

Effects of Communicative Strategies Instruction on Korean EFL College Students*

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Han, Jiyoung & Lee, Kilryoung. (2012). Effects of communicative strategies instruction on Korean EFL college students. *Modern English Education*, 13(3), 39-62.

With the increasing importance of communicative competence, it is necessary to teach L2 learners communicative strategies (CSs). This study aims to investigate the effects of CSs instruction on Korean college students. In the present study, 45 students received nine-week CSs instruction from a NEST (Native-Speaking English Teacher). In order to examine the effects of CSs instruction in depth, methods of a triangulation were used. That is, data were collected from a questionnaire of 45 students on their strategies use, interviews with a pull-out group consisting of four students, and pre-, during-, and post- discussion tasks of the pull-out group. The findings indicate that CSs instruction affected participants' use of CSs and enhanced L2 interaction. The students seemed to develop further understanding of L2 interaction after CSs instruction. They employed CSs to negotiate meaning as they learned CSs. Clarification request significantly increased after CSs. Based on the findings, several suggestions for further studies are also offered.

[communicative strategy/interaction/classroom interaction/
의사소통전략/상호작용/교실상호작용]

I. INTRODUCTION

L2 oral communication including interaction is important not only for meeting the social

* This research was supported by the Hankuk University of Foreign Studies Research Grant in 2011.

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needs in globalized circumstances, but also for an individual's L2 development (Long, 1983, 1996). Long (1996) argued that negotiation of meaning occurs during L2 interaction in order to get the speakers' intended meaning through modifications, and it would facilitate second language acquisition (SLA). Although interaction is regarded as a crucial factor for SLA, almost every L2 learner faces communication breakdowns in face-to-face communication and spends a lot of time and effort to compensate for them (Dörnyei, 1995). One of the reasons for this is a lack of strategic competence (Dörnyei & Thurrell, 1991; C. J. Uhm, 2003), which is included in Canale's (1983) model of communicative competence. According to Canale and Swain (1980), strategic competence is the ability to utilize verbal and nonverbal strategies "to compensate for breakdowns in communication due to performance variables or insufficient competence" (p. 30).

With the increasing importance of communicative competence, the necessity of communicative strategies (CSs) instruction was stipulated in the Seventh National School Curriculum of the Ministry of Education, Science and Technology (2008). However, grammatical competence is still emphasized while strategic competence has been disregarded in most Korean English classrooms (C. J. Uhm, 2003). It has also been shown that English textbooks used in middle and high school classes do not reflect various CSs use (S. H. Hong, 2009; Y. Kim, 2010; C. J. Uhm, 2006).

Among the CSs research conducted in Korea, a great part has concentrated on identifying how communication breakdowns occur and how they are repaired (e.g., H. Choi & S. M. Choi, 2010; K. Sung & Y. S. Ryu, 2005; C. J. Uhm, 2006). There is little research about instruction of CSs on Korean learners and effectiveness of instruction of CSs. Furthermore, much of the existing literature on CSs instruction examined interaction between a NS and a NNS though more attention has been given to the interaction between NNSs recently (Foster & Ohta, 2005; Mayo & Pica, 2000; Pica, Lincoln-Porter, Paninos & Linnell, 1996). Besides, it should also be considered that most of the previous CSs studies like Pica et al. (1996) were conducted mostly quantitatively. This study aimed to investigate the effects of CSs instruction on Korean learners with limited English proficiency and also interaction between NNSs. Also it dealt with the learners' perceptions of CSs instruction by combining quantitative and qualitative methods. The research questions were raised as follows:

1. How does CSs instruction affect L2 interaction of Korean learners with limited English proficiency?
2. How does CSs instruction affect the strategies use of the participants?

Participants in this study were Korean college students with low level of L2 proficiency. Since several studies (Bejarano, Levin, Olshtain & Steiner, 1997; Brett, 2001; H. Choi & S.

M. Choi, 2010; Dörnyei, 1995; Lam & Wong, 2000; Maleki, 2007; Nakatani, 2010; Rost & Ross, 1991) have already found that advanced learners were able to exploit compensation strategies, low level students of L2 proficiency were chosen to see if learners with limited L2 knowledge could enhance their communication by employing CSs after receiving CSs instruction. This study is adapted from J. Han's (2012) thesis.

