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"Este, bueno, repite por favor...": teaching of communicative strategies in the Spanish language classroom

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Abstract

This study aims to investigate the effect of communication strategies (CSs) instructions used by English speakers, learners of Spanish at a low intermediate level during a 13-week course. One classroom (n = 20) received explicit instruction of CSs, as part of the regular instructional material; whereas, participants in the other classroom (n = 12) did not receive this specific information but otherwise had the same instructor, syllabus, and course material. The five CSs in the experimental classroom are followed by Dörnyei and Scott's (1997) taxonomy. The pre-tests showed no difference in the use of the CSs between the two groups. The results after the treatment showed an effect of the explicit teaching of the CSs, as the experimental group used a greater number of CSs resources when solving communicative issues. The study also reported that task type had an effect on the number and type of CSs produced by the learners. This phenomenon can also be explained in terms of task type and time constraints. The differences observed in both groups can be attributed to explicit CS instruction, thereby resulting in pedagogical implications for language teachers.

Keywords Second Language Acquisition, Communitive Strategies, Strategy training, Foreign Language Context, Face-to-Face Interaction

1. Introduction

Second language learners repeatedly experience linguistic breakdown when expressing an idea or concept in their second language (L2). When these deficits occur in natural speech, they must resort to an array of strategies in order to aid comprehension. For example, in a real-world situation, when asking for directions in a Spanish-speaking country, the language learner may hear *"siga derecho/*keep going straight*"* or *"a dos cuadras/*two blocks away*"* hence, to find a place. The learner can resort to a clarification request such as *"no entendí, puedes repetir por favor/*I did not understand, could you repeat, please.*"* Unlike a natural setting, which often compels second language learners to employ communication strategies, such as paraphrasing or circumlocution, the classroom context is different as it may not necessarily trigger or motivate the use of these strategies. The present

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study explores both the use and benefits of communicative strategies among L2 learners of Spanish.

The concept of communicative strategies was introduced by Selinker (1972) in his article about learners' inter-linguistic errors. Later, other studies elaborated a systematic analysis of CSs (Faerch, 1983; Sukirlan, 2014; Tarone, 1977; Váradi, 1980) and the teaching of CSs (Alibakhshi & Padiz, 2011). A communicative strategy (CS) is viewed as a conscious and intentional attempt to convey meaning in a face-to-face situation when linguistic problems occur in the target language (Alibakhshi and Padiz, 2011; Dörnyei, 1995); Maldonado, 2012). For example, it has been observed that "verbal and non-verbal [CSs] may be implemented to compensate for communicative breakdowns during a conversation with a colleague (Kennedy and Trofimovich, 2016). Also, can be related "to insufficient competence," that is when the learner lacks a range of linguistic resources to deliver a message effectively (Ghout-Khenoune, 2012; Tavakoli, Dastjerdi, & Esteki, 2011).

Early empirical studies have carried out a great deal of investigation in Second Language Acquisition, and much research has focused on communicative strategies, instruction, and practices (Kennedy & Trofimovich, 2016; Razmjou & Ghazi, 2013; Tavakoli et al., 2011). From the foreign language perspective, scholars have investigated the benefits of explicitly teaching communicative strategies in language classrooms (Alibakhshi & Padiz, 2011; Mirsane & Khabiri, 2016; Sukirlan, 2014). Still, this phenomenon remains largely unexamined in Spanish as second/foreign language classrooms. Following previous research by (Dörnyei & Scott, 1997) Taxonomy, this study will focus specifically on the five CSs (clarification request, comprehension check, paraphrasing/circumlocution, self-repair, and filled pauses).

1.1. Taxonomies of Communicative Strategies and Definitions

Early definitions of communicative strategies in the L2 setting is referred to the learners' ability to communicate their ideas effectively within the context of a communication breakdown or an interlocutor misunderstanding. Later, the traditional view of communicative strategies was introduced as "problem solving" mechanisms to help the learner to overcome linguistics issues when communicating an idea (Smith, 1979). More recently, the definition of communicative strategies was expanded upon by introducing an interactional point of view, in which these strategies are viewed as the tools used in face-to-face interactions to negotiate meaning between speakers (Tarone, 1980).

Dörnyei and Scott (1997) on communicative strategies proposes a learner-centered and interactional taxonomy used in this study. This taxonomy includes two defining criteria: "problem-orientedness" and "consciousness" (p. 183–184). Problem-orientedness is characterized as the lack of congruency between a communicative strategy and the linguistic devices in the L2 learner, leading to an interruption of effective communication. The notion of "consciousness" relates to one a speaker conscious of communicative barriers to achieving a goal and who intentionally applies a communicative strategy in order to negotiate meaning. In other words, the

learners have control over the communicative strategies and intentionally apply the selected one to deliver a message effectively (e.g., consciousness as awareness of the problem). Because such language issues involve interaction between speakers, this study will only adopt five communicative strategies from "problem-orientedness" mechanisms (further explain at the end of this section).

Within problem-orientedness, several types of issues arise. These include a) Resource deficit problems, which are defined as the realization of something said incorrectly or at least partly correctly by the speaker. These types involve self-repair, self-rephrasing, and self-editing (Dörnyei, 1995; Savignon, 1972; Tarone, 1980). b) Own-performance problems can also be something related to the interlocutor's utterance problems, mostly related to thoughts or ideas to have been said incorrectly or misunderstood by the speaker. The mechanisms associated with negotiating strategies can include clarification requests and comprehension checks (Canale, 1983; Dörnyei & Thurrell, 1992; Dörnyei, 1995). c) Processing time pressure, which is defined as the time the L2 learner needs to process and plan speech. The strategies associated with processing time pressure include the use of fillers, hesitation devices, and self-repetitions (Canale, 1983; Dörnyei & Thurrell, 1992; Dörnyei, 1995; Savignon, 1972).

Empirical studies investigating communicative strategies that focused on proficiency as a factor have demonstrated a relationship between level of proficiency and the type of communicative strategies employed (Dobao, 2001; Garcia Nuñez, 2006; Littlemore, 2003). For example, reports show beginners to use a higher number of CSs, due to the lack of L2 linguistic resources. Conversely, more proficient learners do not seem to use these types of strategies due to their broader L2 repertoire. These relationships are also demonstrated when comparing other groups, such as beginners and advanced learners (Dobao, 2001; Hyde, 1982; Si-Qing, 1990). The results show that beginner levels are more inclined to use communicative strategies related to their first language (L1), such as code-switching, foreignizing, avoidance mechanism, as well as message abandonment. Interestingly, another mechanism associated with this group is the use of processing time pressure, such as filled pauses, since the L2 learners need more time to plan speech. However, more advanced learners demonstrate more reliance on achievement mechanisms, such as self-repairs, paraphrasing, and approximation.

However, studies comparing beginning and intermediate learners in the use of communicative strategies did not show any significant differences. Nevertheless, after performing further analysis of the results, the results reported that beginner groups employed more reduction mechanisms, whereas the intermediate group showed stronger preference for the use of achievement devices, such as paraphrasing (Garcia Nuñez, 2006). Similar findings were reported in (Prebianca, 2009), which investigated the effect of proficiency level by intermediate and advanced groups of learners' uses of communicative strategies. The results showed no meaningful differences across groups in the use of these strategies. The study claimed that the reason for this outcome was due to the 'monologic' nature of the task, which seemed to elicit fewer demands.

