

# **CHAPTER 4**

## **ANALYSIS AND FINDINGS**

### **4.1 Introduction**

This chapter discusses the analysis and findings of the study. It is hoped that the findings would lead to some conclusive answers to the research questions posed in Chapter 1.

### **4.2 Method of Analysis**

Findings from both the questionnaire and the communication activities were tabulated and the percentages were calculated accordingly to generate results for the three research questions of this study. All figures were calculated to the nearest decimal point; therefore, a 99.9 percent of total was achieved in some calculations, instead of the supposed 100 percent.

#### **4.2.1 Questionnaire Analysis**

A simple percentage was calculated for each close ended question. Answers for the open ended questions were rephrased and categorized and a simple percentage was calculated. Results from the questionnaire serve only as a secondary finding to support the findings from the communication activities. The questionnaire results may not accurately represent the opinion of all the RPKJ students; however, it provided the researcher the best insight to the learners' general opinion of their Japanese language learning experience.

### **4.2.2 Classification and Identification of Strategy Type**

The CS were classified according to the taxonomy developed for this study as given in Chapter 2. Based on this taxonomy, CS from the corpus were identified and tabulated into a main chart by frequency of occurrences.

### **4.2.3 Frequency of Occurrences**

The frequency of occurrences for each CS identified were tabulated into a main chart with a subtotal for each of the four CS categories, namely the Avoidance Strategies, Achievement Strategies, Stalling Strategies and the Interactional Strategies. The author has also included other interesting strategies found in the corpus.

#### **4.2.3.1 Frequency by Strategy Type**

The total frequency of occurrences for each CS was calculated. The percentages of the three proficiency groups against the total frequency of occurrences for each CS were then derived from this calculation. (see Table 4.2)

#### **4.2.3.2 Frequency of CS by High or Low Proficiency Learners in Different Pairs**

Since there were 10 high proficiency learners in the Hi-Hi pairs and only 5 high proficiency learners in the Hi-Lo proficiency pairs, the average frequency of occurrences by the high proficiency learners within their respective groups (Hi-Hi and Hi-Lo) were taken to represent the frequency of CS used. The same method of calculation was used to derive the figures for the frequency of occurrences by the low proficiency learners in their respective groups (Hi-Lo and Lo-Lo). (see Tables 4.9 and 4.10)

#### **4.2.3.3 Frequency of CS by Task**

The frequency of occurrences for each CS in each task was tabulated separately. The percentages of each CS in each task for each proficiency pairs were calculated against the total of each CS in each task. (see Table 4.11)

### **4.3 Questionnaire Results**

The questionnaire was divided into a few sections, inclusive of some background questions. The background questions (Section A) were however, excluded from the analysis as it served only as a coding device for the author in organizing the data. The main sections in the questionnaire are:-

- Japanese Language Classroom (Section B)
- Social Interaction in Japanese (Section C)
- Communication Strategies (Section D)
- Problems Faced in Japanese Language Learning (Section E)

For the complete finding of the questionnaire please refer to Appendix A.

#### **4.3.1 Japanese Language Classroom (Section B)**

##### **Question 1: What do you think of your Japanese proficiency?**

53.9% of the respondents think their Japanese proficiency as moderate, 26.1% think their Japanese proficiency as satisfactory. None of the respondents consider their Japanese excellent while 13.9% think of themselves as good in Japanese. 5.2% think they are weak. The respondents who believe they are very weak make a percentage of below 1%. The high percentage obtained of respondents who believe their proficiency as

moderate is probably due to the level of JLPT that they have obtained, which is a level 3.  
(see Chapter 3 for explanation on JLPT)

**Question 2: Which do you find easier, speaking or writing in Japanese? Why?**

82.6% prefer writing as opposed to 17.4% who prefer speaking.

**Question 3: Why?**

53.2% gave 'needing time to think' as the reason for their preference for writing than to speaking.