II. THEORETICAL BACKGROUND

1. Definitions and Taxonomies of Communicative Strategies

Since Selinker (1972) introduced the notion of 'communication strategy' (cited from M. J. Song, 1997), various definitions and taxonomies have been developed. Broadly, they can be divided into two main stances according to what approach they follow. That is, interactional approach (e.g., Tarone, 1980; Varadi, 1980) and psycholinguistic approach (e.g., Bialystok, 1990; Bongaerts & Poulisse, 1989; Færch & Kasper, 1983). The former paid attention to learner's compensating behaviors for the lack of L2 knowledge occurring in L2 communication. According to Tarone (1980), CS is defined as "a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared" (p. 420). From this approach, various taxonomies have been offered. Dörnyei and Scott (1997) reviewed them and presented a representative taxonomy. Avoidance or reduction strategies and achievement or compensatory strategies are included in this taxonomy. Avoidance strategies (e.g., message abandonment, topic avoidance) are employed when L2 learners reduce or abandon the intended message whereas achievement strategies (e.g., circumlocution, approximation, use of all-purpose words, appeal for help, use of fillers) are used when the learners intend to somehow compensate for their linguistic deficiencies.

On the other hand, the scholars who took the psycholinguistic approach raised the question as to the definition proposed by an interactional stance arguing that: 1) they focused only on the surface structure of interlanguage not seeking to investigate the cognitive psychological dimensions underlying CSs use; and 2) CSs use is not limited to the interactional situation. That is, L2 learners also employ them in individual problem-solving situations. According to Færch and Kasper (1983), CSs are "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communication goal" (p. 36). Their taxonomy consists of two categories: the 'linguistic strategies' and the 'conceptual strategies'. It is considered that the former is used when L2 learners exploit linguistic knowledge in order to compensate for their L2 deficiency, whereas the latter is used when they resort to conceptual knowledge.

More recently, Nakatani (2005, 2006, 2010) used the term oral communication strategy (OCS) instead of CSs to “specifically focus on oral interaction” (2005, p. 79) and to emphasize the “interlocutor’s negotiation behavior for coping with communication breakdowns and their use of communication enhancers” (2010, p. 118). Nakatani (2010) developed the Oral Communication Strategy Guide Sheet (OCSGS) in order to conduct CSs training for female Japanese college students. CSs in this study are defined, as in Nakatani’s studies, as learner’s “negotiation behavior for coping with communication breakdowns and their use of communication enhancers” when they are engaged in L2 oral conversation.

2. Teachability of Communicative Strategies

Teachability of CSs is a controversial issue. Those who take psycholinguistic view compare learners’ L2 performance with their L1 performance and find similarities between them (Faucette, 2001). The studies conducted in the Nijmegen university group showed there were no important differences in the use of strategies between NSs and L2 learners and between learners at different proficiency levels when they were engaged in referential communication tasks (Kellerman, 1991). According to Kellerman, these results showed L2 learners already had strategic competence, which was transferable to L2 performance. Therefore, he argued that one should “teach the learners more language and let the strategies look after themselves” (p. 158). It is argued, however, that most of the opposing arguments to CSs teaching were based on indirect evidence not on direct evidence from CSs instruction (Dörnyei, 1995).

On the contrary, interactional approach supports the idea of teaching CSs in class because 1) CSs can help learners overcome communication breakdowns, enabling maintenance of L2 conversation (Nakatani, 2005, 2006, 2010); 2) traditional “classroom-learners” hardly use CSs compared with “street-learners” who acquire L2 in an ESL setting (Willems, 1987); and 3) teaching CSs can enhance learners’ self-confidence (Dörnyei & Thurrell, 1991; Kebir, 1994; Nakatani, 2005). An increasing number of studies have provided empirical evidences showing the usefulness of CSs training (e.g., Bejarano et al, 1997; Brett, 2001; H. Choi & S. M. Choi, 2010; Dörnyei, 1995; Lam & Wong, 2000; Maleki, 2007; Nakatani, 2010; Rost & Ross, 1991).

Dörnyei (1995) conducted a strategy training course on Hungarian learners of English, who were between 15 and 18 years old, over six weeks, with three lessons a week. The post-oral test results from the treatment group showed improvement of the quality of circumlocutions and the frequency of fillers and circumlocutions.

Along with the test scores, Brett (2001), Lam (2006), and Nakatani (2010) conducted self-report questionnaires asking about the learner’s strategy use. The pre- and post-

training questionnaire data showed that the learners used more strategies after training (Brett, 2001; Lam, 2006). Also Nakatani found that there was a positive correlation between the use of some strategies and students' oral proficiency.

Whereas the above studies presented test scores as evidence, Lam and Wong (2000) analyzed transcriptions of group discussion. Fifty seven junior high school students with intermediate level of proficiency living in Hong Kong received CSs instruction. The results showed that the students attempted more strategies in the post-training discussion than in the pre-training discussion. With the review made above, it is shown that teachability of communicative strategies is a controversial issue.

