Some Communication Strategies used by ESL Learners when Solving Errors

Algumas Estratégias de Comunicação utilizadas por Estudantes de Inglês quando Resolvem Erros

Juan Del Valle Rojas


a. Universidad de La Frontera, Temuco-Chile.

Resumo

Este trabalho trata de um breve estudo sobre o estudo de análise de erros realizado na Universidade Católica de Temuco, Chile, em 2014. Ele se concentra na análise de conversas entre dois alunos de EFL e um falante nativo da Universidade Católica de Temuco, Chile. O objetivo principal é compreender todo o tipo de erros de linguagem cometidos por alunos de inglês L2 e explicar várias estratégias de comunicação que eles usam ao tentar resolver esses problemas comunicativos. Algumas entrevistas foram transcritas para analisar os erros dos falantes de espanhol quando falam inglês. A análise foi realizada considerando várias estratégias comunicativas que os alunos de inglês L2 usam quando falam em sua língua-alvo. Para concluir, pode-se salientar que, no momento de estabelecer uma conversa, um aluno EFL está mais preocupado em evitar erros do que corrigi-los ou usando sistemas linguísticos alternativos.


Abstract

This work deals with a brief study case about the error analysis study carried out at the Catholic University of Temuco, Chile in 2014. It focuses on the analysis of conversations between two EFL learners and one English native speaker from the Universidad Católica de Temuco, Chile. The main purpose is to understanding all kind of language errors committed by English L2 learners and to explaining several communication strategies they use when trying to solve those communicative problems. Some interviews were transcribed in order to analyze Spanish speakers’ errors when speaking English. The analysis was carried out by considering several communicative strategies that L2 English learners use when speaking in their target language. To conclude, it can be pointed out that, at the moment of establishing a conversation, an EFL learner is more worried about avoiding mistakes than correcting them or using alternative linguistic systems.
Keywords: ESL, Communication Strategies, Language Errors, Message Restructuring, Applied Linguistics.

Resumen

Este trabajo pertenece a un breve estudio de caso sobre el análisis de errores llevado a cabo en la Universidad Católica de Temuco, Chile en el año 2014. Esta investigación se refiere al análisis de la conversación entre dos hablantes de inglés como segunda lengua y un hablante nativo de inglés de la Universidad Católica de Temuco, Chile. De tal forma, su objetivo principal es entender los errores de lenguaje que cometen los aprendices de inglés como segunda lengua (L2) y explicar las distintas estrategias comunicativas que ellos usan cuando intentan resolver aquellos problemas de comunicación. Se utilizaron algunas entrevistas con el fin de analizar los errores de los hablantes de español cuando hablan en inglés. El análisis se llevó a cabo tomando en cuenta las distintas estrategias comunicativas utilizadas por los aprendices de inglés como segunda lengua (L2) cuando hablan en inglés. De acuerdo a la investigación, se puede señalar que, al momento de establecer una conversación, un aprendiz de inglés como segunda lengua (EFL) se preocupa más de evitar errores que corregirlos, o utilizar otros sistemas lingüísticos alternativos.

Palabras Clave: ESL, Estrategias de Comunicación, Errores de Lenguaje, Reestructuración del mensaje, Lingüística Aplicada.
1 Introduction

Nowadays, there have been several studies in the field of Second Language Learning. Hence, there have emerged several questions about why learners commit lots of mistakes when learning a second language. Some researchers have shown these errors learners make when constructing a new system of language need to be analyzed in order to understand the strategies used by them in the process of second language learning.

In the present work, there is going to be an analysis of a transcription regarding the errors made by L2 learners participating in a conversation carried out by an English native (male) speaker and two English-as-a-Second-Language learners (a male and a female). In this conversation, it is required to look for the errors committed by the learners in order to explain the several communicative strategies that they use when trying to solve their communicative problem. During conversation, certain communication strategies are used by second language learners, and even native speakers to aid them in communication and negotiation in order to be successful in their language learning experience (Tarone 1979, 1980).

