A COMPARISON OF THE COMMUNICATION STRATEGIES USED BY EFFECTIVE AND LESS EFFECTIVE ORAL LANGUAGE LEARNERS IN EARLY FRENCH IMMERSION

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A COMPARISON OF THE COMMUNICATION STRATEGIES USED BY EFFECTIVE AND LESS EFFECTIVE ORAL LANGUAGE LEARNERS IN EARLY FRENCH IMMERSION

by

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I wish to dedicate this study
to my parents, Doris and Kevin Marrie for
their years of encouragement and unending support.

ABSTRACT

The purpose of this study was to determine:

1. whether the communication strategies used by the older second language learner are used by the young Early French immersion (EFI) language learner;
2. which communication strategies the effective young EFI language learner uses;
3. which communication strategies the less effective young EFI language learner uses.

To achieve this aim, a sample of ten students from a grade three French immersion class was chosen, and a speech sample obtained for each of these subjects. Three independent judges listened to these speech samples and, according to a rating category, selected three effective and three less effective communicators from the sample. The speech samples of these six subjects were then studied for the use of six communication strategy categories which were those identified by previous researchers [Faerch and Kasper (1983b), Corder (1983), Savignon (1983), Tarone (1983), Kramsch (1984) and Willems (1987)]. These identified strategies have been divided into achievement strategies and reduction strategies [Tarone et al (1976), Faerch and Kasper (1983a) and Willems (1987)]. Achievement strategies included paraphrase (approximation, word coinage and circumlocution), borrowing (literal translation and language mix), foreignizing and retrieval. Reduction strategies included message adjustment and avoidance (message abandonment and topic

avoidance). These six communication strategy categories were broken down into ten individual communication strategies. The study attempted to find which of these ten individual communication strategies were used by the effective and less effective communicators.

Students' speech, which constituted the data for the study, was obtained by means of a general storytelling activity. Data analysis looked at strategy use by the various subjects. Data analysis lead to a number of conclusions with respect to strategy use by the EFI language learners.

Effective communicators used all of the identified communication strategies with the exception of foreignizing and topic avoidance. Effective communicators used more strategies in their speech sample. They also used more achievement than reduction strategies. The strategies used most by this group were approximation and circumlocution. The other strategies were used to various extents by different individuals within this group. The strategy use was of better quality for this group.

Less effective communicators used fewer strategies in general, and tended to use achievement strategies and reduction strategies to approximately the same degree. There was a lower quality of strategy use by this group who appeared to lack confidence. The less effective communicators used the achievement strategies of approximation and circumlocution. The strategy used most by this group was message adjustment.

This group also used a large proportion of message abandonment and topic avoidance.

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CHAPTER 1

INTRODUCTION TO THE PROBLEM

Rationale for the Study

Until recently, the main focus of most second language teaching methods in Canada was on the development of linguistic competence which Savignon (1976) defined as "the mastery of the sound system and basic structural patterns of the language" (p. 1). However, the early 1970's saw the introduction of different language teaching approaches that emphasized the communicative aspects of language.

The concept of communicative competence, which may be defined as "the ability to function in a truly communicative setting .... spontaneous transaction or knowing how to use the language in a natural exchange" (Savignon, 1976, p. 1), has had many implications for second language learning, and in particular, for communicative language teaching approaches.

The principles of communication, described by language specialists Breen and Candlin (1980), were examined by Canale and Swain (1980), who then developed a multi-dimensional framework of communicative language proficiency. This framework, which will be examined in greater detail later in this thesis, included four key competencies required of the successful second language learner. One of these competencies was strategic competence which is the ability to repair or to compensate for breakdowns in communication for the purposes of enhancing communication (Canale and Swain, 1980). The focus

of this particular study is on how effective and less effective communicators use different communication strategies to enhance communication.

Background of the Study

As the review of the literature will indicate, research in the area of the identification of communication strategies is fairly extensive, with certain writers, such as Tarone and Faerch/Kasper specializing in this domain. Research into the effectiveness of strategies used has been undertaken for older second language learners enrolled in second language programs. Paribakht (1983) studied university students and communication strategies.

To date the research has not defined communication strategies specifically for the young language learner. However, because the subjects in early French immersion (EFI) have vast experience with a second language, the writer feels that they would use similar communication strategies to those employed by older second language learners, and that this usage can be observed.

Purpose of the Study

The present study will investigate the communication strategies young EFI learners use in developing their strategic competence.

These strategies are divided into two groups, achievement strategies, those that generally enhance communication and reduction strategies, those that usually do not. It is hypothesized that the effective language learner in an EFI classroom will tend to use achievement strategies and the less effective language learner will use reduction strategies.

The purpose of the study will be to try to determine:

1. whether the defined communication strategies employed by older learners are used by the young EFI language learner;
2. which communication strategies the effective young EFI language learner uses;
3. which communication strategies the less effective young EFI language learner uses.

Significance of the Study

The writer feels that the information gathered in this study would have value for the domain of French immersion research, as it would contribute to knowledge about a specific area of language learning, namely strategic competence.

Evidence obtained from this exploratory study could also legitimately lead to hypotheses about how the use of communication strategies might be encouraged in young learners.

4. In Chapter Five we will draw conclusions as well as make recommendations based on the study.

It is hoped that this discussion of the young EFI second language learner will assist in enlarging the understanding of the development of strategic competence.

Definition of Terms

It is felt necessary by the researcher to define several of the terms which appear in this study.

Notional syllabus: This term refers to a second language curriculum organized according to categories of communicative function. This kind of organization is thought to give more meaning to second language learning because the learner can more easily see the purpose of the linguistic forms to which he/she is being exposed. Wilkins (1976) states:

> In drawing up a notional syllabus, instead of asking how speakers of the language express themselves or when and where they use the language, we ask what it is they communicate through language. We are then able to organize language teaching in terms of the content rather than the form of the language. (p. 18)

Metacognition: Metacognition is a term used in cognitive developmental literature. It tends to be used in particular when referring to learning strategies. Wenden (1986a) stated "metacognition is considered by some writers as central to learning" (p. 1). Wenden (1986a) also described metacognition as "the process which underlies the efficient use of strategies and the essence of intelligent activity" (p. 1).

Metacognitive strategies: Bialystok (1984) posited the view that language learners possess metacognitive strategies. The term "strategies" refers to "the use of devices to solve problems" (Bialystok, 1984, p. 7). Metacognition is involved when "learners are in control of the selection of these devices and at least somewhat conscious of their application and effect" (p. 7).

Metacognitive communication strategies, then, are those strategies which are chosen by individuals to help them overcome a communicative problem.

Interlingual strategies: Willems (1987) divided achievement strategies into two categories one of which, interlingual strategies, he described as "involving the interpolation of a language different from the one in which the conversation is taking place" (p. 355).

Intralingual strategies: Willems (1987) described intralingual strategies as those that "exploit generally only the language in which the conversation is taking place" (p. 355).

Interlanguage (IL): Richards, Platt and Weber (1985) define interlanguage as:

> the type of language produced by second- and foreign-language learners who are in the process of learning a language. In language learning, learners' errors are caused by several different processes. (p. 145)

They further state that:

> since the language which the learner produces using these processes differs from both the mother tongue and the TARGET LANGUAGE, it is sometimes called an interlanguage, or is said to result from the learner's interlanguage system or approximative system. (p. 146)

In their definition, Richards, Platt and Weber (1985) state that one of these processes includes "extending patterns from the target language (overgeneralization)" (p. 45).

Interlanguage rule (IL): It is a generalization made by the language learner in which he applies the properties of a rule in one language to other cases in that language or to cases in the second language.

For example, a second language learner of French could say "Je suis huit ans" for the correct form "J'ai huit ans". This would be considered interference from the English expression "I am eight years old".

Complex sentence structure: The subject uses any sentence structure beyond the noun-verb-complement form. An example would be the use of the indirect pronoun, such as in the sentence "Je lui ai demandé le prix de la bouteille."

L1: An abbreviation used to refer to the native or first language.

L2: An abbreviation used to refer to a second language.

CHAPTER II

REVIEW OF THE LITERATURE

History of Second Language Learning

Communicative competence can be defined as "the ability to function in a truly communicative setting ... spontaneous transaction or knowing how to use the language in a natural exchange" (Savignon 1976, p. 1). Some second language teaching methodologies place an emphasis on grammatical aspects of language learning which unfortunately do not tend to lend themselves to the development of communicative competence in the second language learner.

One such method is the grammar-translation method of second language teaching, which goes a long way toward developing the second language learner's grammatical knowledge and linguistic competence. Hammerly (1982), described the grammar-translation method of second language teaching as one that "must be deductive and must be carried out with constant reference to the native language of the learners" (p. 220). While this method did enjoy limited success because it does teach a grammatical understanding of the second language, it does not develop the spontaneity and flexibility required to enable the language learner to communicate easily in the second language.

Another such method, the audiolingual method, with its emphasis on memory and repetition, brought to the forefront

a heightened awareness of oral language use. Thought by some to produce orally proficient students in the initial stages, it, like the grammar-translation method, as used in normal classroom situations, tended not to facilitate two way communication in more natural settings. Many prominent language authorities, such as Carroll, concluded as early as 1961 that the second language learner should move beyond memory and drill-like procedures while paying more attention to "... the total communicative effect of an utterance" (Savignon, 1983, p. 23).

The search for a methodology for second language learning which would develop communicative competence continued throughout the remainder of the 1960's. Several approaches were tried, such as cognitive code learning, proposed by Carroll (1966). Throughout this period, second language teachers were using many methodologies. This lack of direction in L2 teaching created a situation of general confusion and unrest. As Stern (1974) said of the 1960's:

> The rapid turnover of ideas and clash of theories which have not ceased have made it impossible to view language pedagogy in the light of an established theory of language and language learning. (p. 245)

Then, in the early 1970's the Council of Europe's Modern Languages Project (CEMLP) advanced a view of language which was more communicative in nature than that associated with any previous methodology. Like the grammar-translation method before it, the view of CEMLP stressed the need to learn the

linguistic aspects of language. Unlike its predecessors, this view stressed that once a degree of linguistic competence had been achieved, the learner should use the language in more meaningful and authentic situations. The view of CEMLP lent validity to a similar argument previously offered by Rivers (1968) who stated that the learner "must be given the opportunity to apply what he has learned in an act of communication provoked among members of the class group (sic)" (p. 165). It should be remembered, however, that the view of CEMLP also shared River's (1968) "first skill getting then skill using" (p. 356) sequential approach to second language learning. Other language learning authorities such as Savignon (1983) would later encourage a more spiral approach to second language learning in which the linguistic and communicative functions of the language are interacting simultaneously.

The use of language in more meaningful and authentic situations was again later echoed by Wilkin's (1976) notional syllabus. Stern (1983) viewed this syllabus as "... potentially superior to the grammatical syllabus because it will produce a communicative competence and because its evident concern with the use of language will sustain the motivation of the learners" (p. 19).

Concurrent with the development and subsequent enrichment of a more communicative approach to language learning was the rise to prominence of the immersion approach to second language learning.

Immersion, which is a form of bilingual education, has been defined by Stern as:

> schooling provided fully or partly in a second language with the object in view of making students proficient in the second language, while at the same time maintaining and developing their proficiency in the first language and fully guaranteeing their educational development. (Swain, 1972)

While CEMLP encouraged meaningful communication based on previous learning, the concept of immersion was based on the use of the language being learned as an instrument of communication in the learning process itself.

Clearly the above mentioned methodologies differ in their view of the degree of linguistic competence that should exist prior to communicative interaction. However, gradually there emerged a common belief that, whatever the sequence, interaction that was meaningful and authentic in nature was an essential element for successful second language learning. Second language instruction must encourage the learner to strive for communicative competence and all it encompasses.

The Communicative Approach

Communication: Definition

According to Breen and Candlin (1980), communicative approaches are based on the principal tenets of communication. Richards and Schmidt (1983, pp. 3-4) point out that communication:

(a) is a form of social interaction; and is therefore normally acquired and used in social interaction;

(b) involves a high degree of unpredictability and creativity in form and message;

(c) takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to correct interpretations of utterances;

(d) is carried out under limiting psychological and other conditions, such as memory constraints, fatigue and distractions;

(e) always has a purpose;

(f) involves authentic, as opposed to textbook-contrived, language; and

(g) is judged as successful or not on the basis of actual outcomes.

