CHAPTER VI

ANALYSIS AND INTERPRETATIONS

1. ANALYSIS OF LEARNER TALK

The corpus of data recorded on audio-cassette and subsequently transcribed, consisted of a total of thirty sessions of a duration of fifty minutes each (fifteen sessions per group of learners). Details of the topics/ tasks covered by each set of fifteen sessions are presented below, along with the skills involved :

Session	Topic/Task	Skills involved
*1.	Constructing a story on the basis of a picture	- description - inference - use of appmxporiate register
*2.	Describing a set of graphs/a poster	- visual-verbal transfer - description - inference - use of appropriate register

3.	Modified cloze	- prediction
		- inference
		- recognition of form/ function relation- ships
4.	Note-taking	- reading compre- hension
		- identification of topics
5.	Note-taking	- reading comprehe- nsion
		- identification of topics
6.	Note-taking	- reading comprehen- sion
		- identification of topics
7.	Note-making	- listening compre- hension
		- organisation of topics
		- identification of topics
*8.	Describing a visual	- description
		- inference
		- visual-verbal transfer
9.	Note - making	- listening compre- hension
		- identification of topics
		- inference
		- organisation of topics

10.	Classification of items	– reading comprehension
		– inference
		– recognition of contextualised vocabulary
*11.	Preparation of a plan for a tourist itinerary	– visual-verbal transfer
		– description
		– organisation of topics
12.	Classification of items	– reading comprehension
		– inference
		– recognition of contextualised vocabulary
		– recognition of topic organisation
13.	Note-taking	– reading comprehension
		– inference
		– recognition of form/function relationships
14.	Note-taking	– reading comprehension
		– inference
		– recognition of form/function relationships
		– identification of topics

*15.   Preparation of a plan   - visual-verbal
           for a poster   transfer

                                                   - description

                                                   - organisation of
                                                     topics

Sessions 1, 2, 8, 11 and 15 (Marked *) represented relatively free tasks. Sessions 3, 4, 5, 6, 7, 9, 10, 12, 13 and 14 represented more controlled tasks. Initially all the sessions were transcribed by the researcher. Preliminary analysis of all thirty sessions in terms of communication strategy use revealed that the free tasks generated not only a larger quantum of learner-talk, but also a wider range and more varied distribution of communication strategies. The two sets of five sessions involving free tasks (Sessions 1, 2, 8, 11 and 15) for the two groups of learners, were therefore selected for more detailed analysis; these ten sessions represented one-third of the total corpus of recorded data.

The study focussed on a detailed analysis of these ten sessions (five sessions per group of learners). Rather than select extracts for analysis, it was decided to analyse each session in its entirety; such a procedure would account for differences in the quality/quantity of learner talk at various stages of progression through the task, and would consequently provide a more representative sample of the communication strategies used by each learner. Every single utterance in each of these sessions, was categorised with reference to the

communication strategies used by the speaker; the analysis
revealed that the utterances frequently involved the use of
two or more communication strategies simultaneously.[1]

Individual profiles of the twelve learners were
prepared on the basis of the analysis of transcribed data,
as well as the information obtained by means of the Measure
of Communicative Competence in English, the Communicative
Competence Scale, the Semi-Projective Test for Measuring
Coping Strategies, and the Classification System for
Analysing Interactional Skills.

2.   LEARNER   PROFILES   (See Appendix H, I, J and K)

Background information on the twelve learners is
presented in Table 13.

2.1   Learner 1 : Rakshma

2.1.1 Field Observations

Rakshma frequently assumed the role of "teacher" in
the group. However this leadership was assumed primarily on
the basis of her status as the only English medium learner in
the group, rather than on the basis of personal leadership
qualities. In fact her own use of English was not linguisti-
cally accurate in target language terms. She and Meena
played the role of leader in the two groups, respectively;
however, unlike Meena, Rakshma did not appear to be greatly
concerned about the other learners and their communicative

needs. Her attitude appeared to be one of "getting on with the job", rather than concern with the needs of other learners. She was also rather authoritative in her dealings with the other participants, often imposing her own views or her own knowledge of English on the other learners.

2.1.2 Communicative Competence in English (See Tables 16 and 29)

Rakshma's communicative competence in English, as measured by her grade in English at the end of Semester I, was average : Grade C on the seven-point scale. She scored well on the supervised assignments (Grade A) but very poorly on the unsupervised assignments (Grade E), having completed her assignments very carelessly. Her class participation grade, as compared to that of the other learners was fairly good (Grade B), but she did not fare very well on the written test (Grade C). This suggested a preference for more informal modes of communication.

2.1.3 Self-rating on Communicative Competence in English (See Tables 16 and 30)

Rakshma's score on the Communicative Competence Scale was extremely high (88.6%), revealing a high degree of confidence in her ability to use English. This confidence could be attributed to the fact that she was the only participant in the group whose medium of instruction at school was English.

Her self-rating in the different areas convered by
the communicative Competence Scale could be related to
aspects of her interactional style. She gave herself the
maximum rating (100%) in two areas that one might consider
to be both ends of a continuum : Area A : Participation and
Area G : Responsibility. She thus considered herself to be
entirely able to participate in all activities in class
involving the use of English, and also to assume leadership
in classroom activities. Her score on Area F : Risk-taking
was also extremely high (91.7%), indicating a readiness to
admit that she faced communicative problems. However, she
found it easier to ask for clarification from both the
teacher and the peer group; she apparently found it possible
to explain her difficulties to the peer group, but could not
always do so with the teacher. Obviously, the situation of
explaining/admitting one's difficulties, involves a greater
element of risk than merely asking for clarification. Her
scores on Area B : Presentation of self, and on Area D :
Adaptability were uniformly high (87.5%). She scored slightly
lower (83.3%) on Area C : Tolerance and on Area E : Persuasi-
veness. Again, this seems to reflect her rather authoritarian
style of leadership.

It is interesting to note that in Area C : Tolerance,
she rated herself higher on the more passive skill of under-
standing/accepting somebody else's point of view; she rated
herself a little lower on the other two items (Item 17 :

"Listen closely to a person in order to understand what he is communicating", and Item 20 : "Communicate well with students whom I generally do not associate with"), both of which require a greater degree of tolerance.

2.1.4 Coping Strategies (See Tables 16 and 31)

Rakshma's performance on the Semi-projective Test for Measuring Coping Strategies was average (Grade B). Though she scored well (Grade A) on Category I : Solution she did not score well (Grade C) on Category II: Activity and Category III : Favourableness. This reflected her preferred interactional style, in which she was more concerned with task completion than with the affective aspects of interaction. Her responses to the Semi-projective Test suggested that she did not have a very strong sense of self; she arrived at a clear solution to the problem on hand, but did not appear to initiate any direct activity herself, nor was the activity conclusively favourable for her.

2.1.5 Interactional Skills (See Tables 15 and 32)

Comparison of Rakshma's performance across the three components revealed a very strong preference for Component I : Progress through Task (68.9%). Her performance in Component II : Supportive Behaviour, and Component III : Competition and Conflict, was uniformly low (15.6%). Apart from moves such as "bid" and "agree", which were frequently used by all the learners, Rakshma used a large number of directing/eliciting

moves; this was in keeping with her role as group leader. Other moves that she frequently used were "disagree", "answer", "pressurise" and , "reject offer"; all of these suggested a tendency to push her own views. It was also characteristic of her pattern of interaction, that she rarely approved of others' contributions, or resorted to humour.

2.1.6 Communication Strategies (See Tables 14, 17 and 33)

Although Rakshma's role as group leader was rather similar to Meena's, her pattern of communication strategy use was entirely different; unlike Meena, Rakshma used all three types of strategies quite frequently.

Rakshma made maximum use of Type A : Intra/inter-lingual Strategies (44.1%) but she also used quite a large number of Reformulation Strategies (32.8%) and code-switching Strategies (23.1%). The fact that she used Type A more than the other two types of strategies suggests that she was more more linguistically oriented. It is interesting to note that (unlike Meena) she also used Type C : Code-switching Strategies quite frequently; this pattern of distribution reflected a different type of leadership role from that played by Meena.

Within Type A, Rakshma used all the strategies fairly frequently. Strategies that she frequently used in Type B included "repair : ,self", "retrieval", "elaboration" and

"repetition : challenge". Her use of "repair : self" and
"elaboration" may be related to her role as group leader.
Frequent use of "retrieval" strategies reflected her need
to maintain the interaction. The fact that she tended to push
her own views, may be related to her use of "repetition" to
challege others' contributions. Typical of her self-appointed
leadership role, she rarely used "appeals", whether direct
of indirect. She also made very infrequent use of the
strategies "message abandonment", "repetition : rehearse"
and "repetition : emphasise". The type of Code-switching
Strategies that she chose to use reveal a need for interaction
maintenance by means of the L1. In fact, she rarely used the
strategies of "addressee specification" or "solidarity".

2.2   Learner 2 : Kailash

2.2.1   Field Observations

Kailash presented a very interesting case of a logical,
intelligent, well-informed individual who had severe inter-
personal problems. In her dealings with the peer-group there
was a constant undercurrent of tension that surfaced in the
form of two alternative interactional patterns : either she
argued constantly, continuing to pursue her own line of
argument and refusing to accept others' suggestions, or she
lapsed into an indifferent silence, speaking only when spoken
to. Informal discussions with the researcher revealed the
existence of certain personal problems that she refused to
discuss in detail, but which caused severe spells of
depression. This made her defensive, and consequently she was
isolated by the peer-group. In fact on several occasions the
discussion turned into a series of confrontations, with the
other participants uniting to prove Kailash wrong. There
could be several underlying factors that precipitated such
a conflict. Firstly, Kailash was a native-speaker of Hindi,
whereas most of the others in the group were native-speakers
of Gujarati. Secondly, although Kailash had Gujarati as her
medium of instruction at school, she was as proficient in
English as Rakshma and was often able to provide information/
clarification regarding certain target language points; thus
she occasionally laid equal claim to the role of "teacher".

Finally, her defensive pattern of interaction alienated her
from the rest of the participants.

2.2.2 Communicative Competence in English (See Tables 16 and 29)

Kailash had average communicative competence in English
(Grade C on the seven-point scale), as measured by her grade
in English at the end of Semester I. Her performance alterna-
ted consistently between Grades B and C on the various tasks/
assignments that constituted her grade in English.

2.2.3 Self-rating on Communicative Competence in English
       (See Tables 16 and 30)

Kailash, predictably, scored very low on the Communica-
tive Competence Scale (54.5%), reflecting a severe lack of
confidence.

The only area of the Communicative Competence
Scale on which she gave herself a high rating was Area A :
Participation, which involved more basic communication skills.
Yet even in this area she reported that she is rarely able
to answer when the teacher asks her a question. She scored
rather low on most of the other areas (Area D : Adaptability,
62.5%; Area C : Tolerance, 58.3%; Area B : Presentation of
Self, 50%; Area F : Risk-taking, 50%). Her scores on Area E :
Persuasiveness, and Area G : Responsibility, were minimal;
again this reflected her patterns of interaction within the
group, where she never assumed the leadership role, and where

very often she did not succeed in persuading others to accept her point of view.