First of all, there is a theoretical background that poses a discussion among the different theories for First Language Acquisition and Second Language Learning, which were important for the assumption of several theories for error analysis. It is also included an explanation in the contribution of these theories of error analysis in Foreign Language Teaching. Finally, there is a conclusion regarding the error analysis of the transcription that is necessary for fully understanding the communicative strategies used by the English-as-a-second-language learners in order to either avoid or solve a communicative problem (Dörnyei & Scott, 1997).

Some English as a second language (L2) learners commit language errors when using the target language. In those cases, they try to solve errors by using some communication strategies. The strategies that are used by English as second language (ESL) learners to overcome the breakdowns during oral communication are known as communication Strategies (Latif, Benti & Zainol, 2013). There is a necessity to understand those communication strategies used by second language learners in order to improve the language learning process, specially, in the case of English teaching. Therefore, it the following question emerges in order to try to conduct the research:

What are the communication strategies used by second language (L2) learners when committing language errors in a conversation?

According to the previous question, the objectives established for this work are:

- To understand language errors committed by L2 learners
- To explain the several communication strategies that they use when they try to solve those communicative problems

2 Theoretical Background

During the latest decades, there have been several studies regarding error analysis in second language learners. Firstly, it is necessary to explain what error and mistake mean. A mistake is established when the learner has gotten some knowledge concerning the language, but he fails when performing it. An error is established when the learner does not know whether
his performance is correct or not, because he has not gotten any knowledge about the language before. Then, it is also important to draw a distinction between mistake and error. In this respect, Ellis (1997, 2008) suggests two ways of differentiation: the first one is to check the consistency of learner’s performance. If he sometimes uses a correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

At the beginning, some researchers that were working with the Behaviourist theory pointed out that the L2 learners’ error were a wrong response to the stimulus and so that they must be avoided. In this respect, it is necessary to consider that Behaviourist learning theory states that language learning involves habit formation that means responding to stimuli in the environment and having these responses reinforced to remember by means of correction of language. Larsen-Freeman and Long (1991) claims that before 1960s, when the behaviouristic viewpoint of language was prevailing, learners errors were considered undesirable and to be avoided. They explained that it occurred because in behaviourists’ perspectives, people learn by responding to external stimuli and receiving a proper reinforcement. For that reason, they said, errors were considered to be a wrong response to the stimulus, which should be corrected immediately after they were made. Finally, they explain that those errors must be corrected properly before they became a habit and a wrong behavioural pattern that would stick in your mind.

This theory of language learning was later refused by famous Linguist Noam Chomsky, who posed a different perspective in 1957. This theory was known as Mentalist Theory, which emphasizes what can be directly observed and ignores what goes on in the “black box” of the learner’s mind. This theory states that human mind possesses a device called Language Acquisition Device (LAD) that allows us to acquire the language; therefore, the Input (the environment where a person acquires the language) is needed only to trigger the operation of LAD. Noam Chomsky (1957) wrote in his paper against B.F. Skinner, that human learning, especially language acquisition, cannot be explained by simply starting off with a "tabula rasa" state of mind. He claimed that human beings must have a certain kind of innate capacity which can guide you through a vast number of sentence generation possibilities and have a child acquire a grammar of that language until the age of five or six with almost no exception. He called this capacity "Universal Grammar" and claimed that it is this very human faculty that linguistics aims to pursue.

Noam Chomsky (1966) on his research on language and linguistics pointed out that the swing-back of pendulum toward a rationalistic view of language ability leads many language teachers to discredit the behaviouristic language learning style and emphasize cognitive-code learning approach. In this way, he said that learners were encouraged to work on more conscious grammar exercises based on certain rules and deductive learning began to be focused again”.

The error analysis in second language learners has emerged a long time ago. But it was focused on the Behaviourist theory that suggested the process of learning was largely a question of acquiring a set of new language habits. However, it was later considered as being the result of the existence of mother tongue habits in the interlanguage language (second language).

Error analysis was then a branch of applied linguistic that emerged in the sixties to demonstrate that learners errors were occurring not only because of the learner’s native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language
(behaviourist theory). On the contrary, error analysis deals with the learner’s performance in terms of the cognitive processes they make use of in recognizing the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learner’s errors provide an understanding of the process of second language acquisition (Erdoğan, 2005).