**Question 4: Do you think the Japanese class hours need to be increased? Why?**

80.9% think it should not be increased while 19.1% agree that the Japanese class hours should be increased. 38.7% of the respondents who disagree on the increase pointed that the time allocated for Japanese is sufficient.

**Question 5: Do you think the speaking practice in class should be increased? Why?**

93% agree that speaking practice in class should be increased while only 7% disagree that the speaking practice in class should be increased. 55% of the respondents, who agree on the increase, cited more practice would improve fluency as their main reason.

**Question 6: Do you find learning Japanese fun or tiring?**

73.9% find it fun as opposed to only 26.1% who find it tiring.

**Question 7: Are you motivated to learn Japanese?**

89.6% are motivated to learn while 10.4% are having no motivation in learning Japanese. The high percentage of respondents who are motivated is probably due to the fact that the respondents will be enrolled in Japanese universities upon graduating from the preparatory program, where they will actually have to use Japanese to survive in their daily lives in Japan.

**Question 8: Are you worried of making mistakes when speaking in Japanese in class?**

The answers are rather divided as 55.7% are not worried, while 44.3% of the respondents are worried of making mistakes when speaking in Japanese in class.

**Question 9: How do you feel when you speak Japanese in class?**

54% of the respondents say they feel embarrassed, while 46% are confident with themselves when they speak Japanese in class.

**Question 10: Do you usually understand the questions directed to you in class?**

82.6% of the respondents say they sometimes do not understand, 17.4% say they usually understand, while none say they never understand the questions directed to them in class.

**Question 11: Do you feel nervous when you are asked questions you are not prepared with the answers?**

The respondents who say they do feel nervous are 78.3% while only 21.7% of them say they do not feel nervous.

**Question 12: Do you feel nervous and confused when speaking in Japanese in class?**

45.2% of the respondents say that they do feel nervous and confused while 54.8% of them are not.

#### **4.3.2 Social Interaction in Japanese (Section C)**

**Question 1: Who do you find more comfortable speaking to in Japanese?**

The percentage of respondents who find speaking to their NS teacher as most comfortable is the highest (36.3%). However, those who find speaking Japanese with fellow learners as more comfortable is also high (33.6%). This shows that students are quite comfortable speaking in Japanese among themselves. The percentage of those who prefer speaking to NS is only 12.4%. The respondents also do not seem to be comfortable speaking to their NNS teacher (17.7%). Further enquiry into the reason for this should perhaps be addressed in future research.

**Question 2: Do you like to socialize?**

97.4% like to socialize, and only 2.6% think they do not like to socialize. This question was asked to help establish the general view of the students on socializing. Since the majority of the students like to socialize, there is a need to address the reason for the low number of Japanese friends they make. The figures are shown in the next question.

**Question 3: How many Japanese friends do you have?**

The majority of the respondents (74%) do not have any Japanese friends. 14.6% have only one friend, 5.2% say they have 2 friends. 3.1% say they have less than 3 friends,

2.1% say they have many Japanese friends while 1% say they have a few Japanese friends.

**Question 4: How often do you meet them?**

82% say they do not meet them at all. There are 2 possible reasons for this: (1) most of the respondents already mentioned that they do not have Japanese friends; (2) some of the respondents who do have Japanese friends, communicate with their Japanese friends through e-mails and letters. The rest of the answers for these questions are between once in a year to twice a month. (see Appendix A)

**Question 5: How would you describe your relation with your Japanese friend?**

Almost half (44.2%) of the respondents for this questions (43 respondents) say they only greet their Japanese friends when they do meet, while the other half (46.5%) gave other answers; such as communicating through the use of e-mails. One of the main problems identified that has led to this study was the fact that there is very little opportunity for learners to communicate in Japanese due to the 'non-nativeness' of the learning environment. The results indicated here prove that learners have very little access to real communication in Japanese outside of their learning environment. For complete finding on the medium of interaction, please refer to Appendix A.