2.2.4 <u>Coping Strategies</u> (See Tables 16 and 31)

Kailash obtained an average score on the Semi-projective Test for Measuring Coping Strategies (Grade B) revealing a reasonably good ability to cope with problem situations, though her coping behaviour was not clearly "masterful". (See Appendix F, System for Scoring the Semi-projective Test).

A break-up of the grade on coping strategies revealed that Kailash scored Grade B on Category I : ᵇolution, and Category III : Favourableness. Her score on Category II : Activity was slightly lower (Grade C); this was probably an outcome of her depressed state, which resulted in feelings of inadequacy. The break-up revealed that her coping behaviour was independent of her communicative competence in English, and of her self-rating on the Communicative Competence Scale.

2.2.5 <u>Interactional Skills</u> (See Tables 15 and 32)

Kailash clearly used the moves under Component I : Progress through Task, most frequently (64.5%). In contrast, her use of the other two components was uniformly low (15.7%, and 19.8%, respectively). This obviously reflected her defensiveness, concentrating on the task on hand rather than

on interpersonal relationships. Apart from a high proportion of "bids", she also made extensive use of moves such as "direct", "agree", "disagree" and "answer". She was one of the few learners who frequently failed to participate in the activities of the group. She also joked frequently, possibly as a form of tension-release. Perhaps as a result of her confrontations with the other learners, she often rejected offers made by others in the group. She very rarely used pressurising as a strategy, perhaps because she was isolated by the other learners.

2.26   Communication Strategies (See Tables 14, 18 and 33)

Kailash scored highest among all the 12 subjects, in her use of Type A :   Intra/Inter-lingual Strategies (49.7%). The rest of the strategies she used were distributed equally over Types B and C. Thus she was one of the only two learners to consistently use all three components.

Her distribution of strategies within the components was also rather unusual. She and Rakshma were the only two learners who had a marked preference, under Type A, for syntactic strategies. Strategies under Type B were equally distributed as task-oriented and effect-oriented; however, under Type C she used very little of the effect-oriented strategies.

Within Type A, she made maximum use of strategies such as "syntactic" and "semantic transliteration",

"rule extension", "reduction", and "semantic contiguity".
It is interesting to note that her proportion of use of the
strategy "message reduction : for economy/effect" was higher
than any of the other learners. This may be related to her
performanance on the Semi-projective Test for Measuring
Coping Strategies; part of her coping behaviour would include
the use of "reduction" as a deliberate strategy for effect.

Within Type B, her frequent use of "offer" and
"retrieval" indicated her attempt to capture the discussion
in the face of opposition from her peers. Her high use of
"elaboration" reflected the fact that she had considerable
facility in the target language. Like Meena, she made minimal
use of "appeals" (direct and indirect); however, though the
phenomenon was the same, it appeared to result from a
different motivation : her avoidance of "appeals" could be
related to the high degree of independence suggested in her
use of coping strategies. In the same way, she rarely used
any of the forms of "repetition".

Her use of Type C : Code-switching Strategies was
different from that of other learners. She often used
"fillers" and instances of "amplification". It is interesting
to note that she rarely used a strategy such as "addressee
specification"; this appeared to be related to her inter-
personal problems.

2.3   Learner 3 : Hina

2.3.1   Field Observations :

Hina was very central to the interaction of the group, being very participative, very articulate and extremely confident. She handled relationships with all the other learners in the group with ease and flexibility, adjusting her style of interaction to suit the interlocutor. Though she frequently negotiated for the role of "teacher", she played the role of "follower" or "supporter" equally well. For instance, she assumed a degree of leadership in her dealings with Malti and Harida, whereas with Rakshma she played a more submissive role. Her high degree of confidence enabled her to readily admit lack of knowledge/information, and she did not hesitate to seek help. However, she demonstrated equal confidence in arguing and pursuing her own point of view. Despite her low linguistic competence, she was totally uninhibited in her use of the target language, and constantly contributed to the task on hand. She was generally very co-operative with the other partici- pants; although she occasionally joined the others in their arguments with Kailash, most of the time she played the role of mediator in the conflict between Kailash and Rakshma.

2.3.2 Communicative Competence in English (See Tables 16 and 29)

Hina's communicative competence in English as measured by her grade at the end of Semester I was average (Grade C on the seven-point scale). The break-up of the semester grade showed that she fared better on more controlled written tasks such as use of contextualised vocabulary and identification of language functions. Her score on the test was average (Grade C), but predictably, she obtained Grade A for class participation, which accounted for both quantity and quality of talk.

2.3.3 Self-rating on Communicative Competence in English
(See Tables 16 and 30)

As might be expected, Hina's self-rating on the Communicative Competence Scale was high (73.8%); this was an indicator of her level of confidence.

Her highest scores were in Area A : Participation (91.6%), Area C : Tolerance (83.3%), Area D : Adaptability (81.2%) and Area B : Presentation of Self (75%). This matched her more flexible, more tolerant style of interaction. Within Area C : Tolerance and Area D : Adaptability, she reported that she was not always able to communicate with all people regardless of their level of competence in English, or with people whom she did not generally associate with. Her score on Area F : Risk-taking, was comparatively very low (58.3%). However, like Rakshma, Hina also found it easier to merely

seek clarification, than to express her difficulties to others. Her score on Area E : Persuasiveness was also minimal.

2.3.4 Coping Strategies (See Tables 16 and 31)

Hina had an average score on the Semi-projective Test for Measuring Coping Strategies (Grade B). She consistently scored Grade B for all three categories : Solution, Activity and Favourableness. Though not very "masterful", she was obviously quite capable of coping behaviour. It is interesting to note that despite her medium of instruction at school being Gujarati and despite her low linguistic proficiency in English, she opted to write in English for the Semi-projective test.

2.3.5 Interactional Skills (See Tables 15 and 32)

Hina's performance when compared across the three components, showed a predominance of moves under Component I : Progress through Task. This may be related to Hina's negotiating for the role of leader. Moves belonging to the other two components were obviously fewer. It is interesting to note that the proportion of Hina's moves under Category III : Competition and Conflict was slightly higher than for Component II : Supportive Behaviour. Apart from "bids" for the floor, the moves that she used most frequently were related to her negotiation for leadership ("answering", "pressurising", "directing/eliciting"). In Component III :

Competition and Conflict, she frequently used the following moves : "disagree", "refect offers" and "compete for floor". However, an indicator of her co-operation with other parti- cipants was the fact that there were no instances of non-participation, and very rare instances of working independently, not following instructions, or disapproving of others' suggestions.

2.3.6 Communication Strategies (See Tables 14, 19 and 33)

Hina's was one of the few instances of an almost even distribution of strategies across the three components. Her use of Type A : Intra/Inter-lingual Strategies was only marginally higher than the other two types of strategies. Thus the range of strategies that she used spread evenly across all the three components.

Distribution within components showed that she used syntactic strategies far more frequently than semantic strategies. For Reformulation Strategies there was an even spread between task/effect-oriented strategies, but for Code-switching Strategies the use of effect-oriented strategies was minimal.

Within Type A : Intra/Inter-lingual Strategies, she frequently used both types of transliteration (semantic and syntactic). Of the two types of "reduction", it is interesting to note that despite her limited communicative competence in

English, she used "reduction" almost as much "for effect", as "for avoidance". Her use of "prefabricated patterns : appropriate" was minimal.

Under Type B : Reformulation Strategies, she made far more use of 'self-repair' than of 'other-repair'. One would have expected a greater percentage of 'other-repair' as an outcome of her high degree of confidence, but possibly this finding was the result both of her tact in dealing with her peers, and also her own linguistic difficulties in the target language. Obviously, she used "retrieval" and "offer" frequently in order to maintain her share of the interaction. Her use of "elaboration" was also slightly higher than for some of the other learners. Also as a feature of her confidence, she hardly ever resorted to "message abandonment".

Under Type C : Code-switching Strategies, she frequently used "fillers", as well as code-switching for amplification, and to present personal views. Within a stretch of code-switching, she frequently reverted to the TL, particularly for lexis.

2.4   Learner 4 : Ranjit

2.4.1   Field Observations

Ranjit was not very assertive and not as obviously confident as Hina; however she was certainly not quiet either, and constantly contributed to the interaction. She sometimes negotiated for the role of "leader", and frequently offered some very useful suggestions.

Her level of proficiency in the target language was not very high; however this did not prevent her from using the target language, and a considerable proportion of her talk was in English. Her style of participation was fairly relaxed and uncomplicated. She was very co-operative, and often expressed agreement with the other participants; however she was also able to express diagreement in a relaxed, non-threatening manner.

2.4.2   Communicative Competence in English (See Tables 16 and 29)

Ranjit's communicative competence in English (as measured by her grade in English at the end of Semester I), was fairly low (Grade D on the seven-point scale). The break-up of the grade score showed that she scored Grade C on various assignments and on class participation, but fared poorly on some of the writing tasks and on the test.

2.4.3 Self-rating on Communicative Competence in English
       (See Tables 16 and 30)

Ranjit's high score on the Communicative Competence Scale (84%) was rather unexpected in relation to her low communicative competence in English (Grade D), and her low score on the Semi-projective Test for Measuring Coping Strategies (Grade D); her high self-rating on the Communicative Competence Scale may be accounted for as a compensatory mechanism, particularly since her score on the Measure of Communicative Competence in English was low.

Ranjit's highest scores were in Area A : Participation (100%), Area E : Persuasiveness (100%), Area C : Tolerance (91.6%) and Area F : Risk-taking (91.6%). However in Area C : Tolerance, she reported that she was not always able to communicate well with students whom she generally did not associate with; in Area F : Risk-taking, again she predictably reported that she was not as readily able to explain her difficulties to the teacher.

Her scores on the remaining three areas were also rather high : Area D : Adaptability (81.2%), Area G : Responsibility (75%) and Area B : Presentation of Self (70.8%).

2.4.4 Coping Strategies (See Tables 16 and 31)

In contrast to her high score on the Communicative Competence Scale, Ranjit scored fairly low on the Semi-

projective Test for Measuring Coping Strategies (Grade D).

She consistently scored Grade D on each of the three activi-

ties : Solution, Activity and Favourableness. In fact she

was the only one of the twelve learners, to obtain a grade

lower than C.

2.4.5 Interactional Skills (See Tables 15 and 32)

Ranjit generally used moves that were classified under

Component I : Progress through Task (56.2%). The rest of the

moves were distributed between Component II : Supportive

Behaviour (19.4%) and Component III : Competition and

Conflict (24.4%). She was one of the few learners who used

competitive moves more frequently than supportive moves - a

fact which might be related to her low score on coping

behaviour.

Apart from the usual predominance of "bids", Ranjit

used the following moves fairly frequently : "direct/elicit"

(12.9%), "agree" (14.9%), "reject offer" (6.9%), "disagree"

(10.9%) and "compete for floor" (5.5%). There were no

instances of non-participation in the activities of the

group. Her pattern of interaction substantiated the view

that she some times negotiated for leadership of the group,

though the low proportion of supportive moves indicated

that she was not always in tune with the functioning of the

group.

2.4.6 <u>Communication Strategies</u> (See Tables 14, 20 and 33)

A study of the distribution of strategies revealed that Ranjit used all three types of strategies almost equally; however, Type A : Intra/Inter-lingual Strategies was used slightly more frequently.

Within Type A : Intra/Inter-lingual Strategies, the strategies she used most frequently were : "rule extension", "semantic transliteration", "semantic contiguity" and "reduction". It is interesting to note that she used "reduction : avoidance" far more frequently than most learners.