After reviewing these theories, we can argue that an error is provoked by the learners due to several strategies they face when learning and using the language. There are two different ways in which learners behave when they are facing a communicative problem. On the one hand, the learners can adopt the Avoidance behaviour that deals with the idea of reduction of the communicative goal in which they can either abandon the message or restrict the patterns because they do not want to use patterns they do not master.

On the other hand, the learners also can adopt the Achievement behaviour that deals with the idea of “solving the problem of communication by expanding their communicative resources rather than reducing their communicative goal” (Faerch and Kasper, 1983). When adopting the Achievement behaviour, learners can use several communication strategies, such as: inter lingual transfer, which is the result of the language transfer, which is caused by the learner’s first language; inter/intra lingual transfer, which is the interference from the mother tongue by using patterns from the interlanguage; generalization of the language; word coinage, which deals with the creation of a new word or sound that does not exist in any language; restructuring, which is the abandonment of a structure and using another one when talking; cooperative strategies, non-linguistic strategies, that occurs when the learner asks for what is correct or not when using the language (Faerch, Claus and Kasper, 1983).

3 Methodology

The methodology chosen by this work is a qualitative methodology. There is a semi-structured interview, and then, a transcription of this interview. After that, there is an analysis of several communicative strategies under the light of theory explaining the errors committed by the learners when they are trying to solve their communicative problems in a conversation.

I. TRANSCRIPTION

The following conversation took place on June 26th, 2014 at the conversation room. This is an informal conversation carried out by one native speaker and two students of English Language Teaching. The topic of conversation was related to “successful businesses” in which students and the native speaker were discussing about big companies that earn lot of money. This conversation is an interaction among three people, although it was mainly followed by the native speaker and one student of English Language Teaching. The conversation lasted 40 minutes, but the recording and transcription was about 20 minutes.

Speaker “F”: Male. 52 years old (Native speaker) Speaker “R”: Female. 22 years old.
Speaker “L”: Male. 22 years old.

Topic: Successful businesses

F: Hi guys, how you doing?
L: Hi!
R: *How are you?*
F: *Ok, so fine.*
F: *So...when the conversations finish?*
F: *next week?*
R: *week......yeahh*
F: *I wasn’t sure about that.*
R: *and what happen with the...*
F: *I don’t know it so happen.*
F: *They may loose. They may loose*
R: *But the thing is that...that semester...that they make ehh...a double...that in...¿in holiday?*