**Question 6: Do your interlocutors, including your teachers, understand you when you speak in Japanese?**

40.4% say their interlocutors are always correcting their mistakes and finally speaking on their behalf, while they simply nod or shake their heads to their interlocutors' speeches. 23.8% claim their interlocutors can understand them easily, while another

22.9% say the interlocutors understand them after repeating the questions several times. 10.1% gave other reactions than the above as their answer to this question. For complete finding on their interlocutors' reaction, please refer to Appendix A.

**Question 7: How do you feel when your teachers and friends correct your speech? Why?**

98.2% say they like being corrected while only 1.8% of the respondents do not like to be corrected by their teachers and friends. 89.2% of the respondents, who say they like to be corrected, pointed that they like to be corrected as this will help them to improve their proficiency.

#### **4.3.3 Communication Strategies (Section D)**

**Question 1: How do you normally think when you speak in Japanese?**

79.1% of the respondents think in L1 and translate what they think into Japanese. 15.7% say they speak directly in Japanese without thinking in other language first, while 5.2% of them responded they think in L2 when they speak in Japanese.

**Question 2: Do you usually know or remember certain words when you are speaking in Japanese?**

78.1% say they sometimes forget or do not know certain words, while 21.9% say they always forget or do not know certain words when they are speaking in Japanese.

**Question 3: What do you do when you cannot recall a certain word?**

69.3% of the respondents say they use other strategies to explain the word. This shows that learners are aware of CS use. However, 17.5% of the respondents say they will say



in Japanese that they forget or do not know the word. This can be interpreted as ‘appeal for help’ which is also a type of CS. Respondents who say they avoid the topic and abandon the message make up 7.9% and 5.3%, respectively.

**Question 4:** Please rank from number 1 to number 8, the frequency of strategy use. Number 1 as being the most frequently used, and 8 being the least frequently used.

*Table 4.1 Rank of Strategy Use by Frequency*

Strategy		Rank								
			1	2	3	4	5	6	7	8
A	Code									
	Switching	%	35.7	7.1	15.5	16.7	8.3	7.1	4.8	4.8
B	Literal									
	Translation	%	5.9	4.7	5.9	5.9	9.4	11.8	28.2	28.2
C	Approximation									
		%	10.6	20.0	15.3	10.6	15.3	15.3	11.8	1.2
D	Circumlocution									
		%	20.0	23.5	14.1	11.8	7.1	9.4	10.6	3.5
E	Word-Coinage									
		%	4.7	1.2	2.4	3.5	3.5	5.9	14.1	64.7
F	Direct									
	Appeal	%	5.9	24.7	14.1	17.6	12.9	14.1	5.9	4.7
G	Indirect									
	Appeal	%	10.6	9.4	15.3	14.1	17.6	17.6	12.9	2.4
H	Non-linguistic									
		%	7.1	7.1	29.4	14.1	21.2	9.4	9.4	2.4

As shown above in Table 4.1, 35.7% of the respondents ranked Code Switching as their most frequently used strategy. Literal Translation was ranked the lowest, at 7<sup>th</sup> and 8<sup>th</sup> with 28.2% respectively. The Approximation, Circumlocution and Direct Appeal

strategies were ranked 2nd, with 20%, 23.5% and 24.7% of respondents respectively. 29.4% of the respondents ranked Non-linguistic strategies as their 3rd frequently used strategy, while 17.6% of the respondents also ranked Direct Appeal as their 4th frequently used strategy. The highest percentage (17.6%) for Indirect Appeal is at the 5<sup>th</sup> and the 6<sup>th</sup> ranking, while 21.2% of the respondents also ranked Non-linguistic strategy as their 5<sup>th</sup> frequently used strategy.

#### **4.3.4 Problems in Japanese Language Learning (Section E)**

##### **Question 1: What are the main problems faced when learning Japanese?**

Respondents named *Kanji* (Chinese characters) (34.7%) and vocabulary (17.6%) as the main problem they face in learning Japanese. The possible reason may be that 100% of the respondents are Malay students who have no background at all in *Kanji*. For the complete finding on problems faced by the respondents in learning Japanese, please refer to Appendix A.