III. METHODOLOGY

To enhance the validity of the study, methods of triangulation were used. This methodological triangulation is regarded to compensate for the weakness of each method (Dörnyei, 2007). First, a questionnaire on 45 students' strategies use were administered before and after the CSs instruction to extensively explore how CSs instruction altered students' use of strategies. Second, group discussions of a pull-out group consisting of four students were conducted before, during, and after the CSs instruction in order to examine the effectiveness of CSs instruction in-depth. Lastly, the interviews with the teacher and the pull-out group were analyzed to inquire of their perceptions on CSs instruction.

1. Participants

FIGURE 1 shows participants in each data collection method. The participants for the questionnaire were 45 freshmen, all female, from the Department of Secretarial Studies at a two-year vocational college in Gyeonggi province in South Korea. They enrolled in a mandatory course, 'Basic English Conversation'. The English proficiency level of the students was evaluated as low through the observation of the teacher and the researcher, and with self-perceived level assertion on a given questionnaire.

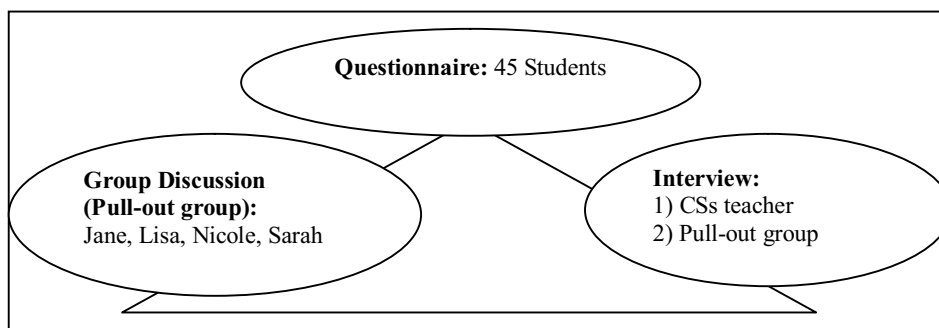


FIGURE 1 Participant in Each Data Collection Method

Except for one student who traveled in Taiwan for a week and the other who had an experience doing a homestay in New Zealand for two weeks, none of the students had any experience living abroad. The students participated in the questionnaire before and after the course.

In the class, four students volunteered to participate in group discussion tasks outside of regular class hours. TABLE 1 shows the participants' demographic information.

The teacher of the CSs instruction was a male NEST, who holds a TEFL certification and an MA in broadcasting. He is in his late 20's. He has taught English in Korea since 2007. Before initiating CSs instruction, the teacher was given instructions on the purpose of CSs, which CSs would be covered, and also which procedure the instruction would follow. He agreed to teach CSs in his class because he thought it would benefit his students.

TABLE 1
Students' Demographic Information

Name	Gender	Age	Yr.	English proficiency	Affective state of speaking English
Jane	F	20	1	Low	Nervous
Sarah	F	20	1	Low	Afraid
Nicole	F	20	1	Low	Enjoyable
Lisa	F	21	1	Low	Nervous

Note. Pseudonyms were used to preserve anonymity.

2. Procedure

CSs instruction was conducted from March to June 2011 (see APPENDIX for the schedule of CSs instruction). The class met once a week for two hours, which was divided into two sessions. During the first session, the teacher taught business English based on the

Workplace English (Helgesen & Adams, 1995). CSs were taught at the second session for about 30-40 minutes and it was observed by the researcher using video-recording and field notes. There were 45 students sitting in the classroom, and the seats were fixed so that the instructor could easily remember the names and faces of the students. The teacher was standing at the front. The CSs instruction followed three stages as illustrated in FIGURE 2.

In the presentation stage, the instructor explicitly explained new strategies using the beam projector with a couple of examples. During the whole-class practice stage, all the students answered the questions on the handout together for about 10-15 minutes. The handout was taken from the material, '*Conversation Strategies: Pair and Group Activities for Developing Communicative Competence*' written by Kehe and Kehe (2009). During the role-play stage, students were asked to work in pairs based on the handout for about 10-15 minutes

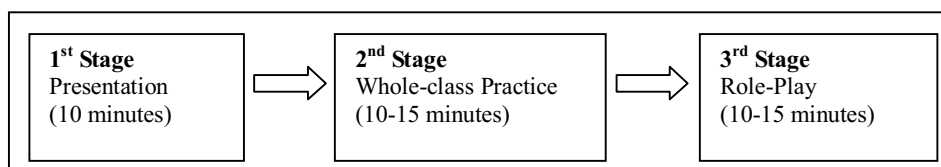


FIGURE 2 CSs Instruction Procedure

Target strategies were chosen from the Oral Communication Strategy Guide Sheet given by Nakatani (2010) because it focused on the negotiation of meaning during interaction, which was the main concern of the present study. Detailed explanations of each strategy and example are presented in TABLE 2.