(Doubtful tone of voice) ...winter holiday.
F: *Yess...Yeahh, maybe one week. I’m not sure, pretty sure, I don’t know.*
R: *O sea, the teacher recalendarizaron....the agenda...the*
F: *Yeahh, I don’t know*
R: *But, you finish the next week.*
F: *Yeahh*
R: *Yeah*
L: *Many classmates have finished with the conversation...they don’t have all the...the conversation.*
F: *Yeahh....I don’t know if they have the same day*
R: *Miss Ubilla is the... (Referring to an English teacher)*
L: *But, the University...they don’t pay you. (Laughing)*
F: *Yeahh, I don’t get payed, you are off working they don’t pay.*
F: *What happens guys, it’s ok...is ok.*
F: *So, ok you are in lengua five, correct?*
F: *Here is the conversation, what does it say?*
R: *ehhh...today’s contact........eh, business?*
F: *Yeahh*
R: *Businesses?*
F: *Yeahh, successful businesses. For example Starbucks?*
L: *Starbucks?*
F: Starbucks is like eh, like a coffee shop, ok...something like this
R: Like ehh....cafeteria?
F: No, well is like the same, the same, ok. They are famous buying coffee...and also
sandwiches, but generally coffee, yeahh. And this, apple (Showing a picture)
R: Apple...is a great company
F: Right, apple, yeah the computer, and they are called apple, ok?
R: Enterper...
F: Entrepreneur.
R: Ahhh
F: Entrepreneur...I think is a French word. This means if you are in business for yourself
so you have a business of you, you have an enterprise you know, you
understand?...they two are entrepreneur (referring to a picture). If I’m in a corner and
I stand in a corner and sell flowers, my own business is called an entrepreneur, I do
business for myself.
R: Ahhhh,
F: Nothing to say a big company like IMB executive of IBM, you understand?
R: Ah, ok.
L: can it be...a person who sells sopaipillas, maybe?
F: Yes, It can be an entrepreneur...yes all enterprises. Well, ehh successful businesses, I
need some examples, ok? Nio, what...whatever successful businesses can you tell
me about?. I heard examples, Starbucks, Apple, IBM.
N: Mmmm...
R: Car, mm?
F: Yeahh, that could be.
L: The car of China?
F: Yeah, Cars from China, but the idea is like.......eh, people that.......who auto-services
or deliver information, they are doing business for themselves and they are
independent, ok.
R: Ehhh...
F: So, can you tell me...eh about...any successful businesses?. They guy with a...with a
very successful businesses?
R: Uni...university?, yeahh, that’s good business. (Laughing)
F: Yeahh, like a deal with the government, ok?
R: Lot of money, It’s cool...all the people say me that.
F: Yeahh, well, what the businesses can you think of that...that is a successful business?
R: Mmmm, like ehh.. like clothing.
F: Clothes?, yeahh, the idea like people having...eh, boutique
R: Yeahh
F: Those kinds are good businesses...more popular
R: Supermarket?
F: Supermarket, yeahh
R: Very neccessary...
F: Yeahh, they generally ahhh... do a good business..ahh, they get a lot of money.
R: bala (Confusing sound)
F: Yeahhh, but only if you are..you are the owner
L: Maybe...maybe the people who...the people who record films, music and then they sell them.
F: Yeah, yeah, coul be.
L: We don’t have..don’t have many ideas, today.
F: Yeahh, ok.
R: We were in a test.
F: Ohh, really?
R: Yeahh.
F: What was it about?
R: A writing
L: A writing test
F: What did you write about?
R: Many things...theory, indirect questions...tag questions.
F: You are doing it really, isn’t this? (Laughing)
L: Questions
F: You are making goodness all my weekends, aren’t you?
L: That kinds of questions
F: *Question tag...*Ohh, well can you tell me about other businesses?, like interesting businesses like for example having my own pub, my own bar. If you have the money, ehh, no problem.

R: Yeahh, young people...yeah, people in general, go to the pub.

F: That’s fun, very fun.

R: *The...........chermy...*the farmacia /'fɑːrməsɪə/? (using english sounds)

F: Ehhh, drugstore or pharmacy, yeahh. Oh my god that’s it is a very big business.

R: You can find a lot of...every corner you can find that.

F: There are drugstore everywhere...that show is a good business.

L: Yeahh.

F: They have the same brand the drugstores...ehh, probably in one...in one drug

R: That is, you know easy time.

F: Yeah, because is good business, and I’ve heard aobut it on television they are charging a lot more medicine. Ok, tell me some more. Would you like to be an entrepreneur?

R: Yeah......I would like to.

F: What would you do?

R: Ehhh....Create?.......in some types of clothe

F: Clothes, very good.

R: Yeahh...ehh.

F: You can have your own Boutique or your own clothing shop.

R: Yeahh, and you can find..ehh.......creatives designs.

F: Yeah, etcétera.

R: Etcétera.

F: You can have clothes, and then shoes, and so on.

R: *Which is the name what you use...*you put colors in your nails?

F: Oh, nail polish.

R: Nail polish?

F: Yeah, nail polish. Yeah, you can sell... sell make-up in general. Yeah that kind of shop are kind of interesting.

