

CONTENTS

Abstract	iv
Acknowledgement	vii
Table of Contents	viii
List of Tables	xiii
List of Figures	xiv
List of Abbreviations	xv
List of Transcription Symbols	xvii

CHAPTER 1 INTRODUCTION

1.1	Introduction	1
1.2	Background of Japanese Education in Malaysia	2
1.3	Background of Japanese Education in University of Malaya	4
1.4	Problems Faced by Learners in a Non-native Environment	5
1.5	Objectives of Study	6
1.6	Significance of Study	7
1.7	Scope and Limitations of Study	8

CHAPTER 2 REVIEWS OF RELATED LITERATURE

2.1	Introduction	9
2.2	Communication Strategies	9
2.3	Definitions	10
2.3.1	Psycholinguistic Definition	12
2.3.2	Interactional Definition	12
2.3.3	Dornyei and Associates' Extended View	15

2.4	Empirical CS Research	16
2.4.1	CS Research in the Local Arena	17
2.4.2	Study on Malay Learners of Japanese	18
2.5	Studies Based on Interactional Approach	19
2.5.1	Studies by Trosborg, Wagner and Williams et al.	19
2.5.2	Studies Using Dornyi and Associates' Taxonomy	21
2.6	Taxonomical Framework	23
2.7	Summary	29

CHAPTER 3 METHODOLOGY

3.1	Introduction	30
3.2	Instrumentation	30
3.3	The Subjects	31
3.4	Data Collection Method	34
3.4.1	Communication Task 1 – Interview by the Researcher	34
3.4.2	Communication Task 2 – Picture Description and Reconstruction	35
3.4.3	Communication Task 3 – Conversation	36
3.5	Data Transcription	37
3.6	CS Identification Criteria	38
3.7	Conclusion	39

CHAPTER 4 ANALYSIS AND FINDINGS

4.1	Introduction	40
4.2	Method of Analysis	40

4.2.1	Questionnaire Analysis	40
4.2.2	Classification and Identification of Strategy Type	41
4.2.3	Frequency of Occurrences	41
4.2.3.1	Frequency by Strategy Type	41
4.2.3.2	Frequency of CS by High or Low Proficiency	41
4.2.3.3	Frequency of CS by Task	42
4.3	Questionnaire Results	42
4.3.1	Japanese Language Classroom	42
4.3.2	Social Interaction in Japanese	45
4.3.3	Communication Strategies	47
4.3.4	Problems in Japanese Language Learning	49
4.4	Findings from Communication Activities	50
4.4.1	Frequency of CS by Strategy Type	50
4.4.1.1	Avoidance Strategies	51
4.4.1.1.1	Topic Avoidance	51
4.4.1.1.2	Message Abandonment	52
4.4.1.2	Achievement Strategies	54
4.4.1.2.1	Circumlocution	55
4.4.1.2.2	Approximation	56
4.4.1.2.3	Word Coinage	59
4.4.1.2.4	All-Purpose-Words	59
4.4.1.2.5	Restructure	60
4.4.1.2.6	Literal Translation	60
4.4.1.2.7	Foreignising	62
4.4.1.2.8	Code Switching	63

4.4.1.2.9	Non-linguistic Means	65
4.4.1.2.10	Retrieval	67
4.4.1.3	Stalling Strategies	68
4.4.1.3.1	Fillers/ Gambits	68
4.4.1.3.2	Self-repetition	69
4.4.1.3.3	Other-repetition	69
4.4.1.4	Interactional Strategies	70
4.4.1.4.1	Appeal	71
4.4.1.4.2	Request	73
4.4.1.4.3	Expressions of Non-understanding	76
4.4.1.4.4	Interpretive Summary	77
4.4.1.4.5	Other-repair	77
4.4.1.4.6	Guessing	79
4.4.1.4.7	Response	80
4.4.1.4.8	Check	83
4.4.1.5	Interesting Findings	85
4.4.1.5.1	Prompters	85
4.4.1.5.2	Shared Knowledge	86
4.4.1.5.3	Instructive	88
4.4.2	High or Low Proficiency Performance in Respective Groups	89
4.4.2.1	High Proficiency Learners in Hi-Hi Compared to Hi-Lo	89
4.4.2.2	Low Proficiency Learners in H-Lo Compared to Lo-Lo	90

4.4.3	Frequency of CS by Task	90
4.4.3.1	Task 1 – Interview	91
4.4.3.2	Task 2 – Picture Description/ Reconstruction	92
4.4.3.3	Task 3 – Conversation	93
4.5	Summary	94

CHAPTER 5 SUMMARY AND CONCLUSIONS

5.1	Introduction	95
5.2	Research Conclusions	97
5.2.1	Research Question 1 – Which Proficiency Pairs Use the Most CS?	97
5.2.2	Research Question 2 – Is There Any Significance between the Interlocutors' Proficiency and the CS used?	97
5.2.3	Research Question 3 – Is There Any Significance between the Task and the CS used?	98
5.3	Pedagogical Implications	99
5.4	Concluding Statement	100
	Bibliography	101
	Appendix A Questionnaire	105
	Appendix B Pictures	113
	Appendix C Instructions	126
	Appendix D Transcripts	132