3	7 14%	5 43%

Table 91

Group A's use of language switch is task dependent The highest instance of use of this strategy by the group is in the performance of Task 1 (15 16%) This decreases to 12 56% in Task 2 and the lowest instance is in Task 3 (7 14%) On the other hand, there is not a significant difference in the pattern of language switch use by Group B across the three tasks Task 2 records the highest instance of use of this particular strategy (6 76%) followed by Task 3 with a 5 43% usage

and the lowest instance being Task 1 where language switch accounts for 4 8% of the total number of communication strategies Irrespective of task, Group B uses language switch in almost equal proportions

3 4.1 3 Use of Foreignising

Use of Foreignising (%)		
	GROUP A	**GROUP B**
Task 1	7 18%	6 0%
Task 2	6 28%	13 04%
Task 3	4 29%	2 17%

Table 92

Foreignising is very much a task-dependent strategy in the case of Group B The subjects in the group use this strategy to a much greater extent in Task 2 than in either of the other two tasks Foreignising accounts for 13 04% of the group's total number of communication strategies in Task 2 whereas there is only a 6% instance in Task 1 and a mere 2 17% instance in Task 3

In the case of Group A, there is not a significant difference in the use of foreignising across the various tasks The highest instance is in Task 1 (7 18%), followed closely by Task 2 (6 28%) and similar to Group B, the lowest instance of foreignising for Group A is in Task 3 (4 29%) Unlike Group B, the pattern of foreignising usage does not alter significantly according to task The less-proficient group uses this strategy in approximately the same proportions irrespective of task

3 4 2 Use of L2-based strategies

	USE OF L2-BASED STRATEGIES				
	Paraphrase	Approximation	Word-Coinage	Restructuring	Total
Task 1					
Group A	1 (0 27%)	85 (22 61%)	46 (12 23%)	23 (6 12%)	155 (41 22%)
Group B	0 (0%)	53 (21 2%)	31 (12 4%)	32 (12 8%)	116 (46 4%)
Task 2					
Group A	0 (0%)	40 (17 94%)	19 (8 52%)	8 (3 59%)	67 (30 05%)
Group B	5 (2 42%)	41 (19 81%)	21 (10 14%)	11 (5 31%)	78 (37 68%)
Task 3					
Group A	1 (0 71%)	29 (20 71%)	7 (5 0%)	10 (7 14%)	47 (33 57%)
Group B	0 (0%)	18 (19 56%)	2 (2 17%)	11 (11 95%)	31 (33 69%)

Table 93

Use of L2-based strategies - Task 1

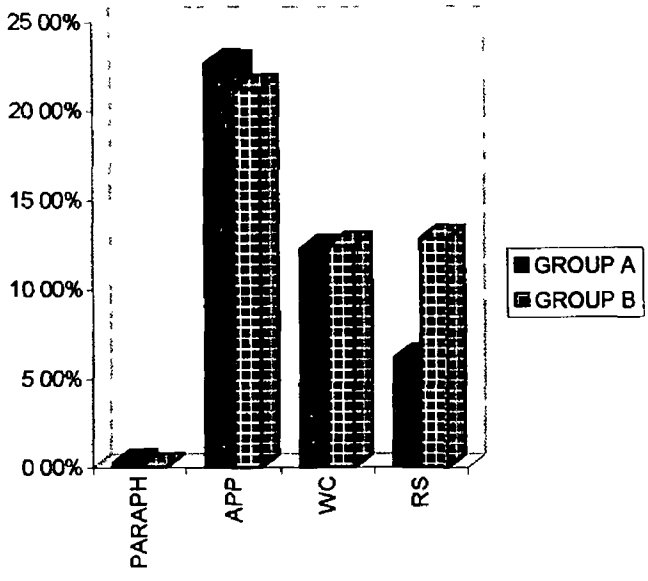

Figure 7

Use of L2-based strategies - Task 2

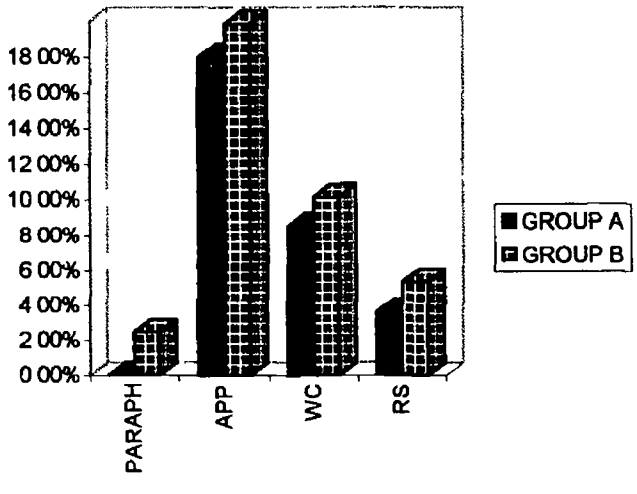

Figure 8

Use of L2-based strategies - Task 3

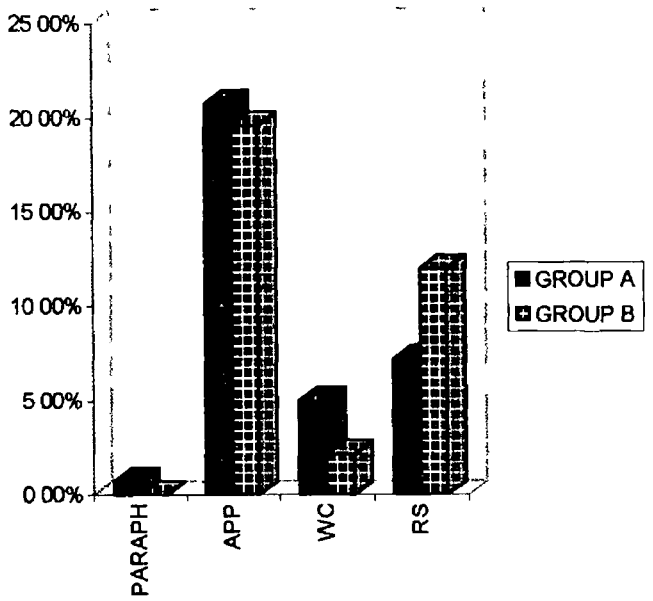

Figure 9

The usage of L2-based strategies by both groups varies according to task The two groups use more L2-based strategies in their performance of Task 1 - 41 22% in the case of Group A and 46 4% in the case of Group B However, the least amount of L2-based strategies used by Group A occurs in Task 2 (30 05%) while Group B uses the least amount of L2-based strategies in Task 3 (33 69%) In Task 3, both groups use approximately equal proportions of L2-based strategies

3 4.2 1 Use of Paraphrase

Use of Paraphrase (%)		
	GROUP A	GROUP B
Task 1	0 27%	0%
Task 2	0%	2 42%
Task 3	0 71%	0%

Table 94

Paraphrase is not a strategy which either of the two groups employ in their target language communication In fact, Group B who is deemed to be the more proficient group only uses paraphrase in Task 2 and even then, only five instances are recorded (2 42%) This group does not use paraphrase in Tasks 1 and 3

On the contrary, Group A's performance records one instance of paraphrase in both Tasks 1 and 3 (0 27% and 0 71% respectively) but there are no instances of the strategy in Task 2