F: Ohh, look at this picture, what is it about?
L: Wuauuu, awesome.
F: Terrible. Ok, about you my friend, what is the business?
R: How do you say maquillaje?
F: Yeah, it’s make-up. You know what, it’s a very good business.
R: Yeah, you need clothes, you need...ah.
F: The same that...amm......when ahh...there is a sign in a store and that says a sale
L: Sale?
F: Yes, eh sale, you know, and they say let me do...let me do surprise and offer it...and
well, you have to buy!. Man, you have to buy. But, you don’t need it.
R: Let me check the...
F: And that......you like that food?
R: Mm, noo. I like like cookies, ice cream, Lays...I don’t know.
F: Like what?
R: I don’t know.
F: And you, what can you say?
L: I was thinking about what...
F: I think that the results, the...the idea...of ...about....mmm successful businesses. What
can you tell me?
L: Ehh.......I can tell... I can tell you about the things I’m living...You...you know I’m
living in Lonquimay........so the most successful business of the...who...who sell
ah...alcoholic /alkolik/ drink?
F: Who sell like what?
L: Who sell alcoholic/alkolik/ drink.
F: Alcoholic drink.
L: Alcoholic drink?
F: Yes.
L: How you call the...the shop?
F: Liquor store
L: Liquor store?
F: Oh, well a drink...is a Bar.......by getting bars of alcoholic from the liquor store.
R: That’s a good business.
F: Oh Yeah, that’s a very good business...unfortunately.
R: Yeah...
F: I’m not worried. (Laughing)
R: Is very handsome (Referring to a picture)
F: Ohh, well He looks like healthy.
R: That’s game.
F: Oh, yeah is like gambling...and people go to...the Casino.
R: Ahh, Casino, yeah.
F: A very good business.
R: I would like to go.
F: Casino opens during the whole year.
R: The year?
F: Yeah, you can play...I think is more visited in summer time.
L: Can I see the list, please...because I...I have to take two...conversations. I don’t know where is it.
F: Ohh, yeah
L: ‘Cause I...I don’t know...
R: One hour......one hour with you here.
F: Yes, one hour, ok. Then, we are going to talk about something different, ok. Because we were reviewing successful business, but it’s not really successful (Laughing)...the conversation, ok.
R: Last week?
F: Yes.
R: Was very......I don’t know...
F: Well...
R: I read that...ehh
F: The baby.
R: Yeahh.
F: Ok, tell me for tomorrow, Friday you know it sucks. The other time for the weekend.
R: Study.
F: Studies?
R: Yes, guacatela (Laughing)
L: We have many things to do.
R: Yeahh
L: For the writing?
L: Yes......we have some speakings...summative writing production.
R: Yes, we have to do the indirect question...some of it.
F: Ok, what are you going to talk about?
R: Ohhh, ahhh..with the War......aah the Roman?.......ehhh...the one is the...
L: Oh, did you...you read /red/ (pronouncing th verb in past) the...the age of the
   Empire?...could you talk...talk about...about the eighteen.......or the.....the eighteen sixty
   in the United States?
F: Oh, not bad... (Laughing) In the eighty sixty was a civil war...eh it can deal with
   the...with the culture of the time.
L: Did you read...ehh....a book...ehhh...this story..ehh story happening in the
   eighteen...the eighteen sixty?...mmmm the think is that we have to, we have to
   identify the period ehhh...who...ehhh...or which was the...the main...social classes.
F: Ohhh, ok.
R: The year that...ahhhh...the book appeared a woman......and she was...she want to
divorce...and but they were together.
F: Yeahh, and didn’t...
R: Didn’t accep...e...ehhh...mm
F: Ok. And what about the sixties, can you tell me?
R: He didn’t accept it...that don’t appear in that...in a car.
F: Yeahh... that wasn’t appeared in the story well, yeahh, ok?. I don’t know, besides...
R: They were very...
F: People of that time...mm...other society, etcetera...you know.
L: Yes, because they do...I been in the...the theater twice... but I would like to know
   why...eh.......eh...that was not...ehh...accepted yeah.
F: Well... I mean that......yeah, because they proba...they probably thought...thought
   they probably came up....came up with their family and that...that...that was
   considered not a good idea....ahh...today also the church do not accept it, so
unfortunately they take the churches’ advice that this is...ah...this is the best for the people.

R: But the society was....ahh...was...believe with....with the point of view or I don’t know...

F: Well, I don’t know. They may have been, but there was something that were changing.......like I said, this is very incredible for the civil war one thing at least...one thing at least was there.

4 Analysis

In the following part, there is an analysis of the different errors and their communication strategies that were used for the learners when having the conversation with the native speaker.

1. Message Abandonment

R: “and what happen with the...”

F: “I don’t know it so happen”.

In this part of the conversation, there is a message abandonment strategy in the sentence because the L2 learner didn’t have the words or the idea to continue with what he was explaining about so that she abandoned the message.