Communicative Competence

There has been considerable controversy with respect to the term 'communicative competence' which was first used by Hymes in 1972. At that time the predominant view of competence was found in Chomsky's theory of general linguistics which made a distinction between linguistic competence and linguistic performance: Linguistic competence, in this view, focused on the "ideal speaker-listener" (Savignon, 1983, p. 11) who internalized a knowledge solely of the rules of grammar. Hymes, on the other hand, recognized a variety of subcomponents which together constituted what he termed "communicative competence". For example, Hymes (1972) recognized the importance of the sociolinguistic aspect of language in conjunction with

grammatical or linguistic competence. The socio-linguistic component included factors such as: what is possible, what is feasible, what is appropriate and what actually occurs in interaction (p. 281). In this way, Hymes focused on the "real speaker-listener" (Savignon, 1983, p. 11).

According to Canale and Swain (1980) the subcomponents of communicative competence, as outlined by Hymes, are best developed in situations involving authentic communication. The principles of communication, as previously noted, stress that exposure to realistic communication is crucial if communicative confidence is to enhance communicative competence. Based on these principles, Canale and Swain (1980) developed a four-fold framework for communicative language proficiency. It included grammatical competence (the ability to recognize and manipulate the grammatical features of a language), sociolinguistic competence (the ability to use socially and culturally appropriate language), discourse competence (the ability to achieve unified discourse) and strategic competence (the ability to use communication strategies or repairs to enhance communication and to compensate for breakdown in communication).

Tarone (1983), like Canale and Swain (1980), viewed communicative competence as having a number of subcomponents. With Tarone's framework, communicative competence included knowledge of what is grammatically correct (grammatical competence), what is socially acceptable (sociolinguistic

competence), and knowledge of how to use one's language to communicate intended meaning (strategic competence). Tarone did not include discourse competence or the ability to achieve unified discourse as one of the goals of communicative competence. Rather, Tarone stressed the interactional function of language where "language is not an object which is used, but a part of communication ... a living organism created by both speaker and hearer" (p. 64). Tarone contended that while none of these three components can be developed in total isolation from the others, learners in different settings do seem to develop different levels of proficiency in each component.

Savignon's (1983) model of second language learning, which was developed from Canale and Swain's (1980) framework, also depicted the multi-dimensional notion of communicative competence. This model described the relationship between grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Savignon explained that these competencies develop simultaneously in increasing overall communication. These multi-dimensional facets demonstrate the complicated nature of the language learning process.

Chomsky (1965) made a distinction between linguistic competence and performance. According to his point of view, competence is defined as "internalized knowledge" about a language, and performance as "the use to which that knowledge is put". Hammerly (1982) also recognized a distinction between competence and performance, but constructed his own model.

He devised a two-cone model of second language learning which he felt more adequately depicted second language learning in the classroom, without attempting to represent the processes which go on outside the classroom. He contended that any attempt to reproduce the outside world within the classroom would not be possible. This centrifugal model represents movement from the linguistic core to the communicative periphery. Hammerly concluded that "for best results, classroom language teaching must be centrifugal" (p. 155), that is to say that things should be learned first and then used. In his model then, Hammerly places linguistic competence before communicative performance.

On the other hand, Tarone and others feel that communicative needs often exceed second language learners' linguistic ability. To compensate for this linguistic deficit learners must use other means of communicating a message. One of these important means is communication strategies which will be discussed in the next section.

Communication Strategies

Communication Strategies: Definitions

Theoretical definitions of communication strategies vary yet they share certain common aspects. Faerch and Kasper (1983b) describe communication strategies as "potentially conscious plans for solving what to an individual presents

itself as a problem in reaching a particular communicative goal" (p. 212). Similarly, Corder (1983) concluded "communicative strategies ... are a systematic technique employed by a speaker to express meaning when faced with some difficulty" (p. 16).

Kramsch (1984) agrees with this view and offers additional insight into the nature and complexities of communication strategies. She observed "Elles sont évidement aussi inséparables les unes des autres que les différents niveaux du discours, mais selon les chercheurs l'accent est mis soit sur l'interaction même, soit sur la production du discours" (p. 84).

Communication Strategies: Identification

Current research by Faerch and Kasper (1983b), Corder (1983), Savignon (1983), Tarone (1983), Kramsch (1984), and Willems (1987), has identified certain communication strategies.

Listed below are the particular communication strategies which this study will investigate. In defining these communication strategies, the writer has given examples of the terms when no example was provided by the researcher. The communication strategies are:

1. Paraphrase (Tarone, 1984, p.131)

   (a) Approximation. The learner uses a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the

speaker (e.g., use of superordinate term: pipe for waterpipe).

(b) Word coinage. The learner makes up a new word in order to communicate a desired concept (e.g., airball for balloon).

(c) Circumlocution. The learner describes the properties of the object or action instead of using the appropriate target language item or structure (e.g., "It's oval and shiny," "She is, uh, smoking something ... that's Persian.").

2. Borrowing (Tarone, 1984, p. 131)

(a) Literal translation. The learner translates word-for-word from the native language (e.g. "He invites him to drink" for "They toast each other.").

(b) Language mix. The learner uses the native language term without bothering to translate (e.g., "I would like to use your 'ordinateur'" for "I would like to use your computer").

3. Foreignizing (inter-intralingual transfer) (Faerch and Kasper, 1983, p. 47)

A generalization of an interlanguage (IL) rule ... influenced by the properties of the corresponding first language (L1) structures. (e.g., "I wented to the store." for "I went to the store.")

4. Retrieval (Faerch and Kasper, 1983, p. 47)

The speaker is searching for a linguistic rule/item (e.g., "I have a uh ... uh ... exam tomorrow."

5. Message Adjustment Strategies (Restructuring) (Corder, 1983, p. 17)

The learner says less or says less precisely what he intended to say (e.g., "I'll get on the plane and will go." for "I'll board the plane, find my seat, and buckle my seat belt for take off.")

6. Avoidance

(a) Topic avoidance. The learner simply tries not to talk about concepts for which the

target language item or structure is not known. (Tarone, 1984, p. 131)

(b) Message abandonment. The learner begins to talk about a concept but cannot continue and stops in mid-utterance. (Faerch and Kasper, 1983a, p. 52)

Communication strategies have been categorized as achievement strategies, formal reduction strategies and functional reduction strategies (Faerch and Kasper, 1983a, pp. 36-45). Achievement strategies include paraphrase, borrowing, foreignizing, and retrieval. Formal reduction strategies include message adjustment strategies while functional reduction strategies include avoidance.

Willems (1987, p. 355), like Faerch and Kasper (1983a), categorized communication strategies as achievement strategies, formal reduction strategies and functional reduction strategies. Willems, however, subcategorized achievement strategies into interlingual and intralingual strategies. He stated that "in interlingual strategies, the L1 or another foreign language plays a role; intralingual strategies are monolingual (the L2)" (p.354).

Communication Strategies: Effectiveness

Researchers have developed typologies of communication strategies [Tarone et al (1976), Faerch and Kasper (1983a) and Willems (1987)]. This study uses a list adapted from the work of Faerch and Kasper (1983a). Table 2.1 presents the communication strategies which are examined in this study.

Table 2.1

Breakdown of Communication Strategies According to Effectiveness

Strategies	Subtypes
Achievement	
Learners attempt to solve communication problems by expanding their communicative resources.	1. Paraphrase 2. Borrowing 3. Foreignizing 4. Retrieval
Formal Reduction	
Learners communicate by means of a 'reduced' system in order to avoid producing nonfluent or incorrect utterances by using insufficiently automatized or hypothetical rules/items.	5. Message Adjustment
Functional Reduction	
Learners reduce their communicative goal when they encounter problems.	6. Avoidance

Achievement Strategies

1. Paraphrase

Tarone (1984) states that two types of paraphrase (approximation and circumlocution) are typically used by native speakers, a practice which reflects the effectiveness of paraphrase as a strategy. Haastrup and Phillipson (1983) share this opinion in stating that intralingual strategies such as approximation, are "inherently of greater potential than others" (p. 155).

2. Borrowing

Corder (1983) refers to borrowing or language mix as "the most risky enterprise" (p. 18). Corder goes on to say that risk-taking strategies are used to work out a problem successfully. The importance of 'taking a chance' then, is significant in that it is seen as a positive step for communicators toward increasing their communicative success. This explanation would suggest the importance of borrowing as an achievement strategy.

3. Foreignizing

Foreignizing or inter-intralingual transfer is an attempt by the learner "to solve problems in communication by expanding his communicative resources" [Corder (1983), in Faerch and Kasper (1983a), p. 45].

4. Retrieval

When faced with a limited linguistic repertoire, the language learner often draws on global meaning and context. In retrieval, students are building upon what they already know as they search for the linguistic items which they partially or fully knew. In this sense the whole process of language learning is cyclic.

<u>Reduction Strategies</u>

5. Message Adjustment - Formal Reduction

Corder (1983) explains that message adjustment, which Faerch and Kasper (1983a) define as a formal reduction

strategy, should not necessarily be viewed as an admission of failure as the interlocutor is "tailoring his message to the resources he has available" (p. 17). The learner then is still carrying out successful communication to a slightly lesser degree.

6. Avoidance

(a) Topic Avoidance - Functional Reduction

Faerch and Kasper (1983a) define avoidance as a functional reduction strategy. Tarone's (1984) viewpoint is that "the initial reaction of students with little practice in dealing with communication problems is avoidance". An interlocuteur using this strategy has little effectiveness in successfully transmitting information.

(b) Message Abandonment - Functional Reduction

Another type of avoidance strategy is message abandonment. Tarone, Cohen and Dumas (1976) explain that "the learner stops in mid-sentence, with no appeal to authority to help finish the utterance" (p. 11). Language learners using this strategy do not communicate very effectively, as their message is lost in midstream.

While providing a rationale for his ordering of communication strategies, Willems (1987) noted that:

> From rather primitive (paralinguistic) strategies via interlingual (borrowing, literal translation and foreignizing) strategies to intralingual strategies like checking questions and initiating repair there runs a clear line of growing complexity of a mainly verbal nature. (p. 356)

This suggests that communication strategies can be ranked in an order as certain communication strategies are more complex in nature than others.

Paribakht (1983) studied university students and communication strategies (CS) and concluded that, in general, "speakers' use of CS and their level of target language proficiency are related" (p. 141).

Strategic Competence

It should be noted that while Savignon's (1976) definition of strategic competence included only the ability to use communication strategies, some writers contend that all language-related strategies should be included. Paribakht (1983), for example, suggested the inclusion of both learning strategies (strategies used to expand competence), and communication strategies (strategies used to exploit competence). Strategic competence could then be defined as "the learner's ability to try out different means for solving any language-related problems, whether in learning or in communication" (Paribakht, 1983, p. 142).

Bialystok (1984) sums up the main point put forth by both these definitions in the following explanation:

> The concept of strategies in second language learning and communication, then, seems to refer to the use of devices to solve problems by learners who are in control of the selection of these devices and at least somewhat conscious of their application and effect. (p. 7)

Learning Strategies

In a keynote address at the annual conference of the Modern Language Council of the Newfoundland Teachers Association, Stern (1986) expressed a view about the importance of focusing on global meaning in situations. This focus, he claimed, would assist the learner in the second language learning process. However, learning strategies include many diverse types of cognitive processes which the second language learner can employ to help facilitate communicative competence. In the discussion to follow we will outline some of these learning strategies.

Learning Strategies: Definitions

Wenden (1986c) defined learning strategies as "... steps, routines, procedures ... learners report using to acquire, retain and use knowledge about linguistic and sociolinguistic rules" (p. 4).

Once again Bialystok (1983) offered a multi-faceted encompassing view of learning strategies by describing them as "activities in which the learner may engage for the purpose of improving target language competence" (p. 101).

Lists of learning strategies have been compiled by numerous researchers. In 1975 Naiman, Fröhlick, Stern et al developed a list of learning strategies for the good language learner. This list included: (1) an active task approach, (2) a realization of language as a system, (3) a realization of language as a means of communication and interaction, (4)

a management of affective demands and (5) a monitoring of L2 performance (pp. 13-15). Stern (1983) subsequently developed a modified list of learning strategies for the good language learner. These included (1) an active planning strategy, (2) an academic (explicit) learning strategy, (3) a social learning strategy and (4) an affective strategy.