3.4.2.2 Use of Approximation

Use of Approximation (%)		
	GROUP A	GROUP B
Task 1	22 61%	21 2%
Task 2	17 94%	19 81%
Task 3	20 71%	19 56%

Table 95

Approximation is the L2-based strategy most commonly employed by both groups in all of the elicitation tasks Irrespective of task, approximation is the preferred L2-based strategy of all the subjects In fact, there is no significant percentage difference in the use of this particular strategy by either group across the various elicitation tasks The highest instance for both groups is in Task 1 - 22 61% for Group A and 21 2% for Group B There is virtually no difference between Tasks 2 and 3 in Group B's use of approximation - 19 81% in the case of the former task and 19 56% in the case of the latter The percentage use of approximation by Group A in Task 3 is 20 71% and the lowest instance for this group is 17 94% in Task 2

3.4 2.3 Use of Word-Coinage

Use of Word-Coinage(%)		
	GROUP A	**GROUP B**
Task 1	12 23%	12 4%
Task 2	8 52%	10 14%
Task 3	5 0%	2 17%

Table 96

The use of word-coinage is task-dependent as it is used more frequently in Tasks 1 and 2 but is rare in Task 3 Both groups use this strategy in relatively the same proportions in Task 1 - 12 23% in the case of Group A and 12 4% in the case of Group B In Task 2, there is not a significant difference between the two groups in their use of word-coinage - Group A (8 52%) and Group B (10 14%)

However, in the performance of Task 3, word-coinage is a very rare strategy for Group B, with only two instances (2 17%) recorded In the same task, seven instances of the strategy are recorded for Group A representing just 5% of the total number of communication strategies employed in the task

3.4 2 4 Use of Restructuring

	Use of Restructuring (%)	
	GROUP A	GROUP B
Task 1	6 12%	12 8%
Task 2	3 59%	5 31%
Task 3	7 14%	11 95%

Table 97

Restructuring is used by Group A in almost the same proportions in Tasks 1 and 3 - 6 12% and 7 14% respectively It is used to a lesser extent in Task 2 (3 59%) However, across the three elicitation tasks, it is not a particularly popular choice of strategy for subjects in the less-advanced group Like Group A, restructuring is used in almost similar proportions by Group B in Tasks 1 and 3 (12 8% and 11 95% respectively) - over twice as much as in Task 2 (5 31%) Group B resorts to restructuring more often than subjects in Group A In its performance of Task 2, neither group tends to use restructuring as a coping mechanism when faced with communication difficulties in the target language

3 4 3 Use of Message-Adjustment strategies

USE OF MESSAGE-ADJUSTMENT STRATEGIES				
	Topic Avoidance	Message Abandonment	Message Reduction	Total
Task 1				
Group A	16 (4 26%)	18 (4 79%)	32 (8 51%)	66 (17 56%)
Group B	21 (8 4%)	19 (7 6%)	31 (12 4%)	71 (28 4%)
Task 2				
Group A	12 (5 38%)	21 (9 42%)	23 (10 31%)	56 (25 11%)
Group B	28 (13 53%)	7 (3 38%)	13 (6 28%)	48 (23 19%)
Task 3				
Group A	7 (5 0%)	7 (5 0%)	12 (8 57%)	26 (18 57%)
Group B	11 (11 95%)	5 (5 43%)	12 (13 04%)	28 (30 43%)

Table 98

Use of Message-Adjustment strategies - Task 1

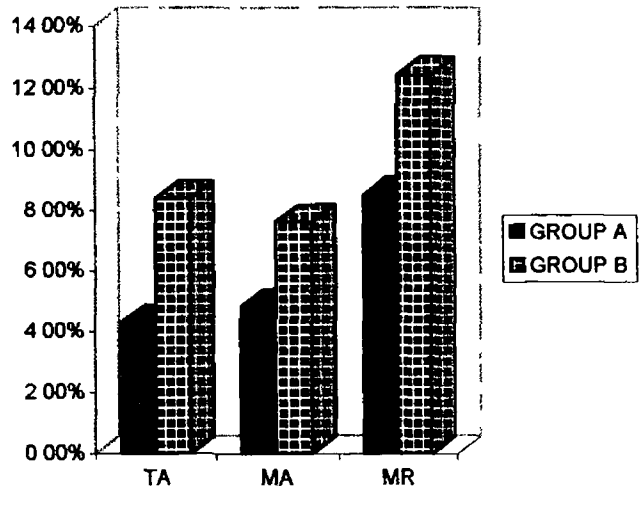

Figure 10

Use of Message-Adjustment strategies - Task 2

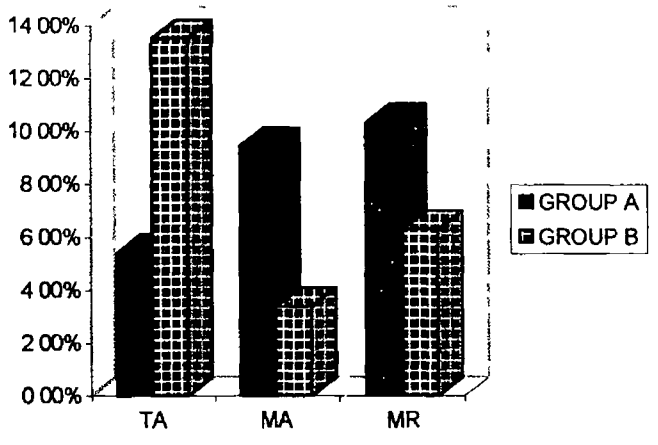

Figure 11

Use of Message-Adjustment strategies - Task 3

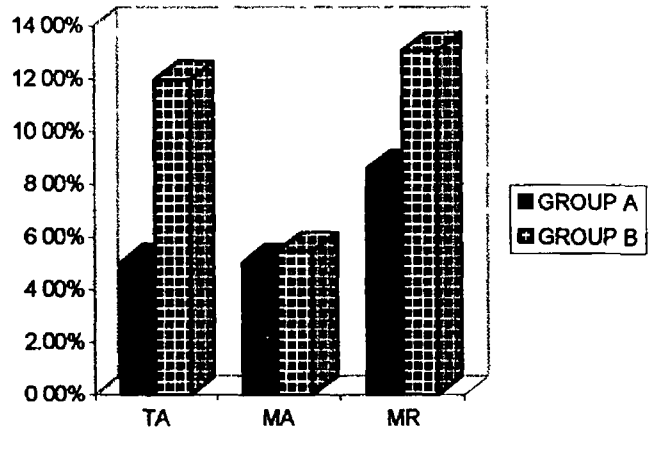

Figure 12

In Tasks 1 and 3, there is a notable percentage difference between the two groups in their use of Message-Adjustment strategies Group B uses more strategies from this category - 28 4% in Task 1 and 30 43% in Task 3 However, in the case

of this group, the three tasks do not elicit a significant difference in pattern of Message-Adjustment strategy use as 23 19% of strategies employed in Task 2 belong to this category

Although employing Message-Adjustment strategies to a lesser extent, Group A's performance in Tasks 1 and 3 indicates a similar pattern in Message-Adjustment strategy use - Task 1 (17 56%) and Task 3 (18 57%) Subjects in Group A use this category of strategy in generally the same proportions in these particular tasks However, they use Message-adjustment strategies more frequently in Task 2 (25 11%) In fact, both groups use Message-Adjustment strategies in almost similar proportions in Task 2 whereas there is a significant difference between the two groups in their use of these strategies in Tasks 1 and 3 with Group B using a considerably greater percentage of same