2. Non-linguistic Strategy

R: “But the thing is that...that semester...that they make ehh...a double...that in...¿in holiday? (doubtful tone of voice) ...winter holiday”.

In this part, the L2 learner is using the Non-linguistic strategy because she is asking for the word she is using (if it is correct or not) to the Native speaker. The L2 learner used a doubtful tone of voice because she was not sure whether the word was correct or not, so she was expecting for the Native speaker’s approval.

3. Language Switching

R: “O sea, the teacher recalendarizaron ....the agenda...the”.

In this part of the conversation, the L2 learner is using the Language Switching strategy. The L2 learner is using a Spanish word within an English structure because she probably didn’t know how to translate the word “recalendarizaron” into English.

4. Inter Lingual Transfer

R: “But, you finish the next week”.

F: “Yeahh”.

In this part of the conversation, the L2 learner uses the Inter lingual transfer strategy because she wanted to express something in English “you finish it next week”, but by using a Spanish structure “pero, tu finalizas la semana siguiente”. The L2 learner used English words within the idea of a Spanish structure when talking with the Native speaker.
5. Restructuring

L: “But, the University... they don’t pay you. (Laughing) ”

In this part of the conversation, the L2 learner is using the Restructuring strategy because he changed the structure he was using before. He didn’t know how to follow the idea he wanted to express “But, the University...”; therefore, he changed the structure for an alternative one “...they don’t pay you” in order to continue with the conversation.

6. Generalization

L: “can it be...a person who sells sopaipillas, maybe?”

In this part of the conversation, the L2 learner uses the Generalization strategy. He applied the rule for adding the “S” in the third person singular, but using it in a question statement. The L2 learner overgeneralizes the rule by applying the rule for an affirmative statement into a question statement. The right question should have been “Can it be a person who sell sopaipillas?”

7. Inter Lingual Transfer

L: “The car of China?”.
F: “Yeah, Cars from China, but the idea is like...”

In this part of the conversation, the L2 learner uses the Inter Lingual Transfer strategy. He transferred the expression from Spanish “El auto de China” into the English expression “The car of China”. The L2 learner wanted to express “The car from China”, but he failed when using the preposition “of” instead of “from”, which is the correct one.

8. Generalization

R: “Lot of money, It’s cool...all the people say me that”.

In this part of the conversation, the L2 learner uses the generalization strategy. The L2 learner overgeneralizes the pattern for (tell somebody something) and applied it to the word “say (say somebody something)”. The sentence should have been “...all the people say that to me”. The L2 learner thought that the same rule must be used for the verbs “tell” and “say”.

9. Generalization

R: “Mmmm, like ehh... like clothing “.

In this part, the L2 learner uses the Generalization strategy. She overgeneralizes the word in progress pattern when referring to “clothing”. The L2 learner thought that by expressing a word ending in “-ing” it could be a general word for referring to clothes. She may get confused when using the word “clothing”, instead of using “clothes” because she overgeneralizes the “-ing form” when referring to some activities in English.

10. Inter Lingual Transfer

L: “Maybe...maybe the people who...the people who record films, music and then they sell Them”.

In this part of the conversation, the L2 learner uses the Inter Lingual Transfer strategy. He used the article “the” when referring to people. He wanted to say “people who record films”,...
but he failed when using the article “The” as used in Spanish for referring to “la gente”. In English it is not allowed to use the article “the” when referring to some words like people, dinner, chaos, etc.

11. Inter Lingual Transfer

R: “Many things...theory, indirect questions /kuestions/...tag questions /kuestions/”.

In this part, the L2 learner is using the Inter lingual Transfer strategy when using the word “questions”. The L2 learner pronounced the word questions as /kuestions/ instead of /'kwestʃəns/ which is the right form of pronouncing the word. The L2 learner used the Spanish sounds when pronouncing the English word “questions”.

12. Generalization

F: “ou are making goodness all my weekends, aren’t you?”
L: “That kinds of questions”.

In this part, the L2 learner uses the Generalization strategy because she overgeneralizes the fixed pattern “kinds of questions”. The L2 learner uses the singular form “that”, instead of using the word “those” for using a plural pattern.