Within Type B : Reformulation Strategies, she frequently used the following : "retrieval", "offer", "elaboration", and "repetition : rehearse". Her use of "retrieval" and "offer", were typical of her participative pattern of interaction. Her low level of competence in the TL probably encouraged her to use "repetition" as a form of of rehearsal; however she rarely used "repetition" as a challenge or for emphasis. Similarly, she rarely resorted to "message abandonment" – a fact which may be related to her high use of "retrieval".

Her use of Type C : Code-switching Strategies, reflected her lack of proficiency in English. She used the regional language in order to avoid breakdown in communica-

tion, provide sentence fillers and to amplify others'
contributions; as might be expected, she did not use
"addressee specification" at all.

5. <u>Learner 5</u> : <u>Malti</u>

2.5.1 <u>Field Observations</u> :

Malti was a very quiet person and did not appear to be very confident. She appeared to be inhibited by her innate shyness, and (specifically within the observation sessions) by her lack of linguistic competence in English. She rarely initiated talk, though she generally responded (even if it was a very brief response) to elicits from the other participants. She generally expressed agreement with the ideas/ suggestions offered by others; this was apparently part of her interactional behaviour, and not just a result of an inadequate repertoire in the TL for challenging others' contributions, since she rarely challenged the other participants, even in her L1. Occasionally, however, she did volunteer suggestions.

2.5.2 <u>Communicative Competence in English</u> (See Tables 16 and 29)

Malti's communicative competence in English, as measured by her grade at the end of Semester I, was rather low (Grade D on the seven-point scale). She scored fairly low on most of the supervised assignments, although she obtained an average score (Grades B/C), for the more passive tasks such as making inferences and identifying language functions. She appeared to fare better when she had more time available to her, since she scored Grade B on the

unsupervised assignments. Her class participation was also fairly low, compared to the other learners (Grade C). However, she failed the written test in English.

2.5.3 Self-rating on Communicative Competence in English
(See Tables 16 and 30)

Malti's lack of confidence was reflected in her low score on the communicative competence scale (59%). Interestingly enough, she was the only learner whose scores were distributed almost evenly across the four frequencies ("always/frequently/rarely/never").

Malti rated herself fairly high on the two basic communicative skills, Area A : Participation (75%) and Area B : Presentation of self (75%). She rated herself somewhat lower on Area F : Risk-Taking (66.6%) and Area G : Responsibility (62.5%). One interesting finding is that Malti unlike most of the learners, found it easier to explain her difficulties to the teacher than to other students; this might reflect her extreme shyness with the peer group, particularly due to her low communicative competence in English.

Malti scored low on the remaining three areas : Area D : Adaptability (43.7%), Area C : Tolerance (33.3%), and Area E : Persuasiveness (25%). As might be expected, in Area D : Adaptability, she found greatest difficulty in the informal use of English, and in communicating in English

across a range of different competencies. Similarly, in Area C : Tolerance, she found it easier to listen closely to a person in order to understand what that person was communicating, than to communicate with students whom she did not generally associate with.

2.5.4 Coping Strategies (See Tables 16 and 31)

Malti's score on the Semi-projective Test for Measuring Coping Strategies was also low (Grade C). She fared very poorly on Category II : Activity (Grade D); this fact may be related to the passive role she played within the group.

2.5.5 Interactional Skills (See Tables 15 and 32)

An unusually high proportion of Malti's interaction belonged to Component I : Progress through Task (77.9%); her use of Component II : Supportive Behaviour was quite low (16.3%), while her use of Component III : Competition and Conflict was minimal (5.8%). Clearly, she was more task-oriented, and had a low interpersonal orientation; apparently, it was not just her lack of facility in the TL, but her whole sociolinguistic orientation, that was responsible for her disproportionately high score on Component I : Progress through Task.

Her interactional moves fell into a few distinct slots. Exactly half of her moves were "bids" (50%). A large

part of her interaction also consisted of instances of "non-participation", when she was not involved with·the working of the group. The rest of her scores were minimal, except for several moves expressing agreement (13.5%), and a few expressing disagreement (4.8%). In fact most of the moves under Component III : Competition and Conflict, did not occur at all.

2.5.6 <u>Communication Strategies</u> (See Tables 14, 21 and 33)

Malti's distribution of communication strategies across the three strategy types, was fairly predictable. She made maximum use of Type C : Codeswitching Strategies
Type B : Reformulation Strategies (44.9 %) and
(37.9%). It is interesting to note that despite her low level of competence in English, the proportion of Code-switching Strategies was lower than that of Reformulation Strategies.

Within Type A : Intra/Inter-lingual Strategies, she made maximum use of "rule extension" and "message reduction : avoidance"; her frequent use of both these strategies may be related to her low communicative competence in English. Some of the strategies of Type A were not used at all : for instance, "prefabricated patterns : appropriate" and "Message reduction : economy/effect".

Predictably, under Type B : Reformulation Strategies, she made maximum use of "offers" and of "repetition :

rehearsal". However, she did not use "fillers" at all : she was obviously not concerned with turn maintenance.

Similarly, her choice of strategies within Type C : Code-switching Strategies reflected her communicative competence in the TL. She generally used "avoidance of breakdown", "fillers", "amplification" and "personalisation". As might have been expected, she rarely used code-switching to express solidarity; similarly, she never used the L1 as a means of addressee specification.

2.6 Learner 6 : Harida

2.6.1 Field Observations

Harida's interaction was different from that of all the other learners, in that she participated minimally in the interaction of the group. She was not very involved in the discussions, and often did not follow the activities of the rest of the group. One inhibiting factor was certainly her low linguistic competence in English; however, apart from this she seemed to be characteristically independent and uninterested. She rarely volunteered information, often did not respond even to direct elicits, and appeared not to feel the need for peer approval. Even on occasions when the entire group was animatedly involved in discussion in the L1, she remained aloof from the interaction.

2.6.2 Communicative Competence in English (See Tables 16 and 29)

Harida's communicative competence in English, as measured by her grade at the end of Semester I, was very low. (Grade E on the seven-point scale). She obtained a low score on all counts (except for Grade B on the inference task) : she obtained Grade D on the supervised assignments, and failed the test, as well as the unsupervised assignments.

2.6.3   Self-rating on Communicative Competence in English
        (See Tables 16 and 30)

Harida's score on the communicative competence scale
was also very low (57%), revealing a lack of confidence in
her ability to use English. This may be largely accounted for
by her low communicative competence in English (Grade E)
and the fact that her medium of instruction at school was
Gujarati; her lack of confidence was apparently restricted
to her use of English, since her score on the Semi-projectve
Test for Measuring Coping Strategies was fairly high.
Interestingly enough, although Harida's total score on the
Communicative Competence Scale was slightly lower than
Malti's, she made relatively less use of the frequency
"never".

The only area on which Harida gàve herself a high
score was Area A : Participation (75%), which represents one
of the most basic communication skills. She scored uniformly
on almost all the other areas : Area B : Presentation of
Self (58.3%), Area C : Tolerence (58.3%), Area F : Risk-
Taking (58.3%), Area D : Adaptability (50%), and Area E :
Persuasiveness (50%). As might be expected, her score on
Area G : Responsibility (37.5%) was minimal; this reflected
her lack of confidence in initiating/leading activities in
English.

2.6.4 <u>Coping Strategies</u> (See Tables 16 and 31)

In contrast to her low scores on the other measures, Harida's score on the Semi-projective Test for Measuring Coping Strategies was fairly high (Grade B), revealing a certain level of independence. She obtained Grade C on "Activity", and scored even higher (Grade B) on "Solution" and "Favourableness". This was characteristic of her interaction within the group - even if she was not very active herself, she appeared to rely on her own resources rather than on the approval of others.

2.6.5 <u>Interactional Skills</u> (See Tables 15 and 32)

Like Malti, Harida used an extremely high proportion of moves under Component I : Progress through Task (84.6%). In comparison to this, her use of the other two components was very low; like Malti, her use of Component III : Competition and Conflict was minimal. Considering her lack of involvement in the activities of the group, this finding was not surprising. Her behaviour contrasted in this respect, with that of Kailash : a similar lack of involvement led to a very different outcome (frequent conflict with other participants) in the case of Kailash.

Harida's interaction was very largely characterised by instances of "non-participation" (46.1%). Apart from this, the other significant type of move was "bid" (28.2%);

these two types of moves accounted for most of Harida's interaction. She occasionally also used "pressurising" and "agreeing" moves. Most of the other moves were either infrequently used, or did not occur at all.

2.6.6 Communication Strategies (See Table 14, 22 and 33)

Predictably, a study of the distribution of strategies used by Harida revealed that she used Type C : Code-switching Strategies most frequently (54.7%). She also used a reasonably high proportion of Type B : Reformulation Strategies (39.6%), whereas her use of Type A : Intra/Inter-lingual Strategies was minimal.

Under Type A : Intra/Inter-lingual Strategies, the only strategies that she used, even minimally, were "reduction: avoidance" and "semantic contiguity". None of the other strategies occurred at all.

Under Type B : Reformulation Strategies, she made fairly frequent use of "offers" (15.1%) and "repetition : rehearse" (20.8%). The other strategies either did not occur at all, or were used minimally.

The strategies she used under Type C : Code-switching Strategies, were very predictable. Most instances of Code-switching occurred either to avoid breakdown, or to provide fillers, or to amplify/expand on an idea. As such, all these strategies were used as compensatory strategies, on account of

lack of competence in the TL. She very rarely used code-
switching to express solidarity; and it did not occur at all

as a form of addressee specification.

2.7. <u>Learner 7</u> ∆: <u>Bela</u>

2.7.**1** <u>Field Observations</u>

Bela rarely took the lead in directing the functioning of the group. Her contribution was largely in terms of responding to elicitations and playing a supportive role; she was generally co-operative and accepted the suggestions of others. Though she did not often initiate talk herself, she readily offered ideas/suggestions/clarifications after a topic had been initiated by another learner. She used the target language readily, though her use of English was not very accurate in target language terms.

2.7.2 <u>Communicative Competence in English</u>
(See Tables 16 and 29)

Bela's communicative competence in English, as measured by her grade in English at the end of Semester I, was fairly low, in comparison to other learners : she scored D on the seven-point scale.

A break-up of the components contributing to this grade revealed that Bela fared poorly on the test. She scored slightly higher on class participation, and on the written assignments, where she obtained grade C for describing a process, and grade B for the more passive task of making inferences; however she obtained low scores on the rest of the written assignments.

2.7.3 <u>Self-rating on Communicative Competence in English</u>
      (See Tables 16 and 30)

Bela's self-rating on the Communicative Competence
Scale was average (65%); apparently she had a fair amount of
confidence in her ability to use English.

Her highest scores were on Area D : Adaptability
(81.3%), Area A : Participation (75%) and Area E :
Persuasiveness (75%). She also scored fairly high on Area C :
Tolerance (66.6%) and Area F : Risk-taking (66.6%). As might
be expected, her lowest score was on Area G : Responsibility
(37.5%). This pattern of self-rating reflected her style of
interaction which was more participative/supportive than
assettive.

2.7.4 <u>Coping Strategies</u> (See Tables 16 and 31)

On the Semi-projective Test for Measuring Coping
Strategies, Bela chose to write in Hindi, and obtained a low
score (Grade C on the five-point scale).