3.4.3.1 Use of Topic Avoidance

Use of Topic Avoidance (%)		
	GROUP A	**GROUP B**
Task 1	4 26%	8 4%
Task 2	5 38%	13 53%
Task 3	5 0%	11 95%

Table 99

Group A uses topic avoidance in almost equal proportions irrespective of task while Group B uses this strategy in almost similar percentages in Tasks 2 and 3 but to a lesser degree in Task 1 Group B employs topic avoidance more

frequently than Group A in all three elicitation tasks The highest usage for both groups is in Task 2 - 5 38% for Group A and 13 53% for Group B - although, as already stated, Group A's proportional usage of the strategy in the other tasks is quite similar

3 4.3 2 Use of Message Abandonment

Use of Message-Abandonment (%)		
	GROUP A	GROUP B
Task 1	4 79%	7 6%
Task 2	9 42%	3 38%
Task 3	5 0%	5 43%

Table 100

Message abandonment is used by Group A in approximately similar proportions in Tasks 1 and 3 - 4 79% and 5 00% respectively The group uses this strategy more frequently in Task 2 (9 42%)

On the other hand, Group B uses message abandonment less frequently in Task 2 (3 38%) and usage of this strategy increases to 5 43% in Task 3 with the highest usage in Task 1 (7 6%) Overall, there is not really a significant task-related difference in the use of message abandonment by subjects in Group B

3 4.3 3 Use of Message Reduction

Use of Message-Reduction(%)		
	GROUP A	GROUP B
Task 1	8 51%	12 4%
Task 2	10 31%	6 28%
Task 3	8 57%	13 04%

Table 101

Message reduction is used by Group A in very similar proportions in Tasks 1 and 3 - 8 51% and 8 57% respectively There is a slight but not particularly significant increase in the use of this strategy in Task 2 (10 31%)

Group B uses message reduction in relatively similar proportions in Tasks 1 and 3, - 12 4% and 13 04% respectively In fact, message reduction is used in these tasks approximately twice as much as in Task 2 (6 28%)

It is noteworthy that the lowest percentage use of message reduction for Group B (in Task 2) corresponds to the highest percentage use for Group A It is only in Task 2 that Group B uses less message reduction than Group A whereas the other two tasks elicit greater use of message reduction on the part of Group B

Conclusion

In this chapter, the analysis of the data elicited from the elicitation tasks has been presented and the use of communication strategies according to proficiency level and task has been established A discussion of the results obtained in order to arrive at the conclusions and recommendations of the study will form the basis of the subsequent chapters

4. Discussion of Results

The conclusions arising from this research provide a significant contribution to the existing debate on the strategies of communication and their place in second-language acquisition In this section, it is proposed to outline the overall findings of the study and to relate them to the results obtained by other researchers Some of the pedagogical implications of the research findings are discussed and suggestions are made for further research in the area

In the first part of this section, the use of L2-based strategies according to proficiency level will be discussed This will be followed by an examination of use of L1/L3-based strategies according to proficiency level Included in the latter sub-section will be a discussion of the effects of prolonged exposure to the L2, use of L1/L3 strategy markers and the typological closeness of the L1 and the L2 The third sub-section will deal with the use of Message-Adjustment strategies according to proficiency level while the final sub-section will discuss the relationship of task to strategy use

The final part of the chapter investigates the pedagogical implications of the research results emphasising in particular the existing debate relating to the development of strategic competence among learners and the important contribution of the L1/L3 in this development

4.1 Use of L2-based strategies according to proficiency level

The assumption is often made that more proficient learners will use more L2-based strategies The evidence in the study suggests that higher-proficiency learners do not use significantly more L2-based strategies than lower-proficiency learners In Task 1, L2-based strategies account for 41 22% of the strategies of communication employed by Group A while L2-based strategies represent 46 4% of Group B's communication strategies In Task 2, L2-based strategies constitute 30 05% of Group A's communication strategies and 37 68% of Group B's strategies are L2-based Both groups use approximately the same proportions of L2-based strategies in Task 3 - Group A (33 57%) and Group B (33 69%)

This finding seems to concur with that of Haastrup and Philipson (1983) who discovered in their study of achievement strategies in learner/native speaker interaction (English being the TL in question) that more proficient learners did not rely on L2-based strategies as had been anticipated "We were quite surprised that most of our learners made frequent use of L1-based strategies, as one might expect that learners, after five years of English teaching, would rely more on IL-based strategies" (Haastrup and Phillipson 1983 154)

One can only hypothesise about the reasons why there is not a significant difference between the higher and lower proficiency subjects of the present study in their use of communication strategies and why the higher proficiency learners do not demonstrate a greater ability to employ L2-based strategies instead of remaining fixed in L1/L3-based linguistic behaviour The subjects are not language students per se They have undertaken to study a Business Studies course and have chosen to study French as an elective subject within the general programme

Their motivation for language learning must inevitably be less than that of a student who is specialising in thestudy of a foreign language

4.1 1 Use of specific L2-based strategies

4.1 1 1 Paraphrase

Examining specific L2-based strategies, it is generally assumed that more proficient learners would resort to the use of paraphrase as a strategy when faced with communication difficulties in the target language Tarone (1977) and Bialystok (1983), in their respective studies on the use of strategies of communication put forward the suggestion that more advanced learners use paraphrase more frequently than less advanced learners This particular finding is contradicted in the present study The evidence presented in this study indicates that the advanced learners do not employ the strategy of paraphrase in their L2 communication The more proficient group uses paraphrase in a total of five instances, all in the performance of Task 2 The subjects in the group do not use the strategy in the other elicitation tasks Group A uses paraphrase on two occasions - once in Tasks 1 and 3 respectively Therefore, the less proficient group is just as likely to use paraphrase

This finding challenges the assumption that the more proficient learner of the L2 will use L2-based strategies to cope with difficulties when communicating in the target language Similar findings emerged from a case study of transfer in the L2 production of an advanced learner of French (Ridley 1991) The subject of her case study relied on L1-based strategies when speaking the L2 and she did not use any L2 paraphrase in her oral performance despite having spent six months in France

Ridley observes "this finding raises the question whether we can assume that the more proficient a learner is in terms of knowledge of a language's grammatical system, the more likely it is that the learner will use L2-based strategies (for instance L2 paraphrase) as a device to cope with lack of lexical knowledge" (Ridley 1991 42-43)

4.1 1.2 Approximation

The most frequently employed L2-based strategy of both groups is approximation As already stated, there is no significant percentage difference in the use of this strategy by the subjects in each of the elicitation tasks When faced with a gap in their L2 lexical knowledge, subjects find it easier to find a word in the L2 with as close a meaning as possible in order to maintain communication Subjects of both proficiency levels demonstrate similar ability to use approximation One would presume that the more proficient learners would use this strategy much more frequently than their less-advanced counterparts

4.1.1.3 Word-coinage

Both groups also demonstrate similar behavioural patterns in relation to the use of word-coinage They use this strategy in almost similar proportions in Tasks 1 and 2 but for both groups, its use is quite rare in Task 3