TABLE 2
Target Strategies for CSs Instruction

Strategies	Description	Examples
Response for Maintenance	It is to respond to the interlocutor's utterance to maintain conversation and also to show listener understands.	That's great! I see. Oh, really?
Confirmation Checks	It refers to the listener's question to ensure listener's own understanding of interlocutor's utterances.	You mean...? Did you say...?
Comprehension Check	It is used for the speaker to ensure if the interlocutor understood him/her.	Do you understand what I said?
Clarification Requests	It is used when the listener does not follow the speaker.	What does it mean? Excuse me?

Appeal for Help	It is to explicitly ask for interlocutor's assistance to solve communication problems including asking for repetition.	Speak slowly, please Please say that again
Time Fillers	It is used to gain time to think and maintain conversation.	Well..., let me see...

3. Data Collection

1) Discussion Tasks

Discussion tasks were the prime method of the present study. It was conducted before, during, and after the CSs instruction in order to examine how CSs instruction actually affects participants' L2 interaction in-depth. Four students participated in discussions. They met the researcher in their school to carry out the tasks on the scheduled day, separately from the CSs class. Four students sat in a circle so that they could see each other. Different topics for each time were given to avoid an effect from the previous task. For each topic, relative familiarity to female college students and complexity was considered in order to elicit active interaction as Tarone and Yule (1989) suggested. The students were asked to discuss what facilities to buy for school gym with a 50,000,000 won budget in pre-discussion (adapted from Lam & Wong, 2000). In during-discussion, students exchanged opinions on how to make an itinerary for a foreign friend who would visit Korea soon. Finally, in the post-discussion, they were to make an English study plan for summer vacation under the assumption that they would study together. All topics were presented in Korean considering the students' English level. The students were given five minutes to prepare the discussion in Korean. Each task was video-recorded and transcribed. Four students who volunteered for group discussion tasks were asked to keep a strategy journal to raise awareness of taught CSs (Nakatani, 2005).

2) Questionnaire

A questionnaire was conducted for 45 students in the class before and after the instruction for ten minutes. Nakatani's (2006, 2010) Oral Communication Strategy Inventory (OCSI) was adopted, modified, and translated into Korean for the study. OCSI includes self-reported questions about respondent's strategy use. It consists of two parts of strategies for speaking and those for listening, and includes several factors. The reliability (Cronbach's alpha) was .86 and .85 for listening part. Among the items, 14 questions directly related to the present study were extracted as shown in Table 3. In addition to the questions about strategies use, the questions asking for the respondents' information were included as seen in TABLE 3 (for Korean-translated version). The respondents were to

choose one answer among a five-point Likert scale: 1) Never true of me, 2) Generally not true of me, 3) Somewhat true of me, 4) Generally true of me, 5) Always true of me.

TABLE 3
Questionnaire about Respondent's Strategy Use

Achievement Strategies	
1. I try to use fillers when I cannot think of what to say.	
2. I make comprehension checks to ensure the listener understands what I want to say.	
3. I repeat what I want to say until the listener understands	
4. While speaking, I pay attention to the listener's reaction to my speech.	
5. I give examples if the listener doesn't understand what I am saying.	
8. I ask for repetition when I can't understand what the speaker has said.	
9. I make a clarification request when I am not sure what the speaker has said.	
10. I ask the speaker to use easy words when I have difficulties in comprehension.	
11. I ask the speaker to slow down when I can't understand what the speaker has said.	
12. I make clear to the speaker what I haven't been able to understand.	
13. I send continuation signals to show my understanding in order to avoid conversation gaps.	
14. I ask the speaker to give an example when I am not sure what he/she has said.	
Avoidance Strategies	
6. I reduce the message and use simple expression.	
7. I leave a message unfinished because of some language difficulty.	
For pre-training questionnaire	For post-training questionnaire
1. What is your gender? 1) male 2) female	1. How do you evaluate your general English ability? 1) advanced 2) intermediate 3) low
2. Have you ever stayed abroad? If so, please write down where and how long you have stayed.	2. How do you evaluate your English speaking ability? 1) advanced 2) intermediate 3) low

3) Interviews

Each participant who took part in the discussions was interviewed three times. At the beginning of the course, the participants were interviewed on their overall L2 background and interest in L2. The second semi-structured interview was conducted right after the course to explore how they perceived CSs instruction. Lastly, a stimulated recall was conducted after analyzing the discussion data to verify if the improvements detected during data analysis were due to the instruction and to inquire if they have retained taught CSs after the course. During the stimulated-recall interview, each participant was interviewed

after watching recorded pre-, during-, and post discussions. All interviews were conducted in Korean and video-recorded.