Taking into consideration the views of communicative strategies above, this study examines the effect of communicative strategies on English speakers' intermediate level of Spanish. The researcher adopted five strategies from Dörnyei and Scott (1997), including clarification request, comprehension check, paraphrasing/circumlocution, and self-repair. If one student requests to another student, an explanation or repetition when comprehension breaks down, the student has made use of 'clarification request' strategy (e.g., "*no comprendo, no entiendo*/I don't understand"); if one student asks a question to check that the interlocutor understands, the student has made use of 'comprehension check' strategy (e.g., "*sí, (te) entiendo, (te) comprendo*/yes, I understand you"); in a situation when a student is required to exemplify, illustrate or describe a property of the target object or action, the student has employed 'paraphrasing' strategy (e.g., "*…salió con su… la mamá de la mamá (bisabuela) …*/she/he left with the … mother of the mother (great-grandmother"); but if the student makes a self-initiated correction in his/her own speech, then the student has employed 'self-repair' strategy (e.g., *"…deseo una casa muy ahm, ahh…que no sea carro…que no sea caro* [wrong adjective form]…I wish a very big house ahm, ahh…that is not car, that is not expensive"). Finally, during a conversation when the student's voice repeats frequently, making the conversation run smoothly, by using words or phrases that repeat many times, then the student has made use of the 'filled-pause' strategy (e.g., "*este, pues, pero, entonces…*/well, I mean, so, like…"). The five communicative strategies are shown in Table 1 below.

Table 1
Description of the Five Communicative Strategies.

Strategies	Description
1. clarification request	When a student requests an explanation from another student or repetition when comprehension breaks down (e.g., "*no comprendo, no entiendo*/I don't understand")
2. comprehension check	When a student asks a question to check that the interlocutor understands, (e.g., "*sí, (te) entiendo, (te) comprendo*/yes, I understand you")
3. paraphrasing	When a student is required to exemplify, illustrate or describe a property of the target object or action (e.g., "*…salió con su… la mamá de la mamá (bisabuela) …*/she/he left with the … mother of the mother (great-grandmother")
4. self-repair	When a student makes a self-initiated correction in his/her own speech, (e.g., *"…deseo una casa muy ahm, ahh…que no sea carro…que no sea caro* [wrong adjective form]
5. filled pauses	When a student's voice repeats frequently, making the conversation run smoothly, by using words or phrases that repeat many times (e.g., "*este, pues, pero, entonces…*/well, I mean, so, like…")

In the current study, these communicative strategies were included due to the interaction they elicit between speakers, they relate to three main types of communicative strategies (Own performance problem, other performance problem and processing time pressure) of (Dörnyei & Scott, 1997) taxonomy,

and they align with the demands of task type needed for the activities included in the study, such as picture description tasks (e.g., circumlocution).

1.2. L2 Research on Communicative Strategies and Task Type

Investigations in the field of Second Language Acquisition (SLA) have emphasized the pedagogy and development of communicative strategies (Rabab'ah, 2016; Savignon, 1972; Tarone, 1977; Tarone, 1980; Tarone, 1981). The instructions of these strategies have been the subject of controversy among researchers. Opponents state that L2 learners do not necessarily need to develop a special strategy in L2; instead, they can use their L1 strategic competence. Such views believe "…what one must teach to the learners of a language is not strategy, but language," or, "…teach the learner more language, and let the strategies look after themselves" (Kasper & Kellerman, 2014). On the contrary, those in favor of communicative strategies argue that teaching CSs provides growth for development on strategic competence (Dörnyei, 1995; Faerch, 1983; Faerch & Kasper, 1984; Maldonado, 2017; Rabab'ah, 2016; Tarone, 1980). These studies suggest communicative strategies as the central function when negotiating meaning through an array of tasks such as visual communication games and oral speech in the form of monologues, as well as oral-video tape analysis, among other activities, thereby helping increase awareness of the learner's own speech production.

Current SLA studies are convinced that different task types can be effective pedagogical tools to develop learners' communicative strategies. Generally, tasks are defined as "a piece of work which involves the learners in manipulating, comprehending, producing, and interacting in the L2, while their attention is focused on meaning rather than form" (Ghout-Khenoune, 2012; Nunan, 1991). Tasks are regarded as the learner's window of opportunity to experience target language (TL) as it is used outside the classroom setting. For example, during a task activity, the learner can take on an active role by helping their partners, negotiating meaning, and clearly articulating themselves while making use of communicative strategies.

The teachability of communicative strategies was investigated by (Rabab'ah, 2016) on EFL learner's strategic competence. This study included different task types, such as role-play, group audio-video analysis, while examining communicative strategies during a 14-week course. The 80 learners were divided into 2 groups, one (n = 44) received the CS training program, and the control group (n = 36) received the normal communicative course instruction. Pre- and post-IELTS (The International English Language Testing System) tests were administered to find out the effect of explicit instruction of CSs, as well as language proficiency. The results indicated that the experimental group outperformed the control group in their International English Language Testing System (IELTS) scores. The experimental group significantly outperformed the control group. In the post-test, the experimental group used many more CSs when communicating in English as a Second or Foreign Language (EFL) context, and the speaking test indicated that the experimental group effectively used more achievement strategies (e.g., circumlocution and self-repair) and interactional strategies

(e.g., clarification, confirmation request, asking for repetition, guessing and appeal for help), hence, to maintain the flow of conversation. The study indicated positive implications for language teachers and syllabus development.

Similar results can be found in the study conducted by (Alibakhshi & Padiz, 2011). The study investigated the effect of explicitly teaching CSs to 60 Iranian language learners of English using three types of tasks: group discussion, short story re-telling, and picture description. The ten-week treatment of CSs was collected through a series of oral data in the experimental group by means of group discussions. General findings showed improvement in the use of number of CSs used, indicating a positive impact employed by the experimental group's oral performance compared to the control. General findings showed improvement in the number of CSs used, indicating a positive impact employed by the experimental group oral performance compared to the control. The first post-test reported an improvement in the number of all CSs used by the experimental group. Seven out of the nine communicative strategies were used by the experimental group, outperforming the control group. Significant differences were found between groups providing evidence of an increase in almost all communicative strategies attributed to the instruction, including avoidance, approximation, language switch, appeal for assistance, circumlocution, and self-repetition. Findings for the second post-test demonstrated that three months afterward, the treatment had influenced the frequency of strategies used by the experimental group. The CSs instructed remained stable after the instruction was administered. Three of the communicative strategies: approximation, appeal for assistance, and self-repetition were reportedly used more frequently compared to the control group. Findings for the second post-test results indicated that these CSs lost their effect while the frequency of their use decreased. The remaining CSs — avoidance, restructuring, word coinage, and self-repair — were maintained after the treatment. Overall results showed beneficial gains of CSs in learners while having pedagogical and theoretical implications for language teachers.

Additionally, (Sukirlan, 2014) investigated the effects of teaching CSs (e.g., approximation, circumlocution) on the types of CSs employed by 23 students at intermediate level speaking classes in a pre-test and post-test design. The study found that the explicit teaching of CSs promoted students' communicative skills through an increase in the level of speech comprehensibility. The post-test shows a significant increase in the use of the CSs compared with the pre-test (e.g., approximation used 13 times vs. 5 times; circumlocution 290 times vs. 97 times, respectively); and a decrease of frequency use of CSs (e.g., code-switching, avoidance, appeal for assistance). The findings can be explained in terms of explicit instruction of CSs, not only having helped increase the use of CSs but also helping the learners gained confidence when expressing their thoughts and ideas in face-to-face conversation. The findings of the study demonstrated the positive impact of teaching CSs in language classrooms. Learners who have acquired more communicative strategies can successfully solve communicative problems when linguistic breakdown arises. It emphasizes the need for the

explicit teaching of communicative strategies to help learners communicate their message effectively.

Considering the supporting review above, in comparison to the study of CSs in English as a Second or Foreign Language contexts, scant research has been conducted in Spanish language classrooms (Maldonado, 2012; Maldonado, 2017). Maldonado's study investigated the effects of Spanish L2 learner's proficiency with regards face-to-face CSs, specifically analyzing two types of interaction: L2 learners of Spanish (*n* = 18–26) with Native speakers of Spanish (NSs/*n* = 20–35), and two groups of L2 learners of Spanish. Data were collected via two jigsaw activities and a free-conversation task and followed close analysis from (Dörnyei & Kormos, 1998) taxonomy. The results of the study reported that most learners 'confirmed to help/correction' by means of positive response and that the CS most frequently used within was response-repeat. This means that one student attempted to express part of the intended message by retrieving a word (e.g., *líquido*/liquid), s/he realizes that it was the incorrect word, so the student indicated this uncertainty to the interlocutor by expressing the s/he does not know the word or by laughing. This action was repeated by the speakers to make sure the interlocutor confirmed assistance in his/her comment. Although this occurred on a few occasions, the study suggested that this strategy was not always successful, as the learner did not always receive a confirmation to get help when s/he needed it. Maldonado indicated that this strategy behavior was due to the mismatch in the speakers' linguistic status, in which the interlocutor was not able to provide the appropriate help the speaker needed during the conversation.

