

*(erm) I sort of  
it's (eh) a kind  
of a (em)*

# **Communication strategies in a corpus of advanced learner English**

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# Overview

- Aim
- Data
  - Source
  - Material
- Overview of communication strategies
- Results
- Implications

# Aim

- To investigate the use of communication strategies (CS) by Norwegian advanced learners of English

Research questions:

- What types of CSs are utilized by the Norwegian learners?
- To what extent and in which contexts are such strategies used?

# Data source

- Norwegian component of the Louvain International Database of Spoken English Interlanguage (LINDSEI)
- 15-minute interviews
- Tri-fold structure:
  - One of three set topics
  - Informal free conversation
  - Picture description task
- Under compilation at Hedmark University College

# Material

- 20 informants
  - Year-long tertiary level course in English
  - Upper intermediate - advanced proficiency
  - Gender
    - 4 male
    - 16 female
  - Age range
    - 14 in their 20s
    - 6 in their 40s
- Two NS interviewers
  - Instructors
  - Norwegian speakers
- 5 hours, 15 minutes, 43 seconds

# Communication strategy taxonomy

Reduction	Achievement			
Message abandonment	Cooperative	Compensation		
	Non-verbal signal	Retrieval	L1-based	L2-based
Verbal signal	Code switching		Restructuring	
	Topic avoidance		Foreignizing	Word coinage
Explicit appeal			Calques	Paraphrase
			Approximation	



# Reduction strategies

```
graph TD; A[Reduction strategies] --> B[Message abandonment]; A --> C[Topic avoidance];
```

Message  
abandonment

Topic  
avoidance

Achievement

```
graph TD; A[Achievement] --- B[Cooperative]; A --- C[Compensation]
```

Cooperative

Compensation



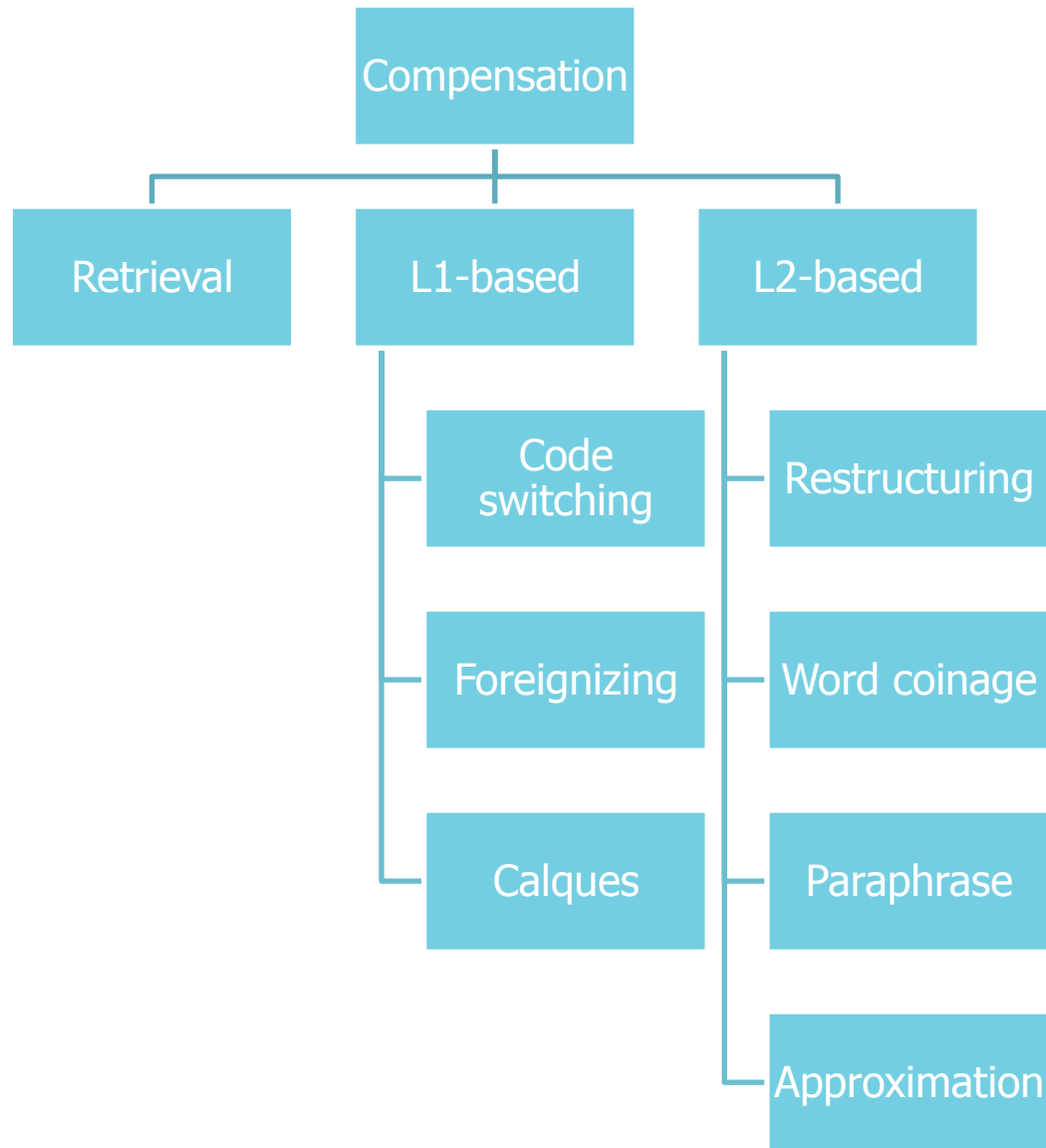
Cooperative

```
graph TD; A[Cooperative] --- B[Non-verbal signal]; A --- C[Verbal signal]; A --- D[Explicit appeal];
```