IV. METHODS OF DATA ANALYSIS

Video-recorded discussion tasks were transcribed and analyzed. Each transcript was analyzed focusing on 1) the nature of overall interaction, and 2) participants' use of CSs to investigate what changes are found throughout the pre-, during, and post- discussions. Regarding CSs use, a coding scheme was developed as presented in TABLE 4. It shows the identified strategies with the examples that appeared in the present data.

TABLE 4
CSs Category for Analysis

Achievement Strategies		Example in the Present Data
Help-seeking strategies	Appeal for help	I don't understand Can you repeat that?
	Signals for negotiation	Comprehension checks Confirmation checks
		Right? Are you mean, when, when someone, test...wrong?
	Clarification requests in L2	What?
	Clarification requests in L1	Eung (What)?
Using fillers	Time-gaining	Uhm...
Response for maintenance	Providing target-like response	O.K. Fine
	Providing response in L1	Eung (Yeah)
Reduction Strategies		
L1-based strategies	To resort to L1	So very very... <i>Bulpyeonaega moeji</i> (What is 'inconvenient' in English)?
IL-based strategies	Inappropriate order, interlanguage	Simple eat

To ensure reliability, an independent coder, a trained MA student of TESOL was brought in alongside the researcher. First, she coded half of the pre- discussion transcript with the researcher to develop consistency. Then she worked independently on the remaining transcripts of the whole pre-, during-, and post- discussions. All discrepancies were discussed until the researcher and the independent coder reached a mutual agreement. The strategies were classified focusing on their underlying function rather than the form. For example, in the following Excerpt1, as Nicole did not understand what Lisa meant by

'shoes', she requested clarification by repeating 'shoes'. In this case, considering the function of utterance, 'shoes' was classified as clarification request. Underlined utterances in each Excerpt in this study indicate identified CSs. The frequencies of each CSs use in each task were counted.

Excerpt 1

Lisa: I tell him...hum...he...you comfortable shoes

Nicole: Shoes?

Lisa: Have, you have comfortable shoes

[During-discussion]

To analyze the questionnaire data, SPSS STATISTICS 19 was used. In order to investigate the changes of their strategies use before and after the instruction, the mean value of each question in pre- and post- questionnaire was compared descriptively. Furthermore, statistical significance of the difference between the two questionnaires was examined by employing a paired-samples t-test. The interview transcription was read by the researcher several times, and classified into 1) perceived advantages of CSs instruction, and 2) perceived difficulties and limitations of CSs instruction. In particular, stimulated recall data were analyzed to confirm whether CSs use was due to CSs instruction. Interview data were translated into English by the researcher.

V. RESULTS AND DISCUSSION

1. Research Question 1: How does CSs instruction affect L2 interaction of Korean learners with limited English proficiency?

As the result of analysis, some changes were observed throughout the pre-, during, and post- discussion tasks. That is, the observations were gradual decrease of interaction focusing on L2 vocabulary, gradual increase of interaction focusing on content or topic, gradual increase of authentic interaction, and way of discussing topic, and gradual increase of negotiation of meaning.

Most of the interaction in pre- discussion was more focused on L2 vocabulary rather than on the content produced in relation to the topic as seen in Excerpt 2.

Excerpt 2

Nicole: *Jogeumi meoji* (what is 'small' in English)?

Jane: Little?

Nicole: *Ani (No)...jariga jogeumatago* (I mean, the place is small)
 Jane: I don't know
 Sarah: *Bijobtta* (small)
 Lisa: Small size
 Jane: Little
 Lisa: Campus small
 Jane: [Ah...
 Sarah: [Uhm...
 Nicole: Small, [small
 [Pre-discussion]

Nicole wanted to say the campus was small. Since she could not find the proper vocabulary for it, she asked for help in L1. With other participants' efforts and help, Nicole finally could say 'small'. While much of the interaction concentrated on L2 vocabulary, a meaning-based interaction hardly ever appeared in pre-discussion. The following Excerpt 3 shows the meaning-based interaction without focusing on vocabulary.

Excerpt 3

Jane: ...Uh...Swimming pool is...um...very long distance
 Lisa: *Eung* (yeah)...
 Jane: Pool...long distance
 Sarah: *Eung* (yeah), *Eung* (yeah), *Eung* (yeah)
 Jane: Because...just because? not easy, I don't have reason
 Sarah: I agree to: you, same, uhm very very hot, swimming pool, cold water, I'm swimming ((gesture of swimming))
 Lisa: Do you like swim?
 Sarah: So so (hh)
 Jane: Really?
 [During-discussion]

As Jane suggested establishing a swimming pool in the gym, Sarah expressed her agreement. Then Lisa asked if Sarah liked swimming. The participants exchanged their ideas in this part, not asking for correct L2 expressions. This interaction is more authentic and natural than the interaction dealing with L2 vocabulary, but it barely appeared in pre-discussion task. In during- and post-discussion, however, this authentic interaction increased while the participants hardly talked about L2 vocabulary.