In the current study, three task types were administered: a brief self-description task and two post-test discussion tasks, Effective Communicative Assessment (ECA) and Oral Exam. All tasks, pre-tests, and post-tests were activities part of the Spanish course ("Appendix A"). The students were asked to converse as naturally as possible, with the hope of providing a context that reflected authentic conversation on various real-life themes. These forms of discussions allowed the students the opportunity to practice language use by expressing comparisons and opinions along with interlocutor positions.

Notably, while explicit instruction of CSs has been examined in several EFL/ESL contexts, this phenomenon remains largely unexamined in Spanish in second foreign language classroom (Alibakhshi & Padiz, 2011; Bialystok & Fröhlich, 1980; Ghout-Khenoune, 2012; Maleki, 2010; Mirsane & Khabiri, 2016; Tavakoli et al., 2011; Wang, Lai, & Leslie, 2015). In order to contribute to the antecedent work on the benefit of explicit instruction of CSs, this study focuses specifically on the explicit teaching of the five CSs to uncover the benefits of communicative strategies used on English speakers who are learners of Spanish. The five CSs include clarification request, comprehension check, paraphrasing/circumlocution, self-repair, and filled pauses ("Appendix B").

The present study investigates the effect of explicit instructions communication strategies on Spanish learners at low intermediate levels. Guidelines from The American Council on the Teaching of Foreign Language (ACTFL) describe speakers at low intermediate levels as individuals who can

handle a limited number of uncomplicated communicative tasks while building linguistic skills during social interactions. For example, this includes topics related to self and family, some daily activities, immediate needs, such as ordering food. The changes will be related to the participant's strategy usage at the end of the 13-week Spring semester. This paper aims to answer the following question: "What are the similarities and differences in the patterns of use of CSs after the treatment between the control and experimental groups with regards to the different oral tasks that elicit spontaneous speech?"

2. Methodology

2.1. The participants and context

The participants were enrolled in a three-credit, 13-week intermediate Spanish course during Spring 2019. The participants in the control group (*n* = 12) and experimental group (n = 20) were undergraduate students. The class met 50 minutes three times a week, Mondays, Wednesdays, and Fridays. Each class consisted of a single continuous 50 minutes session. The aim of the Spanish course was to develop L2 communicative skills while enhancing social and cultural awareness of the Spanish-speaking world. The participants in the experimental group (*n* = 20) consisted of 16 females and 4 males, ages between 18 and 20 years old. This class received explicit instruction of CSs. The participants in the other classroom (*n* = 12), 9 females and 3 males, with the same age range, did not receive this specific information on strategies but had otherwise the same instructor, syllabus, and course material as the other classroom. Since the total number of male students in both groups was only 6 — two male students in the control group and four in the experimental group — gender was not considered a variable in the current research. The two sections were selected because they were taught by the same instructor.

2.2. Materials

The textbook used throughout the semester for both groups was a five-chapter textbook containing themes of social contexts from daily life to more universal ideas like family, love, social roles, and issues, etc. The students engaged in oral activities while making comparisons between their own and other people's perspectives, values, and beliefs in relation to the Spanish communities and culture.

2.3. Treatment

The experimental group, which was comprised of 20 participants, received explicit instruction on the five CSs in order to help them convey meaning when faced with communication breakdowns and while also offering awareness of the importance of the CSs. The five CSs were selected and explicitly taught by the instructor, following an explanation of the course material and syllabus, and research guidelines (for full information on Dörnyei and Scott Taxonomy, see "Appendix F"). The selection of these five strategies was based on proficiency factor research. Prior research on the use of communicative strategies by intermediate learners has been inconclusive. Some studies demonstrated that groups of L2 learners resort

more to "problem orientedness" achievement devices, such as paraphrasing or self-repair, whereas other studies have reported no significant differences in the use of communicative strategies such group.

In order to keep students fully aware of the five communicative strategies, students were given a strategy sheet that included not only definitions of the strategies but also the CS examples, facilitating their use when communicating. Prior to administering the CSs, the students were introduced to the material and were told the importance of learning the strategies in order to motivate them. The control group, which was comprised of 12 students, received no explicit instruction on CSs.

2.4. Classroom CS Instructions

The explicit instructions on the five communicative strategies selected and implemented by the instructor and researcher consisted of using these communicative strategies during the oral activities. These activities were aimed to practice and develop vocabulary on different themes of Spanish multilingual communities at home and around the world.

The CS instructions consisted of two parts: part 1. Presentation and explanation of the 5 CSs; part 2. Using communicative peer/group activities with a focus on CSs and peer feedback evaluation of CSs used, and part 3. Recording.

Part 1 – Presentation and explanation of the 5 communicative strategies.

Once a week, at the beginning of class, instruction was presented on one communicative strategy. It was explained, practiced, and analyzed for about 10 minutes. First, a copy of the CS definitions was provided to each student. The instructor explained these concepts alongside a PowerPoint slide. While the instructor reviewed the CSs, the students were asked to have their own copy on the desk during the instruction in order to refer to it when practicing. For example, when expressing nonunderstanding, in a situation when a learner did not understand something verbally, causing communication breakdown, students used the performance related to L1-L2 based CS by asking for clarification or repetition (Dörnyei & Scott, 1997). Similarly, when students were trying to recall something, they resorted to filled pauses, such as *este, bueno, pues,* etc.

Once the last of the five communicative strategies was taught, then a new communicative strategy instruction started again. This means a different communitive strategy was reviewed each week over the course of five weeks. One week's instruction was entirely devoted to self-repair, the following week's instruction focused on clarification request, the third week's instruction focused on filled pauses, and so forth. The instruction of communicative strategies was also maintained the second half of the semester in the same manner as explained in this section above.

The explanation of the CSs was also accompanied by short, spontaneous clips from *Dialectoteca del español* as well as samples drawn from ACTFL Communication Oral. The clips were presented in class at the end of the week. The students were asked to watch and identify the targeted CS used by the speakers in the video clip. The video clip was played two times: the first students were instructed to listen, while the second time, students were

asked to write down the type of CS observed. The observations made by the students were shared, first in groups, then as a whole class.
Part 2 – The use of communicative activities with a focus on communicative strategies.
In peer/group activity, students engaged in oral activities already designed and pre-established in the course syllabus. An example of a picture description activity is explained below:
Activity 1 – The students were asked to bring to class an image that presented the chapter topic being reviewed in class. For example, in the case of the chapter that discussed a social inequality situation, students brought pictures depicting the roles of women and native people. In pairs, one student described the image to the partner without revealing it. The latter student drew this image in their notebook and kept a record of the type(s) of communicative strategy(ies) used by the partner, as they were encouraged to use them. Each student took an opportunity to provide a description of their image. At the end of the exchange, the group showed their drawings and decided whether it was a good representation of the description uttered while negotiating meaning or when reaching an understanding. At the end, the students were asked to evaluate each other in the use of communicative strategies based on types(s) and how much Spanish their classmates employed.
(Rabab'ah, 2016), states that only through the learner's own awareness of the existence of such difficulties when communicating can they overcome or solve these issues. (Maldonado, 2017; Poulisse, 1990) also state that promoting collaboration and assistance from their peers can help and convey meaning during oral speech.
In order to make sure that the instructions were followed, the instructor walked through the classroom during the oral activities to check and assist the groups. This type of picture description activity was performed five times at the beginning of each of the five chapters of the textbook. Other oral activities involving the use of the CSs, was based on short films reviewed in class as part of the course material. In pairs or groups, the students provided the description of the characters of the film and plot while comparing views with their own understanding of Spanish culture.
Part 3 – Recordings. The students were recorded while carrying out the oral tasks for the two post-tests, ECA and Oral Exam. For both tasks, the students were required to converse spontaneously with a partner on a variety of topics studied to that point in class (e.g., the family and romantic relationships, social role of women, and issues with regards to the Spanish communities).

