COMMUNICATION STRATEGIES IN JAPANESE LANGUAGE INTERACTIONS AMONG MALAY STUDENTS AT THE UNIVERSITY OF MALAYA

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For the love and inspiration of my life,
Faizal, Nur Sabrina and Amir Danial CHEW

ABSTRACT

Learning a foreign language such as Japanese in a non-native environment requires learners to be creative in their oral communication practice since there is limited exposure to genuine native speaker communication. They spend most of their Japanese communication talking with their teachers and their fellow language learners. The language learners are varied in their proficiency, ranging from high, moderate to low. How do learners maximize available resources to develop their communicative competence in Japanese?

This study looked at one of the components in communicative competence, i.e. strategic competence or the use of communication strategies (CS) in oral interactions among Malay learners of Japanese. 30 learners were grouped in 3 different pairs; high and high proficiency pairs (Hi-Hi), high and low proficiency pairs (Hi-Lo) and low and low proficiency pairs (Lo-Lo). Transcripts of 3 tasks: interview, picture description/ picture reconstruction and conversation activities were analyzed in the study. The classification and identification of CS were based on a framework adapted with modifications from taxonomies suggested by Celce-Murcia, Dornyëi and Thurell (1995), Dornyëi and Scott (1997), Tarone (1977) and Paribahkt (1985). Results from a questionnaire were used to support findings from the analysis of the oral communication activities.

Results indicated that CS vary significantly according to the different proficiency pairs, as well as according to the interlocutor's proficiency levels. Results also indicated that CS vary according to the tasks given.

ABSTRAK

Mempelajari sesuatu bahasa asing dalam persekitaran bukan asli memerlukan pelajar mengguna kreativiti dalam komunikasi lisan. Ini adalah kerana pendedahan kepada komunikasi lisan penutur asli yang tulin adalah sangat terhad. Pelajar menghabiskan kebanyakkan masa mereka berkomunikasi dalam bahasa Jepun dengan bertutur dengan guru mereka atau sesama pelajar bahasa yang lain. Pelajar mempunyai kecekapan bahasa yang berbeza ada yang berkecekapan tinggi, sederhana dan rendah. Jadi, bagaimanakah mereka memaksimakan sumber-sumber yang ada bagi memperkembangkan keupayaan berkomunikasi dalam bahasa Jepun?

Kajian ini meneliti salah satu daripada komponen kecekapan komunikasi iaitu kecekapan strategik atau penggunaan strategi komunikasi (CS) dikalangan pelajar Melayu yang mempelajari bahasa Jepun. 30 pelajar dibahagikan kepada 3 kumpulan pasangan kecekapan; tahap tinggi dengan tinggi (Hi-Hi), tahap tinggi dengan rendah (Hi-Lo) dan tahap rendah dengan rendah (Lo-Lo).Transkripsi daripada 3 aktiviti tugasan: temuramah, aktiviti menerangkan gambar/ melukis semula gambar dan aktiviti perbualan telah dianalisis dalam kajian ini. Klasifikasi dan pengenalpastian CS dijalankan berdasarkan kerangka yang diadaptasikan dengan sedikit pengubahsuaian daripada taksonomi yang dicadangkan oleh Celce-Murcia, Dornyëi dan Thurell (1995), Dornyëi dan Scott (1997), Tarone(1977) dan Paribahkt (1985). Dapatan kajian soal-selidik juga telah digunakan sebagai dapatan sampingan bagi menyokong dapatan daripada analisis aktiviti-aktiviti komunikasi lisan.

Keputusan menunjukkan penggunaan CS berbeza iaitu ianya bergantung kepada tahap kecekapan peserta serta tahap kecekapan lawan cakap. Manakala keputusan juga menunjukkan penggunaan CS adalah berbeza menurut tugasan yang diberi.

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LIST OF ABBREVIATIONS (1)

AAJ	-	Ambang Asuhan Jepun
ALT	-	Assistant Language Teachers
BM	-	Bahasa Malaysia
CS	-	Communication Strategies
EST	-	English for Science and Technology
FL	-	Foreign Language
IL	-	Interlanguage
ITA	-	International Teaching Assistants
ITM	-	Institut Teknologi MARA
JLPT	-	Japanese Language Proficiency Test
JLSM	-	Japanese Language Society of Malaysia
L1	-	First Language
L2	-	Second Language
L3	-	Third Language
LS	-	Learning Strategies
MARA	-	Majlis Amanah Rakyat
NNS	-	Non-native Speakers
NS	-	Native Speakers
PS	-	Production Strategies
RPKJ	-	Rancangan Persediaan Khas Ke Jepun
SLA	-	Second Language Acquisition
TOEFL	-	Test of English as a Foreign Language
UiTM	-	Universiti Teknologi MARA
UKM	-	Universiti Kebangsaan Malaysia
UMS	-	Universiti Malaysia Sabah
USM	-	Universiti Sains Malaysia
UTM	-	Universiti Teknologi Malaysia

Hi-Hi	-	High Proficiency – High Proficiency Pair
Hi-Lo	-	High Proficiency – Low Proficiency Pair
Lo-Lo	-	Low Proficiency – Low Proficiency Pair
HH1 ~ HH10	-	High Proficiency – High Proficiency Pair Subject 1~10
HL1 ~ HL10	-	High Proficiency – Low Proficiency Pair Subject 1~10
LL1 ~ LL10	-	Low Proficiency – Low Proficiency Pair Subject 1~10

LIST OF ABBREVIATIONS (2)

AC	-	Own Accuracy Check
APD	-	Direct Appeal for Help
API	-	Indirect Appeal for Help
APW	-	All-purpose-word
BC	-	Backchannel Cues
CC	-	Comprehension Check
CFR	-	Confirmation Request
CLR	-	Clarification Request
CR	-	Circumlocution
CSW	-	Code Switching
ENU	-	Explicit Expression of Non-understanding
FLR	-	Fillers/ Gambits
FR	-	Foreignising
GS	-	Guessing
INU	-	Implicit Expression of Non-understanding
IS	-	Interpretive Summary
LT	-	Literal Translation
LX	-	Lexical Approximation
MA	-	Message Abandonment
NLA	-	Accompanying Non-linguistic Means
NLR	-	Replacing Non-linguistic Means
ORPR	-	Other-repair
ORPT	-	Other-repetition
PH	-	Phonetic Approximation
RCF	-	Confirmation Response
REX	-	Expansion Response
RPR	-	Repetition Request
RPS	-	Rephrase Response
RPT	-	Repetition Response
RRD	-	Reduction Response
RRJ	-	Rejection Response
RRP	-	Repair Response
RS	-	Restructuring
RT	-	Retrieval
SR	-	Self-repetition
TA	-	Topic Avoidance
WC	-	Word Coinage

LIST OF TRANSCRIPTION SYMBOLS

#	overlap (A:#blahblahblah B:#bebobeobeo)
><	latching (A:he was a> B: <teacher)
あ^	indication of understanding (aahh!)
—	lengthened vowel
?	question or rising intonation
~	unfinished sentence/ continuation of sentence (A:I went there to~ B: The bookstore. A: ~buy some magazines.)
( )	paralinguistic expression (showing three fingers)/ (whispers)/ (shouts)
xxx	inaudible
/	short pause
//	long pause/ silence