An investigation on how the participants achieved the goal of the task revealed that mutual interaction appeared frequently and the participants asked other's opinions in

during- and post- discussion as illustrated in Excerpt 6 and 7 while they simply stated their opinion in pre-discussion as seen in Excerpt 4 and 5.

Excerpt 4

Sarah: Um... I wanna um...clothes change room, because um...don't locker (hh)
Jane: Ah..
[Pre-discussion].

Excerpt 5

Lisa: I want a salad bar...,um... fitness, after? ((gesture of running))
Jane: Yeah
[Pre-discussion]

Excerpt 6

Jane: And he is very very hungry, anyway, eat lunch, what do you, what we lunch?
Lisa: What? Uhm, we
Nicole: Traditional food, [we, traditional food, *bibimbab*
Jane: [what lunch ... and, it's very, ah...this month is summer, very hot, anyway, *naengmyeon*(cold noodle).
Lisa: Uhm, *naengmyeon* and *bibimbab*.
[During-discussion]

Excerpt 7

Nicole: Let's English study, for summer vacation
Lisa: *Eung* (yeah)...how?
Nicole: Uhm..
Jane: Two months
Sarah: Two months
Jane: Uh...uh...[when
Nicole: [One week, two...
Lisa: [Two day?
Sarah: [Two days?
Nicole: (hh) Two
[Post-discussion]

The data showed that participants developed further understanding of L2 interaction after CSs instruction. In the interview, Sarah stated that it was her first time to learn how to respond to others in English. Before CSs instruction, she did not know the fact that there existed English expressions to respond for maintenance. Considering that they just graduated from high school, where the English classes focused on grammar, this CSs instruction may teach them how to be involved in English conversation. This supports the studies which emphasized the explicitness of CSs training.

Lastly, unlikely in pre- instruction data, negotiation of meaning appeared in during-, and post- discussion as the participants were involved more dynamically in L2 interaction. Moreover, notably, signals for negotiation were made differently in during- and post-discussion. Excerpt 8 shows signals for negotiation were made by repeating previous speaker's utterance in during- discussion.

Excerpt 8

Lisa: I tell him...uhm...he...you comfortable shoes

Nicole: Shoes?

Lisa: Have, you have comfortable shoes

Nicole: Comfortable shoes?

Sarah: Snickers, and not [high-heel, and walking

Nicole: [ah...we walk

[During-discussion]

However, the participants actually used taught CSs for meaning negotiation in post-discussion as seen in Excerpt 9.

Excerpt 9

Lisa: ...Uhm! And we messenger, messenger, we make friends, foreigner friends, and, ah, to Messenger

Sarah: I don't understand. Can you repeat that?

Lisa: Internet site, in internet site,

Sarah: Uh-huh

Lisa: We, uhm...make foreigner friends

Nicole: What?

Sarah: (hh)

Jane: Apple story? Foreigner?

Lisa: Uhm-uhm, friends, meet, website

Jane, Nicole, Sarah: Ah...

Jane: With here? ((making a camera with fingers))

Lisa: Right?

Jane, Nicole, Sarah: ((hh))

Nicole: Uh...you say mean, Uh...example...Nate On, we meet

[Post-discussion]

As Lisa suggested a plan for chatting with foreigners to improve their English, Sarah did not understand her and said, 'I don't understand. Can you repeat that?' These were taught in class. Sarah stated that she could use them after the CSs instruction. She said;

I remember that I kept the strategy journal the day before post-instruction discussion. It was the first time keeping it because I had time after I quit my part-time job. So, I kept the journal, which you asked us to do. Then, I could say, 'I don't understand, can you repeat that?' during discussion. [Lisa: Final Interview]

Although Lisa continued explaining chatting, Nicole and Jane did not understand her. In order to check if others understood her, Lisa spoke, ‘right?’ which was also taught in the class. To confirm her understanding of Lisa’s utterance, Nicole said, ‘you say mean’. In the stimulated recall interview, she stated:

I used what I learned in class. Perhaps the discussion was conducted a couple of days after covering confirmation checks in class. So, at the moment, I thought, ‘I will use it’ though it was not grammatically correct.

[Nicole: Final Interview]

It is encouraging that they employed taught CSs to negotiate meaning while they merely repeated the previous speaker’s utterance to clarify or confirm like the previous task. Furthermore, it is notable that the participants could not only clarify but also check another’s comprehension as shown in Lisa’s utterance, ‘right?’ in Excerpt 9. It appears that the participants were able to ask questions to eliminate ambiguities by exploiting CSs after the instruction. This is compared to merely taking turns to fill the ten-minute discussion before the instruction. This seems to be a significant improvement. Therefore, it indicated that CSs instruction had an impact on L2 interaction of the participants enhancing the quality of interaction.