Much of the research on learning strategies has identified what good language learners report they do to learn a second language, or are observed doing while learning a second language.

According to Rubin (1975), they include such things as:

> (1) making accurate guesses, (2) desiring to communicate, (3) being uninhibited by second language weaknesses and being ready to risk making mistakes, (4) being prepared to attend to form, (5) practicing, (6) monitoring their own speech, and (6) attending to meaning.

By using questionnaire and interview techniques Reiss (1985) obtained empirical evidence supporting most of Rubin's inventory, with (3) being the only exception.

Hébert (1986) provided a synthesis of metacognitive strategies. The following were identified as characteristics of good language learners:

1. Ils veulent communiquer!
2. Ils sont actifs dans leur apprentissage!
3. Ils sont leur propre moniteur!
4. Ils savent inférer le sens de la communication!
5. Ils se pratiquent constamment!
6. Ils sont à l'aise avec l'ambiguité!
7. Ils sont locuteurs silencieux!
8. Ils répondent mentalement même si ce n'est pas leur tour de parole!
9. Ils sont alerts aux sons de la langue!
10. Ils sont alerts aux sens de la langue!
11. Ils sont alerts aux formes de la langue!

12. Ils posent des questions!
13. Ils devinent bien!
14. Ils aiment jouer avec la langue!

Wenden (1985a, 1985c), Reiss (1985), and others, cite retrospection, the thinking back on one's language learning experiences, as a useful technique for revealing language learning strategies. Ramirez (1986) and Wenden (1986b), however, point out that the use of self-report devices, while more useful than observational instruments in assessing learning strategies, may not be totally accurate, as learners do not always do what they say they do. Observational instruments are still useful, however, in assessing production (i.e. communication strategies).

Conclusion

The researcher has examined some of the theories associated with the communicative approach to second language learning. This approach assumes that a primary objective of second language learning is achieving communicative competence. It has also been shown that strategic competence is one of the key components of communicative competence. It has further been shown that strategic competence, for some researchers, is composed of both communication and learning strategies.

Communication strategies, which are the focus of this thesis, as organized by Faerch and Kasper (1983a) and Willems (1987), are divided into achievement strategies and reduction strategies. Achievement strategies are viewed as the most

effective of communication strategies in enhancing communication. Reduction strategies, which are less effective, are also used by second language learners. Research has not been done on how young second language learners develop the use of these communication strategies, nor on exactly what communication strategies they use. In the following chapters the learners' use of communication strategies will be described in an attempt to determine what communication strategies young second language learners use, or learn to use, in oral communication.

CHAPTER III

PROCEDURE FOR THE STUDY

The present chapter is a discussion of the sample, the rating categories, the instrument, and the procedures for the collection and analysis of the data. The chapter concludes with the questions investigated.

The Sample

The students for the study were selected from a Grade three EFI class of twenty-two students in the province of Newfoundland and Labrador. All students began learning French in kindergarten. In kindergarten the instruction was one hundred percent in French while in Grade one and Grade two the instruction was about eight-five percent in French. In Grade three the instruction was about seventy-five percent in French.

From this class, the researcher chose ten students. The ten students were divided into two groups, effective language learners and less effective language learners.

The five effective language learners were selected based on:

1. Tourond Test diagnostique de lecture scores (seventieth to one hundredth percentile ranking); these scores are given in Appendix D.

2. the researcher's observation of subjects' quality of speech or fluency produced, ability to communicate meaning and information, production of a varied and sizeable vocabulary, as well as overall classroom interaction.

The five less effective language learners were selected based on:

1. Tourond Test diagnostique de lecture scores (zero to fiftieth percentile ranking);
2. the researcher's observations of language learners as not having the same qualities or abilities as those indicated for the effective language learners in number two above.

The researcher then selected three independent judges, all of whom had taught in an EFI program for a minimum of three years in the province of Newfoundland and Labrador. These judges listened to randomly ordered speech samples of the ten students and rated the subjects according to the rating plan provided by the researcher. These same speech samples were later used to rate communication strategies. The judges were not aware of which students had been identified by the researcher as effective or less effective language learners.

The purpose of these independent judges was to give an objective rating of the ten language learners. From this rating, the researcher then reduced the sample size to six subjects by the method described in the following pages.

Rating Categories

To assist the judges in their selection, the researcher established oral criteria which described the characteristics of the effective language learner. These oral criteria were based on the model for communicative competence developed by Canale and Swain (1980).

The categories used, namely grammatical competence and discourse competence, were broken down as follows:

1. Grammatical Competence
   (a) Subject uses sentences which contain correct use of noun-verb-complement.
   (b) Subject uses appropriate verb tenses.
2. Discourse Competence
   (a) Subject produces a cohesive story, which follows a logical sequence, based on given picture.
   (b) Subject uses accurate vocabulary specific to meaning (i.e. uses 'maison' for 'house' instead of 'appartement' which would be located in a house or building).

The researcher chose these characteristics as being suitable ways of depicting grammatical competence and discourse competence for students of this age and grade level.

It is to be noted that sociolinguistic competence was not included in this study. Because of the nature of the classroom situation in which the assessment procedure was carried out, it was very difficult to find an accurate method

of assessing the sociolinguistic element of communicative competence.

The rating scale used was as follows:

Points	Rating
5	Excellent
4	Very Good
3	Good
2	Fair
1	Poor

Definitions for each of the above rating categories were as follows:

Grammatical Competence:

(5) Peu d'erreurs; aucune déficience grammaticale.

(4) Erreurs intérmittentes indiquant quelques déficiences.

(3) Erreurs fréquentes indiquant une déficience dans certains aspects de la grammaire.

(2) Beaucoup d'erreurs différentes et très fréquentes indiquant une connaissance courante limitée de la structure de la langue.

(1) Grammaire presque entièrement érronée sauf dans les expressions et phrases toutes faites.

Discourse Competence:

(5) Expression régulière et sans effort mais peut être reconnue comme étrangère surtout en raison du début des paroles.

(4) Expression parfois hésitante; certaine irrégularité due à la reconstruction des phrases ou au manque de vocabulaire.

(3) Expression fréquemment hésitante et saccadée; phrases souvent non-completées.

(2) Expression très lente et irrégulière sauf dans des phrases courtes et routinières.

(1) Expression tellement hésitante et fragmentaire que la conversation est virtuellement impossible. (Adapted from Foreign Language Testing Service, New Jersey)

The judge's individual ratings for these ten subjects were then tabulated to obtain the total scores. Table 3.1 indicates the total scores which each of the ten subjects received. The researcher then used the three highest and the three lowest scores to choose the six subjects for the study.

The three highest scorers were Subject 9 with a score of 57 points, Subject 3 with a score of 51 points and Subject 14 with a score of 49 points. These three subjects were classified as the effective communicators for this study. The three lowest scorers were Subject 19 with a score of 30 points, Subject 13 with a score of 29 points and Subject 1 with a score of 27 points. These three subjects were classified as the less effective communicators for this study.

A further breakdown of each of the six subject's scores into grammatical and discourse competence as rated by the individual judges is located in Appendix A.

Table 3.1

Three Judges' Final Combined Scores for the Ten Subjects

	Subjects									
	22	9	3	4	14	1	20	12	19	13
Grammatical Competence (Maximum = 30)	22	29	26	20	26	10	18	18	16	15
Discourse Competence (Maximum = 30)	20	28	25	22	23	17	16	20	14	14
Total Score (Maximum = 60)	42	57	51	42	49	27	34	38	30	29

Data Collection Instrument

To obtain a sample of each subject's spoken language, an elicitation task based on an instrument used by Ramirez (1986) was administered. Each subject was required to tell a story based on a picture depiction. Picture A depicted a store scenario while Picture B depicted a fire scenario. These pictures, facsimiles of which are located in Appendix B, were selected for their "true to life" quality which would qualify them as action pictures. An audio cassette was used to record the oral samples of the subjects.

Later the audio cassette, located in Appendix E, was studied to determine the communication strategies used. This procedure is further explained in the following section.

Procedures for the Collection and Analysis of Data

Collection of Data: Procedure

Acclimatization activities were undertaken the week preceding the actual data collection to familiarize the subjects with this particular format of oral story-telling on cassette.

During the data collection process, all subjects were individually assessed. Data collection occurred in a quiet area, separate from the classroom. All subjects were tested at approximately the same time each day. An audio cassette was used to record the oral samples.

At the time of the data collection, subjects were assigned numbers for anonymity and identification. This number system is used on the audio cassette to introduce each child's oral discourse. The number identification system is also used throughout this study.

As previously outlined, all subjects were presented with either Picture A or Picture B on a random basis and asked to narrate the story depicted by the picture.

The directions given to each subject were as follows:

> Invente une histoire à partir de cette image.
> Raconte ce qui s'est déjà passé, ce qui se passe
> en ce moment et aussi ce qui va se passer plus tard.
> Je te donnerai quelques secondes pour regarder l'image
> avant de commencer. Bon! On commence.

Each subject received the picture indicated in the following table:

Table 3.2

Picture Which Subject Received

	Subjects	Picture
Effective Language Learners	9	A
	3	A
	14	B
Less Effective Language Learners	19	B
	13	A
	1	A

Analysis of Data: Procedure

The communication strategies presented in the chapter entitled Review of the Literature were the specific communication strategies which the researcher listened for on the audio cassette.

The researcher listened to the speech samples on the audio cassettes in random order. While listening to the speech samples a minimum of ten times, the researcher identified the communication strategies used. The researcher recorded:

1. the number of times each specific communication strategy was used by the subject.

When a subject, in using a strategy, used the same term repeatedly, the researcher recorded every use. As the researcher was counting frequency of use of communication strategies it was considered valid to include repeats. The repeated terms were used in isolated instances throughout the speech sample. The subjects chose to use a particular term

over again in these different contexts, instead of choosing another strategy or another term. In this way the use of the term facilitated communication for the student. Through these repetitions, the students gave an indication of the ability to use strategies to overcome a problem each time it arose. It was also found that in certain cases, a subject would use a new term following several repeats.

Repetition of terms was most frequent with the strategy of approximation. All the subjects, with the exception of Subject 1, repeated terms when using this strategy. The number of repetitions for each subject is given in Table 3.3.

Table 3.3

Number of Repeats for Each Subject

	Subjects	Repetitions
Effective Language Learners	9	8
	3	2
	14	2
Less Effective Language Learners	19	2
	13	1
	1	0

As Table 3.3 points out, the pattern of repetitions went from a higher usage of repetitions for Subject 9, the most effective communicator, to no usage of repetitions for Subject 1, the least effective communicator.

2. information regarding the content and quality of each strategy used by the subject.

Quality was assessed based on the clarity and precision in the use of each communication strategy. Specific and clear descriptions were considered to be of a better quality than unduly lengthy or unclear descriptions.

The researcher then developed tables showing the following:

1. the frequency of the use of each type of strategy for each subject;
2. the composite number of times each specific communication strategy was used by the combined effective communicators and the combined less effective communicators;
3. the proportion of each strategy used as a percentage of total strategy use, both for each individual subject and the two groups of subjects.

Questions Investigated

As the chapter, Review of the Literature, indicated, the communication strategies were divided into two groups, achievement strategies and reduction strategies. In the following list of questions, it was hypothesized that achievement strategies would be used more frequently by the effective language learner and reduction strategies used more often by the less effective language learner. It was also hypothesized that message adjustment would be used equally by both groups.

The six communication strategy categories were broken down into ten individual communication strategies which resulted in ten questions to be investigated.

The questions that were investigated are as follows:

Question 1: Do effective young French immersion language learners use approximation more often than do less effective young French immersion language learners?

Question 2: Do effective young French immersion language learners use word coinage more often than do less effective young French immersion language learners?

Question 3: Do effective young French immersion language learners use circumlocution more often than do less effective young French immersion language learners?

Question 4: Do effective young French immersion language learners use literal translation more often than do less effective young French immersion language learners?

Question 5: Do effective young French immersion language learners use language mix more often than do less effective young French immersion language learners?

Question 6: Do effective young French immersion language learners use foreignizing more often than

do less effective young French immersion language learners?

Question 7: Do effective young French immersion language learners use retrieval more often than do less effective young French immersion language learners?

Question 8: Do effective young French immersion language learners use message adjustment strategies to the same degree as do less effective young French immersion language learners?