4.1.1.4 Restructuring

The only difference between the two groups in their use of L2-based strategies is in their respective use of restructuring Group B demonstrates a greater reliance on restructuring as a means of coping with difficulties of communication in the L2

The more advanced subjects seem to be more willing to develop an alternative plan and can phrase the sentence in another way so as to overcome the hiatus in communication

4.2 Use of L1/L3-based strategies

The findings of this study indicate that the more proficient subjects remain entrenched in L1/L3 linguistic behaviour despite more exposure to the target language This phenomenon is particularly prevalent in their performance of Tasks 2 and 3 where L1/L3-based strategies are employed in greater percentages than L2-based strategies Moreover, one also notes that there is no significant difference between the two proficiency levels in their use of L1/L3-based strategies in Tasks 2 and 3 Group B is just as likely to use L1/L3-based strategies as Group A and the statistical procedures confirm this According to the Student t-test, the Mann-Whitney U-test and the Kruskal-Wallis H-test, there is no difference between the groups in their use of L1/L3-based strategies in Tasks 2 and 3 However, one does note a difference between the groups in their use of this category of strategy in Task 1 In this particular task, Group B uses significantly less L1/L3-based strategies than Group A Despite the fact that performance on this task represents Group A's lowest percentage of L1/L3-based strategy use (41 22%), there is a considerable dichotomy with the performance of Group B (25 2%)

In fact, as already noted, Task 1 represents the least utilisation of the L1/L3 for both groups which is unusual considering that this task required the longest and most detailed answer One might have presumed that subjects would resort more frequently to the native or other non-target languages in this task given that there

was a requirement to provide a greater amount of L2 structures with the likelihood being that the more L2 structures to be recalled the more chance of L1/L3 structures being activated

It must also be noted that Group A, while being the lower proficiency group in this study, have been learners of the L2 for a period of at least five years at second level In spite of this fact, their linguistic behaviour in the L2 remains very much rooted in their L1/L3 Not less than 41% of their total communication strategies are L1/L3 based

4 2 1 Use of Specific L1/L3-based strategies

4.2 1.1 Literal Translation

Literal translation is the most frequently employed L1/L3-based strategy of both groups in all three elicitation tasks This finding concurs with the conclusions of Blum-Kulka and Levenston (1983 132) which indicate that "all second language learners begin by assuming that for every word in their mother tongue there is a single translation equivalent in the second language"

In the present study, it has been observed that literal translation is task-dependent Both groups use this strategy in significant percentages in Task 3 - Group A (36 42%) and Group B (28 26%) whereas in Tasks 1 and 2, it is used to a lesser extent by the two groups In Task 3, literal translation is the most utilised individual communication strategy of both groups and it is Group A's most preferred individual strategy in its performance of Task 2 (26%)

4 2 1.2 Language switch

Group A has a greater tendency than Group B to employ the strategy of language switch The less proficient learners are more inclined to switch directly to the L1 or L3 by borrowing an item from same The more proficient learners are not immune to using this strategy in their attempts to overcome communication difficulties It has been observed that language switch is used by Group B in all three tasks albeit in lesser percentages than Group A

4.2.1.3 Foreignising

Both groups employ foreignising in the three tasks with Group A using slightly more in Tasks 1 and 3 However, there is a significant difference between the two groups in Task 2 with the more proficient group using foreignising over twice as often as the less proficient group In this task, foreignising accounts for 13 04% of the total number of communication strategies recorded for Group B whereas this strategy constitutes just 6 28% of Group A's communication strategies Although the more proficient learners are not as inclined as their less proficient counterparts to switch directly to an L1/L3 form, they tend to use an L1/L3 form and adapt it to make it appear like an L2 form They are just taking the strategy of language switch one step further and are nevertheless still relying on the L1/L3 to make up for their linguistic deficiencies in the L2

4.2.2 Use of L1 Strategy Markers

Throughout their performance of the tasks, there is evidence of self-correction, false starts and repetition among the subjects in both groups Subjects generally utilise the automated L1 fillers "em" or "uh when attempting to gain planning time,

instead of making use of the French drawl in the same way as the native speakers who also completed the task The French drawl is a strategy used by native speakers themselves to acquire planning time in oral communication The subject who has spent one year in France does employ the drawl in her L2 communication indicating that the greater exposure to the L2 enables her to use the strategy which could be considered to be L2-based although not specifically referred to in the taxonomy

4.2.3 Specific linguistic problems due to L1/L3 influence

It was observed that the use of the past tense in French posed problems for subjects in both groups Subjects in both proficiency groups have difficulties in manipulating the Passe Compose (one of three forms of past tense in the French language) More specifically, they continually use the auxiliary verb "avoir" (to have) with the past participle even though a small minority of verbs require the use of the verb "être" (to be) This could be overgeneralisation of the L2 rules or perhaps could be attributed to the fact that in English the auxiliary verb "to have" is always used with the past participle This constitutes further evidence of the subjects' reliance on L1 rules when communicating in the TL

4.3 Effects of prolonged exposure to the L2

The performance of one particular subject in the elicitation tasks provides evidence that prolonged exposure to the target language does not always lead the learner to rely on L2-based strategies when attempting to communicate in the L2 Although she has spent one year in France, thus being more exposed to the target language than the other subjects in the group, her performance in Task 2 indicates only four

communication strategies which are L2-based and she only uses two L2-based strategies in Task 3 On the contrary, she uses ten L1/L3-based strategies in Task 2 and six of same in Task 3 Her performance in Task 1 reveals ten L2-based strategies as opposed to nine L1/L3-based strategies The subjunctive mood, frequently used by native French speakers, represents a difficulty The fact that this grammatical structure is rarely used in English may be the reason that she has difficulty in coping with it This particular subject does not use paraphrase as one of her L2-based strategies

4.4 Typological difference between the L1 and the L2

Chen (1990) in his study of communication strategies in the interlanguage production of Chinese EFL learners challenges the notion that learners of high proficiency depend more on L2-based communication strategies and low-proficiency learners rely more on the use of L1-based strategies In his study, no obvious L1-based strategies were observed "because the hypothesis failed to take into consideration one important condition the language distance between learners' L1 and L2 Chinese is quite distant from English This great distance reduces Chinese learners' tendency to use L1-based CSs because they realise that these strategies will not work for them" (Chen 1990 177) Chen suggests that the great typological difference between the learners L1 and L2 discourages them from using L1-based communication strategies

English and French (the two languages referred to in the present study) are considered to be typologically close languages Hammerly (1991 69) refers to the fact that "both US and British language-teaching institutions have determined that

it takes far longer for an English speaker to reach the same level of proficiency in, say, Korean than in French"

In this study, perhaps the typological closeness between the subjects' L1 and L2 contributes to their extensive use of L1-based strategies irrespective of proficiency levels

Singleton (1987) reporting on mother and other tongue influence on learner French, suggests that psychotypological factors have a role in language transfer In other words, the learner's perception of the distance between the L1 and the L2 influences use of the native language in target language communication He states "the results of this study lend support to the notion that psychotypological factors have a role in language transfer They also provide a certain amount of evidence in favour of the view of transfer as a process whereby the learner borrows from linguistic resources other than his or her knowledge of the language through which communication is taking place in order to make up for deficiencies in that knowledge"(Singleton 1987 337-338)