2. Research Question 2: How does CSs instruction affect the strategies use of the participants?

The result of descriptive statistic showed that the overall use of target strategies increased and that of reduction strategies decreased after CSs instruction. It is, in post-questionnaire, a range from a low of 2.71 to a high of 3.84 while it ranges from a low of 2.58 to a high of 3.73 in pre- questionnaire as seen in TABLE 5.

TABLE 5
Means and Standard Deviations of the Pre- and Post- Questionnaire

		Mean (N=45)	SD	Gain	Min	Max
Achievement strategies						
I try to use fillers when I cannot think of what to say	pre	2.58	.99	.13	1	5
	post	2.71	.92		1	5
I make comprehension	pre	3.11	.86	.27	1	5

checks to ensure the listener understands what I want to say	post	3.38	.91		1	5
I repeat what I want to say until the listener understands	pre	3.16	.79	.22	1	5
	post	3.38	.93		1	5
While speaking, I pay attention to the listener's reaction to my speech	pre	3.73	.72	.11	2	5
	post	3.84	.70		2	5
I give examples if the listener doesn't understand what I am saying	pre	3.11	1.00	.31	2	5
	post	3.42	.94		2	5
I ask for repetition when I can't understand what the speaker has said	pre	3.42	.89	.09	2	5
	post	3.51	.73		2	5
I make a clarification request when I am not sure what the speaker has said	pre	3.04	.85	.40	1	5
	post	3.44	.89		2	5
I ask the speaker to use easy words when I have difficulties in comprehension	pre	3.27	.92	.33	1	5
	post	3.60	.99		1	5
I ask the speaker to slow down when I can't understand what the speaker has said.	pre	3.58	.75	.26	2	5
	post	3.84	.77		2	5
I make clear to the speaker what I haven't been able to understand.	pre	3.33	.880	.18	2	5
	post	3.51	.89		2	5
I send continuation signals to show my understanding in order to avoid conversation gaps.	pre	3.64	.80	.03	2	5
	post	3.67	.83		2	5
I ask the speaker to give an example when I am not sure what he/she has said.	pre	2.80	.90	.31	2	5
	post	3.11	1.07		2	5
Reduction strategies						
I reduce the message and use simple expression.	pre	3.64	.883	-.06	1	
	post	3.58	.839		1	5

I leave a message unfinished because of some language difficulty	pre	3.27	.688	-.05	2	5
	post	3.22	.735		1	5

Note: 1= Never true of me, 2 = Generally not true of me 3 = Somewhat true of me, 4 = Generally true of me, 5 = Always true of me

The descriptive statistics showed some changes in use of strategies between before and after the instruction. To examine whether the differences are statistically significant, the questionnaire data was submitted to a paired *t*-test. As a result, only the item asking about the use of clarification request showed a significant difference, ($t = -2.321$, $p = 0.025$, $probability < 0.05$). The fact that clarification request significantly increased after the instruction could be seen as a supportive evidence of the research which claimed certain strategies may be taught more efficiently than others.

Despite the overall increasing use of target strategies, the reasons why there was no statistical significance except for clarification request should be reviewed. It can be attributed to the small sample size of 45. It seems that the instruction affected overall CSs use of the participants, but not substantially.

With regard to the pattern of strategy use, TABLE 6 shows the trend in each discussion.

TABLE 6
CSs Frequencies in Pre-, During-, and Post- Discussion Tasks

CSs		Frequencies		
		Pre	During	Post
Help-seeking Strategies	Appeal for help	0	0	3
	Comprehension checks	0	0	2
	Confirmation checks	0	7	6
	Clarification requests	1	3	2
Using fillers	Clarification requests in L1	1	0	0
	Time-gaining	24	13	18
Response for maintenance	Providing target-like response	6	8	11
	Providing response in L1	15	16	6
L1-based strategies		27	3	2
IL-based strategies		14	51	24

1) Help-Seeking Strategies and Signals for Negotiation

Help-seeking strategies and signals for negotiation were increasingly used in during- and post- discussions as participants became engaged in meaning negotiation. However, the frequencies were not many.

2) Using fillers

Time-gaining strategies were used in the form of ‘uhm’ and ‘uh’. As seen in Excerpt 10, this seems to be an automatic phenomena rather than a consciously planned strategy use.

Excerpt 10

Jane: How to use 50 million? Uhm... You first answer.

Sarah: Uhm... I wanna uhm...clothes change room, because uhm...don't locker (hh)
[Pre-discussion]

This strategy was greatly used in pre- discussion and decreased in later discussions maybe because the participants became more used to speaking English and also consciously took efforts to speak English more.