Question 9: Do effective young French immersion language learners use topic avoidance less often than do less effective young French immersion language learners?

Question 10: Do effective young French immersion language learners use message abandonment less often than do less effective young French immersion language learners?

Other questions about which some information was sought included:

1. whether the communication strategies identified as being used by the older language learner were used by the young EFI language learner;
2. why certain young EFI pupils appeared to use, or to learn to use, more useful strategies than others.

Conclusion

This chapter explains how the six subjects were selected for the study. The procedures for the data collection and analysis are also given. Some tentative hypotheses are proposed concerning the relationship between communicative effectiveness and use of communication strategies. In the following chapter the analysis of the data is reported.

CHAPTER 4

PRESENTATION OF RESULTS

Chapter Four presents an analysis of the data compiled for this study. It contains findings with respect to the speech sample for each individual subject and a discussion of the types of communication strategies used.

There is a problem in categorizing language use in terms of communication strategies. Kramsch (1984), as previously mentioned in Chapter Two, indicates that categorization can be difficult. Varying interpretations lead to uncertainty in categorizing a term as a specific communication strategy. Such is the case, for example, with the phrases "mettre le feu" and "le feu était pas là". These might be classified as approximation by some researchers or as literal translation by others. The term "la monnaie" could be classified as an approximation for the term "l'argent". It would then be seen as a strategy used to solve a problem. Another possibility of interpretation is that the subject could be using the term "la monnaie" for the broader term "l'argent", having developed an interlanguage semantic equivalence of "la monnaie" with the English word, "money". There are also difficulties encountered in deciding whether or not a usage qualifies as a communication strategy. One typical example concerns the status of the term "surprisé". There is a question as to whether the usage of "surprisé" should be classified as word coinage or an example of an erroneous past participle.

A decision to categorize problematic examples is necessary for the study to proceed. However, since problems are encountered in classifying communication strategies, the analysis must be subjective and the findings may be somewhat tentative.

In the above examples, reasons can be given for both points of view. The reason for the researcher's point of view will be discussed as specific examples of problematic categorization arise.

Speech Samples

The following section presents a description of the speech sample of each of the six subjects. The discussion contains information related to each subject's performance as an effective communicator.

A table is given for each subject showing the number of times a communication strategy is used (frequency). The percentage of time devoted to that strategy in relation to the total time given to communication strategy use (proportion) is also reported.

Effective Communicator: Subject 9

Speech Sample: General Storytelling

Subject 9, who ranked highest among the Grade three subjects, gave a confident account of the events of Picture A which depicted a store scenario. She had a very simple

storyline which she elaborated upon and made interesting with the use of redundancy. The subject displayed very good narration techniques as she told of the broad scenario of people and things in the supermarket.

The subject used complex sentence structures such as "Elle ne peut pas voir une autre bouteille comme ce que sa maman veut."

The subject lengthened the discourse by repeating the events in the story and describing how she returned to the supermarket when she did not bring the desired item home.

Speech Sample: Strategy Use

Table 4.1 summarizes the use of communication strategies by Subject 9.

Approximation. As the following table indicates, Subject 9 had a high use of approximation; she used this strategy five times. This subject tended to be very precise in approximating the term "marché" for "supermarché" which she used on two different occasions. This repetition of the term "marché" was used by the subject to overcome the problem of coming up with the correct term.

Early in the speech sample this subject used the general term "la bouteille" on two occasions to explain the specific bottle which fell from the shelf. This repetition was useful for the subject; it appeared to serve as a stepping stone until she later chose to specifically name the object "une bouteille de fraise" (twice). She then described the bottle in yet other terms (See later paragraph on circumlocution). The latter

example of approximation was not as precise, as the subject did not describe the properties of the contents of the bottle (i.e. colour or shape); "la bouteille" could have been just that, any bottle in the supermarket. This subject's use of approximation was clear 60 percent of the time (three out of five times).

Table 4.1

Communication Strategies Used by Subject 9

Communication Strategies	Fre*	Pro**
Paraphrase:		
Approximation	5[a]	20%
Word Coinage	4[b]	16%
Circumlocution	3	12%
Subtotal	12	48%
Borrowing:		
Literal Translation	2	8%
Language Mix	5[c]	20%
Subtotal	7	28%
Foreignizing	0	0%
Retrieval	3	12%
Message Adjustment	2	8%
Avoidance:		
Topic Avoidance	0	0%
Message Abandonment	1	4%
Subtotal	1	4%
Total	25	100%

* Frequency of Use
** Proportion of Use

a This includes 2 terms which were used 2 times.
b This was 1 term which was used 4 times.
c Included is 1 term which was used 5 times.

Word Coinage. Word coinage was used by Subject 9 on four occasions. Of all the subjects, Subject 9 used word coinage most frequently. She invented the term "se marche" which she used repeatedly to link together thoughts and give thinking space. It was felt appropriate by the researcher to count the repetitions of the term "se marche" as separate uses of word coinage as the subject intermingled this term with the correct term "se promène" throughout the speech sample.

It should be noted that another researcher might have categorized the use of "se marche" as a grammatical error. This researcher categorized the term as word coinage because the subject used the word with considerable confidence to add variety to her storytelling, and because she used it as a synonym with the term "se promène" throughout the discourse.

Circumlocution. Subject 9 used circumlocution three times. She described an action or object quite precisely when she described "les achats" as "tous les choses que sa maman veut". Another example of circumlocution tended to be lengthy and not as precise as the preceding example. The subject described "une autre bouteille de fraises" as "une autre bouteille comme ce que sa maman veut". Although the subject had previously used "bouteille de fraises" on two occasions, she seemed either to forget the term, or to be unsure that the object actually was "une bouteille de fraises". The strategy of circumlocution was used upon the return visit to the supermarket where the subject did not name the desired food item, but rather described it as "quelque chose d'autre".

This description did not lend any detail to the events in the speech sample. As the above examples illustrate, the quality of the use of circumlocution varied for Subject 9.

Literal Translation. Literal translation was used twice by Subject 9. In the sentence "Elle se marche pour longtemps", this subject appeared to be translating "She walks for a long time". Again there appeared to be word-for-word translation of "She goes to the market again" in the sentence "Elle va au marché encore".

Language Mix. Subject 9 used language mix; the term "la cashier" was used five times throughout the speech sample. This repeated term was used with relative confidence in different contexts throughout the sample.

Foreignizing. There was no use of foreignizing.

Retrieval. The strategy of retrieval was used three times by Subject 9. In one instance she paused to search for an item and continued with a general description which was previously noted as one of the examples of circumlocution. On both other occasions the subject appeared to use retrieval as part of a planning technique whereby she could further plot out where she was headed with the speech sample. One such instance began in monologue form with "Elle se demande ... (pause) - hmm ..." after which the subject continued on with the story.

Message Adjustment. Message adjustment was used twice by Subject 9. In one case the subject said less precisely what she started out to say with "Soudain le bouteille ...

elle est cassée la bouteille." In the second instance Subject 9 began to explain encountering the cashier but cut the description short. She began, "Elle voit le ... um cashier ... "C'est neuf dollars." The second example demonstrates a less precise use of language as it is unclear what happens between the time she sees the cashier and the direction to pay nine dollars. It is assumed it is the cashier who is saying "C'est neuf dollars", although it is not exactly clear.

Topic Avoidance. This subject did not use the topic avoidance strategy. She did not appear to avoid talking about issues or events surrounding the story.

Message Abandonment. Subject 9 used message abandonment on one occasion. The subject began to ask the cashier's advice on her predicament (whether she should take the salvaged strawberries in a remaining part of the broken bottle) with "Est-ce que ..." but quickly switched to "C'est tout ce que je veux" and hurried to pay for the groceries. The subject appeared to have taken on a topic about which she was unable to continue; she then stopped in mid-utterance.

Effective Communicator: Subject 3

Speech Sample: General Storytelling

Subject 3, who ranked second highest among the Grade three subjects, gave a slow, yet accurate, account of the events of Picture A which depicted a store scenario. She told a very logical story which was well narrated and followed a clear storyline. The main character in the story was "Françoise".

This subject consistently used complex sentence structures such as "Sa maman lui a demandé d'aller au magasin pour acheter ... du vin." The subject's use of the past tense was appropriate as in the example "Elle a fait tombé une bouteille et s'est cassée."

To lengthen the discourse, the subject repeated the events in the story returning to the supermarket when she did not bring the desired item home.

Speech Sample: Strategy Use

Table 4.2 summarizes the use of the specific strategies by Subject 3.

Approximation. As the following table indicates, Subject 3 used approximation four times. In one instance she approximated "des rejets" or "des vieilles choses" with "les choses qu'elle ne veut pas". This replacement phrase, which this subject approximated for the desired term, was clear in its meaning in that it reflected something no longer of use. On three occasions this subject approximated, using "la bouteille" for the specific bottle in the supermarket. The researcher counted these repetitions of the term "la bouteille" which the subject used in facilitating her discourse. This less precise approximation did not leave a clear picture of which type of bottle was involved. Of interest is the fact that Subject 3 did use the term "le vin" when initially explaining her intended purchase. It may be that the subject no longer felt the bottle looked as if it were a bottle of wine or it may be that she forgot what it was she intended

to purchase. Although the subject used approximation often it was used with moderate success.

Table 4.2

Communication Strategies Used by Subject 3

Communication Strategies	Fre	Pro
Paraphrase:		
Approximation	4[a]	29%
Word Coinage	1	7%
Circumlocution	3	21%
Subtotal	8	57%
Borrowing:		
Literal Translation	2	14%
Language Mix	0	0%
Subtotal	2	14%
Foreignizing	0	0%
Retrieval	2	14%
Message Adjustment	2	14%
Avoidance:		
Topic Avoidance	0	0%
Message Abandonment	0	0%
Subtotal	0	0%
Total	14	100%

a This includes 1 term which was used 3 times.

Word Coinage. Word coinage was used once in providing a means to continue on with her story. Subject 3 invented the word "arjame" (which she used to buy items with). This new word resembles "argent" fairly closely. "Arjame" was not

used again, however, as on the two subsequent efforts in the speech sample, the subject provided the correct term "argent".

Circumlocution. Subject 3 used circumlocution three times. In one example of circumlocution the subject used retrieval twice, and appeared to be intent on finding the single target item "vendeur" or "marchand". She began "Le, l'homme qui ... (long pause - retrieval) un homme vient qui ... (pause - retrieval) travaille à le magasin". It appeared that the subject hesitated to use circumlocution, even though the description she gave clarified the man's identity. The two other uses of circumlocution occurred without reluctance and were equally as accurate. In describing the "pretend" store which she and her friends made, she used "le magasin qu'elles fait". In describing the purpose of this same store which was to make money, Subject 3 used a longer version in "pour avoir de l'argent pour payer". This subject's use of circumlocution was, then, always a complete description.

Literal Translation. Literal translation was used on two occasions. Subject 3 translated word for word when giving the age of the character in the speech sample. She gave "Elle était dix ans." Later, in describing what her friends were doing, this subject appeared to translate from English "Her friends were in front, making a little store themselves." She used "Ses amis est avant faire un petit magasin lui-même."

Language Mix, Foreignizing and Retrieval. Neither language mix nor foreignizing were used by Subject 3. The

two examples of retrieval were outlined previously with the examples of circumlocution.

Message Adjustment. This subject used message adjustment twice. Upon returning home without the purchase, she simply tells her mother "Il n'y avait pas de vin." She did not explain whether she returned the money to her mother, nor was there any further dialogue with her mother. This subject said less than would presumably have taken place. In the other case where message adjustment was evident, Subject 3 did not explain how the girl in the story told the salesman about the accident, nor did the subject tell how she dealt with the accident. She simply stated the man's order which was that she "doit payer de l'argent pour cette bouteille." It would appear that more activity and thought would have surrounded this event.

Topic Avoidance and Message Abandonment. There was no use of either topic avoidance or message abandonment by Subject 3.

Effective Communicator: Subject 14

Speech Sample: General Storytelling

Subject 14 who ranked third highest among the Grade three subjects gave a very lengthy account of the events surrounding Picture B which depicted a fire scenario. The story was very complex in nature and was related with enthusiasm.

This subject used complex sentence structures such as "On va le dire au professeur". The use of past tense of

reflexive and intransitive verbs was noted in examples such as "s'appellaient, sont revenus, sont allés".