13. Paraphrasing

F: “ou are making goodness all my weekends, aren’t you?”
L: “hat kinds of questions”.

In this part, the L2 learner also used the Paraphrasing strategy when using the expression “that kinds of questions”. He chose that expression because he needed to respond something in the conversation; therefore, he used a well-formed structure instead of using another one which might have been erroneous.

14. Word Coinage

R: “The........cherny...the farmacia /'fɑ:məsie/? (using english sounds)”.
F: “Ehhh, drugstore or pharmacy, yeahh. Oh my god that’s it is a very big business”.

The L2 learner is using the Word Coinage strategy because she is pronouncing a Spanish word by using English sounds that she may have thought existed in English.

15. Restructuring

R: “You can find a lot of...every corner you can find that”
F: “here are drugstore everywhere...that show is a good business”.

In this part, the L2 learner is using the Restructuring strategy because she changed the structure in the sentence. The L2 learner wanted to express something, but she finally used another structure in order to express what she was thinking about.

16. Inter/Intra Lingual Trasfer

R: “Yeahh, and you can find... ehh.......creatives designs”.

In this part of the conversation, the L2 learner is using the inter/intra lingual transfer strategy because she is performing a plural form for an adjective as in Spanish. She used the
adjective “creative” in plural form, even though it is not allowed to use plural form when using adjectives in English. The right form should have been “creative designs”.

17. Inter Lingual Transfer

R: “Which is the name what you use... you put colors in your nails?”
F: “Oh, nail polish”.

In this part of the conversation, the L2 learner uses the inter lingual transfer strategy, because she used a structure in English: “which is the name what you use...” that took from a Spanish structure “cuál es el nombre que tú usas...”. The L2 learner mixed up a Spanish structure with English words for explaining something to the native speaker.

18. Cooperative strategy

R: “How do you say maquillaje?”
F: “Yeah, it’s make-up. You know what, it’s a very good business”.

In this part, the L2 learner is using the cooperative strategy, because she is asking for the translation of the word “maquillaje” in English to the native speaker.

19. Topic avoidance

R: “Mm, noo. I like like cookies, ice cream, Lays... I don’t know”.
F: “Like what?”
R: “I don’t know”.

In this sentence, the L2 learner is using the topic avoidance strategy, because she is no longer classifying the kinds of food she likes to eat by using the expression “I don’t know”.

20. Interlingual transfer

F: “Who sell like what?”
L: “Who sell alcoholic/ælkɔlɪk/ drink”.
F: “Alcoholic drink”.

In this sentence, the L2 learner uses the Inter Lingual Transfer strategy because he is not pronouncing the letter “H” when using the word “alcohol”. The L2 learner got confused when using the word “Alcoholic/ælkɔlɪk/”. In Spanish, the letter “H” is not pronounced as in English, or at least in the case of the word “Alcohol”.

21. Interlingual transfer

L: “How you call the...the shop?”
F: “Liquor store”.

In this part of the conversation, the L2 learner uses the Inter Lingual Transfer strategy when using the question pattern “How you call...the shop”. The L2 learner is using English words, but taking the spanish pattern “¿cómo tú llamas la tienda?” The L2 learner is not using the auxiliary verb “do” when talking in English.

22. Overelaboration
R: “Ahh, Casino, yeah”.
F: “A very good business”.
R: “I would like to go”.

In this sentence, the L2 learner is using the Overelaboration strategy. The L2 learner is not using a construction when using the pattern “I would like to go” because she probably wanted to assure that the explanation were right.

23. Generalization

L: “Can I see the list, please...because I...I have to take two...conversations. I don’t know where is it”.
F: “Ohh, yeah”.

In this sentence, The L2 learner is using the Generalization strategy. The L2 learner is overgeneralizing the rule of indirect question when using the pattern “I don’t know where is it”. He took the pattern of a simple question “where is it” and applied it to an indirect question. The right sentence should have been “I don’t where it is”.

24. Interlingual transfer

R: “One hour.....one hour with you here”.
F: “Yes, one hour, ok. Then, we are going to talk about something different”.

In this part, the L2 learner is using the interlingual transfer strategy. She used a Spanish structure by explaining something in English. She wanted to say “one hour with you, here”. Instead of that, she used the Spanish structure “una hora contigo aquí”.