A break-up of her scores indicated that she obtained
Grade B for the categories "Solution" and "Favourableness",
and Grade D for the category "Activity". In fact she showed
considerable inconsistency in her response to certain
situations, such as solitude, and dealings with the peer
group.

2.7.5 <u>Interactional Skills</u> (See Tables 15 and 32)

A large part of Bela's interaction within the group could be mapped under Component A : Progress through Task (51.2%). The rest of her moves consisted more of Component B : Supportive Behaviour (31.6%), than Component C : Competition and Conflict (17.3%).

Most of her moves could be classified as "bidding" (40.5%) and "agreeing" (21.9%). Instances of "non-participation", "directing/eliciting", were minimal. Although Bela's total score on Component B was much higher than the total score on Component C, it is interesting to note that she displayed several instances of "Working independetly", "rejecting offers" and "disagreeing".

2.7.6 <u>Communication Strategies</u> (See Tables 14, 23 and 33)

Bela's total scores across the three types of strategies indicated that she used Type C : Code-switching Strategies most frequently (49.8%). Type B : Reformulation Strategies were used more frequently (32.3%) than Type A : Intra/Inter-lingual Strategies (17.9%).

Under Type A : Intra/Inter-lingual Strategies, she made minimal use of "prefabricated patterns" (both "appropriate" and "inappropriate"), "overelaboration", and "message reduction : economy/effect". More frequent use was made of "rule extension", "functional extension", "reduction : avoidance", "Contextual analogy" and "use of superordinate term."

Under Type B : Reformulation Strategies, she made frequent use of "offer" and "repetition : accept"; this reflected her supportive style of interaction. She also used the strategies of "retrieval", and "elaboration" fairly frequently, in keeping with her participative role within the group. She rarely used strategies such as "repair" (both "self-repair" and "other - repair"), "direct" and "indirect" appeals, "circumlocution" and "repetition : challenge". The fact that she rarely used "circumlocution" is accounted for by her frequent use of the L1 for "avoidance of breakdown" and for "amplification".

Under Type C : Code-switching Strategies, she made maximum use of the L1 to "avoid breakdown" and to provide "amplification". She also made frequent use of "reversal to the TL" and "personalisation". Thus she appeared to use code-switching strategies as a means of compensating for low competence in the TL; predictably, therefore, she rarely used code-switching as a form of "addressee specification".

2.8   Learner 8 : Ila

2.8.1   Field Observations

Ila's participation in the group was largely co-operative. Though she was not very articulate as compared to several of the others, she was constantly involved in the activities of the group. Her attitude was generally helpful and non-threatening; however she often expressed her own ideas, even when they required disagreeing with the others.

2.8.2   Communicative Competence in. English
(See Tables 16 and 29)

Ilas communicative competence in English, as measured by her grade in English at the end of Semester I, was fairly low (Grade D on the seven-point scale). She obtained Grade C on class participation, and on several of the assignments, but appeared to have problems with the task "rewriting in a particular format". She also scored low on the test (Grade D).

2.8.3   Self-rating on Communicative Competence in English
(See Tables 16 and 30)

As compared to the other learners, Ila gave herself an average rating on the Communicative Competence Scale (67%). Her scores on different areas of the scale revealed that her highest ratings were on Area A : Participation (83.3%), Area D : Adaptability (81.3%), Area C : Tolerance (75%) and Area

E : Persuasiveness (75%). She also obtained an average score (66.6%) on Area F : Risk-taking; however her scores were low on Area B : Presentation of Self (54.2%) and Area G : Responsibility (37.5%). The self-rating thus matched her behaviour within the group, which was generally participative and co-operative.

2.8.4 Coping Strategies (See Tables 16 and 31)

On the Semi-projective Test for Measuring Coping Strategies, Ila obtained an average score (Grade B). She scored Grade B on the two categories "Activity" and "Favourableness"; however she obtained a high score (Grade A) on the category "Solution"; these scores indicated that she was oriented towards resolution of a problem situation.

2.8.5 Interactional Skills (See Tables 15 and 32)

Of the three components, most of Ila's moves could be classified under Component I : Progress through Task (42.8%) and Component II : Supportive Behaviour (35.9%). This distribution corroborated the findings from the Communicative Competence Scale and the Semi-projective Test for Measuring Coping Strategies : Ila was oriented towards solving the task/problem on hand, and was generally supportive/co-operative.

Ila maintained the general pattern that occurred for all learners : most of her moves could be classified as "bids"

(31.5%) and "agreement" (25.4%). As compared to the other
learners, Ila's interaction revealed the highest proportion
of "agreeing" moves. However, there were also instances of
"pressurising" others to accept her ideas, "rejecting offers"
by others, and "disagreeing". As might be expected, instances
of "non-participation" and of "disapproving", were minimal.

2.8.6 <u>Communication Strategies</u> (See Tables 14, 24 and 33)

Total scores on each of the three types of strategies,
revealed that Ila made maximum use of Type C : Code-switching
Strategies (49.8%). She also used Type B : Reformulation
Strategies far more frequently (32.3%) than Type A : Intra/
Inter-lingual Strategies (17.9%), indicating an interpersonal
rather than a linguistic orientation.

Within Type A : Intra/Inter-lingual Strategies, Ila
did not use "prefabricated patterns" (both appropriate and
inappropriate) at all, and made only minimal use of "rule
extension", "contextual analogy", "message reduction :
economy/effect".

Within Type B : Reformulation Strategies, she used a
large proportion of "retrieval", "offers", and "repetition :
accept", indicating a concern with maintenance of the intera-
ction. In fact as compared with other learners, Ila was highest
in the proportion of use of the strategy "repetion : accept",
and also fairly high in the proportion of use of "offers".

There were also a few instances of "elaboration" and "repetition : rehearse". Use of the other strategies within Type B, was minimal.

Within Type C : Code-switching Strategies, Ila made maximum use of the L1, for "avoidance of breakdown", "amplification" and "reversal to the TL", indicating the need to use the L1 as a substitute for the L2. However, it is interesting to note that she also used the L1 for communicative effect, as indicated by her use of the L1 for "expressing solidarity" and as a means of "addressee specification" and "personalisation".

2.9 _Learner 9 : Parul_

2.9.1 _Field Observations_

Parul's interaction within the group was characterised by considerable enthusiasm. She was very participative and constantly contributed to the discussion of the task on hand. Though she was very relaxed in her attitude and her dealings with her interlocutors, and presented a non-threatening front, she was simultaneously very determined and very independent. By the end of Semester II she demonstrated sufficient confidence in English to vie with the accepted group leader, Meena, for the role of "teacher".

2.9.2 _Communicative Competence in English_
(See Tables 16 and 29)

Parul's communicative competence in English, as measured by her grade in English at the end of Semester I, was average (Grade C on the seven-point scale). A break-up of the components contributing to this grade revealed that Parul did not perform very well on the test in English; however she compensated for this by means of her scores on the written assignments and class participation.

2.9.3 _Self-rating on Communicative Competence in English_
(See Tables 16 and 30)

Parul was apparently quite confident of her ability to use English, and rated herself high on the Communicative Competence Scale (75%). Her highest scores were on Area A :

Participation (83.3%), Area C : Tolerance (83.3%), and Area D : Adaptability (81.3%). Her scores on most of the other areas were also fairly high; the only low score was on Area G : Responsibility (50%). These scores were in keeping with her relaxed, co-operative behaviour within the group. The reasonably high score on Area F : Risk-taking (66.6%) was also indicative of a degree of independence and determination. Within this area, she gave herself the maximum score on Statement 8 : "explain my difficulties to other students", suggesting that she was quite relaxed in the peer-group setting; however she reported that she was rarely able to explain her difficulties to the teacher (Statement 9). The only minimum score ("never") was for Statement 2 : "Use the blackboard to explain a point to the class" (Area B : Presentation of Self).

2.9.4 Coping Strategies (See Tables 16 and 31)

Parul scored fairly high on the Semi-projective Test for Measuring Coping Strategies (Grade B). As compared to the other learners, she obtained a reasonably high score on the three categories : her determination was revealed by the high score for Category I : Solution (Grade A); this score suggested that her orientation was largely related to completion of task.

2.9.5 Interactional Skills (See Tables 15 and 32)

Parul's orientation was clearly reflected in her patterns of interaction. Almost half her moves were related

to Component I : Progress through Task (47.1%). Component II : Supportive Behaviour accounted for 31.1% of her moves, whereas only 21.9% were classified under Component III : Competition and Conflict. This distribution suggested a co-operative rather than an aggressive pattern of interaction.

Apart from the usual high percentage of "bids" and "agreeing" moves, Parul frequently "expressed shared feeling", reflecting identification with the peer-group; she also used humour as a means of diffusing tension. However, her independent nature is also reflected in her use of the moves "work independently", "reject offer", "disagree", and "compete for floor".

2.9.6 Communication Strategies (See Tables 14, 25 and 33)

The total scores across strategy types revealed a consistent distribution of strategy use; Parul used all three types of strategies almost equally, though her use of Type B : Reformulation Strategies was slightly higher than her use of the other types. Within Type A : Intra/Inter-lingual Strategies, she made maximum use of "syntactic" and "semantic transliteration", "semantic contiguity" and "use of super-ordinate terms". In contrast to this, she very rarely used "prefabricated patterns" (both "appropriate" and "inapropriate"). Under Type B : Reformulation Strategies she made maximum use of the strategies of "retrieval" and.

"elaboration" - in fact she used these far more than most

other strategies. Her use of strategies under Type A :

Intra/Inter-lingual strategies was matched by her use under

Type B of the strategies of "offer", "repetition : accept"

and "fillers". Though she used a certain amount of "self-

repair", her use of "other-repair" was minimal; similarly

she rarely used "direct" and "indirect appeals", "message

abandonment", "repetition : rehearsal", and "repetition :

Challenge". The analysis revealed that she also used a very

high proportion of strategies under Type C : Code-switching

strategies, particularly the categories of "addressee

specification" and "solidarity", suggesting that she

deliberately used the L1 for communicative effect.

2.10   Learner 10 : Meena

2.10.1 Field Observations :

Meena's role within the group was quite unique.
apart from the basic fact that she used a maximum of talk,
she was very encouraging, elicitative and supporting in her
dealings with others. Despite the fact that she was the only
participant in the group whose medium of instruction at
school was English, she managed to reduce any tension within
the group on this count because she never thrust her own
ideas upon the other learners, and in fact attempted to
elicit as much talk as possible from the other learners. She
seemed to have assumed the role of "teacher", in the sense
of facilitator. She projected the image of being extremely
capable and flexible in handling the group interaction, as
well as in handling the content of the various tasks.

2.10.2 Communicative Competence in English (See Tables 16 and 29)

Meena's communicative competence in English, as
measured by her grade in English at the end of Semester I,
was average (Grade B on the seven-point scale); it was,
however, higher than the grades of the other learners in
the group. The details of her semester grade revealed that
she consistently obtained Grade B on most of the tasks, as
well as on the test and on class participation.

2.10.3 <u>Self-rating on Communicative Competence in English</u>
        (See Tables 16 and 30)

The fact that Meena rated herself comparatively low on the Communicative Competence Scale (59%), was an unexpected finding. One possible reason for this low self-rating could be a remarkable modesty and honesty : apparently she viewed her own communicative competence in English in relation to all other learners at first year college, and not just in relation to the small group of learners in the group used for the present study. The low self-rating also reflected her unassuming style of leadership within the group.