The subject spoke at an average speed using an incredible amount of detail and varied vocabulary. Subject 14 lengthened the story by several minutes through the addition of details of events following the fire. The subject appeared to seek approval through such a lengthy story and did not stop until it was suggested by the researcher that she finish up soon.

Speech Sample: Strategy Use

Table 4.3 summarizes the use of the specific strategies by Subject 14.

Approximation. Subject 14 used approximation on four occasions. One example of approximation which provided a clear picture of the target item "le lendemain" was "le jour après ça". Although this subject used the correct term "incendie" when referring to the "pompiers" throughout the speech sample, she used the less precise term "feu" on three occasions. This repetition of the term "feu" which the researcher counted may have been used by the subject to provide variety. The variety did not create any problems with the cohesiveness of the speech sample. This subject's uses of approximation were successful in their clarity and meaning.

Word Coinage. This subject used word coinage once when she invented the term "pronnu" which was intended for "pris". This researcher did not consider this to be overgeneralization because the invented word was very different from the first syllable of "prendre".

Table 4.3

Communication Strategies Used by Subject 14

Communication Strategies	Fre	Pro
Paraphrase:		
Approximation	4[a]	27%
Word Coinage	1	7%
Circumlocution	3	20%
Subtotal	8	54%
Borrowing:		
Literal Translation	2	13%
Language Mix	1	7%
Subtotal	3	20%
Foreignizing	0	0%
Retrieval	2	13%
Message Adjustment	2	13%
Avoidance:		
Topic Avoidance	0	0%
Message Abandonment	0	0%
Subtotal	0	0%
Total	15	100%

a This includes 1 term which was used 3 times.

Circumlocution. Circumlocution was used three times. In an attempt to explain how one fire started, Subject 14 explained "quelqu'un a mis un ... un cigarette sur le plafond du 'base' de l'école". This example of circumlocution tended to be almost overly precise and confusing. It is of interest that two other strategies were used within this example of circumlocution. The word "base" appeared to be an example of language mix, the word "base" being half of the English

"basement". Retrieval was also used in the example when the subject searched for the term "cigarette" which she succeeded in using.

In using circumlocution on another occasion, Subject 14 tended to confuse the events in a lengthy description of the awards presentation. She stated, "Ils ont avaient des prix pour le dire au professeur et l'incendie était éteint". These examples of circumlocution, although describing the action or events, were not clear in their meaning.

Literal Translation. Subject 14 used literal translation on two occasions. One example which demonstrated word-for-word translation was "elles ont dit le" (They said it.). This was particularly surprising as the subject used the pronoun object correctly on fifteen other occasions such as in "On va le dire au professeur", "On va le dire à Mrs. Angie", "Elle l'a dit" and "Elle l'a donné". It would appear then that this occurrence of literal translation was an isolated case in point. The other example of literal translation was used in explaining that the girls in the story wanted to stay inside; "elles voulaient rester en dedans".

Foreignizing. Foreignizing was not used by this subject.

Retrieval. This subject used retrieval twice. One example of retrieval use was previously outlined in the examples of circumlocution usage. The subject used retrieval in the sentence "du feu qui venait d'un ... (pause - retrieval) poubelle." It is interesting to note that in both cases of

retrieval, this subject was able to find the target item she sought.

Message Adjustment. Subject 14 used message adjustment on two occasions. The girls in the speech sample found a fire which was red hot, at which time they went back to the classroom to work ("Les filles ont allés à la classe pour travailler."). It would appear that something was missing from this scenario; there is no logical explanation provided for not reporting the hot embers to the school authorities. This was a less precise explanation than appeared to be necessary. Upon returning to see this red hot garbage container the dialogue began with "Que doivent-nous faire maintenant?" and switched to a less than appropriate response of "Est-ce qu'on va jouer dehors", which is what the girls proceeded to do. There was once again a less than precise explanation given of what occurred between the time they viewed this fire and the time they went outside to play.

Topic Avoidance and Message Abandonment. Neither topic avoidance nor message abandonment were used by Subject 14.

Conclusions: Effective Communicator

As can be seen by the preceding findings, the effective communicators share some similarities in their choices of strategy in communicating their message. A summary discussion of strategy use by Subjects 9, 3, and 14 follows.

Table 4.4

Frequency and Proportion of Use of Communication Strategies: Effective Communicators*

	Subject 9		Subject 3		Subject 14	
	Fre	Pro	Fre	Pro	Fre	Pro
Paraphrase:						
Approximation	5	20%	4	29%	4	27%
Word Coinage	4	16%	1	7%	1	7%
Circumlocution	3	12%	3	21%	3	20%
Subtotal	12	48%	8	57%	8	54%
Borrowing:						
Literal Translation	2	8%	2	14%	2	13%
Language Mix	5	20%	0	0%	1	7%
Subtotal	1	28%	2	14%	3	20%
Foreignizing	0	0%	0	0%	0	0%
Retrieval	3	12%	2	14%	2	13%
Message Adjustment	2	8%	2	14%	2	13%
Avoidance:						
Topic Avoidance	0	0%	0	0%	0	0%
Message Abandonment	1	4%	0	0%	0	0%
Subtotal	1	4%	0	0%	0	0%
Total	25	100%	14	100%	15	100%

* This table includes repetitions of terms which have been previously indicated in individual subject tables.

Most Used Strategies

As indicated in Table 4.4, the effective communicators as a group used more approximation than any other strategy. This strategy was used by Subjects 3 and 14, 29 percent and 27 percent of the time devoted to strategy use respectively.

Subject 9 used approximation and language mix to the same degree, which was 20 percent of the time[1]. The second most used strategy by the group was circumlocution. It was used 12 percent of the time by Subject 9 and approximately 20 percent of the time by Subjects 3 and 14. Retrieval was the third most used strategy by the effective communicators. It was used to approximately the same degree by all three subjects (12, 14, 13 percent).

Approximation, word coinage and circumlocution are all subcategories of paraphrase. As illustrated in Table 4.4, approximately 50 percent of all strategies used by the effective communicators were strategies of paraphrase. The borrowing strategies of literal translation and language mix were the next highest used strategies as a group, though the use of borrowing strategies is similar to that of other strategies for Subjects 3 and 14.

It is also worthy of note that the three most frequently used strategies were all achievement strategies for this group. In addition, in their use of approximation, all three students used the same term repeatedly.

Quality of Strategy Use

The quality of use of communication strategies by the effective communicators, although generally good, did vary among the individual subjects.

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1. In the following explanation, the term "time" in the expression "percent of the time" is used to refer to the time devoted to strategy use.

When using approximation, for example, these subjects enjoyed moderate to great success in naming terms with clarity and meaning. Subject 9 and 3 were moderately successful while Subject 14 always used very precise terms.

In their use of circumlocution, the effective language learners were not always successful. Subject 3's examples of circumlocution always contained a complete description. Subject 9, however, experienced varied quality of use while Subject 14's examples were not clear in meaning.

The subjects experienced varying degrees of success in their use of retrieval. Subject 14 was always successful in finding the target item when using this strategy. Both Subject 9 and 3 were also successful in that they used circumlocution when unable to retrieve a particular term.

As can be seen from the above examples, the effective language learners generally enjoyed moderate to great success in the quality of strategy use.

Least Used Strategies

Topic avoidance and foreignizing were the least used strategies by Subjects 9, 3 and 14, as they did not use either of these strategies. One possible reason these subjects did not resort to using topic avoidance is that they were eager to communicate their message.

Foreignizing appears to be unknown as it was not used by this group. It might also have been possible that the subjects felt they were not permitted to use foreignizing as

its use may have been discouraged in the French immersion classroom.

Differences in Strategies Used

The use of word coinage varied considerably among this group, with Subject 9 using this strategy 16 percent of the time, while Subjects 3 and 14 used word coinage only 7 percent of the time. One major difference between Subject 9 and Subjects 3 and 14 is that Subject 9 has spent considerable time in a French milieu.

Subject 9 also made more frequent use of another strategy, language mix, which she used 20 percent of the time. This strategy use also involved repetition of the term "la cashier" which was earlier discussed. The other effective communicators, Subject 3 and 14 did not use language mix as often as Subject 9. Subject 14 only used language mix 7 percent of the time while Subject 3 did not use language mix at all. Once again, Subject 9's time spent in a French milieu appears to have increased her confidence as she chose to use the native term more often than the other two subjects.

As can be seen from Table 4.4, Subject 9, then, used more word coinage, language mix and message abandonment than the other two subjects. She also used less circumlocution, literal translation and message adjustment. It may be that this difference in usage could be attributed to her having spent time in a French milieu.

Less Effective Communicator: Subject 19

Speech Sample: General Storytelling

Subject 19, who ranked the third lowest among the Grade three subjects, gave an account of events of Picture B which depicted a fire scenario. The subject gave a weak storyline, lacking in general direction and used limited vocabulary. The story was told at an average speed.

Subject 19 attempted to use complex sentence structure such as in "Elles ne savaient pas qu'est-ce qu'il (elles) doit faire". This structure however, as in this example, was not accurate.

Near the end, the subject was prompted to continue as the speech sample was too short. At this point the subject recounted that there was another fire. The subject then made a greater attempt at providing a more detailed explanation, building on the theme that the initial fire was spreading. However, despite the increased effort, the subject's story was only marginally more logical and cohesive.

Speech Sample: Strategy Use

Table 4.5 summarizes the use of the specific strategies for Subject 19.

Approximation. Subject 19 used approximation twice. In trying to approximate the term for "pompier" this subject used "incendie" on two occasions. The repetition of "incendie" were counted, as the subject used the term to overcome a problem in different instances. As the preceding example indicated, the subject did not use a clear term in approximating.

Table 4.5

Communication Strategies Used by Subject 19

Communication Strategies	Fre	Pro
Paraphrase:		
Approximation	2[a]	14%
Word Coinage	1	7%
Circumlocution	3[b]	21%
Subtotal	6	42%
Borrowing:		
Literal Translation	2	14%
Language Mix	0	0%
Subtotal	2	14%
Foreignizing	0	0%
Retrieval	1	7%
Message Adjustment	2	14%
Avoidance:		
Topic Avoidance	1	7%
Message Abandonment	2	14%
Subtotal	3	21%
Total	14	100%

a This was 1 term which was used 2 times.
b This includes 1 term which was used 2 times.

Word Coinage. Subject 19 used word coinage once when she invented the word "creuvé" for the past participle "cru". The term "creuvé" was not considered by the researcher to be overgeneralization because overgeneralization would give a past participle "croyé", not "creuvé".

Circumlocution. Circumlocution was used three times by this subject. In the example "la personne qui appartient à l'hôtel" (propriétaire) which was used twice, the use of

circumlocution was not very precise. This repetition enabled the subject to continue on with the story and was therefore counted. The other example of circumlocution which was "une boîte qui fait les feux" (fire alarm) was not clearly explained either. As was indicated, the subject's use of circumlocution was more persistent than accurate.

Literal Translation. Literal translation was used twice as well. In attempting to explain that "le feu était éteint", the subject appeared to translate word for word. She gave "Le feu était pas là" (the fire was gone). In the other instance, the subject used "mettre le feu" for "éteindre le feu". These uses were classified as literal translation for it was felt the subject's language use in these instances more closely resembled the examples given in the definition of literal translation than the examples given in the definition of approximation.

Language Mix and Foreignizing. Language mix and foreignizing were not used by this subject.

Retrieval. This subject used retrieval once. In seeking a correct term she paused in the sentence "Les deux filles étaient très ... (pause) étaient très ... (pause - retrieval) très chanceuses". In the end, however, the subject was successful in arriving at the correct term.

Message Adjustment. Subject 19 used message adjustment twice. The subject began to explain the fire with "le feu a ...", and unable to continue, stopped and began again with "n'était pas toute fait". The subject was unable to describe

that the fire was or was not put out, something which appeared necessary for her storyline. On another occasion this subject began by explaining what the girls said upon finding the fire, "Ils ont dit à". She paused and continued with "aller à le personne". It was not explained what the characters in the story said nor was it clear why they suddenly went to this "personne". This less precise explanation was confusing.

Topic Avoidance. Topic avoidance was used once. In this case the subject asked the researcher for assistance when she said "Qu'est-ce que c'est 'caught'?". When the researcher quickly explained that she was not supposed to help out, the subject avoided talking about the whole notion of the fire catching.