4.5 Influence of the L1/L3 on L2 communication

This research provides strong evidence that, irrespective of language proficiency, L2 learners are influenced by their native language and other languages of which they have experience, when communicating in the L2 The evidence has proved that the more proficient learners in this sample do not use significantly more L2-based strategies than their less proficient counterparts and are largely unable to use the strategy of paraphrase in their L2 communication In fact, in two of the elicitation tasks, the higher-proficiency group uses more L1/L3-based than L2-

based strategies Regardless of more exposure to the L2, this group of learners retain their reliance on their native language and other languages which they have studied when faced with the task of solving difficulties of communication in the target language

Hammerly (1991 63) poses the question "Is it unreasonable to state that previous knowledge affects new learning? Subjective experience, logic and abundant empirical evidence indicate that it does Transfer - psychologists agree - is a pervasive phenomenon, not only in language learning but in all learning" He suggests that "the SL is of the same basic nature and is used for the same purposes as the NL Thus, previous knowledge as pervasive and deeply ingrained as that of the NL is bound to have major effects on the learning of the SL" (p 64)

The present research supports this notion by demonstrating that the subjects rely to a considerable extent on their native language and also on other languages with which they are acquainted when attempting to overcome communicative difficulties in the target language Even more proficient learners of the L2 depend on L1/L3 resources when faced with an L2 communication lacuna

4.6 Use of Message-Adjustment strategies

This study has also revealed that when subjects attempt to solve L2 communication difficulties, they often adapt the message to their available linguistic resources In other words, they have recourse to Message-Adjustment strategies The results indicate that with the exception of Task 2, the more proficient group employs these strategies to a greater extent than the lower proficiency group In Task 2, Group A uses a slightly higher percentage of Message-Adjustment strategies (25 11%)

compared to Group B (23 19%) In Tasks 1 and 3, Group B relies to a greater degree on these strategies - Task 1 (28 4%) and Task 3 (30 43%) whereas the percentages recorded for Group A in Tasks 1 and 3 are 17 56% and 18 57% respectively These findings indicate that the higher-proficiency learners are more adept at accommodating the message to suit their linguistic wherewithal in the L2 One could hypothesise that the greater use of Message-Abandonment strategies on the part of the more proficient learners is attributed to their greater aspiration to indicate to the interlocutor that they have a good command of the target language If they adapt the message to suit their linguistic resources, they will not demonstrate their inadequacies in L2 communication This theory is beyond the scope of the present research and would need to be investigated in further studies using personality tests and introspective techniques where subjects could reflect on their motives and reasoning processes when employing these communication strategies

One must emphasise that the use of Message-Adjustment strategies does not necessarily imply that the subjects have failed in their communicative intent This usage could also indicate a change in intention rather than a lack of confidence in their L2 resources

4.6.1 Use of individual Message-Adjustment strategies

4.6.1.1 Topic Avoidance

Investigating the higher-proficiency group's use of individual strategies within the category of Message-Adjustment strategies, one observes that it has a considerable tendency to employ the strategy of topic avoidance Corder defines this as" a

refusal to enter into or continue a discourse within some field or topic because of a feeling of total linguistic inadequacy" (Corder, 1981 105) In Task 2, topic avoidance accounts for 13 53% of Group B's total number of communication strategies whereas in the case of Group A, 5 38% of the strategies employed are attributed to topic avoidance In Tasks 1 and 3, Group B also uses topic avoidance more frequently In Task 1, it constitutes 8 4% of their strategies compared to 4 26% for Group A and in Task 3, there is a significant difference between the two groups with topic avoidance accounting for 11 95% of strategies in the case of Group B and 5 0% in the case of Group A

4.6.1.2 Message Abandonment

Message abandonment is also a strategy used by the two groups Corder (1981 105) considers this strategy to be "a less extreme form of topic avoidance trying but giving up" Group B uses message abandonment to a greater degree than Group A in Tasks 1 and 3 but Group A uses a higher percentage of the strategy in Task 2

4.6.1.3 Message Reduction

Message reduction is used in Tasks 1 and 3 more frequently by Group B but Group A uses the strategy a greater amount of the strategy in Task 2 Therefore, in two of the elicitation tasks, the subjects in the higher proficiency group more readily opt to reduce their intended meaning rather than risk communication failure This strategy is the least extreme form of message adjustment

It seems that the linguistic requirements of Task 2 elicit a greater quantity of message abandonment and message reduction on the part of the lower-proficiency group whereas the higher-proficiency group tends to utilise these strategies more frequently in Tasks 1 and 3 This might be explained by the fact that in these latter tasks, in general, the subjects in the higher-proficiency group provide longer and more detailed answers than their less-proficient counterparts Given that they have more information to communicate in the L2, it could be inferred that they would have to adjust their message more frequently

4.7 Relationship of task to strategy use

This study has also manifested that different tasks elicit different patterns of strategy use As already noted, both groups use the highest number of strategies of communication in Task 1 and the least amount in Task 3 In these tasks, the two groups use approximately the same average number of strategies On the other hand, Task 2 elicits more communication strategies from the higher proficiency learners than from their less proficient compeers

These findings seem to be at variance with those reported in the research of Chen (1990) on the communication strategies in interlanguage production by Chinese EFL learners It was found that "CSs serve to compensate for the inadequacies in the target language High-proficiency learners are equipped with more knowledge of the target language and have relatively richer resources to draw upon in communication Therefore, they appeal less to CSs Low-proficiency learners , however, handicapped by their limited knowledge of the target language, need to

compensate more, and therefore resort more frequently to the use of CSs" (Chen 1990, 171)

It is difficult to state exactly why a significant difference exists between the three tasks in the amount of strategy use The nature of Task 1 could perhaps explain why it elicits the greatest amount of strategy use for both groups The task consisted of two picture sequences with six pictures in each sequence It is quite a long task compared with the others and subjects in both groups provide longer and more detailed answers as they are re-telling two complete stories with the aid of the visual stimuli provided by the picture sequences In Task 2, subjects are simply describing two photographs and therefore their answers are not as long and detailed as those relating to Task 1

Task 3 elicits the least amount of communication strategies from both groups and perhaps this could be explained by the fact that subjects have to answer only one question describing what they did at the weekend They are not obliged to use any visual stimuli and perhaps are more free to choose the language structures with which they are more familiar

Corrales and Call (1989) suggest that students of a language may go through a period of maximum exploitation of task-influenced strategies which peaks and then drops off as they become more proficient in the language They state "because the study of communication strategies provides a means for observing some of the processes underlying interlanguage production, it can be inferred that a change in the pattern of strategy use indicates a change in interlanguage" (Corrales & Call 1989 235)

The present study is cross-sectional i e the data is collected from the subjects at one point in their language development It cannot be inferred that the subjects have reached a peak in strategy exploitation which declines as their L2 linguistic ability develops further This hypothesis could form the basis of a longitudinal study in which strategy use of similar groups of subjects could be observed over a period of time

4.8 Pedagogical implications

There are important pedagogical implications arising from the conclusions of this study It is evident that all subjects, irrespective of proficiency and task, resort to strategies of communication when attempting to overcome linguistic difficulties in the L2 Instead of viewing use of communication strategies negatively whereby they are seen to demonstrate lack of knowledge of the L2, one should realise that they contribute to language learning in a very positive way Ellis (1986, 186) states "of central importance in the study of communication strategies, however, is their effectiveness in promoting L2 communication" If the use of communication strategies allows the learner to maintain interaction with the interlocutor, it is obvious that they are a fundamental element of L2 communication and are an important part of the learner's communicative competence

