



Strategic Features of Oral Interactions among Junior High School Students

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Strategic Competence

- * **Canal and Swain (1980), Canal (1983)**
 - To compensate for breakdowns in communication due to insufficient competence or to performance limitations
 - To enhance the rhetorical effect of utterances
- * **Bachman (1990)**
 - “communicative language ability”
 - strategic competence = important part of all communicative language use
- * **Terrell (1977)**
 - Communication strategies are crucial at the beginning stages of L2

Categories of Data Analysis

Tarone (1983)

1) Paraphrase

Circumlocution: “*uh, smoking something, we use...*”

(Approximation): *pipe* for *waterpipe*

(Word coinage): *airball* for *balloon*

2) Borrowing

Literal translations: “*He invites him to drink, for They toast on another.*”

Language switch: *balon* for *balloon*

Mime: clapping one’s hands to illustrate applause

(Appeals for assistance): “*What is this?*”

3) Avoidance

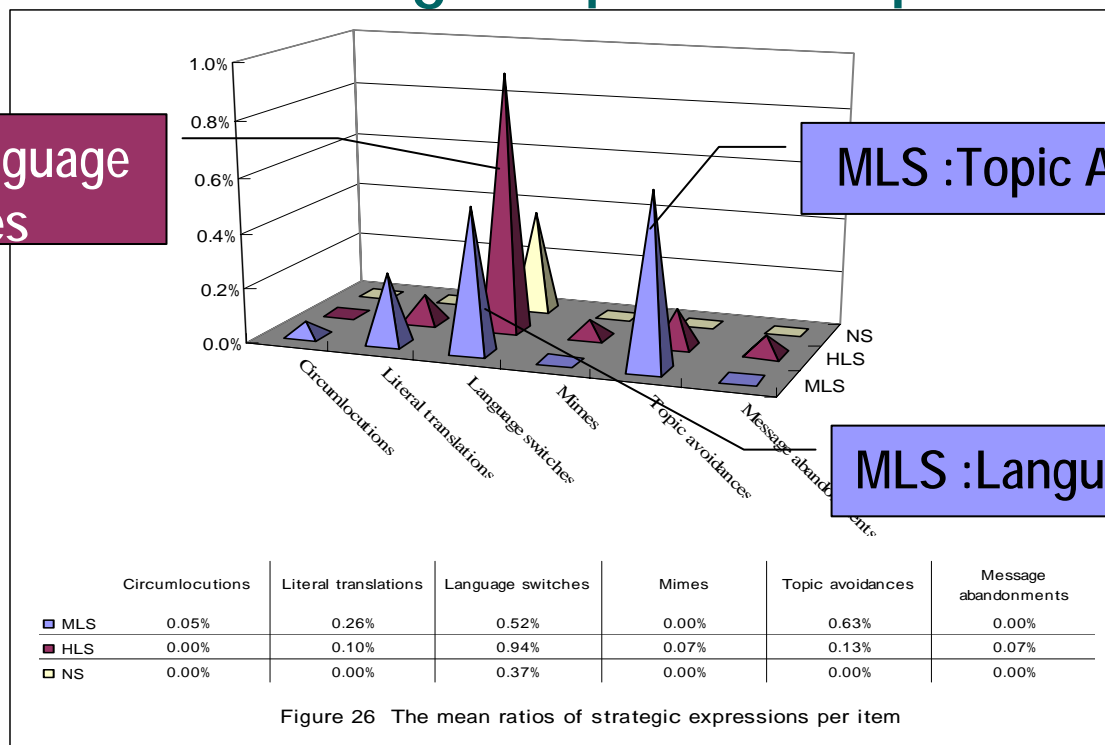
Topic avoidance

Message abandonment

RESULTS

Quantitative Analysis

Mean ratios of strategic expressions per item



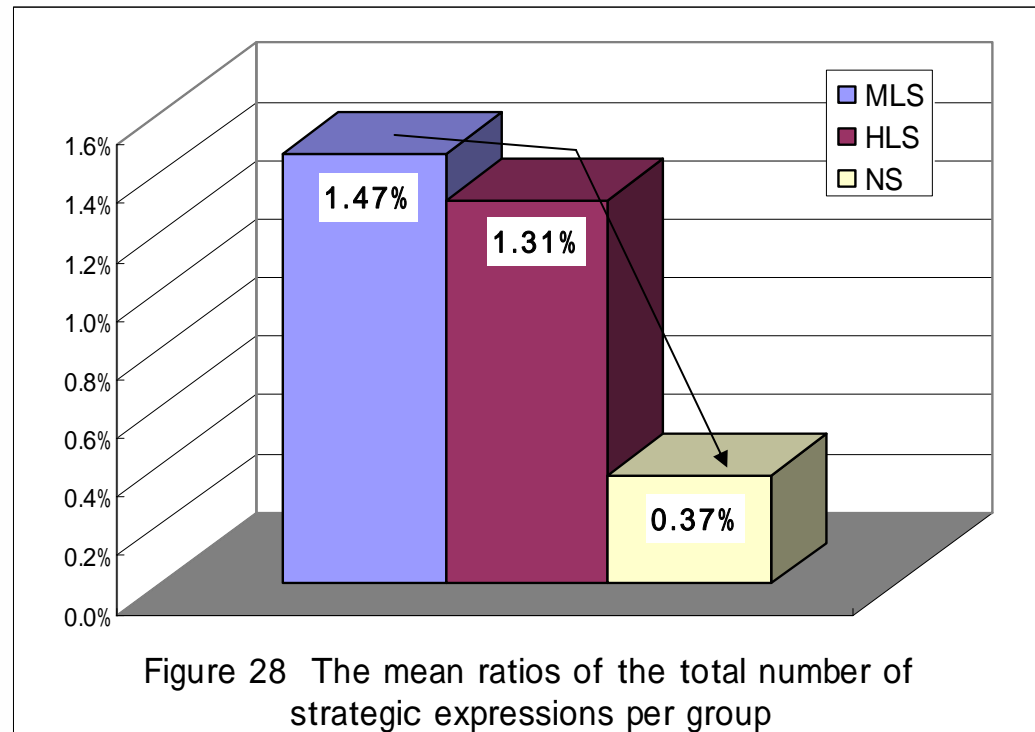
HLS: Language switches

MLS :Topic Avoidance

MLS :Language switches

Mean ratios of the total number of strategic expressions per group

MLS HLS NS



Qualitative Analysis

* Circumlocutions

Example (26) (MLS: Group D, lines 92-97)

92 B: Ah, in my school, ((C:nod)) I can be with my