Message Abandonment. Message abandonment was also used twice by this subject. In one instance the subject began to explain something about the fire but appeared unable to continue and stopped. She said "parce que le feu" and then stopped. In the other case, Subject 19 began by explaining "le chat a fait le feu". It appeared that the subject could not continue to explain this event and therefore stopped.

Less Effective Communicator: Subject 13

Speech Sample: General Storytelling

Subject 13, who ranked second lowest among the Grade three subjects, gave a very brief account of the events surrounding Picture A which depicted a store scenario. He cut the story short with the bottle being broken in the supermarket. When

this subject was prompted he added very little more and ended once again. Rather than provide a storyline, this subject described objects, such as what clothes the girl wore or what was in her shopping cart. The information he provided did not add to a plot, but rather was secondary information. The subject relied on "naming" of objects as opposed to real storytelling. The sentence structure was not complex, but rather, it tended to be short with long pauses in between, such as in "ses cheveux sont bruns (pause) et ses yeux sont noirs."

Speech Sample: Strategy Use

Table 4.6 summarizes the use of the specific strategies by Subject 13.

Approximation. Subject 13 used approximation five times. He referred to the bottle which broke as "une boîte de quelque chose". He used this on two occasions. This repetition was chosen by the subject until later when he referred to this same bottle as "la chose". Neither of these approximations are clear as it is not evident what has broken.

For a package of bacon, this subject approximated "un paquet" as "une boîte". It appears the term "boîte" is used by the subject to explain containers for which he does not know the appropriate term.

The use of the term "la monnaie" was categorized as an approximation for "l'argent". For this study, the term "la monnaie" was counted as an example of approximation for it resembled closely the definition of approximation.

Table 4.6

Communication Strategies Used by Subject 13

Communication Strategies	Fre	Pro
Paraphrase:		
Approximation	5[a]	29%
Word Coinage	1	6%
Circumlocution	3	18%
Subtotal	9	53%
Borrowing:		
Literal Translation	0	0%
Language Mix	1	6%
Subtotal	1	6%
Foreignizing	0	0%
Retrieval	1	6%
Message Adjustment	3	18%
Avoidance:		
Topic Avoidance	1	6%
Message Abandonment	2	12%
Subtotal	3	18%
Total	17	100%

a This includes 1 term which was used 2 times.

The subject's persistent use of approximation did afford him the luxury of continuing his story; however, the confusion generated by his uses of approximation resulted in a less cohesive and a less clear story.

Word Coinage. This subject used word coinage once when he invented the term "surprisé" for the past participle "supris". This researcher felt that the subject used the familiar term "surprise" to which he added the "é" ending

common to the part participle of first conjugation verbs to invent a new word.

Circumlocution. This subject used circumlocution on three occasions. He described "des aliments" as "beaucoup de choses". This description was vague in that it could have been interpreted as any type of item. The subject in describing "la caisse" as "la place pour payer" used a relatively clear description. The third instance was when the subject described a salesperson as "une personne de la supermarché". This was a relatively precise description in that it was evident the subject was referring to a store employee. Of the three uses of circumlocution, two, then, were suitable in providing accurate descriptions while allowing for the continued flow of the story.

Literal Translation and Foreignizing. Literal translation and foreignizing were not used at all.

Language Mix. Language mix was used once by Subject 13 when he referred to the shopping cart as "son cart". There was no hesitation by the subject to use this native language term.

Retrieval. Subject 13 used retrieval on one occasion when he sought the correct term for "bottle". He said "Elle regarde ... (pause) la ... (pause - retrieval) le boite qu'elle a laissé tombe". It is interesting to note that the subject did not find the correct term but rather used "la boite".

Message Adjustment. The subject's speech sample contained three instances of message adjustment. Subject 13 gave a vague

explanation of what the girl did in the story when there was no cashier at the check-out. He simply said "Elle laisse la monnaie là et elle va." This explanation lacks cohesiveness as there has been no explanation of how the girl arrived at the price to pay. The other examples of message adjustment found the subject unable to describe something and therefore giving a less precise explanation. Such was the case when he was unsure of an item in the cart which he called "quelque chose comme ça".

Topic Avoidance. This subject used topic avoidance once. He avoided having to explain the events surrounding the breaking of the bottle by describing instead, clothing and items in the cart.

Message Abandonment. Subject 13 used message abandonment twice. First, when the character in the story broke the bottle, he simply stated "Elle est surprisé". He stopped short, without explaining what happened following the accident. Secondly, the subject appeared unable to continue talking about an event when relating how the salesperson had been told what had happened. Subject 13 simply added "C'est tout". He did not continue with an explanation of whether the item must be paid for.

Less Effective Communicator: Subject 1

Speech Sample: General Storytelling

Subject 1, who ranked lowest among the Grade three subjects, related a story about Picture A which depicted a

store scenario. The subject hesitated frequently in telling the story and did not seem to have the plot clear in her mind.

This subject was weak in grammar-related areas. Past tense forms such as "il a téléphone" and "il a voir" were used. Although the subject spoke slowly with little expression, she had good pronunciation. Also she appeared nervous and repeatedly called the little girl "il" instead of "elle" throughout the story.

Speech Sample: Strategy Use

Table 4.7 summarizes the use of the specific strategies by Subject 1.

Approximation. As can be seen by the following table, Subject 1 used approximation on three occasions. In one instance she approximated the broken bottle as "les fraises" without explaining that they were in a bottle. This was a vague approximation. In one other example of approximation the subject referred to the saleslady as "un madame". This approximation was not precise in that it was unclear whether this woman was a store employee or a shopper.

This subject used approximation once when she referred to the paint her mother had supposedly wanted her to purchase as "les choses". The use of this broad term "les choses", could suggest several interpretations. None of the subject's attempts in approximating provided clear meanings.

Word Coinage. Word coinage was not used by this subject.

Circumlocution. There was no use of circumlocution by this subject.

Table 4.7

Communication Strategies Used by Subject 1

Communication Strategies	Fre	Pro
Paraphrase:		
Approximation	3	21%
Word Coinage	0	0%
Circumlocution	0	0%
Subtotal	3	21%
Borrowing:		
Literal Translation	0	0%
Language Mix	0	0%
Subtotal	0	0%
Foreignizing	0	0%
Retrieval	0	0%
Message Adjustment	5	36%
Avoidance:		
Topic Avoidance	2	14%
Message Abandonment	4	29%
Subtotal	6	43%
Total	14	100%

Literal Translation, Language Mix, Foreignizing and Retrieval. None of the strategies of literal translation, language mix, foreignizing or retrieval were used by Subject 1. This subject was either unaware of how to use these strategies, or hesitant to use them because of the element of risk involved.

Message Adjustment. Subject 1 used message adjustment on five occasions. This was the highest usage of message adjustment by any subject.

In one example of message adjustment, the subject was not precise in her attempt to explain how the bottle fell. She said "quand il a tombé". It was not even clear as to what fell, whether it was the girl, "il", or the bottle. When the subject attempted to talk about the trip to the store and that she was walking in the aisles, she left out the unknown terms which were vital to the story. She said "Quand elle a allé ... (stop) elle veut acheter ..." and "Quand la petite fille marche dans ... (stop) marche, il ...". These and all other examples of message adjustment showed that the subject was frequently unable to precisely describe what she set out to say.

Topic Avoidance. Subject 1 used topic avoidance twice. This was also the highest use of this strategy by any of the subjects. She avoided talking about actually going to the store just as she avoided talking about paying for the broken item. Even though these events were important in terms of the storyline, the subject appeared unsure of the vocabulary to describe these events and therefore did not attempt to talk about them.

Message Abandonment. Using the strategy four times, this subject made more use of message adjustment than any of the other subjects. On one occasion the subject was unsure of the target items, "payer" or "acheter", and stopped what she was saying. On another occasion she began to tell where the little girl went with "elle est allée" and stopped when she could not provide the term for "magasin" or "supermarché".

On yet another occasion Subject 1 used message abandonment when unable to explain what the store clerk told her to do. She began "Tu dois ... le ... tu vas ...". The subject then gave up on many occasions when she felt she was unable to continue.

Conclusions: Less Effective Communicators

The less effective communicators shared some similarities in their use and selection of strategies in their speech sample. The following discussion will point out patterns of strategy use by Subjects 19, 13 and 1.

Table 4.8 summarizes the use of specific strategies by less effective communicators 19, 13 and 1.

Most Used Strategies

Table 4.8 indicates the use of message adjustment for the less effective communicators. Subject 1 appeared to rely on this strategy for she used it 36 percent of the time devoted to strategy use. Subjects 19 and 13 did not use quite as large a proportion of message adjustment; in each case one other strategy was used more often. These subjects used the strategy 14 percent and 18 percent of the time respectively.

Approximation was the second most used strategy by this group. Subject 13 used this strategy 29 percent of the time, while Subject 1 used this strategy 21 percent of the time. Subject 19 had the lowest use of approximation; she used this strategy 14 percent of the time. Subjects 9 and 13 used repetition with the strategy of approximation.

Table 4.8

Frequency and Proportion of Use of Communication Strategies: Less Effective Communicators*

	Subjects 19		13		1	
	Fre	Pro	Fre	Pro	Fre	Pro
Paraphrase:						
Approximation	2	14%	5	29%	3	21%
Word Coinage	1	7%	1	6%	0	0%
Circumlocution	3	21%	3	18%	0	0%
Subtotal	6	42%	9	53%	3	21%
Borrowing:						
Literal Translation	2	14%	0	0%	0	0%
Language Mix	0	0%	1	6%	0	0%
Subtotal	2	14%	1	6%	0	0%
Foreignizing	0	0%	0	0%	0	0%
Retrieval	1	7%	1	6%	0	0%
Message Adjustment	2	14%	3	18%	5	36%
Avoidance:						
Topic Avoidance	1	7%	1	6%	2	14%
Message Abandonment	2	14%	2	12%	4	29%
Subtotal	3	21%	3	18%	6	43%
Total	14	100%	17	100%	14	100%

* This table includes repetitions of terms which have been previously indicated in individual subject tables.

The third most used strategy by the less effective communicator group was message abandonment. Once again Subject 1 accounted for the highest use of message abandonment, which she used 29 percent of the time. Subjects 19 and 13 used this strategy to a lesser degree. They used it 14 percent and 12 percent of the time respectively.

It is to be noted that of the three strategies used by this group two may be classified as reduction strategies and only one as an achievement strategy.

Quality of Use of Strategies

The quality of use of communication strategies by the less effective communicators was generally poor. Two of the three most frequently used strategies were reduction strategies.

In their use of approximation, the less effective language learners were not always successful. Subject 13's examples of approximation, although persistent, were confusing. Neither Subject 19 nor Subject 1 used precise terms.

In their use of message adjustment, all three subjects gave a less precise explanation when trying to explain an event or item.

All three less effective language learners used message abandonment. They stopped their storytelling when unable to explain a particular event or term.

The above examples and strategies used illustrate the lower quality of use which the less effective language learners experienced.

Least Used Strategies

The strategies of word coinage, literal translation, language mix, and retrieval were used very minimally by these subjects. These strategies are all achievement strategies.

Foreignizing was also not used by the less effective communicator group. This group was either unaware of this

strategy or hesitant to use it because of the possible risk involved. They may also have felt it was not permitted to use foreignizing as it may not have been used in the classroom.

Differences in Strategies Used

The findings appear to suggest that there are two patterns of use of communication strategies evident amongst the less effective communicator group. That is, Subjects 19 and 13 appeared more confident in their strategy use than Subject 1. Subjects 19 and 13 used a variety of communication strategies well. Conversely, Subject 1 appeared to cope less. This was apparent by her use of communication strategies; she relied to a very large extent on reduction strategies. These differences may be related to achievement in French as this subject also made many grammatical errors.

Subjects 19 and 13 accounted for a much higher use of the achievement strategies of paraphrase than did Subject 1. That is, Subjects 19 and 13 appeared confident in the use of paraphrase which they used 42 percent and 53 percent of the time, while Subject 1 used paraphrase only 21 percent of the time.

Subject 1 made the most use of message adjustment (36 percent of the time). This was the strategy she used most frequently. The second highest user of message adjustment was Subject 13 who employed this strategy 18 percent of the time. Subject 19 used message adjustment the least (14 percent of the time).

Subject 1 also accounted for the highest use of topic avoidance and message abandonment. This subject appeared to rely on the use of these two reduction strategies. Approximation was one of the only two achievement strategies which Subject 1 used. It would appear that Subject 1 was aware of a smaller range of communication strategies than were the other less effective communicators.