Non-verbal  
signal

Verbal  
signal

Explicit  
appeal



# The data

<b>Reduction strategies</b>  <b>4%</b> (17)	<b>Achievement strategies</b>  <b>96%</b> (369)			
	Cooperative strategies  17% (64)	Compensation strategies  83% (305)		
		Retrieval  33% (101)	L1-based  20% (62)	L2-based  47% (142)



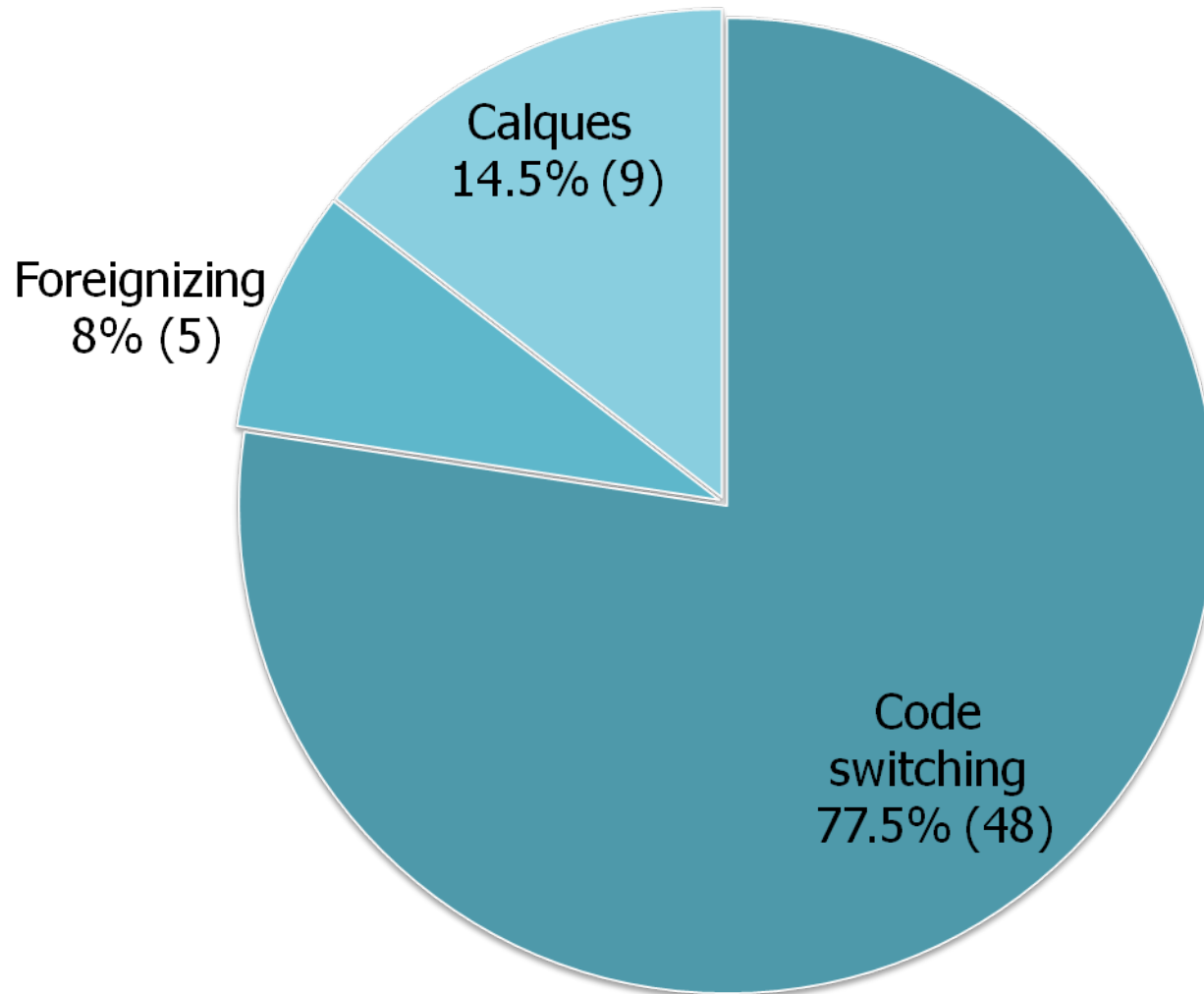
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# L1-based compensation strategies