25. Paraphrasing

L: “We have many things to do”.
R: “Yeahh”.
L: “For the writing?”
L: “Yes... we have some speakings... summative writing production”.

In this part of the conversation, the L2 learner is using the paraphrasing strategy, because he used the expression “We have many things to do” instead of explaining the idea. He probably didn’t know how to explain the idea in English so that he just used the cliche word for summarizing the whole statement.

26. Generalization

R: “Ohhh, ahhh... with the War... ahh the Roman?... ehhh... the one is the...”
L: “Oh, did you... you read /red/ (pronouncing the verb in past) the... the age of the Empire?... could you talk... talk about... about the eighteen... or the... the eighteen sixty in the United States?”

In this part of the conversation, the L2 learner is using the overgeneralization strategy, because he is pronouncing the verb “to read /riːd/” in past within a question. He wanted to ask
for something by using an affirmative pattern so that he used the verb in past. He overgeneralizes the use of the verb in past sentences when they are affirmatives.

27. Generalization

L: “Did you read...ehh...a book...ehhh...this story...ehh story happening in the
eighteen...the eighteen sixty?...momm the think is that we have to, we have to
identify the period ehhh...who...ehhh...or which was the...the main...social classes”.

In this part of the conversation, the L2 learner uses the Generalization strategy. He generalizes when using the word “story” instead of using the right word “history”. The L2 learner didn’t know the difference of the words so he generalizes by using the word “story” when explaining something.

28. Inter Lingual Transfer

R: “The year that...ahhh...the book appeared a woman......and she was...she want to
divorce...and but they were together”.

In this part of the conversation, the L2 learner is using the Inter lingual transfer because she is omitting the letter “S” in the third person singular. The L2 learner assumes that there is no change in the verb when using it in third person singular in English.

29. Generalization

L: “Yes, because they do...I been in the...the theater twice...but I would like to know
why...eh........eh...that was not...ehh...accepted yeah”.

In this sentence, the L2 learner is using the Overgeneralization strategy. He is undergeneralizing the pattern “I have been” by using the fixed pattern “I been”. He wanted to express that he had been in the theater before; however, he used the structure “I been” probably because he thought it was the way to say “yo estuve” in English. He probably didn’t manage the use of participle in English.

30. Message abandonment

R: “But the society was... believe with... with the point of view or I don’t know...”

In this part of the conversation, the L2 learner is no longer to explain the topic because she probably did not have linguistic resources to continue the conversation. She used the cliche expression “I don’t know” in order to abandon the message.

5 Conclusion

To conclude, there is necessary to consider different statements related to the error analysis presented in the transcription. Firstly, we can state that the L2 learners that were having the conversation with the Native speaker use the Generalization strategy most of the time (Richards & Smith, 2009). The L2 learners, in several sentences, assumed some rules when they needed to explain something. There was demonstrated that the L2 learners did not manage some basic rules such as pronouncing the verb in present when it is used in question statements; omitting the “s” in the third person singular when using it in a question; and so on. Secondly, it can be
argued that L2 learners have used the Restructuring strategy in certain parts of the conversation. It means that L2 learners could not complete the idea they were developing so they looked for a better and alternative way to express something in order not to feel disappointed when talking with the Native speaker.

We also can state that the L2 learners sometimes used Spanish words (Language Switching). It reflects that the L2 learners used Spanish words into an English sentence when they were not sure about its translation into English. In this case, the explanation could probably be that the L2 learners used the Spanish word in order to ask for the translation into English to the Native speaker, which manages both languages. Finally, it can be inferred that L2 learners did not interact with fluency or maybe did not participate all the time in the conversation because they were afraid of committing mistakes when talking with the native speaker. The L2 learners used Restructuring and Message abandonment strategies in order to avoid committing mistakes. The L2 learners were more worried about avoiding mistakes than correcting them in order to use an alternative linguistic system.

Referências Bibliográficas


Informações dos autores

Juan Del Valle Rojas: Mg. © Magíster en Ciencias de La Comunicación. Universidad de La Frontera, Temuco-Chile. Contato: j.delvalle01@ufromail.cl