2.5. Speaking Tasks

A total of three interpersonal oral tasks were used to examine the explicit instruction of CSs, in both classrooms, at different times in the semester. The interpersonal tasks included a pre-test, and two semi-guided tasks (a mid-test/ECA and a final test/Oral Exam), on CSs used. Prior to administering the CSs, the pre-test was performed. The students were asked to converse with a partner of their choice about who they were, where they were born, and what they expected to gain from the Spanish class at the end

of the course semester. The oral data were collected using recorders on their smartphones and submitted to the instructor via Dropbox. Each task lasted approximately two minutes per group for both the experimental and control group (for excerpts of pre-test samples, see "Appendix C"). It is worth noting that the different formats of these tasks were already built as part of the Spanish syllabus course.

The mid-test was also an interpersonal task. The Effective Communication Task, or ECA, was administered a month after CSs were taught. This task required the student to converse spontaneously with a partner on a variety of topics viewed during class. For example, they were asked to discuss relationships, to talk about characteristics that they value in people, describe what type of relationship(s) they wanted to have in the future, share their opinion on traditional and modern attitudes of being single, etc. The experimental group was asked to use the five CSs taught in class.

The control group, used as a baseline, was asked to perform the same three speaking tasks as the experimental group. The instructions for this task were projected on a PowerPoint slide. For the experimental group, the topics were projected alongside the explicit five explicit communicative strategies. The students were recorded while the instructor walked around the classroom, evaluating each interaction in a non-intrusive manner. The students' partners were selected randomly by the instructor using their names tag. The groups were provided with 35 minutes to carry out their discussions (for an excerpt from ECA samples, see "Appendix D").

The final test or Oral Exam was a seven-minute oral interaction: two minutes to strategize the topic and five minutes to spontaneously enact it with the partner. Prior to the Oral Exam, the students were asked to select their own partners two weeks in advance. Unlike ECA, the students were provided with a less contextualized scenario consisting of only one topic per group. For example, they were asked to discuss immigration/deportation, to express their opinion and feelings on the topic while demonstrating control for grammatical forms, such as past tense, imperfect, and subjunctive. In pairs, the groups were provided with five envelopes containing a paper with the topics inside. The envelopes were randomly given to the groups so they could select one. The topics were selected by the groups until they unsealed the envelope, and the conversation was recorded using a Handy Recorded, H4n Pro (for excerpt Oral Exam samples, see "Appendix E").

2.6. Data analysis

The data for the current study were collected adopting a qualitative research tool, namely elicitation tasks. The tasks were manually coded and transcribed by the researcher. The speaking tasks were transcribed for the identification and confirmation of the communicative strategies used by the learners. Preliminary identification of the learner's communicative strategies made use of Dörnyei and Scott's (1997) taxonomy, which allowed to decide and make the necessary adaptations. Following this, descriptive procedures were employed to present and create descriptions of the findings. In order to calculate the frequency of the communicative strategies, the total number for each strategy was calculated in the whole corpus. Furthermore, in the

description, frequencies and percentages were presented in a table for every communicative strategy.

3. Findings

Research Question: "What are the similarities and differences in the patterns of use of CSs after the treatment between the control and experimental groups with regards to the different oral tasks that elicit spontaneous speech?"

In response to the question, the results indicated that the experimental group made use of the five communicative strategies noted in this study and adopted from Dörnyei and Scott (1997). From the grand total (228), the experimental group produced 180 instances of communicative strategies, while 48 were counted for the control group. It appears that the most prevailing strategy was self-repair, 86 instances by the experimental group to only 27 instances across tests. This means that by mid-test, the learners self-initiated correction 68.52% of the time, compared to 5.48% of the time when describing or exemplifying an object during the interpersonal speaking tasks. In the same interval of time, the use of the comprehension check, paraphrasing, and comprehension request averaged between 21% to .60%, whereas filled pauses were the least preferred achievement device. The experimental group resorted to this strategy only 3.18% of the time and increased its use to 50% of the time by post-test. It worth noting that the control group did not produce any filled pauses across tasks. It could be that this strategy is the last to acquire and that the learners still resort to other achievement mechanisms in their L1, such as "uh," "ahm," and "so." The percentages and frequency of each of the five CSs, beginning from the most to the least frequently used, are exhibited below in *Table 2. The Use of Communicative Strategies Across Task Type.*

Table 2
The Use of Communicative Strategies Across Task Type

Strategy type	**Observed frequency across oral tasks**					
	N. of instances and *(%)*					
	Pre-test		**Post-tests**			
			ECA/mid-test		**Oral test**	**Exam/final**
	CG	**EG**	**CG**	**EG**	**CG**	**EG**
Self-repair	2	1	27 *(5.48)*	86 *(68.52)*	2 *(.42)*	5 *(3.94)*
Clarif. request	1	0	2 *(.40)*	26 *(20.71)*	3 *(.63)*	3 *(2.36)*
Para-phrasing	0	0	6 *(1.21)*	17 *(13.54)*	1 *(.21)*	5 *(3.94)*
Comp Check	0	0	3 *(.60)*	16 *(12.74)*	2 *(.42)*	2 *(1.57)*
Filled pauses	0	0	0	4 *(3.18)*	0	15 *(11.84)*
Total instances =	**2**	**1**	**38**	**149**	**8**	**30**
Grand Total =	**3**		**187**		**38**	

Table 2 also shows that prior to the explicit teaching of communicative strategies, both pre-test groups only used two of the five communicative strategy types included in this study. The control group (CG) only employed two self-repairs, whereas the experimental group (EG) used only one self-repair. An explanation for this small sample of CS is the nature of the task. This task demanded that the learners converse only in three areas: who they were, where they were from, and what they expected from this course. This task prompted an average time of 2 minutes across groups. Other elicitation questions, such as 'describe yourself and family members,' would have triggered more CS production in the learners. We recognize that this was one of the prime limitations of this task. This is oral task did not encourage the learners from assisting their peers through negotiation of meaning exchange. This can be observed through the small samples of speech production by both groups. Therefore, the pre-test was excluded from further analysis.

On the contrary, from the number of communicative strategies used in the mid-test by both groups, we might conclude that this task elicited a larger sample of communicative strategies. This task required the learners to converse on various topics (e.g., family, romantic relationships, social issues) and were given 35 minutes to converse. The EG group resorted to a higher frequency of the five communicative strategies instructed in this study, whereas the CG used few instances of four communicative strategies. Out of the five strategies, self-repair was the most preferred by both groups. The EG used this strategic mechanism 58% of total instances (149), whereas the CG used it in 70% of the total instances (38) for this task. In other words, the CG resorted more times to self-repair or restructuring mechanism compared to the EG. We might suppose that it seems intuitive to self-initiate correction to one's speech when a breakdown of communication occurs.

Table 3 presents the results of ANOVA analysis of the use of speaking mid-test. The experimental group achieved higher scores than control groups on the five communicative strategies test components. The experimental group scored 29.8, while the control group 7.6. This shows that the experimental group outperformed the control group in the speaking mid-test, which in turn can be attributed to the positive impact of explicit instruction. The results of statistical analysis showed that the group differences were highly significant with a strong effect (F (1 , 8) = 2.105, $p < 0.1$), which can also be attributed to communicative strategy explicit instruction. Figure 1 Shows the results of the communicative strategies obtained from the speech samples of both groups in the mid-test.