friends. ((A,C:nod)) We talk

93 about, about, about school life in lunch time.
((nod)) We like to gossip.

94 C: Gossip? ((puzzled)) ((A:shake head))

95 B: Gossip... ah, in, ah, 'he like him'. ((A:nod))

Incorrect literal translations

Example (27) (MLS: Group D, lines 88-90)

88 A: I don't like. (laugh))

89 C: Yeah. ((laugh, nod))

90 B: Me, too. But I like, I like...

should be “*Me, neither.*”

Watashi-*mo*

Language switches

Example (28) (MLS: Group B, line 18)

18 C: My favorite food is umeboshi.

Other examples: *natto*, (*shoyu or cup*) *ramen*, *tofu*, *wasabi*, *sashimi*, *sushi*, *yakiniku*, *chahan*, *Pokemon*, *Konan*, *Saiyuki*, *Chohakkai*, and *hari nezumi*.

SUMMARY

Strategic expressions: few

HLS: language switches

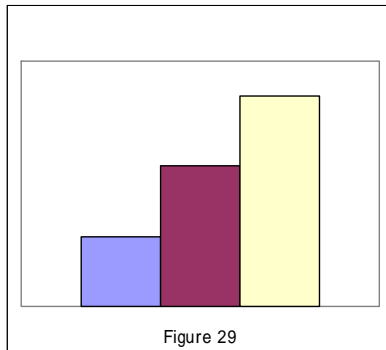
MLS: topic avoidance
other strategies

No significant
difference

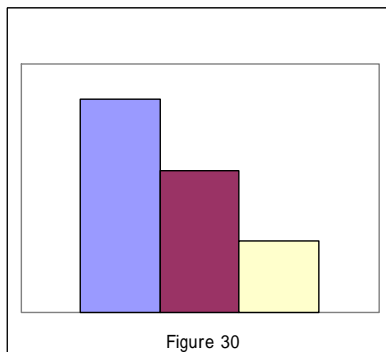
Substantial difference

NS: rarely use communication strategies

Conclusion (1)

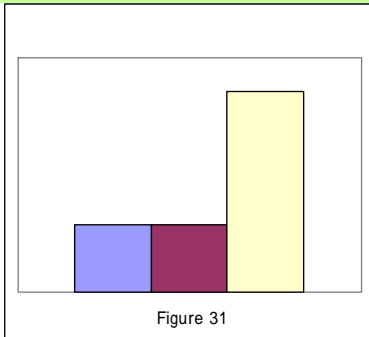


- 1) Total number of words
- 2) Number of words spoken for the subordinate topic
- 3) Number of words following the given topic

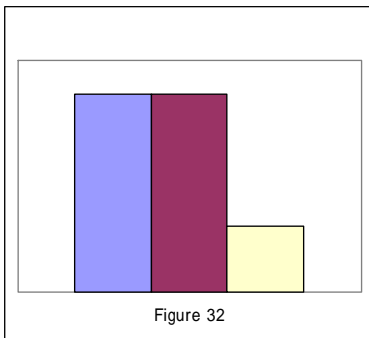


- 1) Turn-taking
- 2) Body language
- 3) Hesitation

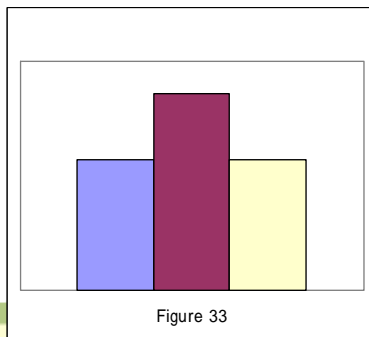
Conclusion (2)



- 1) Number of non-textbook words
- 2) Complex sentences



- 1) Sociolinguistic competence
- 2) Strategic competence



- 1) Shorter segments
- 2) Reactive tokens