##### **Question 2: What are the main problems faced when speaking in Japanese?**

32.7% of the respondents find problems related to vocabulary, such as lack of vocabulary, memory lapse and similarity in sound as the biggest obstacle in speaking in Japanese. While 14.4% say lack of confidence as one of the problems. For the complete finding on problems faced by the respondents in learning Japanese, please refer to Appendix A.

4.4 Findings from Communication Activities

Findings from the communication activities were categorized into strategy type, proficiency pairs and task type to generate results for different purposes. These results are hoped to give answers to the research questions in this study.

4.4.1 Frequency of CS by Strategy Type

The CS most frequently used in interactions between Hi-Hi, Hi-Lo and Lo-Lo proficiency pairs are assumed to be different. In the traditional CS typology, higher proficiency learners were proven to use more achievement strategies and less avoidance strategies and transfer strategies, while lower proficiency learners, the opposite. In this study, all the Interactional Strategies suggested by Dornyöi and associates were also observed in interactions between the 3 different NNS-NNS proficiency pairs in addition to the traditional CS typology. The results are shown in Table 4.2.

Table 4.2      *Frequency of CS by Strategy Type*

Strategy Type	Group		
	Hi-Hi (%)	Hi-Lo (%)	Lo-Lo (%)
Avoidance	18.4	40.8	40.8
Achievement	27.7	36.5	35.8
Stalling	29.2	43.0	27.8
Interactional	28.7	38.5	32.8

Hi-Lo shows the highest frequency for all CS categories and Hi-Lo and Lo-Lo are equally high for Avoidance Strategy, while the Hi-Hi is significantly low for this strategy. One possible explanation for this is the disparity in the proficiency level of Hi-Lo and the low proficiency of Lo-Lo have a potential for communication breakdown,

which could have led to the communicating parties resorting to employ the Avoidance Strategies.

4.4.1.1 Avoidance Strategies

Table 4.3 presents the frequency of avoidance strategies by the 3 groups.

Table 4.3      *Frequency of Avoidance Strategies*

Strategy Type	Group		
	Hi-Hi (%)	Hi-Lo (%)	Lo-Lo (%)
Avoidance			
Topic Avoidance	33.3	33.3	33.3
Message abandonment	13.5	43.2	43.2

There are less occurrences of Topic Avoidance compared to Message Abandonment, as it is quite difficult to determine whether a certain topic has been avoided without introspective explanations from the subjects. However, a few occurrences were recorded based on failure of the subjects to mention a certain topic although it was required of them in some of the instructions. One such example was in the conversation segment, where some of the subjects avoided mentioning certain things or even changed certain keyword to suit their language ability.

4.4.1.1.1 Topic Avoidance

Example 1:

- LL2: だから、一緒に行きませんか？  
Well, would you like to come along?
- LL1: あ、ちょっと、uhmmmm、行きたいんです、あ、が、uhm、時間が、あ、時間がありません、すみません。  
Ah, but, uhmmmm, I would like to go, ah, but, uhm, time, ah, I don't have time, sorry.
- LL2: どうして？  
Why?

LL1: (laughs) どうして？ いそがしいからです、あ、  
(laughs) why? Because I'm busy, ah,

In example 1, subject LL1 did not even touch on the topic about her car being in a workshop; instead she used the excuse of being busy to turn down LL2's request to drive him and his Japanese friend to Mid-Valley Megamall. She also conveniently avoided telling LL2 that she was using her sister's car and that she had promised her sister she would not drive the car to anywhere else except to and from the university. LL1 clearly avoided the topic she found problematic and resorted to a 'safer' topic.

#### 4.4.1.1.2 Message Abandonment

In the following examples on message abandonment, the subjects started with a message and then decided to abandon it when their interlocutor indicated incomprehensiveness or when they suddenly found they could not continue with the message possibly due to lack of vocabulary. The subjects also abandoned the message when they could not retrieve a certain word especially after their appeals for help were either rejected or when they did not get much cooperation from their interlocutor.