4.8.1 Development of strategic competence

Improvement of the learner's communicative competence is a primary objective of all approaches to language teaching Canale and Swain (1980) presented their widely-recognised model of communicative competence which includes three components grammatical competence, socio-linguistic competence and strategic

competence Grammatical competence refers to the learner's knowledge of the grammatical rules of the L2 and traditional teaching methods have placed much emphasis on this particular aspect of learning Socio-linguistic competence implies a cognisance of the socio-cultural adequacy of language use Strategic competence is defined by Canale and Swain (1980 30) as "verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns due to performance variables or to insufficient competence" They make specific reference to the crucial importance of communication strategies in language teaching arguing that they "must be integrated with the other components in an adequate theory of communicative competence" (1980 25)

Dornyei and Thurell (1991 16) define strategic competence as "the ability to express oneself in the face of difficulties or limited language knowledge" They argue that strategic competence is greatly neglected in language teaching programmes and this contributes to a lack of fluency and conversational skills in the L2 They advocate the specific instruction of strategic competence i e that learners should be instructed in the use of communication strategies Other researchers have also stressed the importance of strategy teaching in the language classroom (eg Faerch and Kasper, 1983a, 1986, Paribakht, 1985, Chen, 1990, Dornyei, 1995, Little, 1996)

The validity of communication strategy instruction has been questioned by some researchers including Bialystok (1990) who argues that strategy training will not necessarily improve the learner's communicative ability She states "the more language the learner knows, the more possibilities exist for the system to be flexible

and to adjust itself to meet the demands of the learner What one must teach students of a language is not strategy, but language" (1990 147)

One must agree that the primary objective of every language syllabus should be the expansion of the learner's linguistic repertoire in the target language Increased knowledge of the L2 will, in turn, increase the possibility of successful communication The role of the language teacher, in simple terms, is to facilitate language learning Time spent on language teaching rather than instruction in communicative strategy use will have greater linguistic advantages for the learner One should perhaps treat of strategy use in an informal way through the overall experience which the teacher has gained in his/her own learning of the L2 Paribakht (1985) refers to the fact that learners already have an ability to use strategies because they use them in native-language communication She states "strategic competence appears to develop in the speaker's L1 with the individual's increasing language experience and to be freely transferable to the L2 learning situation" (1985 142) This suggestion supports the present argument which refutes the need for specific strategy instruction as part of the language syllabus

However, one cannot ignore the fact that strategy usage is a very salient feature of the learners' communicative competence Furthermore, irrespective of target language proficiency, learners will inevitably face communicative difficulties in the L2 which cannot be solved by their available linguistic repertoire For this reason, the encouragement of strategy use in general by language teachers is very worthwhile and learners should be aware of their communicative potential One would agree with Haastrup and Phillipson (1983 157) who suggest that a learner "could learn from a study of his own strategic competence we do not see strategy teaching as

a substitute for vocabulary learning, but as a useful supplement, involving attention to a different aspect of the learner's communicative competence"

Exchange of L1/L3-based strategies for more appropriate L2-based strategies should be promoted and learners should understand that strategies such as topic avoidance or message abandonment do not lead to successful communication in the L2 In L2 French, learners could be advised of the usefulness of the French drawl which allows the speaker valuable planning time when communicating in the language

Ridley (1991 46) suggests that "the question is raised whether strategic competence can be taught, whether it is possible to teach a learner to use effective native-like performance features and L2-based strategies as a means of coping it is possible actively to encourage learners to exchange L1-based strategies and other L1-based performance features for L2 features, but only when the learner has reached sufficient maturity and ability to talk about his or her oral performance in an objective way"

One could aim to increase learner autonomy whereby learners take responsibility for their own learning The use of CALL software and audio-visual material on a self-access basis is extremely beneficial to language learning as learners can work at their own pace and also monitor their own progress After having demonstrated to learners how to use specific communication strategies, language teachers could design appropriate exercises which would involve learners using these strategies Learners can test out their hypotheses about the L2 and evaluate the effectiveness of the communication strategies which they are employing in their communication

Learner-teacher analysis of communicative activity recorded on audio or video tape, emphasising strategy use strengths and weaknesses, might prove to be a very effective method of promoting learner awareness of and subsequent improvement of strategy utilisation

Better discourse management should be implemented and learners should be encouraged to request assistance in strategy use

4.8 2 Contribution of L1/L3 knowledge to L2 communication

The findings of this study also demonstrate the influence of the L1 and L3 on L2 communication For the purposes of the study, one refers to Irish as an L3 This may be the subject of some debate but it is referred to as such purely for reasons of technical labelling Irish accounts for most of the L3 influence on subjects' performance with some input from other languages e g German and Spanish The influence of Irish may be attributed to the fact that most subjects would have been exposed to the language throughout their first and second-level education Some subjects may not have studied it but this was not investigated

Hammerly (1991 71) states that "if we choose to ignore the interrelationships between the language(s) of the learners and the target language and we decide to disregard the numerous ways in which the former evidently influence the latter, we are closing our eyes to much of what is going on, overtly or covertly, in the SL classroom - a sure way of making instruction less effective" In the course of language instruction, learners should be made aware of the similarities and differences which exist between the native and the target languages One must first understand the similarities which will assist in reproducing with greater facility the

equivalent L2 structures Learners should understand when it is appropriate to use literal translation and when it is impossible to do so One effective way to learn structures which are peculiar to the L2 is to first thoroughly understand them and then reproduce them in the form of various assignments

Learners should also be conscious of the fact that it is sometimes admissible to use an L1 structure when the equivalent L2 expression does not exist Faerch and Kasper (1986, 185/186) state that "Given languages as closely related as Danish, English, French and German, and given the extensive international exchange of information and the rapid growth of international words (video, stereo, punk, disco, software, squash), it would be a waste if learners were not encouraged to make use of L1 transfer, although there is a risk of misunderstanding in the case of false friends" However, it is very important that learners are made aware that L1/L3-based strategies are unreliable and understand that L2-based strategies are more likely to lead to successful communication

Conclusion

The findings of the study, as reported in this chapter, indicate that there is not a significant difference in strategy use among subjects of different proficiency levels The influence of the L1 on the L2 communication of both groups has been confirmed by the results of the data analysis It has also been established that strategy use varies according to task The pedagogical implications of these results have been discussed with particular reference to the debate on strategic competence

5. Conclusion

The findings of this study indicate that all subjects, irrespective of proficiency, are reliant on communication strategies when they encounter communicative difficulties in the L2 Communication strategy use is a significant feature of all subjects' conversational skills and high-proficiency learners are just as likely as low-proficiency learners to employ communication strategies

It is, however, the subjects' specific use of these strategies which provides important insights into their interlanguage It might be expected that the more-advanced learners would be more reliant on L2-based strategies, given their greater exposure to the language and equally that the less-advanced learners would use L1/L3-based strategies to a greater extent