Meena's highest score was, typically, in Area C : Tolerance (75%). Her scores were also reasonably high on Area D : Adaptability (68.8%) and Area A : Participation (66.6%); scores on all other areas were rather low.

Meena gave herself the maximum score ("always") on statement 14 : "understand and accept somebody else's point of view" (Area C : Tolerance). The only minimum score ("never") was for statement 21 : "take the initiative in classroom activities" (Area G : Responsibility). Both instances are characteristic of her style of interaction within the group; though the response to statement 21 is surprising, considering her role of group leader, it is typical of Meena's unassuming style of leadership that she should under-rate her ability in this respect.

2.10.4 <u>Coping Strategies</u> (See Tables 16 and 31)

Meena's performance on the Semi-projective Test for Measuring Coping Strategies was high (Grade A). Typically, she scored higher (Grade A) on the categories "Solution" and "Activity", than on the category "Favourableness" (Grade B). Her high performance on this test constrasts with her low self-rating on communicative competence, and indicates that she could handle various situations capably.

2.10.5 <u>Interactional Skills</u> (See Tables 15 and 32)

Meena's pattern of interaction was different from that of all the other learners in the group. Almost all her moves belonged to Component I : Progress through Task (76.7%); several moves also belonged to Component II : Supportive Behaviour, whereas Component III : Competition and Conflict was hardly ever used. The unusually high score on Component I suggested that Meena was oriented towards the task on hand, rather than towards interaction as an end in itself.

Her use of various moves reflected her role of group leader : she made proportionately greater use of the moves "answer" and "direct/elicit". Skills that were not used at all belonged to Component III : Competition and Conflict – moves such as "working independently", "competing for the floor" and "disapproving", did not occur at all.

2.10.6 <u>Communication Strategies</u> (See Tables 14, 26 and 33)

Meena showed a distinct preference for strategies under Type B : Reformulation Strategies; half of the total strategies that she used belonged to this type (52.8%). Her use of Type A : Intra/Inter-lingual Strategies was also fairly high (37.8%). In striking contrast to these two types of strategies, she made minimal use of Type C : Code-switching Strategies (9.3%). Several factors could account for this distribution in her use of communication strategies. The fact that most of the time she tended to use Reformulation Strategies could reflect both her greater facility with English, as compared to the other learners in the group, and the fact that she generally played the role of leader in directing the activities of the group. As such, she was naturally called upon, both in linguistic and in interactional terms, to structure the interaction and to reformulate contributions made by the other participants. Of the first two types of strategies, Type A is more language-oriented, while the focus of Type B is more on the interpersonal aspect of communication, and on handling of the communicative task on hand.

It is characteristic of Meena's self-appointed role of "teacher", that she should operate more at the interpersonal and problem-solving level, than at the level of language, per se. Again, on account her role of "teacher", she used a

minimal proportion of Type C : Code-switching Strategies.
In fact it is interesting to note that she was the only one
of the 12 subjects for the study, who used a significantlv
low proportion of codeswitching as compared to other
strategy types.

When we compare Meena's performance on the intera-
ctional skills with her use of communication strategies,
we find that her focus on Reformulation Strategies, was
matched by an extremely high proportion of moves under
"Progress through Task". This Corroborated Meena's leader-
ship role both in terms of group interaction, as well as
in terms of the use of communication strategies in order to
navigate within the task on hand.

Within Type A : Intra/Inter-lingual Strategies,she used a
greater proportion of the following strategies : "syntatic"
and "semantic translitera tion", "functional extension",
"overelaboration", "semantic contiguity" and "use of
superordinate term". In contrast to this she did not make
significant use of prefabricated patterns (both "appropriate"
and "inappropriate"); she also rarely used "message reduction :
economy/effect". Under Type B : Reformulation Strategies,
she used more of "self-repair", and very little of "other-
repair" - this was related to her pattern of interaction,
which revealed an extremely low proportion of moves under
Component III (Competition and Conflict). Her frequent use

of the strategies of "retrieval" and "fillers" was related
to her task of keeping the interaction going. Her use of the
categories "circumlocution" and "elaboration" was interesting
because, among the twelve subjects, she was the only one to
use an unusually high proportion of these strategies. Again
apart from her greater linguistic facility, this was also
largely the result of her role within the group - having
taken on the role of "teacher", she also adopted communica-
tion strategies that characterise teacher-talk.

Predictably, she rarely used "appeals" (both "direct"
and "indirect"); her role of "teacher", which required her
to provide answers/explanations, appeared to preclude appeals
to other participants. Similarly, she used "repetition" as
a strategy to convey semantic information, rather than as a
form of rehearsal of certain structures/lexis. Her interaction
in the group revealed a very low proportion of moves under
Component III : Competition and Conflict; this was echoed by
her rarely using the communication strategy "repetition :
challenge".

Her use of Type C : Code-switching Strategies was
minimal (9.3%). This in itself was a significant fact, since
it was probably her role within the interaction of the
group that had resulted in a deliberate attempt to reduce
code-switching. It is interesting to note that she did use
all the different code-switching strategies, though mini-

mally. She made comparatively more frequent use of the L1

as a form of "addressee-specification", and to express

"solidarity". Again, this suggested her ability to use

code-switching as a deliberate communicative devide,

rather than as a crutch in cases of communicative breakdown.

2.11   Learner 11 : Sonal

2.11.1 Field Observations :

Sonal was constantly involved in the activities of
the group and participated most of the time. She was very
articulate, and talked a lot, compensating for her lack of
accuracy in English through greater participation. Despite
the fact that she was not very proficient in English, she
rarely used Gujarati and made most of her contributions in
English. She was very confident and was capable of arguing
in order to justify her own ideas and opinions.

2.11.2 Communicative Competence in English
        (See Table 16 and 29)

Sonal's communicative competence in English, as
measured by her grade in English at the end of Semester I,
was average (Grade C on the seven-point scale). She fared
very poorly on the task of describing a process (Grade F),
in the written assignments. She fared somewhat better
(Grade C) on the receptive skills (making inferences,
identifying language functions). She also fared poorly
(Grade D) on the test in English, but predictably did better
in class participation (Grade B).

2.11.3 Self-rating on Communicative Competence in English
        (See Tables 16 and 30)

Sonal rated herself very high on the Communicative
Competence Scale (72.7%). Since this rating was obviously

higher than her actual competence in English, it may be considered as indicative of the high degree of confidence she displayed.

Her highest scores were on Area A : Participation (83.3%), Area F : Risk-taking (83.3%) and Area D : Adaptability (81.3%). Scores on most other areas were also fairly high : the only area on which she gave herself a low self-rating was Area G : Responsibility (37.5%).

2.11.4 Coping Strategies (See Tables 16 and 31)

Sonal did not obtain a high score on the Semi-projective Test for Measuring Coping Strategies (Grade C). The details of her scores indicated that she fared better on Category I : Solution, than on Category II : Activity, and Category III : Favourableness.

2.11.5 Interactional Skills (See Tables 15 and 32)

Half of Sonal's interactional moves could be classi-fied as Component I : Progress through Task (59.2%). Her contribution under the remaining areas (Component II : Supportive Behaviour and Component III : Competition and Conflict) was almost equal (20.2% and 19.3%, respectively). The moves that she used most frequently, such as "pressuri-sing", "directing/eliciting", "working independently", "rejecting offers", "disagreeing", and "competing for the floor", indicated her high degree of confidence. She also

made "bids" more frequently than some of the others, suggesting a certain willingness to participate. The proportion of her moves representing "agreement" was fairly high, as compared to the proportion of other moves that she made; however some of the other learners were much higher than Sonal, in the proportion of moves that they used to express "agreement".

It is interesting to note that there were no instances at all of "non-participation" in the activities of the group, or "refusing to follow" instructions/directions from another participant. "Non-participation", and "not following directions/instructions" are the only two items that directly demonstrate lack of co-operation; the fact that these two did not feature in Sonal's interactional behaviour was an indicator of her co-operative pattern of participation. Similarly, Sonal never used the move "disapproving", perhaps because it is a very strong negative move. It is likely that with her high degree of confidence she did not find it necessary to totally demolish the contribution of another participant : straightforward disagreement would be sufficient.

2.11.6 <u>Communication Strategies</u> (See Tables 14, 27 and 33)

A comparison across the three types of strategies revealed that almost half of the strategies used by Sonal could be classified under Type B : Reformulation Strategies (46.8%). She also used Type A : Intra/Inter-lingual Strategies

fairly frequently (35.6%). It needs to be stressed that she used comparatively very little of Type C : Code-switching Strategies, despite the fact that her medium of instruction at school was Gujarati, and despite the fact that her proficiency in English was not very high.

In Sonal's case, the fact that she used Type B : Reformulation Strategies more frequently, probably reflects her focus on interpersonal relations, and her willingness for risk-taking, rather than using, for instance, Type C : Code-switching Strategies which in the bilingual setting, involve considerably less "risk".

Within Type A : Intra/Inter-lingual Strategies, she made frequent use of the following strategies : "syntactic transliteration", "functional extension", "semantic transliteration", "semantic contiguity", and "use of superordinate term". In fact the proportion of her use of "semantic transliteration" was much higher than the proportion of other strategies used by her, and also much higher than the use of this strategy by other learners. This revealed her strong semantic orientation; her focus being on message rather than form, she used the quickest and least taxing route (transliteration) to convey semantic content. She made very little use of "prefabricated patterns"; this may be accounted for by the fact that her proficiency in English was not very high, and she therefore had fewer automatised patterns in English at her disposal.

Under Type B : Reformulation Strategies, Sonal used an interesting mix of strategies. The high freequency of use of the strategies of "circumlocution" and "elaboration" was surprising with reference to her linguistic ability, but was typical of her highly participative style of interaction and her high degree of confidence. She used more of "self-repair" than "other-repair". This may be related to her infrequent use of the interactional move "disapprove"; she appeared to avoid anything that might be construed as criticism by her fellow participants. Her extensive participation naturally called for frequent attempts at "retrieval", and a considerable amount of "offers", and "fillers". The co-operative style of interaction revealed in her interactional skills probably led to considerable use of "Repetition : accept". As might be expected of a highly confident individual, she made very few "appeals" (both "direct" and "indirect"). Surprisingly enough, however, she used "repetition : rehearsal" and "repetition : challege" more frequently.

Under Type C : Code-switching Strategies, it is interesting to note that she used "fillers" frequently; however, apart from this she made minimal use of Type C : Code-switching Strategies.

2.12   Learner 12 : Smita

2.12.1 Field Observations

As an individual, Smita was extremely quiet. Her interaction in the group largely consisted of speaking when spoken to. Apparently she was inhibited by her lack of communicative competence in English. However, it was obvious that she had very little trouble with comprehension; though silent, she often showed her involvement in the activities of the group and seemed to follow the discussion by others. She gave the general impression of "going along with" the suggestions/remarks of the other participants.

2.12.2 Communicative Competence in English (See Tables 16 and 29)

Smita fared very poorly on the Measure of Communicative Competence in English; she obtained Grade E on the seven-point scale, at the end of Semester I. She obtained low grades (E/F) on several written assignments, and she failed the test. As might be expected, she also obtained a low score on class participation, as compared to other learners.

