

A P P E N D I X H

OVERVIEW OF PROFILES OF TWELVE LEARNERS

The four Tables included in this Appendix profile:

1. Background information pertaining to the twelve Learners (Table 13)
2. Learners' Frequency of Use (%) of Communication Strategies (Table 14)
3. Learners' Frequency of Use (%) of Interactional Skills (Table 15)
4. Learners' % Scores (Table 16) on:
 - 1) Communicative Competence in English
 - 2) Communicative Competence Scale, and
 - 3) Semi-projective test for measuring coping Strategies

TABLE 13

LEARNER PROFILES : BACKGROUND INFORMATION

Sr No.	Name	L1	Medium of instruction at school	Major area of Study		% Marks at Higher Secondary Exam.
				H.S.School	F.Y.College	
1.	Rakshma	Gujarati	English	Humanities	General Stream	50%
2.	Kailash	Hindi	Gujarati	Science	General Stream	69%
3.	Hina	Gujarati	Gujarati	Humanities	General Stream	59%
4.	Ranjit	Hindi	Gujarati	Humanities	General Stream	48%
5.	Kalti	Gujarati	Gujarati	Humanities	General Stream	48%
6.	Harida	Gujarati	Gujarati	Humanities	General Stream	51%
7.	Bela	Hindi	Gujarati	Science	Science Stream	49%
8.	Ila	Gujarati	Gujarati	Science	Science Stream	56%
9.	Parul	Gujarati	Gujarati	Science	Science Stream	66%
10.	Meena	Marathi*	English	Science	Science Stream	63%
11.	Sonal	Gujarati	Gujarati	Science	Science Stream	50%
12.	Smita	Gujarati	Gujarati	Science	Science Stream	55%

* Although Meena's L1 was Marathi, she spoke fluent Gujarati, having lived for several years in Gujarat.

TABLE 14

OVERVIEW OF COMMUNICATION STRATEGIES USED BY EACH LEARNER

		Frequency of Use (%) by each Learner											
Variable		1	2	3	4	5	6	7	8	9	10	11	12
Communication Strategy	No.	N = 1294	1170	1318	510	158	53	635	590	1308	3223	853	202
TYPE A: INTRA/INTERLINGUAL STRATEGIES													
SYNTACTIC													
Prefabricated patterns:													
A1a1	Inappropriate	1	2.0	1.5	1.7	1.4	0.6	-	0.2	-	0.2	0.7	-
A1a11	Appropriate	2	0.8	1.3	0.7	0.6	-	-	0.2	-	0.1	0.1	-
A1b	Syntactic transliteration	3	m6.4	7.2	5.5	2.7	1.3	-	1.8	2.4	4.7	5.6	1.9
A1c	Rule Extension	4	6.1	7.5	7.5	4.7	5.7	-	2.7	0.7	1.7	2.1	0.9
A1d	Functional Extension	5	3.3	2.7	1.8	2.4	-	-	2.2	2.2	3.8	5.1	1.5
A1e	Overelaboration	6	1.9	1.6	1.7	0.9	-	-	0.6	1.2	3.4	3.9	0.9
MESSAGE REDUCTION:													
A1f1	As avoidance	7	6.3	8.2	4.5	10.2	4.4	1.9	2.0	1.7	1.3	1.1	2.3
A1f11	For economy/effect	8	4.6	5.3	3.0	3.7	-	-	0.3	0.5	1.3	0.9	1.3
SEMANTIC													
A2a	Semantic transliteration	9	5.8	7.7	5.1	5.1	1.3	-	1.1	2.5	3.1	5.5	10.1
A2b	Semantic Contiguity	10	4.6	4.1	3.6	3.5	1.9	1.9	1.8	2.4	4.7	5.6	3.5
A2c	Contextual analogy	11	0.5	0.9	1.4	1.4	0.6	-	2.7	0.8	1.7	2.1	0.9
A2d	Use of Superordinate term	12	1.9	1.6	1.2	1.4	1.3	-	2.2	2.2	3.8	5.1	5.7

TABLE 14 (Continued)