Comparisons: Effective and Less Effective Communicators

Composite Table 4.9 illustrates the amount of time devoted to the use of each of the communication strategies by the effective and less effective communicators. This table shows that there is not as much difference as expected in the actual numbers of communication strategies used by each group (54 - effective communicators, 45 - less effective communicators). A further breakdown of the number and proportion of strategies used by the effective and less effective subjects is given in Appendix C (Tables C.1 to C.3).

Most Used Strategies

Paraphrase was the category of strategies used the most by both groups. The effective communicators used paraphrase 52 percent of the time, while the less effective communicators used this category 39 percent of the time.

Table 4.9

Frequency and Proportion of Use of Total Communication Strategies Used: Two Groups*

	Effective		Less Effective	
	Fre	Pro	Fre	Pro
Paraphrase:				
Approximation	13	24%	10	22%
Word Coinage	6	11%	2	4%
Circumlocution	9	17%	6	13%
Subtotal	28	52%	18	39%
Borrowing:				
Literal Translation	6	11%	2	4%
Language Mix	6	11%	1	2%
Subtotal	12	22%	3	6%
Foreignizing	0	0%	0	0%
Retrieval	7	13%	2	4%
Subtotal Achievement Strategies	47	87%	23	51%
Message Adjustment	6	11%	10[a]	22%
Avoidance:				
Topic Avoidance	0	0%	4	9%
Message Abandonment	1	2%	8[b]	18%
Subtotal Reduction Strategies	2	13%	22	49%
Total	54	100%	45	100%[c]

* This table includes repetitions of terms which have been previously indicated in individual subject tables.

a This frequency is different for Subject 1 who accounted for using message adjustment 5 times of the 10 total

b This frequency is also different for Subject 1 who accounted for using message abandonment 4 times of the 8 total

c The discrepancy of 1 percent is due to rounding.

In addition, as Table 4.9 indicates, approximation, a subcategory of paraphrase, was the strategy used the most by the effective communicator group (24 percent of the time). Also, it can be seen that approximation was one of the most used strategies of the less effective communicators (22 percent of the time).

Circumlocution, another subcategory of paraphrase, was used to approximately the same degree by both groups, with the effective communicators using it 17 percent of the time and the less effective communicators using it 13 percent of the time. It was the second most used strategy by the effective communicators, but the third most used by the less effective communicators.

Retrieval was the third most used strategy by the effective communicator group (13 percent).

Differences occurred in the use of reduction strategies. Message adjustment was used to the same degree as approximation by the less effective communicators. It is perhaps worthy of note that one subject, namely Subject 1, accounted for half of the use of message adjustment (5 of the 10 times).

Differences also were evident in the use of the strategy, borrowing. The effective communicators used borrowing 22 percent of the time while the less effective communicators used this strategy only 6 percent of the time.

Message abandonment was the third most used strategy by the less effective communicators who used it 18 percent of the time. As can be seen by Table 4.9, Subject 1 accounted

for one half of the use of message adjustment (4 of the 8 times). The effective communicator group only used message abandonment 2 percent of the time.

Least Used Strategies

Foreignizing, as is evident from Table 4.9, was not used by either group of communicators. It would appear that neither group was aware of foreignizing as a possible strategy.

Topic Avoidance was not used by the effective communicators whereas the less effective communicators used this strategy 9 percent of the time.

Word Coinage, literal translation and language mix were minimally used, although used somewhat more by the effective communicators than the less effective communicators.

A Comparison of Achievement and Reduction Strategy Usage

Although there is little difference in the total number of strategies used, differences can be seen between the effective and less effective language learners when comparisons are made between the frequency of use of achievement and reduction strategies.

The frequency of use of achievement strategies was greater for the effective communicators than for the less effective communicators. This tendency is evident in Table 4.10 where it can be seen the effective communicators used achievement strategies 47 times while the less effective communicators only used these strategies 23 times. In other words, effective communicators used achievement strategies more than twice as often as the less effective communicators.

Table 4.10

Proportion of Achievement Strategies Used:
Effective and Less Effective Communicators*

	Subjects			
	Effective		Less Effective	
	Fre	Pro	Fre	Pro
Approximation	13	28%	10	43%
Word Coinage	6	13%	2	9%
Circumlocution	9	19%	6	26%
Literal Translation	6	13%	2	9%
Language Mix	6	13%	1	4%
Foreignizing	0	0%	0	0%
Retrieval	7	15%	2	9%
Total	47	100%	23	100%

* This table includes repetitions of terms which have been previously indicated in individual subject tables.

In analyzing reduction strategies it can be seen in Table 4.11 that less effective communicators made more use of these strategies (22 times) than did the effective communicators (7 times). In Table C.2, found in Appendix C, the proportion of reduction strategies used by individual subjects is given.

It is worthy of note from Tables 4.10 and 4.11 that the less effective communicators used reduction strategies more frequently and achievement strategies less often than the effective communicators. The proportion of achievement to

reduction strategies is also indicated in Table 4.9. The effective communicators used 87 percent achievement strategies to 13 percent reduction strategies while the less effective communicators used 51 percent achievement strategies to 49 percent reduction strategies.

Table 4.11

Proportion of Reduction Strategies Used: Effective and Less Effective Communicators*

	Subjects			
	Effective		Less Effective	
	Fre	Pro	Fre	Pro
Message Adjustment	6	86%	10	45%
Topic Avoidance	0	0%	4	18%
Message Abandonment	1	14%	8	36%
Total	7	100%	22	100%

* This table includes repetition of terms which have been indicated in individual subject tables.

Another factor which influences the wide difference in these two groups is their quality of use of strategies. As was previously discussed, the effective language learners generally had a good quality of strategy use while the less effective language learners' use was not of as high a quality.

Answers to Questions Investigated

In conclusion, this study has looked at effective and less effective communicators and discovered certain strategies used by each group.

With respect to each of the questions stated in Chapter Three, the following conclusions may be made:

(a) Question 1: Effective young French immersion communicators appear to use approximation somewhat more often than do less effective young French immersion communicators. However, this strategy is the one which is used most by both groups of communicators.

(b) Question 2: Effective young French immersion communicators appear to use word coinage more often than do less effective young French immersion communicators.

(c) Question 3: Effective young French immersion communicators appear to use circumlocution somewhat more often than do less effective young French immersion communicators, but it is used considerably by both groups.

(d) Question 4: Effective young French immersion communicators appear to use literal translation more often than do

less effective young French immersion communicators.

(e) Question 5: Effective young French immersion communicators appear to use language mix more often than do less effective young French immersion communicators.

(f) Question 6: Neither group appeared to make use of foreignizing.

(g) Question 7: Effective young French immersion communicators appear to use retrieval more often than do less effective young French immersion communicators.

(h) Question 8: Effective young French immersion communicators appear to use message adjustment less often than do less effective young French immersion communicators.

(i) Question 9: Effective young French immersion communicators appear to use topic avoidance less often than do less effective young French immersion communicators.

(j) Question 10: Effective young French immersion communicators appear to use message abandonment less often than do

less effective young French immersion communicators.

Although it was hypothesized that achievement strategies would be used by the effective oral language learner and reduction strategies by the less effective oral language learner, such a clear distinction was not found to be the case.

In addition, four findings were different from the questions which were hypothesized in Chapter Three.

1. It was hypothesized that approximation and circumlocution would be used more often by the effective communicators than by the less effective communicators. The difference in percentage of time devoted to the use of approximation and circumlocution as communication strategies was not as great as was thought might be the case.
2. It was hypothesized that the two groups of communicators would use message adjustment to the same degree. This was not found to be the case. Message adjustment was used more by the less effective communicators.
3. It was hypothesized that foreignizing would be used more often by the effective communicator group than by the less effective communicator group. This was not found to be the case. Neither EFI group used this strategy.

With respect to the other question which was raised at the end of Chapter Three, it was found that the young EFI

language learners did use the communication strategies which had been identified as being used by older language learners.

The implications of these findings will be further discussed in the following chapter.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter will be divided into three sections. Firstly, there will be a brief summary of the study. Secondly, there will be a discussion of the conclusions regarding the use of communication strategies by the effective and less effective communicators. These conclusions will be followed by recommendations for teachers and students in the immersion classroom, teachers entering the profession, and for further research.

Summary of Study

For this study, a sample consisting of ten students from a Grade three French immersion class was chosen. Three independent judges listened to their speech samples and rated them based on a scale adapted from the New Jersey Testing Service. The researcher then used the three highest and three lowest scores to choose the three effective and three less effective communicators for the study.

The researcher studied the speech samples of these six subjects for the use of communication strategies. The six major communication strategy categories studied were those identified by previous researchers [Faerch and Kasper (1983b), Corder (1983), Savignon (1983), Tarone (1983), Kramsch (1984), and Willems (1987)]. These six communication strategy categories were divided into achievement strategies and

reduction strategies [Tarone et al (1976), Faerch and Kasper (1983a) and Willems (1987)]. The researcher broke down these six communication strategy categories into ten individual communication strategies. The researcher then analyzed the individual communication strategies used by each subject.

These results suggest that:

1. with the exception of foreignizing, the communication strategies identified as being used by the older language learner were used by the young EFI oral language learner;
2. the effective young EFI language learner used all identified communication strategies with the exception of foreignizing and topic avoidance. This group used a greater proportion of achievement than reduction strategies;
3. the less effective young EFI language learner used all identified communication strategies except foreignizing. This group used achievement strategies to approximately the same degree as reduction strategies.

Discussion of Conclusions

The following conclusions were made regarding the use of identified communication strategies by the effective and less effective communicators.

As hypothesized, the effective communicators definitely used more achievement strategies than reduction strategies. They used achievement strategies 87 percent of the time, whereas they used reduction strategies only 13 percent of the time.

One other hypothesis was that the less effective communicators would use more reduction than achievement strategies. Contrary to what the writer hypothesized, it was found that the less effective communicators used achievement strategies to approximately the same degree as reduction strategies. This group used achievement strategies 51 percent of the time and reduction strategies 49 percent of the time.

It is also interesting to note that the use of reduction strategies varied for these two groups. The effective communicators used the higher ranked formal reduction strategies more often than functional reduction strategies. Formal reduction strategies were used 11 percent of the time, while functional reduction strategies were only used 2 percent of the time. The less effective communicators used formal reduction strategies 22 percent of the time and functional reduction strategies 27 percent of the time. It is clear then that not only did the less effective communicators use reduction strategies more often than the more effective communicators, they used functional reduction strategies more often than formal reduction strategies.

The use of the formal reduction strategy of message adjustment is not viewed as an admission of failure by all

researchers. Corder (1983) explained that when using this strategy, the interlocutor is "tailoring his message to the resources he has available". It is also interesting to note differences in quality of strategy use. The effective language learners generally communicated their message fairly successfully. This was not always the result when the less effective communicators used this strategy.

Individual Strategies

Approximation and Circumlocution

Approximation and circumlocution were used considerably by both groups. This researcher did not expect to find such similar proportions in the use of approximation and circumlocution by these two groups. It may be, however, as the literature suggests, that "we would expect foreign language learners who are given practice in dealing with communication problems to develop the resources needed to use circumlocution and approximation" (Tarone 1984, p. 132). All subjects, both effective and less effective, in this study are French immersion students who encounter communication problems daily. This finding, that the less effective communicators in the French immersion setting still managed to "approximate" and "circumlocute" without explicit instruction, provides educators with food for thought.

Message Adjustment

Message adjustment was used by both groups although it was used less often by the effective communicators than by

the less effective communicators. It is interesting to note that there tended to be a difference in the quality of message adjustment between groups. The less effective communicators tended to say less precisely what they intended to say to the point where it was, at times, not comprehensible. Such was the case when Subject 1 attempted to explain how the bottle fell by stating "quand il a tombé". It was not clear as to what had fallen, nor was it clear as to how it had fallen. The effective communicators said less, yet their message was still comprehensible. Such was the case when Subject 9 began to explain encountering the cashier but cut the description short. She stated, "Elle voit le ... um cashier ... c'est neuf dollars". It is clear that the character in the story went to the cashier and was to pay nine dollars.

Retrieval

Retrieval was also used by both groups of communicators. It was used more often by the effective than by the less effective communicators. The effective communicators used it 13 percent of the time, whereas the less effective communicators used it 4 percent of the time.