2.12.3 Self-rating on Communicative Competence in English
         (See Tables 16 and 30)

Smita's self-rating on the communicative competence scale was surprisingly high (70.4%), considering that she was unusually shy, and that her competence in English was low.

Perhaps the high self-rating was a type of defence mechanism put into operation by a shy person.

She rated herself unusually high on Area A : Partici-pation (91.7%); she also obtained high scores on Area C : Tolerance (83.3%), Area D : Adaptability (81.3%) and Area F : Risk-taking (75%). Scores on the remaining areas were low.

It is also interesting to note that Smita did not give herself the minimum score ("never"), for any of the statements on the scale.

2.12.4 Coping Strategies (See Tables 16 and 31)

Smita's score on the Semi-projective Test for Measuring Coping Strategies was also fairly low (Grade C). The scores on the three categories indicated that she fared better on the categories "Solution" and "Favourableness" (Grade B on both categories). Her low score on "Activity" (Grade D) was consistent with her passive interactive role within the group.

2.12.5 Interactional Skills (See Tables 15 and 32)

The distribution of Smita's interactional moves across components revealed a very high predominance of moves under Component I : Progress through Task (62.9%). She also used moves under Component II : Supportive Behaviour, though less frequently (27.5%). Component III : Competition and Conflict was very minimally used (9.6%); Obviously Smita did not have

the confidence to use Component III : Competition and

Conflict, extensively. Her co-operativeness was indicated by

her use of Component II : Supportive Behaviour. However her

priority was definitely on completion of the task; this could

perhaps be an outcome of her retiring nature, which shied

away from the interpersonal involvement demanded by Component

II : Supportive Behaviour and Component III : Competition

and Conflict. Apart from "bids" and moves expressing

"agreement", Smita often revealed instances of non-participa-

tion in the activity of the group. As might be expected, she

often attempted to seek help. It is interesting to note that

her non-participation appeared to make her dissociate herself

from the group activity, yet she also often showed her

involvement by "expressing shared feeling" or by "joking".

Again, predictably, moves like "answering", "directing/

eliciting" and "disapproving" did not occur in her contribu-

tion to the interaction.

2.12.6 Communication Strategies (See Tables 14, 28 and 33)

Smita's strategies largely feil under Type C : Code-

switching Strategies (55.9%). She also used Type B : Refor-

mulation Strategies (28.7%) but very little of Type A :

Intra/Inter-lingual Strategies. This distribution was chara-

cteristic of her low degree of communicative competence in

English. In Smita's case, she had to resort extensively to

Code-switching Strategies in order to compensate for her

minimal competence in English.

None of the strategies within Type A : Intra/Inter-lingual Strategies (which required greater facility in English before they could be operationalised), occurred frequently.

Strategies occurring under Type B : Reformulation Strategies reflected her pattern of interaction; a very large proportion of her strategies consisted of "Offers". She also used "repetition : rehearse" and "repetition : accept". Naturally her use of "elaboration" and "circumlocution" was negligible, reflecting her strategy-use which, like her interactional skills, was the converse of learners such as Meena and Sonal. Strategies such as "self" and "other repair", "indirect appeals" and "repetition : Challenge" did not feature at all in her strategy-use.

Her use of Type C : Code-switching Strategies further supported the trends established in Types A and B. She made maximum use of code-switching to the L1 in order to avoid breakdown of communication, or in order to amplify/clarify/emphasise a point. Obviously this was an outcome of her low linguistic ability in English. She also used code-switching to "personalise" an argument or an opinion : apparently "amplification" and "personalisation" are more advanced skills and it may help to use the L1 (as described by Gumperz, 1982). The more sophisticated code-switching strategies of "message qualification" and "addressee specification", which involve adjustment of the message according to the interlocutor, did not occur at all in Smita's use of strategies.

3. DISCUSSION OF LEARNER PROFILES IN RELATION TO COMMUNICATION STRATEGY USE

This section provides a discussion of learner profiles in relation to communication strategy use. The discussion is based on :

1. Occurrence of communication strategies (Hypothesis 1); and

2. Frequency of use of communication strategies (Hypothesis 2).

3.1 Occurrence of Communication Strategies

One of the most basic findings from the data is related to the occurrence of different communication strategies in the talk of various learners. It had been hypothesised that "learners, regardless of their level of communicative compe-tence in English, are likely to use most of the various communication strategies" (Hypothesis 1). The data clearly confirms that almost all of the different communication strategies occur in the talk of each learner. There are very few instances of non-occurrence of a particular strategy. In fact Harida is the only learner who uses a relatively small range of strategies (Harida uses only thirteen of the thirty-five strategies analysed in the study); all the other learners have a large repertoire of communication strategies at their disposal (See Table 10). The findings reveal that many of the strategies cut across levels of communicative

TABLE 10

OCCURRENCE OF DIFFERENT COMMUNICATION STRATEGIES IN THE TALK OF TWELVE LEARNERS

Sl. No.	Type of Strategy	Learner												Total
		1	2	3	7	9	10	4	11	8	5	12	6	
1.	A1fi	+	+	+	+	+	+	+	+	+	+	+	+	12
2.	A2b	+	+	+	+	+	+	+	+	+	+	+	+	12
3.	B1e	+	+	+	+	+	+	+	+	+	+	+	+	12
4.	B2b	+	+	+	+	+	+	+	+	+	+	+	+	12
5.	B2ci	+	+	+	+	+	+	+	+	+	+	+	+	12
6.	C1a	+	+	+	+	+	+	+	+	+	+	+	+	12
7.	C1b	+	+	+	+	+	+	+	+	+	+	+	+	12
8.	C1c	+	+	+	+	+	+	+	+	+	+	+	+	12
9.	C1e	+	+	+	+	+	+	+	+	+	+	+	+	12
10.	C2b	+	+	+	+	+	+	+	+	+	+	+	+	12
11.	C2c	+	+	+	+	+	+	+	+	+	+	+	+	12
12.	A1b	+	+	+	+	+	+	+	+	+	+	+	–	11
13.	A1c	+	+	+	+	+	+	+	+	+	+	+	–	11
14.	A2a	+	+	+	+	+	+	+	+	+	+	+	–	11
15.	A2c	+	+	+	+	+	+	+	+	+	+	+	–	11
16.	A2d	+	+	+	+	+	+	+	+	+	+	+	–	11
17.	B1b	+	+	+	+	+	+	+	+	+	+	+	–	11
18.	B1d	+	+	+	+	+	+	+	+	+	+	+	–	11
19.	B2a	+	+	+	+	+	+	+	+	+	+	+	–	11
20.	B2cii	+	+	+	+	+	+	+	+	+	+	+	–	11
21.	B2ciii	+	+	+	+	+	+	+	+	+	+	–	+	11
22.	B2d	+	+	+	+	+	+	+	+	+	–	+	+	11
23.	C2d	+	+	+	+	+	+	+	+	+	+	+	–	11
24.	A1d	+	+	+	+	+	+	+	+	+	+	–	–	10
25.	A1e	+	+	+	+	+	+	+	+	+	+	–	–	10
26.	B1ai	+	+	+	+	+	+	+	+	+	+	–	–	10
27.	B1aii	+	+	+	+	+	+	+	+	+	+	–	–	10
28.	B1ci	+	+	+	+	+	+	+	+	+	+	+	–	10
29.	B1cii	+	+	+	+	+	+	+	+	+	+	–	–	10
30.	B2civ	+	+	+	+	+	+	+	+	+	–	+	–	10
31.	C1d	+	+	+	+	+	+	+	+	+	+	–	–	10
32.	A1fii	+	+	+	+	+	+	+	+	+	–	–	–	9
33.	A1ai	+	+	+	+	+	+	+	–	–	+	–	–	8
34.	A1aii	+	+	+	+	+	+	+	+	–	–	–	–	8
35.	C2a	+	+	+	+	+	+	–	+	+	–	–	–	8
	Total:	35	35	35	35	35	35	34	34	33	29	24	13	

Note: Legend: **+** = Occurrence.

   – = Non-occurrence.

competence in terms of their occurrence in learner-talk. The following eleven strategies form a common core, occurring in the talk of all the learners :

Strategy A1fi : Message reduction : avoidance

A2b : Semantic contiguity

B1c : Offer

B2b : Elaboration

B2ci : Repetition : rehearse

C1a : Avoidance of breakdown

C1b : Use of filler

C1c : Clarification/amplification/emphasis

C1e : Reversal to TL

C2b : Personalisation

C2c : Solidarity

Another set of twelve strategies occurred in the talk of all except one of the learners (generally Harida) :

Strategy A1b : Syntactic transliteration

A1c : Rule extension

A2a : Semantic transliteration

A2c : Contextual analogy

A2d : Use of superordinate term

B1b : Retrieval

B1d : Message abandonment

B2a : Circumlocution

B2cii : Repetition : accept

B2ciii   : Repetition : challenge

B2b   : Fillers

C2d   : Humour

A further set of eight strategies were used by ten out of the twelve learners :

Strategy A1d   : Functional extension

A1e   : Overelaboration

B1ai   : Restructuring/repair : self

B1aii : Restructuring/repair : Other

B1ci   : Appeal : direct

B1cii : Appeal : Indirect

B2civ : Repetition : emphasis

C1d   : Message qualification

Thus thirty-one communication strategies (out of a total of thirty-five strategies) occurred in the talk of almost all the learners.

The remaining four strategies did not occur in the talk of three or four of the learners :

Strategy A1fii   : Message reduction : for economy/effect

A1ai   : Prefabricated patterns : inappropriate

A1aii : Prefabricated patterns : appropriate

C2a   : Addressee specification

It is also interesting to note that six learners (Meena, Rakshma, Parul, Kailash, Hina and Bela) who represented a cross-section of levels of communicative

competence, used all thirty-five communication strategies. The findings therefore confirm Hypothesis 1 : "learners, regardless of their level of communicative competence in English, are likely to use most of the various communication strategies".

Confirmation of Hypothesis 1 is significant, because it suggests that the ESL learner's use of language does not reflect a developmental order for the use of communication strategies; a wide range of communication strategies is potentially available to all learners, regardless of their level of competence in the TL,[2] possibly on account of existing strategic competence in the L1. Apparently, differences among learners are based not so much on the range of strategies available to them, as on the frequency with which these strategies are used.[3]

3.2 Frequency of Use of Communication Strategies

Hypothesis 2 states that "individual learners will reveal differences in the frequency of use of various communication strategies". The learner profiles reveal considerable differences among learners in the frequency with which they use various strategies (See Tables 11, 14 and 33). This variation in frequency manifests itself in several ways :

There are differences at the individual level, in the range of frequencies used by individual learners. For some learners, the distribution of various strategies was fairly

TABLE 11

MAXIMUM AND MINIMUM FREQUENCIES OF USE (%) OF
COMMUNICATION STRATEGIES BY EACH LEARNER

LEARNER	Maximum Frequency of Use (%)	Minimum Frequency of Use (%) *
1	7.7	0.1
2	8.2	0.2
3	8.7	0.1
4	10.2	0.2
5	16.5	0.6
6	20.8	1.9
7	14.8	0.2
8	10.8	0.2
9	9.9	0.1
10	13.5	0.1
11	13.4	0.1
12	23.7	0.5

* Frequencies with zero value, indicating non-occurrence
of strategies, have been disregarded.

even; hence the range of variation in frequencies was fairly small. Other learners used a very high proportion of a few strategies, while the remaining strategies were used only marginally; in these cases, the range of variation in frequencies was comparatively greater. For instance, the talk of Rakshma, Kailash, Hina and Parul did not reveal a great difference in the frequency with which they used various strategies. Smita and Harida, however, used only three or four strategies very frequently; other strategies did occur, but were used very infrequently (see Table 11).