Table 3
Means and Standard Deviations of the Speaking Mid-term Used by both Groups

Groups	**Mean instances**	**SD**
Control group	7.6	11.05
Experimental group	29.8	32.37

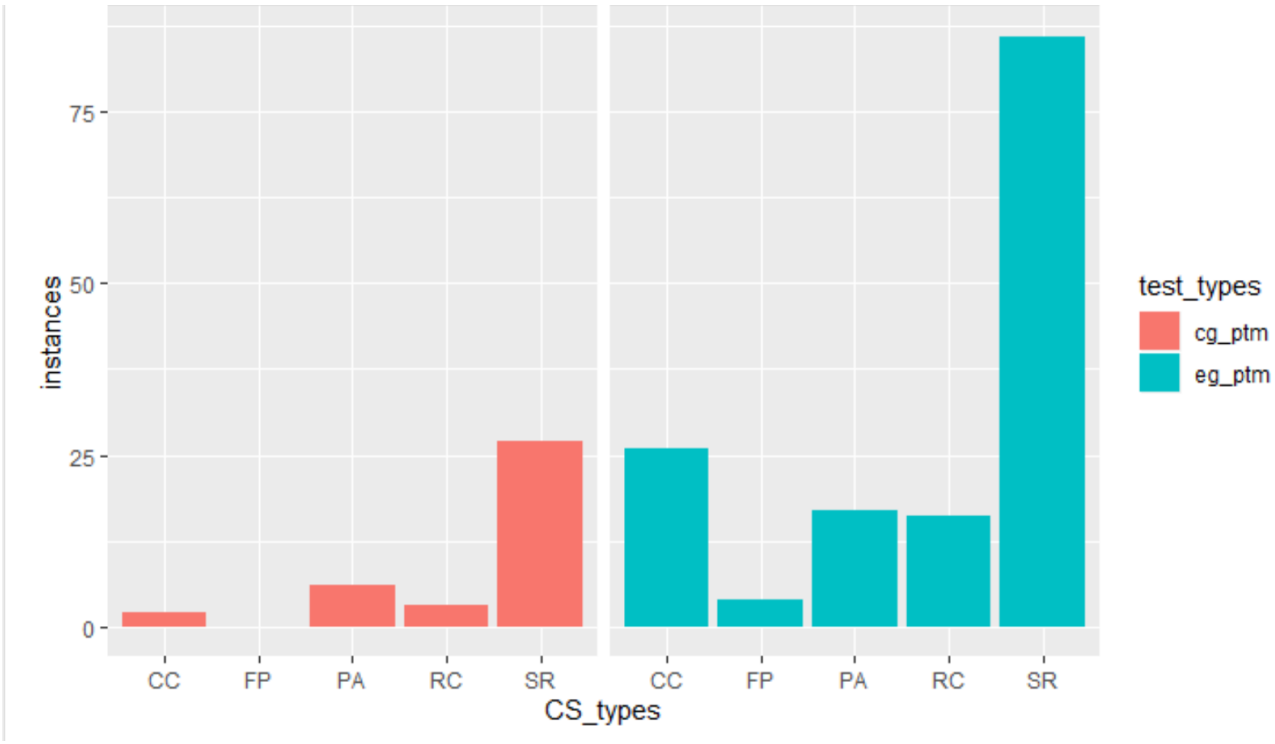

Figure 1. Communicative Strategies of the Speaking Mid-test Produced by both Groups

In the case of the experimental group in the turquoise bars, the self-repair communicative strategy was produced on average 86% of the time compared to the control group, which made use of this strategy 27% of the time. The comprehension check was produced 26% of the time to 2% of the time; paraphrasing was produced 17% of the time to 6% of the time; requesting clarification 16% to 3%, while filled pauses were produced 4% of the time compared to no production by the control group.

With regards to comprehension check, paraphrasing, and comprehension request were the other communicative strategies most used by both groups, after self-repair. However, EG used proportionally more of these strategies, compared to CG resorting to them on few occasions. These data indicate that the CG was more restricted to one type of achievement mechanism, compared to the EG, which was strategically more diverse in the use of all five communicative strategies during this task. These data might also suggest that such outcomes for the EG might be due to an atmosphere of competition, as the students knew that they were being graded during this task.

The results presented in (Maldonado, 2017) align with the results of this study. In her study, she states that the intermediate group tends to use more complex mechanisms, such as 'approximation' and 'self-repair' strategies (e.g., synonym or antonym), allowing them to restructure their speech. The dominance of filled pauses during the OE by the experimental group indicates that more controlled tasks elicited more time-gaining mechanisms, as it relates to higher demand of attentional resources, while time is needed for L2 processing. Additionally, recent studies revealed that intermediate-level learners are more inclined to use more frequent

achievement mechanism devices related to paraphrasing and restructuring (Garcia Nuñez, 2006).

Results from the post-test revealed that task demand and time constraints seemed to be the most relevant aspects of this task. It should be recalled that this task required the learners to converse on one topic (e.g., agree/disagree on immigration) and were provided a total of seven minutes to perform. From the number of communicative strategies, we see that the EG used 15 instances of filled pauses, meaning 50% of the time, the learners resorted to this strategy during this speaking task, while the CG did not use this type of strategy. What might explain the quantitative differences between the two groups is the complexity of the task.

Table 4 presents the results of ANOVA analysis of the post-test given to both groups. The experimental group scored higher mean scores than the control group on the five communicative strategies test components. The experimental group's mean score on the post-test awarded was 5.8, whereas the control group was 1.6. This shows that the experimental group outperformed the control group in the speaking mid-test, which in turn can be attributed to the positive impact of explicit instruction. The results of statistical analysis showed that the group differences were highly significant with a strong effect (F (1 , 8) = 3.041, $p < 0.1$), which can also be attributed to communicative strategy explicit instruction. Figure 2. Shows the results of the communicative strategies obtained from the speech samples of both groups in the post-test.

Table 4
Means and Standard Deviations of the Speaking Post-test Used by both Groups

Groups	**Mean instances**	**SD**
Control Group	1.6	1.14
Experimental Group	5.8	5.26

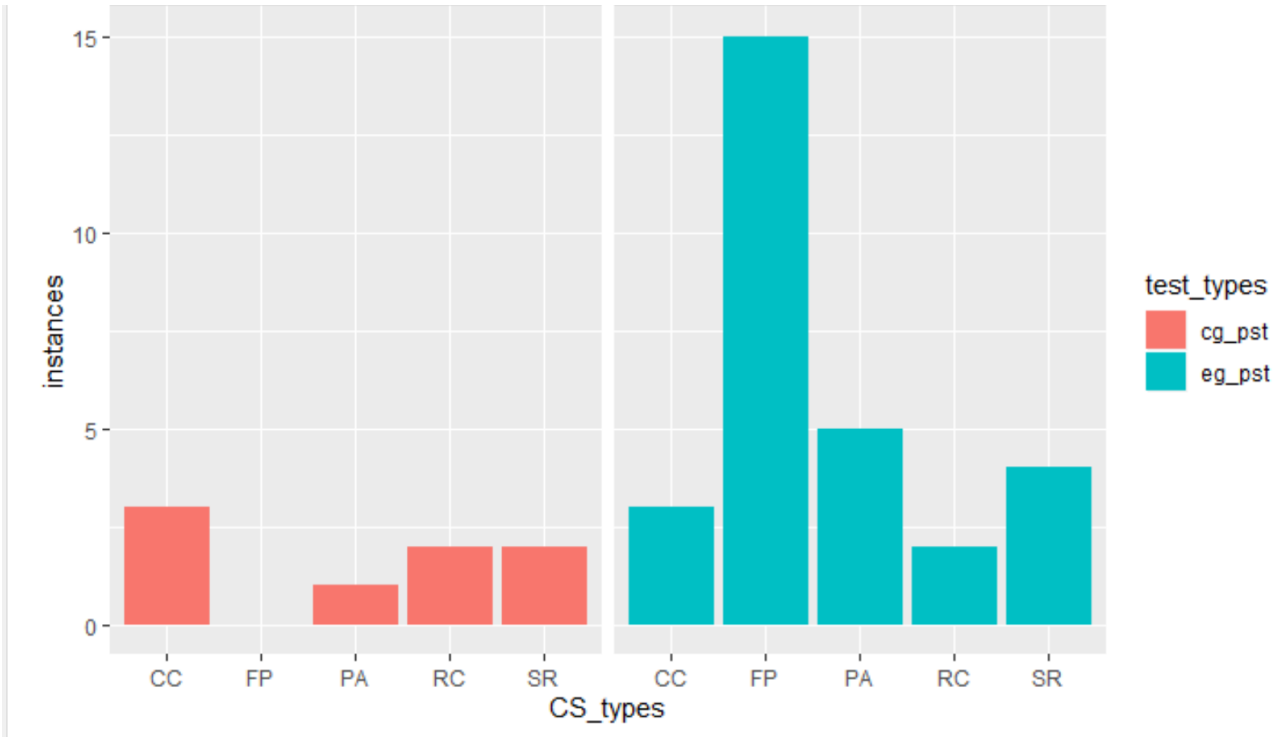

Figure 2. Communicative Strategies of the Speaking Post-test Produced by both Groups