The result of use of the strategy of retrieval also differed for the effective and the less effective communicators. It was noted by the researcher that the effective communicators were successful in all uses of retrieval. This group found the desired term on 4 of the 7 occasions when retrieval was used. The other 3 occasions

were also successful in the sense that the subjects used circumlocution in providing clear descriptions of the target items. This sense of success which the effective communicators achieved may account for the higher use of the strategy of retrieval by this group.

The less effective communicators, however, were not as successful in finding the desired term when they used retrieval. This group found the desired term on 1 of the 2 occasions when retrieval was used (one half of the time). The other use of retrieval ended with an inappropriate term which was used to explain the sought item. It may be that the less effective communicators used the strategy of retrieval to a lesser degree as they may not have been as confident that it would work out. They may not have wished to take the risk of trying to retrieve.

Message Abandonment

Message abandonment was used by both groups of communicators although it was definitely used more by the less effective communicators. The less effective communicators used this strategy 18 percent of the time. Two percent of strategy use by the effective communicators was devoted to message abandonment.

It is noteworthy that Subject 1 accounted for four, or half, of the eight uses of message abandonment. It may be that the less effective communicators, (and in particular Subject 1) gave up more easily when faced with a limited linguistic repertoire. This is consistent with the conclusion

of the study by Paribakht (1983) as mentioned earlier. As they appeared unsure of particular target items, they may have chosen to avoid discussing these items. In doing so, these subjects may have once again not taken any risk. It may also be that the less effective communicators lack the confidence to try to get their message across.

Word Coinage, Literal Translation and Language Mix

These strategies were used by both groups of communicators. They were, however, used more often by the effective communicators.

It is interesting to note that Corder (1983) refers to these strategies as "the most risky enterprise" (p. 18). This may suggest that the effective communicators were the more confident risk-takers who used these strategies much more than did the less effective communicators. It might be that the less effective communicators stayed away from these possibly "risky" strategies which may have required something of which they were unsure.

Topic Avoidance

Topic avoidance was not used by the effective communicators and was used only nine percent of the time by the less effective communicators. We may conclude that the need to use this strategy may not arise as often for the effective communicators. However, since this study was done with only six subjects, different results may be hypothesized with a larger group or a wider variety of topics.

Foreignizing

Foreignizing was not used by either group of communicators. It is felt by this writer that it may be possible that these subjects were not aware of this strategy or of how to use it. It may also be possible that these French immersion students felt they were not allowed to use this strategy. They may have considered adding a 'French' ending to an 'English' word, for example, to be a 'bad' thing as they might not have seen it used in the immersion classroom.

Points of Interest

It is noteworthy that the four most used strategies, that is, approximation, circumlocution, retrieval and word coinage are classified as intralingual strategies (Haastrup and Phillipson, 1983). When using an intralingual strategy, the communicator is modifying the language from within that same language. Both the effective and the less effective communicators used these four intralingual strategies. It was observed, however, that the quality of intralingual strategy use was better for the effective communicators. Paribakht's theory (1983) may help to explain this phenomenon. She stated that "although the speakers may share strategic competence, they differ greatly in implementing their competence, simply because their strategies interact with their different levels of knowledge sources" (p. 142).

The strategies of literal translation, language mix, and foreignizing are all classified as interlingual strategies

(Willems, 1987). When using interlingual strategies, language is modified across two languages (the L1 and the L2). Of interest is the point that the effective communicators used interlingual strategies 22 percent of the time, while the less effective communicators only made use of these strategies 6 percent of the time. It is possible that the less effective communicators were not willing to take many risks. However, it may also be that the less effective communicators were unaware of exactly how to experiment with putting both languages together in the use of interlingual strategies. It may be of some importance that interlingual strategies appear to be used more by the effective language learners in this study.

It is interesting to note that Subject 1 experienced little success in the speech sample with respect to narration. She relied more frequently on the use of reduction strategies than any other subject. It is possible that her frequent inability to describe what she set out to say, her uncertainty of the correct vocabulary or her unwillingness to take risks may have been related to her high use of reduction strategies.

Summary of Conclusions

The following highlights can be drawn from the conclusions made in this chapter:

(1) Effective communicators used interlingual and intralingual strategies in their speech sample. They used a much higher percentage of achievement than reduction strategies. The strategy use was

of better quality for this group. They appeared to be more confident and to take risks in their attempts to communicate.

(2) Less effective communicators used somewhat fewer strategies in general in their speech sample. They tended to use reduction strategies to approximately the same degree as achievement strategies. They used functional reduction strategies more than formal reduction strategies. There was a lower quality of strategy use by this group. They did not seem to be confident of their ability to achieve success in their attempts to communicate, nor did they appear to know precisely how to attempt to use those strategies which involved a considerable element of risk. They also tended not to use interlingual strategies, although they did make some use of intralingual strategies.

Learning Strategies

Those who succeed academically appeared to be those who were generally the more effective communicators. There may be a connection between learning strategies and communication strategies. This connection, however, is very complex and needs to be further investigated. However, it would appear that teaching EFI pupils to learn communication strategies would be an important issue. It was found that the effective communicators, who used more communication strategies, were more verbally competent than the less effective communicators.

There may be a reciprocal relationship between the use of achievement strategies and achievement in the second language. This difference in language use may contribute to the problems of increased variance in performance in the EFI classroom which was noted by Netten and Spain (1983).

Metacognition

Young subjects may not be aware of actually choosing strategies. They are aware of language problems and try to communicate; however, they do not appear to be consciously choosing a strategy to overcome the problem. They are perhaps copying the language which they have heard or read. It is possible that this process would explain the use of the strategy of circumlocution, which was used most by both groups. The strategy of circumlocution was probably used by the teacher and encouraged the most in the French immersion classroom. This possibility suggests that other achievement strategies could perhaps be taught or modelled for EFI learners in the classroom.

Recommendations

Out of these questions come the following concerns and recommendations.

EFI Teachers

1. It is evident that not all subjects in this study are aware of the communication strategies available

for use. The teacher's role within a communicative syllabus as observer, organizer, facilitator and guide is key in the development of the learner's awareness of communication strategies. Teaching for communicative competence which includes communication strategies is a domain which requires more research and attention.

2. Confidence and risk taking appeared as general characteristics of the effective communicators in this study. It is recommended that it be the goal of teachers to encourage the development of a positive self-concept and a general sense of success in all students. Also, it is recommended that students be encouraged to take risks with language in the EFI classroom.

Teacher Training

The following recommendations are specific in that they relate directly to the teacher and the area of teacher training.

1. Further development of methodologies in the teaching of communication strategies is recommended at the university level. With the emphasis of oral language use in core French as well as in immersion, further development of a methodology for this purpose appears very desirable.

2. Teacher re-education in the area of communication strategies as part of the communicative approach is recommended. A thorough knowledge of existing communication strategies, and their linguistic value, would assist teachers of second languages in helping their students in developing communicative competence.

Recommendations for Further Research

1. Further studies of this type need to be done with other teachers to see to what extent the findings of this study would be replicated.
2. Further investigation should study the relationship between the use of strategies and the question of the choice of strategies by language learners.
3. One effective communicator in this study received much more language exposure through visits to a French milieu. Research could be done into the actual relationship between language exposure and the development of communication strategies.
4. A further study involving an entire class would provide a larger sample and therefore results from which broader generalizations can be made about effective and less effective communicators.
5. Out of this study comes the suggestion that we should look at other types of communication strategies as they relate to the language learner. One such strategy

which this study did not address is gesture. A study involving this and other strategies would be valuable.

6. The less effective communicators in this study tended to give up more easily on their intended message than did the effective communicators. Research could be done to seek reasons for this tendency by the less effective communicators to use message adjustment.

7. It was found in this study that the less effective communicators used the achievement strategies of approximation and circumlocution without having received instruction. Further investigation into the relationship between instruction in communication strategy use and the active use of communication strategies by language learners would be extremely valuable.

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APPENDICES

Appendix A

Breakdown of Six Subjects' Scores by Individual Judges

Table A.1

Breakdown of Six Subjects' Scores by Individual Judges

	Subject 9			Subject 3			Subject 14			Subject 19			Subject 13			Subject 1		
	Judge 1	Judge 2	Judge 3	Judge 1	Judge 2	Judge 3	Judge 1	Judge 2	Judge 3	Judge 1	Judge 2	Judge 3	Judge 1	Judge 2	Judge 3	Judge 1	Judge 2	Judge 3
Grammatical Competence:																		
Noun-Verb Complement	5	5	5	4	4	5	4	4	5	3	3	3	3	2	3	2	2	1
Verb Tenses	4	5	5	5	4	4	4	4	5	2	3	2	3	2	2	2	2	1
Discourse Competence:																		
Cohesive Story	5	5	4	4	4	4	4	4	3	3	3	2	3	3	1	3	3	3
Vocabulary Specific to Meaning	5	5	4	4	4	5	4	4	4	2	2	2	2	3	2	3	3	2
Total Scores	19	20	18	17	16	18	16	16	17	10	11	9	11	10	8	10	10	7
Final Score (combined)	57			51			49			30			29			27		

Appendix B

Data Collection Instrument

Figure B.1: Store Scenario (Picture A)

Commercially printed 12"x17" color photograph - reduced to 8½"x11"

Figure B.2: Fire Scenario (Picture B)

Commercially printed 12"x17" color photograph - reduced to 8½"x11"

Appendix C

Proportion of Communication Strategies Used: Effective and Less Effective Communicators

Table C.1

Proportion of Achievement Strategies Used: Effective and Less Effective Communicators

	Subjects											
	9		3		14		19		13		1	
	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro
Approximation	5	23%	4	33%	4	31%	2	22%	5	45%	3	100%
Word Coinage	4	18%	1	8%	1	8%	1	11%	1	9%	0	0%
Circumlocution	3	14%	3	25%	3	23%	3	33%	3	27%	0	0%
Literal Translation	2	9%	2	17%	2	15%	2	22%	0	0%	0	0%
Language Mix	5	23%	0	0%	1	8%	0	0%	1	9%	0	0%
Foreignizing	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Retrieval	3	14%	2	17%	2	15%	1	11%	1	9%	0	0%
Total	22	100%	12	100%	13	100%	9	100%	11	100%	3	100%

Table C.2

Proportion of Reduction Strategies Used: Effective and Less Effective Communicators

	Subjects											
	9		3		14		19		13		1	
	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro
Message Adjustment	2	66%	2	100%	2	100%	2	40%	3	50%	5	45%
Topic Avoidance	0	0%	0	0%	0	0%	1	20%	1	17%	2	18%
Message Abandonment	1	33%	0	0%	0	0%	2	40%	2	33%	4	36%
Total	3	100%	2	100%	2	100%	5	100%	6	100%	11	100%

Table C.3

Proportion of Total Strategies Used

	Subjects											
	9		3		14		19		13		1	
	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro	Fre	Pro
Approximation	5	20%	4	29%	4	27%	2	14%	5	29%	3	21%
Word Coinage	4	16%	1	7%	1	7%	1	7%	1	6%	0	0%
Circumlocation	3	12%	3	21%	3	20%	3	21%	3	18%	0	0%
Literal Translation	2	8%	2	14%	2	13%	2	14%	0	0%	0	0%
Language Mix	5	20%	0	0%	1	7%	0	0%	1	6%	0	0%
Foreignizing	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Retrieval	3	12%	2	14%	2	13%	1	7%	1	6%	0	0%
Message Adjustment	2	8%	2	14%	2	13%	2	14%	3	18%	5	36%
Topic Avoidance	0	0%	0	0%	0	0%	1	7%	1	6%	2	14%
Message Abandonment	1	4%	0	0%	0	0%	2	14%	2	12%	4	29%
Total	25	100%	14	100%	15	100%	14	100%	17	100%	14	100%

Appendix D

Percentile Rank Scores for Each Subject on Tourond Test de Lecture

Table D.1

Percentile Rank Scores for Each Subject on Tourond Test de Lecture

	Subjects					
Percentiles:	9	3	14	19	13	1
Tourond Test de Lecture:						
Sentance Comprehension	80	99	90	50	20	10
Story Comprehension	90	90	95	20	50	10

Appendix E

Audio Cassette of Speech Samples:
Effective Communicators: Side A
Less Effective Communicators: Side B