Another form of variation in frequency of use is based on the distribution of communication strategies across the three strategy types. Table 33 reveals different patterns of distribution across the three types of communication strategies : Type A : Intra/Inter-lingual Strategies, Type B : Reformulation Strategies and Type C : Code-switching Strategies. For instance Parul, Hina and Ranjit distribute their use of strategies fairly evenly across the three strategy types. Other learners such as Bela, Ila, Smita, Malti and Harida use Type A : Intra/Inter-lingual Staategies relatively infrequently (in fact Harida makes minimal use of strategies of Type A). Most learners use a fairly high proportion of Type B : Reformulation Strategies, and Type C : Code-switching Strategies; Meena and Sonal are the only learners who use a relatively low proportion of Code-switching

Strategies. The learner profiles suggest that predominance of Type C : Code-switching Strategies, in combination with infrequent use of Type A : Intra/Inter-lingual Strategies, may be related to low communicative competence in English. Predominance of Type B : Reformulation Strategies (which have an interpersonal orientation), may be related to a preference for a more cooperative pattern of interaction, with interactional moves under Component II : Supportive Behaviour exceeding moves under Component III : Competition and Conflict (See Table 32). In contrast to this, predominance of Type A : Intra/Inter-lingual Strategies (which are more linguistically oriented), may be related to a more competitive pattern of interaction, with the proportion of interactional moves under Component III : Competition and Conflict being equivalent to or exceeding those under Component II : Supportive Behaviour (See Table 32).

Finally, each communication strategy is differentially used by individual learners, in terms of its frequency (See Table 14).

All these findings confirm Hypothesis λ, suggesting that differences among individual learners are reflected in the frequency with which they use various communication strategies. These differences will be explored in greater detail in Section 4 of this chapter.

4.   PATTERNS OF COMMUNICATION STRATEGY USE

This section generalises the findings from the learner profiles, in order to identify patterns of communication strategy use. The learners' use of each communication strategy is correlated with their interactional skills, as well as with their scores on the Measure of Communicative Competence in English, the Communicative Competence Scale, and the Semi-projective Test for Measuring Coping Strategies. Hypotheses 3 , 4, 5, 6 and 7 are examined on the basis of results obtained from the correlation matrix. A non-parametric test - the Spearman Rank Order Correlation - is used to corroborate the findings from the correlation matrix.

4.1   Discussion of Findings from Correlation Matrix,

A correlation matrix of fifty-six variables was prepared,[4] in order to examine patterns of relationship among : a) the thirty-five communication strategies; b) the eighteen interactional moves; c) scores on the Measure of Communicative Competence in English; d) scores on the Communicative Competence Scale; and e) scores on the Semi-projective Test for Measuring Coping Strategies.

4.1.1   Correlations between Communication Strategies and
         Communicative Competence in English

Hypothesis 3 states that :

"Communicative Competence in English as measured by the grade in English (Vanikar and Palia), is likely to

correlate with the following communication strategies :

- Prefabricated patterns : inappropriate

- Prefabricated patterns : appropriate

- Syntactic transliteration

- Functional extension

- Message reduction : for economy/effect

- Semantic transliteration

- Semantic contiguity

- Restructuring/repair : self

- Retrieval

- Circumlocution

- Elaboration

- Fillers

- Code-switching : Solidarity."

Hypothesis 3 was tested on the basis of correlations between the learners' scores on the Measure of Communicative Competence in English, and their frequency of use of each communication strategy. Findings from the correlation matrix indicated a high positive correlation between the grade in English and the following communication strategies :

B1ai   : Restructuring/Repair : self (r=)   0.89

B2b   : Elaboration   0.89

A2b	:	Semantic Contiguity	0.88
A1b	:	Syntactic transliteration	0.86
B1b	:	Retrieval	0.79
A1e	:	Overelaboration	0.76
B2a	:	Circumlocution	0.76
A1d	:	Functional extension	0.73
A2a	:	Semantic transliteration	0.70

A positive correlation also existed between the grade in English and the following communication strategies :

C2c	:	Code-switching : Solidarity (r=)	0.60
A2d	:	Use of superordinate term	0.58
A1ai	:	Prefabricated patterns : inappropriate	0.55
A1fii	:	Message reduction : for economy/effect	0.54
B2d	:	Fillers	0.53

The correlation matrix also revealed high negative correlations between the grade in English and the following communication strategies :

B1e	:	Offer (r=)	-0.86
C1c	:	Code-switching : Clarification/ Amplification/Emphasis	-0.86
C1a	:	Code-switching : Avoidance of breakdown	-0.85
C1e	:	Code-switching : Reversal to TL	-0.73

B2ci   **:**   Repetition **:** Rehearse   -0.86

C2b   **:**   Code-switching **:** Personalisation   -0.65

The findings therefore corroborate all the correlations suggested in Hypothesis 3, with the exception of strategy A1aii : Prefabricated patterns : appropriate, which did not correlate with the grade in English. The findings also identify six strategies that are used more frequently by learners with low communicative competence in English. It is interesting to note that the six strategies that correlated negatively with the grade in English belonged only to Type B : Reformulation Strategies, and Type C : Code-switching Strategies. This suggests that learners with higher communicative competence in English tend to use Type A : Intra/Inter-lingual Strategies (which are more linguistically oriented), rather than Type B : Reformulation Strategies and Type C : Code-switching Strategies, which have a sociolinguistic/interpersonal orientation.[5]

4.1.2   Correlations between Communication Strategies and Self-rating on Communicative Competence in English

Hypothesis 4 states that :

"Self-rating on communicative competence in English as measured by scores on the Communicative Competence Scale (Vanikar and Palia), is likely to correlate with the following communication strategies :

    —   Restructuring/repair : self

- Restructuring/repair : other

- Appeal : direct

- Repetition : challenge."

Hypothesis 4 was tested on the basis of correlations between the learners' scores on the Communicative Competence Scale, and their frequency of use of each communication strategy. Findings from the correlation matrix indicated high positive correlation between the self-rating on communicative competence in English and the following communication strategies :

B1aii   : Restructuring/repair : other (r=)   0.89

A2d   : Use of superordinate term   0.71

B1ci   : Appeal : direct   0.62

In contrast, there was a negative correlation between the self-rating on communicative competence in English and the following communication strategy :

B2d   : Use of filler (r=)   -0.55

The findings corroborate only two of the correlations suggested in Hypothesis 4; no correlation was found to exist between self-rating on communicative competence in English and the other two strategies (Strategy B1ai : Restructuring/ repair : self, and Strategy B2ciii : Repetition : challenge). The findings also revealed a positive correlation with

Strategy A2d : Use of superordinate term, which had not been predicted in Hypothesis 4, and identified Strategy B2d : Use of fillers, as a strategy used more frequently by learners who rated themselves low on communicative competence in English.

These findings suggest that the learners' self-rating on communicative competence in English is not very closely related to differences in their use of various communication strategies. Possibly the learners' degree of confidence (which, to a great extent, accounts for the differences between learner scores on the Measure of Communicative Competence in English and on the Communicative Competence Scale) is less integral to their use of various communication strategies, than other variables such as their level of communicative competence or their patterns of interaction.

4.1.3 Correlations between Communication Strategies and Coping Strategies

Hypothesis 5 states that :

"Social coping strategies, as measured by scores on the Semi-projective Test for Measuring Coping Strategies (adapted from Coelho et al., 1963 and Sharma, 1979), are likely to correlate with the following communication strategies :

- Message reduction : economy/effect

- Restructuring/repair : self

- Retrieval

- Elaboration

- Repetition : emphasis

- Fillers

- Code-switching : addressee specification

- Code-switching : solidarity".

Hypothesis 5 was tested on the basis of correlations between the learners' scores on the Semi-projective Test for Measuring Coping Strategies, and their frequency of use of each communication strategy. Findings from the correlation matrix indicated positive correlations between the learners' scores on coping strategies and their use of the following communication strategies :

B2civ	: Repetition : emphasis (r=)	0.98
B2b	: Elaboration	0.61
A1e	: Overelaboration	0.60
C2a	: Code-switching : addressee specification	0.51

The correlation matrix also revealed negative correlations between scores on coping strategies and the following communication strategies :

B2ci	: Repetition : rehearse (r=)	-0.86
A2a	: Semantic transliteration	-0.63

A1fi   : Message reduction : as avoidance   -0.59

C2d   : Code-switching : humour   -0.55

The findings therefore corroborated only three of the correlations suggested in Hypothesis 5; the other six correlations predicted in the hypothesis were not found to be significant. However the findings also revealed a positive correlation with Strategy A1e : Overelaboration, which had not been suggested in Hypothesis 5. The findings also identified four communication strategies that were frequently used by learners who obtained low scores on coping strategies.

The findings therefore suggest that a relationship (positive or negative) does exist between the learners' coping strategies, and their use of some of the communication strategies. However, coping strategies are less closely related to differences in communication strategy use, than the learners' communicative competence or their patterns of interaction. This finding may be accounted for by the fact that the definition of "coping strategy", as used in this study, presupposes the occurrence of a problem; the view of communication strategy adopted in the study, however, does not necessarily include "problem-orientedness" (ef. Faerch and Kasper, 1983a; Faerch, 1984) as a defining criterion.

4.1.4 <u>Correlations between Communication Strategies and</u>
       <u>Interactional Skills</u>

Hypothesis 6 states that :

"Patterns of use of interactional skills, as measured
by scores on the Classification System for Measuring Intera-
ctional Skills (Vanikar and Palia), are likely to correspond
to patterns of use of communication strategies."

In order to test Hypothesis 6, a study was first made
of correlations among the various interactional moves, in
order to identify patterns of interactional skills.[6] Findings
from the correlation matrix indicated two basic patterns of
interaction (See Table 34). Pattern 1 included relatively
passive moves, such as "non-participation", "seek help", and
"bid for floor"; it also included moves such as "pressurise"
and "work independently", which focussed on the propositional
content of the task. A related set of moves has been
identified as Pattern 1a, because they correlate more with
the moves in Pattern 1, than in Pattern 2. The four moves
identified as Pattern 1a include supportive moves : "agree",
"approve", "express shared feeling", "joke". A separate set
of moves has been identified as Pattern 2; this set includes
moves such as "answer", "direct/elicit", "reject offer",
"disagree", etc., all of which imply manipulation/control
over the interaction.[7] The difference between these two basic
patterns of interaction may therefore be described as "more
dominant"/"less dominant"[8].

In order to establish a relationship between patterns
of use of interactional skills, and patterns of use of commu-
nication strategies, an analysis of the correlations between
each communication strategy and each interactional move,
was carried out. Those communication strategies that corre-
lated either with moves under pattern 1/1a or with moves
under Pattern 2 of the interactional skills, were identified.
Findings from the correlation matrix indicated three basic
clusters of communication strategy use, in relation to
patterns of interaction skills (see Table 36). Communication
strategies identified as belonging to Cluster I showed
significant correlations with interactional moves included
under Patterns 1 and 1a.