Example 1:

HH8: もし、バスがなかったら、タクシーで～  
If there's no bus, (can I) take the taxi ~

HH7: タクシー、  
Taxi,

HH8: ああ、行った方、あ、行くことがいいですか？  
aah, it's better to go, a, can I go (by taxi)?

HH7: あ、はい、あ、いいでしょう、Uhm、でも、タクシーは、あ、はい、タクシーもいいです。バスの停留場に。  
ah, yes, a, I guess so, uhm, but, the taxi, a, yes, you can take the taxi. At the bus stop.

Example 2:

HL8: あ、ココナツの木がある、もあります、あとは//あ、車のまわるは、あー、と、車の周りは、uhm, apa nak cakap ah、カン、え、カン、apa ah、apa//uhhmmm//この写真によると、あ、車の後ろの、あ、木がいっぱいあります、その後ろ、その木の後ろは、あー、たぶんホテルです、アパート、アパート。

ah, there are coconut trees, there are also, and then//ah, around the cars, aah. and, around the cars, uhm, what do I say, kan, e, kan, what is it// uhhmmm// according to the photo, a, behind the cars, a, there are lots of trees, behind them, behind the trees, a-, maybe it's a hotel, apartment, apartment.

Example 3:

LL2: 靴は、白い、しかし/  
The shoes are, white, but/

LL1: しろい?  
White?

LL2: 三角、四角、x x x、白い la!  
Triangle, square, xxx, white la!

#### 4.4.1.2 Achievement Strategies

Table 4.4 presents the frequency of achievement strategies by the 3 groups.

*Table 4.4 Frequency of Achievement Strategies*

Strategy Type	Group		
Achievement	Hi-Hi (%)	Hi-Lo (%)	Lo-Lo (%)
Paraphrase			
a)Circumlocution	26.8	44.4	28.8
b)Approximation			
i)Lexical	24.4	42.3	33.3
ii)Phonetic	23.7	35.5	40.8
c)Word Coinage	0.0	0.0	0.0
d)All-Purpose-Word	68.2	22.7	9.1
e)Restructure	32.9	40.3	26.8
Transfer			
a)Literal Translation	14.8	46.9	38.3
b)Foreignising	49.0	25.5	25.5
c)Code Switching	18.8	32.0	49.2
Non-Linguistic Means			
a)Accompanying	35.3	31.9	32.8
b)Replacing	35.0	33.3	31.7
Retrieval	20.3	39.0	40.7

As Table 4.4 shows, the frequency of CS used vary according to the proficiency pairs. The Hi-Lo group for example, used significantly higher frequency of circumlocution, lexical approximation, restructuring and literal translation. This shows that more efforts in these pairs were made to get the message across by using paraphrasing strategies. Although the figures are rather close, the Hi-Hi group surprisingly used non-linguistic strategies more then the other 2 groups. The Lo-Lo group used higher frequency of Phonetic Approximation, Code Switching and Retrieval strategies as compared to the other groups.

#### 4.4.1.2.1 Circumlocution

The following are some examples of circumlocution found in the data.

Example 1:

HH1: マラッカで有名な自転車が、人が乗っている、自転車、そして、その自転車の次、となり、あー、乗り場所が、乗り物～  
It's the famous bicycle in Malacca, people ride on it, bicycle, and, next to the bicycle, beside, aah, a riding place, a transport～

Example 2:

HH2: 着物じゃない着物。  
*Kimono* but not *kimono*.  
HH1: ゆかた？  
*Yukata?* (=summer kimono)

Example 3:

HH4: あの一、あ、人間の仕事を、Uhm、機械的に一、あ、～  
Er, a, the job of human, uhm, mechanically, a,～

Example 4:

HH5: 何色、黒いと白い、あの、白い、(gesture: mixing the colours)  
What's the colour, black and white, er, white,  
HH6: xxx  
xxx  
HH5: ズボンの色は黒いと白い  
The colour of the pants is black and white  
HH6: 灰色？  
Grey?  
HH5: 灰色？  
Grey?  
HH6: 灰色ですか？  
Is it grey?  
HH5: 白いと黒いを混ぜて、新しい色・・・道の色。  
Mix white and black, the new colour・・・colour of the road.