3) Response for maintenance

It was salient that frequencies of providing a target-like response increased whereas those in L1 decreased in later discussions. This indicates that the overall flow of the interaction became more natural, that is, target-like. For example, in Excerpt 11 below, Sarah said, ‘uh-huh’ instead of ‘um’ or ‘eung’ for the first time, which sounds more natural in L2 conversation. Likewise, Nicole also said, ‘fine’ instead of ‘eung’ as seen in Excerpt 12.

Excerpt 11

Lisa: Internet site, in internet site,
Sarah: Uh-huh
Lisa: We, uhm...make foreigner
friends
[Post-discussion]

Excerpt 12

Lisa: Me, uhm...Tuesday, Thursday,
2 pm,
Jane: Yeah, two [hours
Lisa: [In English café
Jane: Two hour study, studying
Sarah: O.K
Nicole: Fine
[Post-discussion]

Nicole reported that she could express her understanding by using taught CSs after the CSs instruction. She said:

I nodded less in post-discussion. Previously, I used to nod because I didn't know how to react to others in English. But now I can say something like 'fine'. So I seem to be nodding less. I think I used what I learned in CSs class [Nicole: Final Interview]

4) L1-based strategies and IL-based strategies

L1-based strategy was dominantly used in pre- discussion. This finding is in line with the findings in previous literature (Margolis, 2003) indicating that learners at a low level tended to rely on L1 resources while those who are at a high level resorted to L2 resources. Especially, since the participants in the present study shared an L1, they seemed to rely much on L1 in pre-discussion. However, L1 use dramatically decreased in during-, and post- discussion even though the researcher did not discourage the participants from using L1. In the stimulated recall interview, the participants reported that they had to speak in English without any reason. Consequently, their L2 utterances became longer and IL-based strategies were used increasingly in during-discussion. In fact, as presented in line one and three in Excerpt 13, most of utterances were seen as IL-based rather than as a full L2 sentence.

Excerpt 13

Jane: And he is very very hungry, anyway, eat lunch, what do you, what we lunch?

Lisa: What? Uhm, we

Nicole: Traditional food, we, traditional food, *Bibimbab*

[During-discussion]

VI. CONCLUSION

The study investigated the effects of CSs instruction on L2 oral interaction of Korean college students with low level of English proficiency and how it altered overall use of target strategies. The students who enrolled in the Basic English Conversation class received CSs instruction for three months from a male NEST.

The results of the study showed that CSs instruction affected L2 interaction and CSs use of the participants. Regarding research question 1, the participants took part in more active

and authentic discussion after receiving CSs instruction. In pre-discussion, they spent much of the discussion talking about L2 vocabulary and seemed to simply take turns to fill the ten-minute discussion. In contrast, in during- and post-instruction discussions, they concentrated on the topic, not on the L2 vocabulary, by asking for other participants' opinions. Furthermore, participants used taught CSs for meaning negotiation in post-discussion. Increasing use of CSs after the instruction supports the studies demonstrating the effectiveness of CSs instruction. Regarding research question 2, the overall use of target strategies increased while that of reduction strategies decreased. However, only clarification check showed a statically significant improvement after the instruction. This result may be interpreted that the instruction affected overall CSs use of the participants, but not substantially. Also, this could be seen as a supportive evidence of the research which claimed certain strategies may be taught more efficiently than others. In conclusion, the findings suggest that CSs are worth teaching in an English class with Korean students for students' efficient oral interaction.

The study has several acknowledged limitations. There were a couple of weeks that the classes were cancelled due to school holidays and a festival. Due to feasibility, discussion tasks were conducted on only one pull-out group.

Admitting these limitations, some suggestions are recommended for further research. The study traced the retained effects of CSs instruction through the interviews. However, conducting an additional discussion task after a time would provide more reliable evidence of the retained effects of CSs instruction. More research in elementary, middle, and high school would offer valuable pedagogical implications for the curriculum development and for the teachers in the field by illuminating differences between age groups.

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APPENDIX

Schedule of CSs Instruction

Date	Title of the Covered chapter	Covered strategies
3/17	Clarifying meaning	Clarifying, Asking for help Comprehension check
3/24	CSs orientation by the researcher	
3/31	Rejoinders	Response for maintenance
4/7	Confirmation questions, Clarifications with question words	Confirmation, Clarifying Asking for help
4/14	Expressing probability	None
5/12	Correcting someone	Confirmation Checks
5/19	Echoing instructions, Interrupting someone	Confirmation checks Response for maintenance
5/26	Review	
6/2	Starting and stopping conversation	Response for maintenance

Examples in: English
Applicable Languages: English
Applicable levels: Tertiary

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Received 13 June 2012
Revised 13 August 2012
Accepted 20 August 2012