The results of the study reveal that the more-advanced learners do not use more L2-based strategies and are, in fact, entrenched in L1/L3-based behaviour In two of the three elicitation tasks, the more-advanced group (Group B) uses a greater percentage of L1/L3-based strategies than L2-based strategies Its performance of Task 2 represents the only deviation from this pattern In the latter task, Group B employ a higher proportion of L2-based strategies There is not a significant dichotomy between the two groups in L2-based strategy usage In Task 3, the proportionate usage of L2-based strategies is almost equal Contrary to what

might have been expected, the more-advanced learners do not exhibit a greater ability to employ paraphrase as a means of dealing with a communicative hiatus With the exception of a 2 42% incidence in Task 2, paraphrase is not a feature of their communication The only difference between the two groups in L2-based behaviour is in the use of restructuring When faced with a communicative problem in the L2, the more advanced subjects display a greater capability of developing an alternative plan and can reorganise more effectively what they wish to communicate

Excepting Task 3, both groups use almost similar and not insignificant proportions of word-coinage This is the L2-based strategy which is the least likely to convey meaning as the learner is inventing a word or phrase using L2 structures and it may not be comprehensible to the interlocutor

The more-advanced group is just as likely as its less-advanced counterpart to resort to the L1/L3 when faced with communicative problems With the exception of Task 2, there is not a significant difference between the two groups in their overall percentage use of L1/L3-based strategies

Both groups display a particular tendency to employ literal translation when attempting to communicate in the L2 Subjects are "thinking in the L1" and presume that the L1 can be translated word for word into the L2 One noteworthy difference between the two groups is in their use of language switch The less-advanced group display a greater inclination to switch directly to the L1/L3 without attempting to translate the target item into the L2

These findings support the results of studies conducted by Haastrup and Phillipson (1983) and Ridley (1991) which reported that despite prolonged exposure to the L2, the more-proficient learners were still reliant on L1-based strategies

One can speculate on the reasons for these patterns of strategy use among the subjects of this particular study Although the subjects in the more-advanced group have been studying French for a longer period of time, the difference between the respective proficiency levels may not be as significant as one would expect The subjects of the study choose French as an elective subject within a wider Business Studies programme The language is not a major element of the programme Depending on year, students are expected to study five or six mandatory subjects and therefore might not devote a considerable proportion of their time to language study It is possible that the perceived notion is that the language is peripheral to the core business subjects This might explain the similarities in strategy use between the subjects from Years 1 and 2 and those from Years 3 and 4 One cannot assume a significant difference in the interlanguage development of the respective groups because students of Year 4 do not have increased time availability for language study Of course, students will make progress because of the increased exposure to the L2 and perhaps because they have chosen to continue their language learning but it is difficult to gauge the extent of increased proficiency This introduces motivational factors which represents an area ripe for further investigation whereby one could explore a three-way relationship between motivation for language learning, linguistic competence and use of communication strategies

Risk-avoidance is a salient feature of the more-advanced group's communication Group B uses a considerably greater percentage of Message-Adjustment or risk-avoidance strategies than Group A in Tasks 1 and 3 In Task 2, Group A uses just 1 92% more strategies than Group B from this category Subjects in Group B are inclined to adjust their communicative intent and contrary to expectations are less willing to take risks than those inGroup A A significantly greater percentage of topic avoidance, which is the most extreme strategy within the risk-avoidance category, is employed by Group B This reveals a sense of linguistic inadequacy on the part of the more-advanced subjects because they refuse to discuss or attempt discussion of a topic which they consider too linguistically-challenging One might interpret this as a fear of failure and would assume that such hesitation would be a more indicative characteristic of the less-advanced subjects given their more limited linguistic resources One could also hypothesise that the more-advanced subjects do not want to portray their language deficiencies because they have a preconceived notion of what is expected from them by the interlocutor

The study also provides additional evidence of the extent of L1/L3 influence on L2 communication The L1 influence may be due to the typological closeness of the English and French languages but the fact that there is also L3 influence might indicate that all previous language learning may affect L2 acquisition

One could also speculate that previous language learning experience promotes particular types of communication strategy use Depending on the previous learning environment, learners will either be hesitant and unwilling to take risks and try out their hypotheses about the L2 or they will be anxious to use whatever linguistic resources they possess in order to maintain a conversation Personality

factors may also contribute to the type of strategies employed by the learner An introvert character may try to avoid interaction whereas the extrovert will try to display the L2 communicative skills which he/she has at his/her disposal This hypothesis could be the subject of further empirical investigation within the field of communication strategy research

This study could be extended to investigate whether patterns of strategy use change over time One could undertake a case study of a First Year student and using a similar methodology, analyse L2 communicative performance during a particular time-span The pattern of the subject's communicative strategy use could be investigated in order to calculate the influence of L1/L3-based strategies and to evaluate the degree of L2-based strategy usage as the subject progresses in language acquisition

It is suggested that although language teachers should be aware of the advantages of communication strategy use and should encourage learners to adopt appropriate strategies when faced with communicative difficulties in the L2, the instruction of strategic competence should not necessarily form part of the language syllabus It was beyond the scope of the study to support this theory with empirical data In fact, very little empirical research has been undertaken in the area of strategy training This is an area worthy of further investigation in order to facilitate proper evaluation of the importance of incorporating strategic competence awareness in language teaching programmes

The objective of this study was to extend the existing communication strategy research area by investigating the communication strategies employed by native English-speaking students who are learning L2 French within a wider Business

Studies programme This objective has been fulfilled by the results obtained In the light of these results, it was appropriate to indicate some areas which might be useful to language teachers in evaluating their approach to language instruction and to highlight additional avenues of research in the communication strategy domain According to Seliger and Shohamy (1989 255), "the research cycle is an on-going process in which answers to questions may raise new ones This perpetual cycle is a result of the complexity of the phenomenon of language learning"

The results obtained in this study promote further questions on the use of communication strategies by learners of L2 French in a specific context and these results and subsequent new questions contribute to the research cycle in this area