Example 5:

HH5: \_\_\_\_\_ あの、Uhm、//お茶を飲む時に使います/茶碗！茶碗を買いたいと思います。  
\_\_\_\_\_er, uhm, //you use them when drinking tea/ tea cups! I would like to buy tea cups.

Example 6:

HH8: 一番右の女の子は towel を着ています、女の、女の、あ、やり方、着方を、towel、あ、  
The first girl from the right is wearing a towel; she is wearing it the women's way, the women's style of wearing a towel, ah,  
HH7: Uhm、胸から？  
Uhm, from the chest?  
HH8: はい、胸からです。  
Yes, from the chest.

#### 4.4.1.2.2 Approximation

Most researchers only categorized approximation as approximation of the nearest semantically equivalent lexical, such as superordinates. This study included approximation of sound or similar sounding words as phonetic approximation.

##### a) Lexical

Example 1:

HH2: あ、上の方は、Mahathir の絵があります。  
Ah, on top, there is a drawing of Mahathir.

Example 2:

HH3: \_\_\_\_\_ Uhm、これはゲームです。Uhm、ゲーム、くるくる  
(gesture: making circles in the air)  
\_\_\_\_\_ Uhm, this is a game. Uhm, game, that turns around and around.

Example 3:

HH3: Uhm、車じゃなくて、あの、動物(laughs)。  
Uhm, it's not a car but, er, an animal.

Example 4:

HH6: Uhm、漫画 //(laughs)  
Uhm, comic //

RSC: アニメ？  
An animation?

HH5: アニメ。  
An animation.

Example 5:

HH8: OK、あ、みつつあります。  
OK, ah, there are three of them.

There were quite a number of instances in the data where general counters were used as an approximate to specific counters. In example 5, for instance, HH8 used the general counter みつつ *mitsu* (three) instead of the specific counter for cars which is さんだい *san-dai* (three).

Example 6:

HH9: そして赤ちゃんを持っています。  
And she's holding a baby.

HH10: 赤ちゃん。  
Baby.

HH9: Uhm。  
Uhm.

HH10: 赤ちゃんを抱いている？  
She's holding a baby.

HH9: はい。  
Yes.

**b) Phonetic (similar-sounding-words)**

Similar-sounding-words were also used as CS in the oral communications of Chinese speakers of Malay as recorded by Ang (1992).

Example 1:

HL4: マレーシアの、マレーシアの～  
The Malaysian, the Malaysian～

HL3: ばた？  
((Flag?))

HL4: はい。  
Yes.

The intended word in the above example is はた *hata* (flag), but HL3 used ばた *bata* instead.

Example 2:

LL10: Towel?  
Towel?

LL9: はい、あ、きっています、あ、くびで、あ、だいています、  
Yes, ah, ((wearing)), ah, ((wrapping)) around her neck.

In example 2, LL9 used きっています *kitteimasu* (to cut) instead of きています *kiteimasu* (to wear) and だいています *daiteimasu* (to hug) instead of まいています *maiteimas* (to wrap around).

#### 4.4.1.2.3 Word Coinage

There was no occurrence of word coinage found in the data. There were some words in the data that bear similarities to the examples given by other researchers such as “air ball” for “balloon”, however this kind of word coining is found to be not an invention from rules of the target language but rather it originates from L1. Therefore, this kind of word is classified as literal translation instead.

#### 4.4.1.2.4 All-Purpose-Word

Example 1:

RSC: ええと、じゃ、日本、日本に留学して、卒業して、それから、何をしたいですか？

Er, OK, Japan, you have studied in Japan, graduated, then, what do you want to do?

LL3: あ、私は、エンジニアにしたいです。

Ah, I am, want to do engineer.