Another pattern of communication strategies (Cluster
II) correlated with interactional moves included under
Pattern 1/1a, as well as with moves included under Pattern 2.

A third pattern of communication strategies (Cluster
III), showed positive correlations with interactional moves
included under Pattern 2.

The correlation matrix also revealed that two communi-
cation strategies (A2d : Use of superordinate term; C1e :
Reversal to TL) did not correlate positively with any of the
interactional skills.

It is interesting to note that Cluster I, which
correlates with the less dominant interactional moves,

includes a high proportion of Type B : Reformulation
Strategies, and Type C : Code-switching Strategies. In
contrast, Cluster III, which correlates with the more
dominant interactional moves, mainly includes Type A :
Intra/Inter-lingual Strategies and Type B : Reformulation
Strategies. Predictably Cluster II, which cuts across the
more dominant as well as the less dominant interactional
moves, includes approximately equal proportions of Type A :
Intra/Inter-lingual Strategies, Type B : Reformulation
Strategies and Type C : Code-switching Strategies.

The findings therefore corroborate the hypothesised
relationship between patterns of use of interactional skills,
and patterns of use of communication strategies.

4.1.5 Clusters of Communication Strategy Use

Hypothesis   7 states that :

"The learners' use of communication strategies is
likely to reveal clusters, which may be placed along a
continuum".

Examination of the earlier hypotheses (Hypotheses 1-6)
reveals that the types of communication strategies used
correlate with :

   a. communicative competence in English; and

   b. patterns of interactional skills.

The findings presented in Section 4.1.1 of this chapter indicate that the communication strategies form the following three clusters (See Table 35) : .

Cluster A, which correlates positively with the grade in
       English;

Cluster B, which does not show a high degree of correlation
       with the grade in English; and

Cluster C, which correlates negatively with the grade
       in English.

The three clusters thus represent positions along a continuum of communicative competence in English :

High Communicative Competence		Low Communicative Competence
Cluster A	Cluster B	Cluster C

Similarly, the findings presented in Section 4.1.4 of this chapter indicate that the communication strategies form the following three clusters (Clusters I, II, III) (See Table 36) :
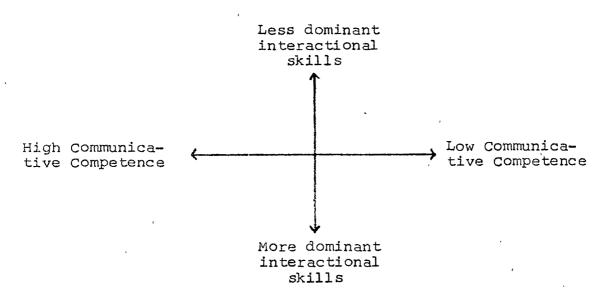
Cluster I, which correlates with less dominant interactional
       moves;

Cluster II, which correlates with more dominant, as well as
       less dominant interactional moves; and

Cluster III, which correlates with more dominant intera-
       ctional moves.

The three clusters (Clusters I, II, III) thus represent positions along a continuum of interactional skills :

Less dominant interactional skills	More dominant interactional skills

$\longleftarrow$ ———————————————————— $\longrightarrow$

Cluster I	Cluster II	Cluster III

The clusters of communication strategies used by an individual, may therefore be plotted along the intersection of these two continua :

```
                    Less dominant
                    interactional
                    skills
                         ↑
                         |
High Communica-          |           Low Communica-
tive Competence  ←———————+———————→   tive Competence
                         |
                         |
                         ↓
                    More dominant
                    interactional
                    skills
```

The findings from the profile of each learner therefore reveal clusters of communication strategy use, related to the level of communicative competence in English, as well as the pattern of interaction of the learner.

4.2   Discussion of Findings from Non-parametric Test

Since the present study is based on a case-study approach, which necessarily involves a small number of

subjects, a non-parametric test was also · used in order
to validate the results obtained from the correlation matrix.[9]
The Spearman Rank Order Correlation was used to examine a
sample of the results obtained from the correlation matrix.[10]

A sample was drawn from the correlation matrix to
represent the following :

   a. significant positive correlations

   b. significant negative correlations

   c. non-significant positive/negative
      correlations.

The sets of data for these correlations were re-anal-
ysed, using the Spearman Rank Order Correlation, in order to
determine whether the method of computation altered the
results obtained.

Findings from the test indicated that there was no
change in the degree of correlation, i.e. the significant
correlations on the correlation matrix were also significant
when computed by the Spearman Rank Order Correlation;
similarly, the non-significant correlations remained non-
significant when computed by means of the Spearman test (see
Table 12). The significant correlations (both positive and
negative) were slightly higher when computed by means of the
Spearman test than those for the same data on the correlation
matrix. In the case of variables 6 and 29, the result was a

TABLE 12

CORRELATIONAL ANALYSES OF SELECTED PAIRS OF
VARIABLES USING CORRELATION COEFFICIENTS r AND ρ

Variables	Correlation Coefficient	Spearmans Rank Order Correlation Coefficient
13, 54	0.89	0.91
1, 42	0.75	0.81
15, 54	0.79	0.84
32, 56	0.51	0.61
1, 8	0.87	0.73
27, 54	-0.85	- 0.86
21, 19	-0.82	- 0.91
3, 19	-0.90	- 0.93
6, 29	-0.65	- 0.91
7, 56	-0.59	- 0.51
20, 55	0.10	0.29
15, 55	0.18	0.32
13, 55	0.29	0.41
22, 55	- 0.41	- 0.26
25, 43	- 0.23	- 0.09
9, 23	- 0.16	- 0.09

considerably higher correlation, which, however, remained significant; in the case of Variables 1 and 8 as well as Variables 7 and 56, on the other hand, there was a decrease in the degree of correlation. The positive non-significant correlations were also slightly higher when computed by means of the Spearman test whereas the negative non-significant correlations were lower, using the Spearman test; all of them continued to remain below the level of significance.

It may therefore be assumed that the results from the correlation matrix are generally replicable, using a non-parametric test. This provides additional corroboration of the findings.

5. <u>Learner profiles and Patterns of Communication Strategy Use : Summary of Findings</u>

The findings from the study are summarised below :

1. Almost all the different communication strategies occur in the talk of each learner. A wide range of communication strategies is potentially available to all learners, regardless of their level of competence in the TL.

2. Differences among learners are reflected in the frequency with which they use various communication strategies. These differences are manifested in the range of frequencies observed for individual learners, the distribution of communication

strategies across the three strategy types, and the frequency with which each strategy is used by different learners.

3. Significant positive/negative correlations exist between most of the communication strategies, and the learner's level of communicative competence in English.

4. Significant positive correlations exist between only three communication strategies, and self-rating on communicative competence in English.

5. Significant positive correlations exist between only four communication strategies, and the learners' coping strategies; significant negative correlations also exist between another four communication strategies, and the learners' coping strategies.

6. The various interactional moves form three patterns of interaction, ranging from less dominant to more dominant interactional skills.

7. Significant positive/negative correlations exist between the three patterns of interaction and the three clusters of communication strategy use.

8. The various communication strategies correlate more frequently with the learners' communicative competence in English and their patterns of interaction; they correlate less frequently with the learners' coping strategies, and very infrequently with their self-rating on communicative competence in English.

9. The various communication strategies form three clusters (Clusters A, B and C), which represent positions along a continuum of communicative competence in English.

10. The various communication strategies form three Clusters (Clusters I, II and III), which represent positions along a continuum of interactional skills.

11. The clusters of communication strategies used by an individual may be plotted along the intersection of the two continua of communicative competence in English, and interactional skills.

12. Cluster A (which is related to higher communicative competence in English) consists mainly of Type A : Intra/Inter-lingual Strategies and Type B : Reformulation Strategies. Cluster B (which is located along the middle of the

continuum of communicative competence) consists
almost equally of Type A : Intra/Inter-lingual
Strategies, Type B : Reformulation Strategies,
and Type C : Code-switching Strategies.
Cluster C (which is related to lower communica-
tive competence in English) consists mainly of
Type B : Reformulation Strategies and Type C :
Code-switching Strategies.

13. Cluster III (which is related to a more dominant
pattern of interaction) consists mainly of
Type A : Intra/Inter-lingual Strategies, and
Type B : Reformulation Strategies. Cluster II
(which is located along the middle of the
continuum of interactional skills) consists
almost equally of Type A : Intra/Inter-lingual
Strategies, Type B : Reformulation Strategies
and Type C : Code-switching Strategies. Cluster
I (which is related to a less dominant pattern of
interaction) consists mainly of Type B : Reformu-
lation Strategies and Type C : Code-switching
Strategies.

14. Cluster A and III, Clusters B and II, and Cluster
C and I reflect a similar distribution of strategy
types (Intra/Inter-lingual Strategies, Reformula-
tion Strategies and Code-switching Strategies).

However, within these broad strategy types,

Clusters A/B/C and Clusters I/II/III do not

necessarily include the same strategies. Only

a few communication strategies are common to

Cluster A/III, Cluster B/II and Cluster C/I.

FOOTNOTES

1. Samples of transcribed data are provided in Appendix M.

2. Findings from a study by Bialystok (1983) indicate that there were no differences among levels of learners, in the quantitative use of strategies; differences, however, did occur in the type of strategy used.

3. Similarly, Ellis (1985) suggests that learners as well as native-speakers use the same strategy types; what distinguishes them is the frequency with which these strategies are used.

4. Tables 14, 15, and 16 provide a list of the fifty-six variables used for the correlation matrix.

5. Tarone (1977) finds that the proficiency level of the learner influences choice of strategy : the less able students whom she investigated preferred reduction to achievement strategies. Bialystok (1983), in her study of the selection and implementation of communication strategies by individual learners, arrived at a negative relationship between proficiency as measured by test performance, and the proportion of L1-based strategies used.

6. Seliger (1977) has mentioned the existence of two types of second-language learners, identified in terms of their mode of interaction with others in discourse : high input generators (HIGs), who frequently initiate interaction, and low input generators (LIGs), who basically speak only when spoken to. Tarone (1981b) has suggested that HIGs and LIGs may be differentiated in terms of the types of strategies used.

7. Variable 38 ("Seek approval") appears to be a relatively passive move. Analysis of learner talk, however, reveals that many of the moves classified under this category involved attempts to arrive at group consensus; it is therefore appropriate that this variable should correlate with moves in Pattern 2.

8. Variable 43 ("follow instructions/directions") and Variable 53 ("Compete for floor") correlated with moves under Pattern 1 as well as those under Pattern 2. Variable 48 ("not follow instructions/directions") did not correlate significantly with any of the other moves but appears to be more similar to moves in patterns 1 and 1a, then to moves in Pattern 2.

9. Siegel (1956) lists the following advantages of non-parametric tests:

   a. they are distribution-free, i.e. they do not assume that the scores under analysis are drawn from a population distributed in a certain way.

   b. they may be used with scores which are not exact in the numerical sense, but which in effect are simply ranks.

   c. they have computational simplicity.

10. Conover (1971) and Hatch and Farhady (1982) have also discussed the advantages of the Spearman Rank-Order Correlation (Rho).