# Code switching alone



Interviewer so it was a it was a school

Student yeah in a way . for the elder ones it was a school yeah

Interviewer yeah

Student and they learned **hardangersøm** and (eh) **rosemaling** and we had (eh) Norwegian food and (em) folk songs

NO028

# Clusters



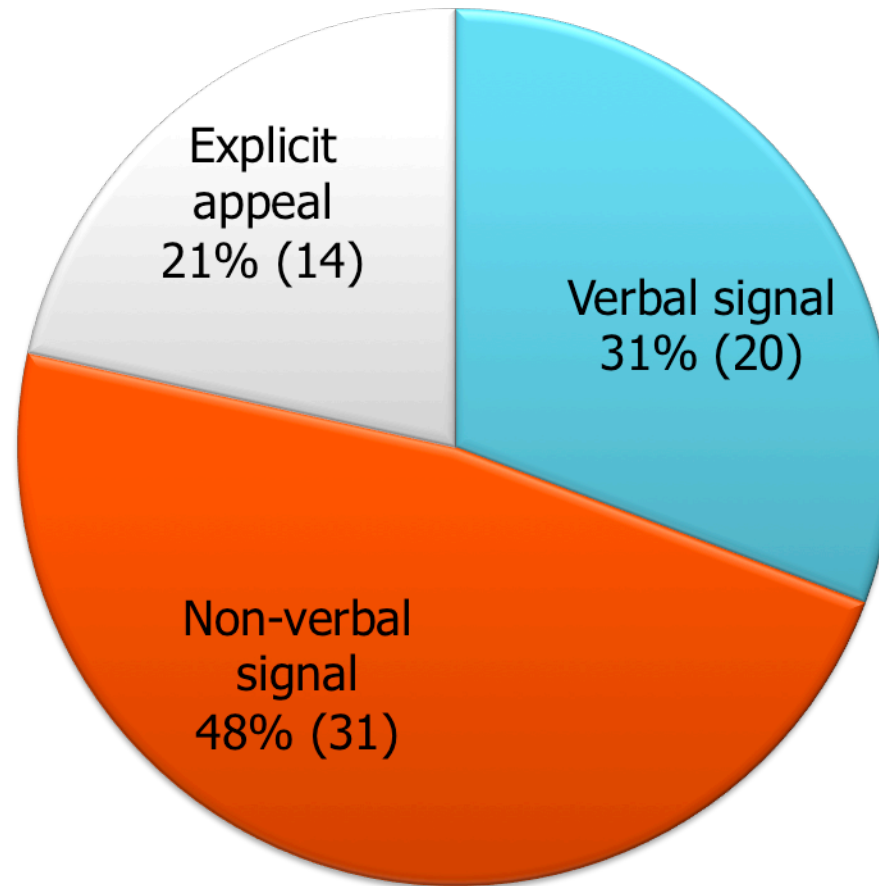
Student	because he was allergic to: (em)	Retrieval
	oh what do you call it in English	Explicit appeal
	knott (laughs)	Code switching
	. (eh) li= little mosquitos	Paraphrase
Interviewer	ah yes little yes little mosquitos	
Student	yeah the little ones	Paraphrase
Interviewer	gnats or something probably I'm not good on ... (eh)	
Student	yeah . yeah he was allergic to them	

NO 006





# Cooperative strategies



# Implications, ideas for further research

- Implications for teaching
  - Learners' repertoire of strategies quite varied
- Further research (same data):
  - Detailed analyses of individual learners, based on their CS profiles (CS and fluency, ...)
- Future research (new data):
  - Non-verbal data (video-recordings):
    - wider range of strategies
    - clearer identification process
    - more accuracy with respect to the relationship between the participants

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# Two extremes

ID tag	CS	Different CS	CS clusters
NO 001	44	10	21
NO 029	7	5	4