		Frequency of Use (%) by each Learner											
Variable		1	2	3	4	5	6	7	8	9	10	11	12
Communication Strategy	No.	1294	1170	1318	510	158	53	635	590	1308	3223	853	202
TYPE B1: REFORMULATION STRATEGIES													
TASK-ORIENTED													
Restructuring/repair:													
B1a1	Self	13	5.6	2.3	4.8	1.3	-	0.3	0.7	2.3	7.4	3.2	-
B1a11	Other	14	1.5	1.2	0.5	2.5	-	0.7	0.2	0.1	0.4	0.7	-
B1b	Retrieval	15	5.7	5.1	5.6	3.3	2.5	3.5	6.3	9.3	13.5	13.4	2.5
Appeal													
B1c1	Direct	16	0.8	0.3	1.1	1.0	-	0.5	0.8	0.7	0.5	0.5	1.5
B1c11	Indirect	17	0.5	0.7	1.4	0.8	0.6	-	0.8	0.5	0.2	0.7	-
B1d	Message abandonment	18	0.3	0.3	0.5	0.4	0.6	1.1	1.3	0.9	1.7	2.9	0.5
B1e	Offer	19	2.0	3.7	3.0	8.8	16.5	15.1	10.2	8.3	3.9	1.1	10.9
EFFECT-ORIENTED													
B2a	Circumlocution	20	1.5	1.5	1.9	1.4	0.6	-	0.6	0.2	2.1	4.2	0.5
B2b	Elaboration	21	7.1	5.0	5.2	3.9	1.9	1.9	2.8	3.9	6.0	11.7	0.9
REPETITION:													
B2c1	Rehearse	22	0.8	0.9	1.4	4.3	13.9	20.8	2.5	2.7	0.4	0.1	5.4
B2c11	Accept	23	2.8	1.7	2.3	1.4	3.8	-	6.1	8.1	3.9	2.4	3.4
B2c111	Challenge	24	3.1	0.2	0.5	0.2	0.6	1.9	0.8	0.5	0.8	0.5	-
B2c1v	Emphasise	25	0.8	0.5	1.1	0.6	-	-	1.3	0.8	2.3	1.1	1.5
B2d	Use of filler	26	1.2	2.1	2.5	2.9	-	1.9	1.1	1.4	3.7	8.3	1.5

TABLE 14 (Continued)

		Frequency of Use (%) by each Learner											
Variable		1	2	3	4	5	6	7	8	9	10	11	12
No.	N-	1294	1170	1318	510	158	53	635	590	1308	3223	853	202
Communication Strategy													
TYPE C : CODE-SWITCHING STRATEGIES													
TASK-ORIENTED													
C1a	Avoidance of breakdown	27	1.3	0.3	2.5	3.1	10.1	15.1	14.8	9.1	1.5	0.1	23.7
C1b	Use of filler	28	7.5	7.3	8.7	7.1	7.0	5.7	3.6	2.9	1.7	0.6	1.9
C1c	Clarification/amplification/emphasis	29	4.2	5.0	6.6	7.6	5.1	20.7	11.2	10.8	3.4	0.5	15.3
C1d	Message qualification	30	2.2	2.3	1.4	0.8	1.9	-	0.6	2.9	2.1	0.6	-
C1e	Reversal to TL	31	4.8	4.9	5.0	5.5	7.6	7.5	8.2	9.2	4.7	1.9	6.4
EFFECT-ORIENTED													
C2a	Addressee specification	32	0.8	0.3	1.0	-	-	-	0.9	3.4	5.4	2.3	-
C2b	Personalisation	33	1.2	2.6	3.1	1.8	4.4	3.8	6.8	3.5	4.7	0.5	5.4
C2c	Solidarity	34	1.0	1.2	1.7	1.8	0.6	1.9	2.9	5.4	9.9	2.5	1.9
C2d	Humour	35	0.1	0.8	0.1	0.6	1.3	-	0.6	0.2	0.3	0.3	0.9