In the case of the experimental group in the turquoise bars, the filled pause communicative strategy was produced on average 50% compared to the control group that makes no use of this strategy during the test. Self-repair and paraphrasing were produced 16.66% of the time to 2% of the time, whereas comprehension check, self-repair, and requesting clarification were produced .63% and .42%, respectively, by the control group.

Another difference observed is related to task complexity. The post-test was more complex, compared to the mid-test, in terms of time and number of topics to be discussed, leading to more cognitive taxation from the learners, as time-gaining mechanisms, such as filled pauses. This strategy is typically used when L2 processing requires more attentional resources and time to plan to deliver speech. The fact that the EG produced different types and frequencies of every communicative strategy explicitly taught across tasks can be attributed to the explicit teaching of CSs. The results observed on both oral tasks are in line with previous research (Ghout-Khenoune, 2012; Maldonado, 2017; Poulisse, 1990; Rabab'ah, 2016), which reported that their participants used different types of CSs across different tasks (e.g., picture description, interviews) and interlocutor type. In their studies, they also explained that the nature of the task type, context, task demands, time constraint, and even interlocutor type are important factors to consider when explaining this phenomenon of quantitative difference of CSs.

4. Discussion and Conclusions

The current study made it possible to analyze the effect of communicative strategies' explicit instruction on English speakers, Spanish learners at the low intermediate level during a 13-week course. The results of this study provided evidence of the effect of CS teaching, as the experimental group

showed progress in terms of language acquisition because of the communicative strategies teaching. The quantitative results obtained confirmed that the experimental group utilized a wider range of these strategies and that the types of CSs used strongly depend on time and number of topics to converse about. Although, we also observed a decrease in CS production from the mid to post-test by both groups. As stated earlier, this outcome might be related to the time provided to perform each task or variety and types of topics to converse. But we are also inclined to think that the learners experienced an increase in vocabulary size, narrative, fluency, and discourse abilities while less focus on form at post-test. Lafford (2004) also affirms in her study that by the end of the semester, her participants used fewer CSs, especially in the group studying abroad. This was attributed to gain the of fluency and discourse ability. Because it remains unclear regarding what might have caused the decrease of CSs used by the learners in this study, an investigation needs to be carried out in order to further discern the causes.

Also, further research should include a delayed post-test to examine whether the communicative strategies are maintained after the explicit teachings. For example, the study conducted by (Alibakhshi & Padiz, 2011) evaluated the stability of the communicative strategies after three months. This study reported that although some of the strategies (e.g., approximation, self-repetition) lost their effect, they remained stable even after the explicit CS teaching. The study indicated that only 'language switch' showed stability in this interval of time. Future studies should also focus on both first language and second language communicative strategies — that is, what communicative strategies the learners already produce in their first and second language communicative strategies to better examine if any correlation exists and better define their relationship.

Finally, even though the current study was a small-scale research project, and its findings cannot be generalized, this research reveals the importance of the explicit teaching of communicative strategies. Language teachers should teach communicative strategies, not only these types of CSs but also make observations about the acquisition of these strategic mechanisms, hence, allowing them to help the learners in their communicative achievement. Although the communicative strategies included in this study were carefully selected and described by the researcher, a one-to-one interrater reliability should have been conducted in order to reduce biases in the results.

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Appendices

Appendix A: Pre-test speaking task

Ask your partner the questions below. Once you are done, upload it via Dropbox into a folder called *"Conoce a tu compañero(a)"* (you will receive an email with this instruction soon after you start this activity)

Make sure to take turns. Ask the following:
1. His/her name and what he/she is studying
S1: ¿Cómo te llamas? S2: Me llamo…
S1: ¿Qué estudias? S2: Yo estudio…
2. where he/she is from and describe the region
S1: ¿De dónde eres y cómo es? ¿Cuál es tu ciudad natal?
S2: Soy de … y es …
3. ¿Qué esperas aprender de este curso?
S1: Espero aprender ….

Appendix B: 5 Communicative Strategies Used in the Study

5 Estrategias Comunicativas Spring_19 SPN 2200 –

1. **Para solicitar aclaración o repetición - *Requesting an explanation or repetition when comprehension breaks down.***

   S1: "¿A qué hora comes todos los días?" / "*What time do you eat every day?"*

   S2: "Ahmm … **no comprendo, no entiendo. ¿Puede(s) repetir, por favor?** / *"I don't understand. Could you repeat, please?"*

2. **Ensuring comprehension/*Comprehension check - Asking questions to check that interlocutor understands.***

   S1: "la desigualdad social …es también, educación, trabajo, justicia y ahhm, **¿(me) entiendes?**, **¿(me) comprendes?**, **¿me copias?**" / "*social inequality…is also, education, work, justiciar y ahm. Do you understand (me)?"*

   S2: "Sí, sí, sí… **(te) entiendo (pefectamente), (te) comprendo (perfectamente), te copio (perfectamente)** "/ "*Yes, yes, yes…I understand (you)".*

5 Estrategias Comunicativas Spring_19 SPN 2200 –

3. **Parafraseando (Circomlocución)/*Paraphrasing (Cirmcumlocution)* - Exemplifying, illustrating, or describing the properties of the target object or action.**

S: "…salió con su … **con la mamá de la mamá** (bisabuela) …" / "*she/he left with the … mother of the mother (great-grandmother)".*

4. Auto-reparación/*Self-repair* - Making self-initated corrections in one's own speech.

S: "…deseo una casa muy ahmm ahh…que no **es** grande…**sea** grande" / "*I want an apartment that is not so ahmm ahh … would be big … not so be big".* (Descripciones de los objetos que tienen que traer. 1st describe, 2nd partner drawing, 3rd show the object. Dates: 14 (kitchen) y 30 (lover representation) de enero, 15 (inmigration/refugees) de marzo, y 3 de abril (women and/or indigenous).

5. **Muletillas/*Filled-pauses. The voice that repeats frequently during speech making the conversation smooth. It sometimes refer to things I recently said and I am trying to recall (what was I saying?)* - Voz o frase que se repite mucho durante el habla y hacen el habla más armoniosa. Refiere a cosas como:** ¿de qué estoy hablando? ¿Qué dije hace rato?

"**este**…, **bueno… ajá**…, **pero**…, **pues**… **osea**…, **como**…, **y**…, **entonces**… **¡No te creo!** / *uh…, ah…, um…, well…, I mean…, like…, and…, then…I don't believe you*

Appendix C: Raw Excerpt Pre-test by the Experimental Group (106 w/C)

J: como te llamas?

A: me llamo [redacted] y tu?

J: Me llamo [redacted] Que estudias?

A: Yo estudio matemáticas y español. Y tu que estudias [redacted]

J: Yo estudio sociología. De donde eres?

A: Soy de Florida y tu?

J: Soy de Kansas. Cual es tu ciudad natal y como es?

