
Tarone (1980) defined CSs 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. 419). Færch and Kasper’s referred to CSs as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (as cited in Hirano, 1987). Later, Celce-Murcia, Dornyei, and Thurrell (1995) redefined CSs. They saw CSs as “means of keeping the communication channel open in the face of communication difficulties, and playing for time to think and make (alternative) speech

plans” (p. 26). In the next section, I will describe the components of CSs.

Components of Strategies Competence

There has not been a single agreed list of communicative strategies in the field. Celce-Murcia, Dornyei, and Thurrell (1995) provided an exhaustive collection of communication strategies with many examples (Table 1). Since their list is the most detailed, I will base my analysis on their classification of CSs.

Table 1

Suggested Components of Strategic Competence

AVOIDANCE OR REDUCTION STRATEGIES

Message replacement

Topic avoidance

Message abandonment

ACHIEVEMENT OR COMPENSATORY STRATEGIES

Circumlocution (e.g., The thin26 (im /F1.0 1 Tf [(e) -2 (.) 10 Tm /F0T Qe 3 (o) 7Tm 9.95 d3S5 0 0 (.) (t) 3cm

clarification requests (e.g., *What do you mean by...?*)

confirmation requests (e.g., *Did you say...?*)

expressions of non-understanding

verbal (e.g., *Sorry, I'm not sure I understand...*)

non-verbal (raised eyebrows, blank look)

interpretive summary (e.g., *You mean...?/So what you're saying is...?*)

Responses

repetition, rephrasing, expansion, reduction, confirmation, rejection,

Circumlocution

There was only one case of circumlocution in my data. In the following excerpt, M wants to say "all of my family members like Arashi" or "everyone in my family likes Arashi," but she cannot come up with "all" or "everyone" (her

comment to the teacher after the speaking test). After a pause (lines 4 and 6), she ends up listing all members of her family (line 8).

Excerpt 1: Mika's speaking Test 1

Code Switching

Many of the participants used their L1 (Japanese) during the speaking tests. Although they all shared the same L1 with each other and the teacher, they did not randomly use L1 whenever they had communication problems. Rather, the L1 was used for certain functions.

Excerpt 4: Kentaro's Speaking Test 1

- 1 T: I see. So, what is your favorite subject?
- 2 K: Etto...etto... my favorite subject is math.

"Etto" was most commonly used by the participants. Some other variations include "eeto" "e" "ntto" "unto" and many more. In

L1 Time-Gaining/Hesitation Device

The most commonly observed L1 use was to gain time. In the following excerpt, Kentaro is using L1 hesitation devices to gain time before he answers T's question (line 2).

the next excerpt, Rika is using "etto" and "n:" in the middle of the sentences to gain some time while she searches for a next word.

Excerpt 5: Ayako and Rika's speaking test 3

- R: Eeto... This is eeto Josephine. She live... n:... Australia.

L1 Private Speech

In the following excerpt, Kentaro seems unsure if his sentence is grammatically correct. As he says an L1 word (line 2), he is not looking at his partner, Yukiko. Thus, this is not a question targeted at Yukiko, but Kentaro is asking it himself. This type of utterance is

called private speech (Vygotsky, as cited in Ortega, 2009). Private speech may appear when people are attempting to carry out a challenging task. His L1 use here shows his inclination for accuracy. After this, he goes back to his agenda.

Excerpt 6: Yukiko and Kentaro's Speaking Test 3

- 1 K: Etto... this is... Etto.. he is... he lives in Okazaki.
- 2 He run fast. Ah... he is run fast, kana?
correct?
- 3 Eetoo... He wear glassu every day. Question, please question.

L1 Vocabulary

In the next excerpt, Haruko does not remember how to say "shakai" (social studies) in English. Instead, she uses L1 with a question intonation (line 8). The teacher gives the L2 words in response (line 9). There was

only one more participant who used the L1 in place of an unknown L2 word. Other than that, the participants usually stayed in their vocabulary zones.

Excerpt 7: Haruko's Speaking Test 1

- 1 T: Uh-hun. So, what do you study? English, math, a:nd?
- 2 H: Japanese.
- 3 T: Japanese.
- 4 H: Science.
- 5 T: Science.
- 6 H: National...
- 7 T: Uh-huh.
- 8 H: Nandakke... Nandakke... Shakai?
What was it? What was it? Social studies?
- 9 T: Social studies?
- 10 H: Social studies.

L1 Phrase

One pair used a lot of L1 while communicating with each other. In the next excerpt, Shin is supposed to ask questions about Yukari's friend. However, Shin uses "you" in a question (line 1). Yukari first attempts to answer the questions, but stops and points out Shin's mistake in L1 (line 2). Shin accepts

the correction in L1, and goes back to L2 (line 3). Then, Yukari answers in L2 (line 4). However, this time, Shin notices Yukari's misunderstanding, and corrects it in L1 (line 5). Yukari, again, responds in L1 (line 6). They use L1 phrases to negotiate meaning with each other.

Excerpt 8: Yukari and Shin's Speaking Test 3

1 S: How talled are you?

2 Y: Thir- Uchijya nakute
Not about me.

3

repetition since it is c

Repetition

The most commonly observed type of repair was repetition. Many participants repeated parts that were not problematic by themselves before proceeding with sentences. In the following excerpt, Anri says “

L1 sounds. Above all, as the data show (Excerpt 16), teachers should keep in mind that just introducing the useful phrases is not enough. Students need to practice using CSs in plenty of communicative activities.

I am aware that this study is not without its limitations. First, CS coding is never a straightforward business. Sometimes it was unclear if something could be considered a CS or not, and classifying CSs was not an easy job, either. It is also still unclear how different variants (proficiency levels, interlocutors, and

tasks) influence the CSs use. Further research is needed to explore questions such as which CSs are used more or less by Japanese junior high school students with different English proficiency, how Japanese junior high school students improve CSs over, say, a school year, what kinds of speaking tasks promote CSs use and learning by Japanese junior high school students, and whether Japanese junior high school students use as many CSs with other Japanese (classmates or Japanese teacher of English) as with native English teacher.

References

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S.

(1995). Communicative v acutor92 cm -7 (o) 0.0C-1 :-9 (u) -4 (n) -7-281-6 .44cm BT 0.0049 Tc 45 0 0 45 0 0 Tm