TABLE 15

FREQUENCY OF USE (%) OF INTERACTIONAL SKILLS BY EACH LEARNER

Interactional Skills		L e a r n e r												
		Variable No.	1 404	2 197	3 383	4 201	5 104	6 39	7 301	8 276	9 219	10 785	11 228	12 167
COMPONENT I : PROGRESS THROUGH TASK														
1. Non-participation	36	-	-	3.5	-	-	20.2	46.1	0.3	0.7	-	-	-	8.4
2. Seek help	37	1.7	1.0	7.3	7.3	2.5	-	2.5	2.7	1.4	3.2	1.9	2.2	4.2
3. Seek approval	38	4.2	1.0	4.9	4.9	2.5	1.9	-	2.3	0.7	2.3	5.9	1.3	2.8
4. Bid	39	22.3	35.5	30	30	29.3	50.0	28.2	40.5	31.5	31.9	24.9	44.3	44.3
5. Answer	40	15.1	12.2	5.7	5.7	5.9	0.9	-	1.7	2.5	3.2	18.8	1.8	-
6. Pressurise	41	3.7	0.5	3.4	3.4	2.9	2.9	7.7	2.7	4.0	2.7	1.6	6.1	2.8
7. Elicit/Elicit	42	21.8	10.6	12	12	12.9	1.9	-	0.9	1.8	3.6	23.3	3.5	-
COMPONENT II: SUPPORTIVE BEHAVIOUR														
1. Follow Instructions	43	2.2	-	-	2.9	0.5	0.9	2.5	0.7	1.1	0.5	-	0.9	1.2
2. Agree	44	10.4	11.7	10.2	10.2	14.9	13.5	7.7	24.9	25.4	19.6	12.9	13.6	14.9
3. Approve	45	0.7	0.5	-	-	0.9	-	-	2.9	3.3	2.3	0.1	1.8	1.8
4. Express shared feeling	46	1.5	-	1.8	1.8	1.5	0.9	-	3.9	3.6	5.0	0.2	2.2	5.9
5. Joke	47	0.7	3.5	1.3	1.3	1.5	0.9	-	1.9	2.5	3.6	0.6	1.8	3.6
COMPONENT III: COMPETITION AND CONFLICT														
1. Not follow instructions	48	0.2	-	-	0.3	-	-	-	-	-	1.4	-	-	-
2. Work Independently	49	-	-	-	0.3	0.5	-	-	3.3	3.6	4.6	-	3.1	2.4
3. Reject offer	50	3.5	5.1	6.0	6.0	6.9	-	2.5	4.9	5.4	6.8	3.3	4.4	2.9
4. Disagree	51	8.9	11.7	8.1	8.1	10.9	4.8	2.5	5.3	7.2	4.6	6.1	7.0	2.9
5. Disapprove	52	0.9	1.5	0.5	0.5	0.5	0.9	-	0.6	0.7	0.9	-	-	-
6. Compete for floor	53	2.2	1.5	5.2	5.2	5.5	-	-	2.9	4.3	3.6	-	4.8	1.2

T A B L E 16

LEARNERS' SCORES ON THE THREE MEASURES

Variable		Score of Learner												
No.		1	2	3	4	5	6	7	8	9	10	11	12	
1. Communicative Competence in English: Grade on 7-point scale		B	C	C	D	D	E	D	D	C	B	C	E	
	% Score	54	66.6	50.0	50.0	33.3	33.3	16.6	33.3	33.3	50.0	66.6	50.0	16.6
			78	48	65	74	52	50	57	59	66	52	64	62
2. Score on the Communicative Competence Scale (max.88)		B	C	B	D	C	B	C	B	B	A	C	C	
	% Score	55	88.6	54.5	73.8	84.0	59.0	57.0	64.7	67.0	75.0	59.0	72.7	70.4
3. Semi-Projective Test for Measuring coping Strategies: Grade on 5-point scale		B	C	B	D	C	B	C	B	B	A	C	C	
	% Score	56	80.0	60.0	80.0	40.0	60.0	80.0	60.0	80.0	80.0	99.9	60.0	60.0