A: Mi ciudad natal es Boca Raton y yo creo que es muy aburrido. Y tu?

J: Mi ciudad natal es Atlanta. Es muy loco y tiene la población grande. Ah y que esperar aprender en este curso?

A: Me gustaría aprender mas vocabulario y gramática. Y tu?

J: Ah.. espero aprender mas vocabulario.

Excerpt Pre-test on the Control Group (129 w/c)

M: ¿Cómo te llamas?

S: Me llamo [redacted]

M: ¿Qué estudias?

S: Yo estudio microbiología

M: ¿Cuál es tu ciudad natal y cómo es?

S: ah… mi ciudad natal es Orlando y es muy grande

M: ¿De dónde eres?

S: Soy de Englewood Florida

M: Y ¿que esperas aprender en usted no un en este curso?

S: Espero aprender más vocabulario y ah …comprehension

M: Si.

S: ¿Como te llamas?

M: Me llama [redacted]

S: ¿Qué estudias?

M: Yo estudia women studies

S: ¿Cuál es tu ciudad natal y cómo es?

M: Cómo es Napel Florida, muy caliente

S: ¿De dónde eres?

M: De dónde eh oh *I'm sorry* … **es** de Napel, **soy** (**CS4-Self-repair**) de Napel

S: ¿Y qué esperas aprender de este curso?

M: Espero aprender …español

Appendix D: Raw Sample Excerpt for the Effective Communication Transcript (ECA) by the Experimental Group (in 133 w/c)

G: Si entiendo. Las características en las personas que yo valoro es ahm son si son ah son (**CS4-Self-repair**) las personas confianzas y simpáticas y tienen muchas cosas que ellos ahm pueden hablar sobre. Me gusta hablar con personas

R: Si,. Ah… Pienso que todo de las características que necesitamos son características de compatabilidad.

G: **no entiendo. Repita**. (**CS 1: Requesting repetition**)

R: ahm … la compatabilidad. Cuando una persona y otra persona ahm ahm son buenos por la otro persona ah…ah

G: pienso que la compatabilidad es muy importante por una relación ah de amistad y ah relacion romántica.

R: **Si, si entiendo**.

G: perfecto. ¿Qué es tu opinión de la soltera y especial especialmente las neosolteras?

R: ah

G: **¿me entiendes?** (**CS2**: Ensuring comprehension)

R: **si, si entiendo** (**CS2**: Ensuring comprehension)

Sample Excerpt for the Effective Communication Transcript (ECA) by the Control Group (in 181 w/c)

J: ah una cosa es comunicación ah es más importante para la salud en una relación ah y confianza esos cosas más importantes para mi ah esas cosas **como se dice *besides***? …. Nadish. **Como se dice *radish*?**? (**Interactional Strategy, direct appeal for help**) ¿Qué es tu opinión sobre soltera?

M: (**she did not attempt to answer his Q**) ah ahora me gusta la soltera

J: es muy bueno?!

M: si… por porque no hay muchas responsabilidades, tengo mucha independencia. Ahmmm… También ah no soy muy ocupado ahm con un otro ah con otro otra persona (**CS4-Self-repair**) ahm pero en el futuro yo quiero una relación, pero ahora es más fácil estar soltera. Y tu?

J: si lo mismos…. mas fácil … no tengo las responsabilidades **como se dice *worry***? (**Interactional Strategy, direct appeal for help**) Sobre amiga en ah en otra persona ah pero puedo todo ah la mundo es ah es my **como se dice *oister***? (**Interactional Strategy, direct appeal for help**) creo que

M: ¿Crees que es mal estar soltera? ¿Crees que la soltera es mal o bueno?

Appendix E: Raw Excerpt Oral Exam Transcript on the Experimental Group (181 w/c)

L: **repite por favor** (**CS#1 – RE**)

A: ah ok pues tu tu jugabas ahm por el verano futbol si que que otra otras que que? 26

L: **¿deportes?** (**CS#2 – Comprehension check**)

A: que otras hacias, deportes o actividades durante en el verano?

L: me gusta ah ah jugar las cartas con mis amigos

A: ah si

L: ah ah vamos a la playa y **juega juegamos** (**CS#4 – Self repair**) con las cartas y ahm

A: en la playa?

L: en la playa pero no en la mal en la tienda

A: oh si si si si en la arena… ok

L: si y ¿tú que otras actividades?

A: ahm mi familia y yo asistíamos asistíamos a la playa también

L: si

A: ahm pero nunca jamás ah jugaba carta no sé por qué, pero en la playa mis toda mi familia cocinabamos ahm cocinános carne con con pan …**no se la palabras**

L: si si

A: si **hamburguesas** (**CS#3 – Paraphrasing**)… en la playa porque en la norte de la carolina del norte? Ahm por ¿por tu puedes ah man mandar mandar

S: ahmm hacer…La deportación 33

N: si si

S: Si pero creo que puedes hacerlo de una manera más ahm simpática y muy *you know*

N: si si

B: si y ahm pueden tratar a las personas que llegan a reportarlos como malos si 35

S: Si con respeto

B: Si

S: Si ahm porque *yeah* ah Pierre estaba llorando 37

N: si si

S: y su madre su padre estaban tratando de hablar con los oficiales y ah dar sus papeles de trabajo pero los oficiales no no escu escucharon

N: si si oficiales ahm beben ahm deben tien or deben acto or muy simpático (tatsh) 40

S: si.. pero esa es una problema más grande de este vecindario *or* este vecin si *yeah* .. hay un problema de este país con inmi inmigrantes y ahm las tratamientos de este país con los inmigrantes en Tejas ahora porque hay muchos inmigrantes que son que están viviendo **como se dice ga?te? ..pero ? En condiciones malas (CS#3 – Paraphrasing)** 41

N: si si… ahm creo que inmigración ahm es no malo ahm porque inmigración ahm trabajo en ahm or

Appendix F: Taxonomy of the Five Communicative Strategies (Dörnyei & Scott, 1997).

APPENDIX

COMMUNICATIVE STRATEGIES (BASED ON DÖRNYEI & SCOTT, 1997): EXAMPLES FROM THE CIEE PROJECT DATA

The coding of the data is as follows: an initial S indicates Spain, an initial C indicates Colorado; the second two letters represent the participant's disguised initials; the following two-digit number refers to the individual participant; for extracts taken from the pretest or posttest, the final initial and number indicate the following: A = pretest, B = posttest, 1 = the first extract, and 2 = the second extract. For extracts from the role play, the last letters are either PRE for the pretest or POST for the posttest.

Direct Strategies

Resource deficit-related strategies: L1-based

SW: Code switching (language switch): Including L1 words with L1 pronunciation in L2.

SCA07A2: *No sé como se dice en español Nosotros* (scuba dive) (SW); "I don't know how to say it in Spanish. We scuba dive?"

FO: Foreignizing: Using L1 word by adjusting to L2 phonology, morphology, or both.

CBI03B2: *Me gusta* (like) *diversitía* (FO); "I like (like) dayversitia." [based on English pronunciation of *diversity*]

LT: Literal translation (transfer): Translating literally a lexical item, an idiom, or a compound word or structure from L1 to L2 (*calque*), and false cognates.

CDA07PRE: *quiero asist . . . asistencia* (LT) *para mi plana*. "I want assist- assistance for my plan."
Interviewer: *¿y algo más?* "and anything else?"
CDA07PRE: *dos . . . uh . . . cuartos de cama?* (LT/AC); "two rooms of bed" [for *bedrooms*]

Resource deficit-related strategies: L2-based

AO: Approximation: Single alternative lexical item, such as a superordinate or a related term, that shares semantic features (e.g., synonym or antonym) with the target word or structure.

CDA07PRE: *Por favor, pones mi en la, la papel, el papel* (AO) *de esta avión*. "Please, put me on the, the paper, the paper [for *passenger list*] of that plane."

DR: Derivationally related word: Word(s) derivationally related to target word by form and meaning—not in Dörnyei and Scott's (1997) taxomony.