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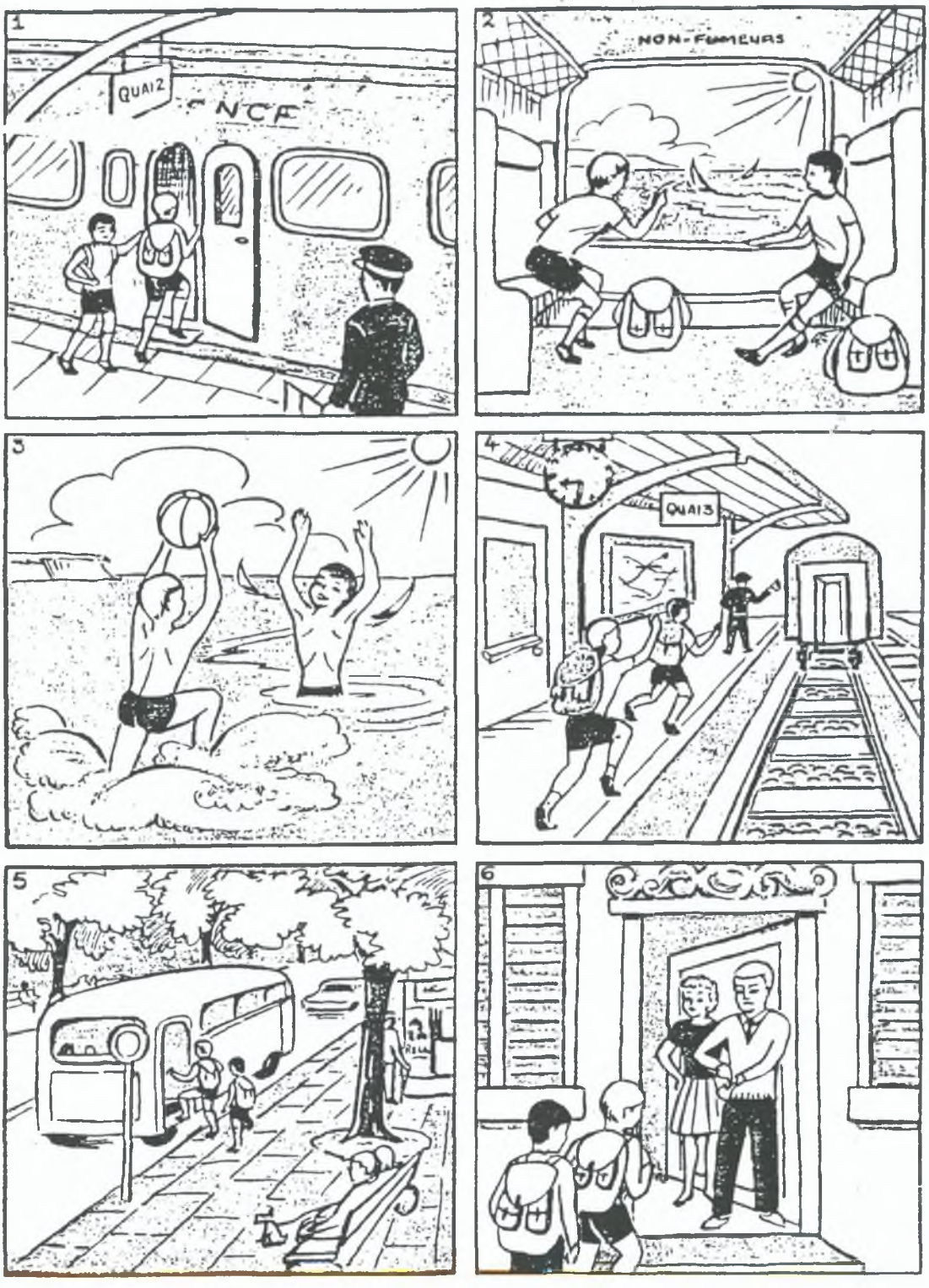
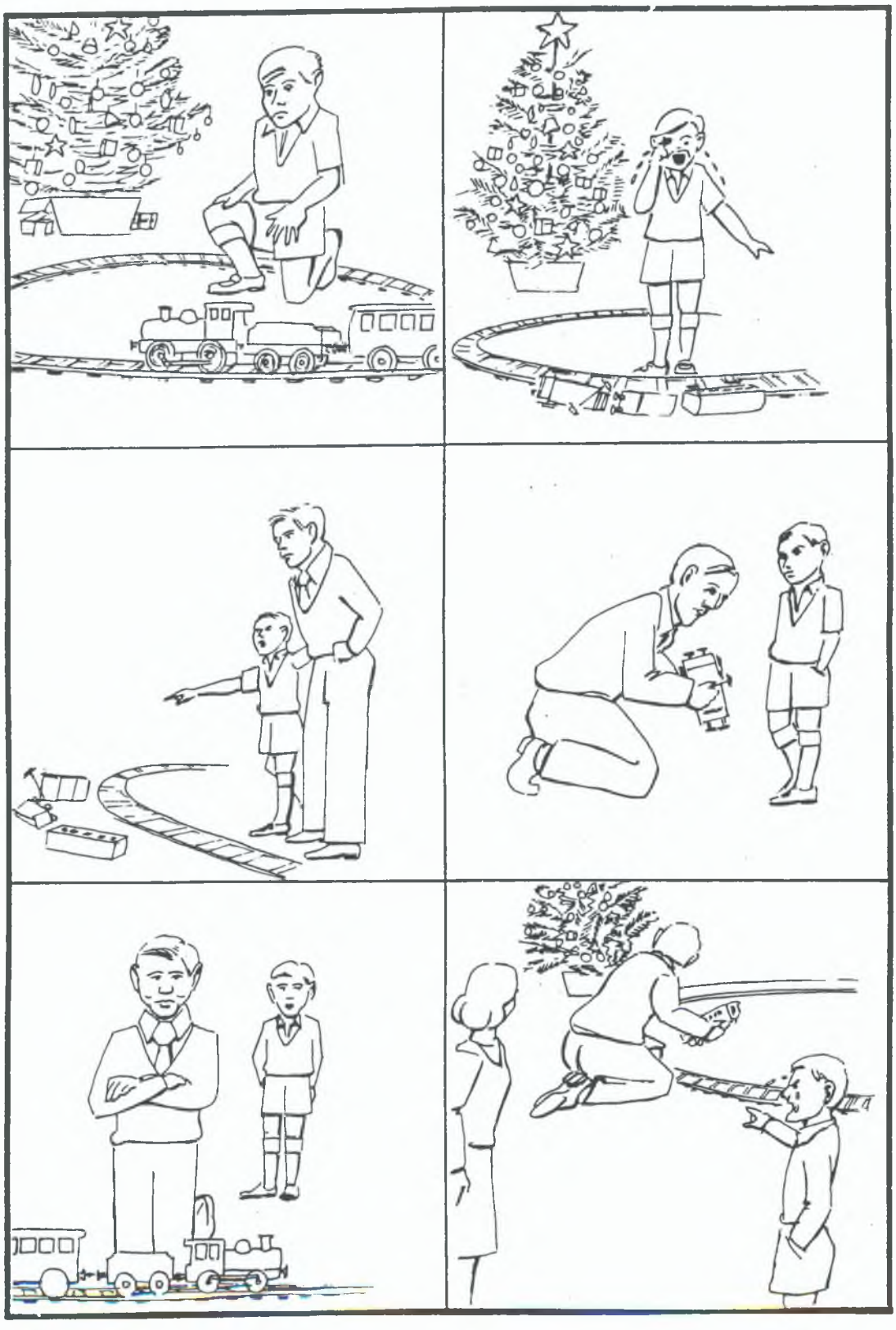
APPENDIX A



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APPENDIX C TRANSCRIPTIONS OF TASK 2 - PHOTO NO 1

SUBJECT FROM GROUP A

Dans la premiere photo, il y a Pause le, le campagne Il eh etait tres beau Il est tres beau avec les Pause les, le campagne tres vert avec un maison, un petite maison Il y a deux personnes dans la photo un homme et une femme eh Il y a beaucoup de col couleurs dans la photo, le vert, le bleu, le blanc, le jaune, le rouge eh Il y a une Pause une rue, une petite rue Pause Il y a les arbres em et il a l'air de d'un plage mais je ne suis pas certain Pause Il faisait beau Les deux personnes sont Pause pied dans la rue

SUBJECT FROM GROUP B

Dans la premiere picture (pronounced as French), il montre une petit maison Je pense qu'il que c'est en Irlande mais je ne sais pas em Il fait du soleil et il y a une femme et un homme ("h" pronounced) em Il y a aussi la mer em c'est tres joli dans le soleil L Pause Il y a Pause aussi Pause des, des petits terrains ou probablement les fermeurs travaillent pour l'ete