SCL10A1: *El es un inglaterra?* (DR/AC); "He is an England?" [for *Englishman*]

AW: All-purpose words: Using "empty" lexical item for vocabulary deficits.

CWE36B2: *El centro no quiere, quiere que ah usar uhm algo* (AW) *como ah . . . no sé como se dice en español . . . algo* (AW) *como ah . . . un, un minu, un momento* (SR) *solo cuando estás, cuando ellos están* (SR) *horrible* (PA). "The center does not want, want ah to use um . . . something like ah . . . I don't know how to say it in Spanish . . . something like ah . . . a, a minu- moment alone when you, when they are horrible."

SS: Similar-sounding words: Use of lexical item whose form is similar to target.

CFO11A2: *En la escuela secundaria yo, yo hice muchos divertido?* (SS/AC) *diportivos?* (WC/AC); "In high school I, I did a lot of fun? sports [pronounced incorrectly]?" [*Divertido* "fun" sounds like *deportivos*, adjective form relating to sports.]

WC: Word coinage: Creating a novel L2 word by L2 rule formation patterns.

CBA01PRE: *Oh, possible* (SW), *possible* (SR) *yo intere-san-to* (WC) *en otros apartamentos*. "Oh, possible, possible I (am) inte-res-ted [slows down] in other apartments."

OM: Omission: Leaving a gap when not knowing a word and continuing.

SC10A1: *él tiene dos hijos y yo . . .* _____ (OM) *como una, como su hija joven*. "He has two children and I . . . _____ like a, like his young daughter." [*Soy* "am" was not uttered.]

PA: Circumlocution (paraphrase): Exemplifying, illustrating, or describing the properties of the target object or action.

SCO10B2: *con su . . . con el hermano de su esposo* (PA); "With her . . . with her husband's brother. [for *cuñado* "brother-in-law"]

RS: Restructuring: Abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating message with an alternative plan. In this study, RS also included Dörnyei and Scott's (1997) categories of message reduction and message replacement. RS includes cases where learners restructure due to lexical or syntactic deficiencies.

SDY15A1: *Estaba un poco difícil porque es, esco, echa- no . . . no sé mi familia estaba en Connecticut* (RS); "It was a bit difficult because I mi-mi . . . no (I don't know) my family was in Connecticut." [Learner wanted to say *echar de menos* "to miss" but could not retrieve it properly.]

MA: Message abandonment: Unfinished message due to some language difficulty.

CPE22A1: *(Amadeus) un . . . es una película sobre el vida de Mozart y su . . . su* I don't know (MA) *. . . y describe un um . . . otro músico*. "(Amadeus) a . . . is a film about the life of Mozart and his, his . . . (I don't know) and describes a, um . . . another musician."

Own performance problem-related strategies: L1- or L2-based

SR: Self-repair: Making self-initiated corrections in one's own speech.

CCH05PST: Ah . . . *quiero un apartamento muy ah* (RS) *que no es cara . . . caro* (SR); "I want an apartment (that is) very ah . . . that is not expensive [incorrect adjective form], expensive."

RT: Retrieval: Saying a series of incomplete or wrong forms or structures before reaching the optimal form—Dörnyei and Scott (1997) categorized this under *resource deficit-related strategies*.

CCH05B1: *solamente ayuda con la oficina ah . . . con lo, la, el* (RT) *trabajo*. "Only help with the office ah . . . with the [three forms; searching for correct definite article] work."

SP: Self-rephrasing: Rephrasing a term already uttered by adding something or using paraphrase.

CPE22B2: *para ir a los discotecas?* (AC) — *Los clubs de bailar* (SP). "To go to the discotheques?—the dancing clubs."

Interactional Strategies

Resource deficit-related strategies: L1- or L2-based

DA: Direct appeal for help: Requesting interlocutor assistance with an explicit question about L2 knowledge gap.

CNO21: Oh dear. . . . *¿Cómo se dice "apartment" en español?* (DA); "How do you say 'apartment' in Spanish?"
Interviewer: *No puedo decirte eso*. "I can't tell you that."

IA: Indirect appeal for help: Trying to elicit help from the interlocutor indirectly by expressing lack of a needed L2 item (verbally or nonverbally).

SLA23A1: *Es muy ah . . . ah . . . no sé como se dice* quiet (SW) or shy (SW) . . . *no sé como se dice* (IA) . . . "She is very ah . . . I don't know how to say 'quiet' or 'shy' . . . I don't know how to say it . . ."
Interviewer: *Explícame con otras palabras*. "Explain it to me with other words."

Own-performance problem-related strategies: L1- or L2-based

CC: Comprehension check: Asking questions to check that interlocutor understands.

SJE21B2: *hablar con mis madre*, *padre*, *no tengo niños ah y ¿entiendes?* (CC); "to speak with my (Spanish) mother, father, I don't have children (in the house) Do you understand?"
Interviewer: *Sí*, *sí*, *sí. Te entiendo perfectamente*. "Yes, yes, yes. I understand you perfectly."

AC: Own-accuracy check: Learner indication of some degree of uncertainty, expressed with words or just with question intonation, about a self-produced form.

CQU25B2: *es un poco chidioso?* (WC) *¿Es una palabra en español?* (AC); "He is a little 'chidioso'? Is that a word in Spanish?" [Target was probably *childish*—talking about her horse.]
Interviewer: *No comprendo esa palabra*. "I don't understand that word."

Other-performance problem-related strategies: L1- or L2-based

NU: Expressing nonunderstanding: Expressing that the learner did not understand something properly either verbally or nonverbally.

Interviewer: *¿A qué hora tienes que levantarte?* "What time do you have to get up?"
CBA01A1: Uhm . . . *no comprendo.* (NU); "I don't understand."

CR: Asking for clarification or repetition: Requesting an explanation or repetition when comprehension breaks down.

Interviewer: *¿Qué desea Ud.?* "What do you want?"
CFR13PRE: *¿Cómo?* (CR-L2); "What?"

FC: Asking for confirmation: Requesting confirmation that comprehension was accurate.

Interviewer: *¿Puede decirme más o menos qué cosas son importantes para usted en un apartamento?* "Can you tell me more or less what things are most important for you in an apartment?"
CFR13PRE: *Ah . . . A mí ¿Qué es importante?* (FC); "Ah . . . For me, what is important?"
Interviewer: *Sí, porque tenemos diferentes apartamentos.* "Yes, because we have different apartments."

RC: Response-confirm: Confirming what the interlocutor has said or suggested.

SKL22PRE: *¿Es más barco?* (SS/AC) *¿No comprendo?* (CC for *¿no comprende?*); "Is it more boat? Do I not understand?" [for Do you understand?"]
Interviewer: *¿Más barato?* "Cheaper?"
SKL22PRE: *Más barato, sí.* (RC) "Cheaper, yes."

PT: Response-rephrase: Rephrasing the trigger as a response to an interlocutor.

SCO10PRE: *Y . . . ¿qué . . . qué cuatros* (AO) *es . . . es abierto?* "And . . . what . . . what rooms [for *apartments*] is . . . is open?"
Interviewer: *¿Cómo? No comprendo.* "What? I don't understand."
SCO10PRE: *Ah. ¿qué . . . ¿ cuántos casas tiene ahora?* (PT); "What . . . How many houses do you have now?" [for *apartments*]

RR: Response-repair: Providing other-initiated self-repair.

CDA07PRE: *¿Cuándo tiempo es el primero plano a Nueva York?* "What time is the first plan [false cognate with English for *plane*] to New York?"
Interviewer: *¿Plano?* "Plan?"
CDA07PRE: *Plano . . . avión, el avión, el avión.* (RR) "Plan . . . plane, the plane, the plane."

RE: Response-repeat: Repeating the original trigger or the suggested corrected form.

CBI03PST: una . . . ¿balquino? (AC/FO); "a balquino?" [foreignization of *balcony*]
Interviewer: *¿un balcón?* "a balcony?"
CBI03PST: *balcón* (RE); "balcony"