Example 2:

RSC: 日本へ留学する理由、  
The reason to study in Japan,

HL3: 留学、あー、私は、uhm、日本へ、日本へ行きます、日本は、あー、技術が進んでいます、だから、私は日本へ行って、日本の技術は、あ、マレーシアへ、持って、uhm、だから、マレーシアを、日本のような技術を、あ、します。

Study in Japan, aah, I am, uhm, to Japan, go to Japan, Japan is, aah, their technology is advance, therefore, I go to Japan, the Japanese technology, ah, bring to Malaysia, uhm, therefore, to do, Malaysia, like the Japanese technology.

Learners have the tendency to use this strategy when they are not certain of the right verb to use. They resort to using the verb used in the question addressed to them. Often the words used are general verbs such as します *shimasu* (to do).

#### 4.4.1.2.5 Restructure

Restructuring strategy in this study was determined as any kind of self-initiated restructuring of a message, including message replacement, self-rephrasing and self-repair.

Example 1:

HH1: マラッカで有名な自転車が、人が乗っている、自転車、そして、その自転車の次、となり、あー、座り場所が、乗り物、  
The famous bicycle in Malacca, people ride on them, bicycle, and, next to the bicycle, beside, aah, place to sit, it's a transport.

Example 2:

HH1: 先輩が/人によって違います。  
The seniors/ it vary according to the people.

Example 3:

HH1: 決まるのは、どこの大学へ行くのは、  
the decision, which university to go to,

#### 4.4.1.2.6 Literal Translation

Most literal translation strategies found in the data are transfers from the L1.

Example 1:

HH2: 他の人の手を～

((Another person's)) hand. (*orang lain*)

HH2: \_\_\_\_\_ あの、あなたは、あの、Uhm/牛の車が Uhm 運転、あー、  
Uhm、乗ったことがありますか？

\_\_\_\_\_ er, have you, er, driven, aah, ride on uhm/ ((cow car)) before?  
(*kereta lembu*)

Example 2:

HH2: だから、本当の前？

Therefore, ((really)) in front? (*betul-betul depan*)

Example 3:

LL1: 日本人の服は、あ、  
(how about ) The Japanese's dress, ah,

LL2: 長い、  
It's long.

LL1: 長い？  
Long?

LL2: しかし、  
But,

LL1: しかし？  
But?

LL2: 寝るの服。  
Sleeping attire. (*baju tidur*)

Example 4:

LL9: いいえ、あ、Uhm、あ、浴びる服を、服を着ています、浴びる、浴び、  
浴びる服を、着ています。  
No, ah, uhm, ah, bathing attire, wearing a bathing attire, bathing, bath, wearing,  
bathing attire,

LL10: 浴び？  
Bath?

LL9: 浴びる  
Take a bath

LL10: 浴びる？  
Take a bath?

LL9: 浴びます、シャワーを浴びます、浴びる服 (laughs)  
Take a bath, taking a shower, bathing attire. (*baju mandi/ pakaian mandi*)

In example 3, LL9 try to explain that the girl is wearing a 'bath robe' using the circumlocution 'bathing attire' which happens to be a literal translation of the word 'bathing suit' or 'swimming suit' in Malay (*pakaian mandi*). Therefore, instead of drawing a bathrobe, LL10 drew a swimming suit.

Example 5:

HL4: あの、あの、形のランプは～

Er, er, lamp of shape～

HL3: はい、

Yes,

In example 5, HL4 used L1 structure literally. The correct structure should be ランプの形 *rampu no katachi* (the shape of the lamp) but since he used the L1 structure which is *bentuk lampu* the structure was literally translated as 形のランプ *katachi no rampu*. This type of literal translation is found throughout the data.

#### 4.4.1.2.7 Foreignising

There were quite a number of occurrences of this strategy in the data. This is mainly due to the nature of the Japanese language which allows for “Japanization” or borrowing of foreign words with a Japanese sound system in the form of *Katakana* words. Most of the loan words in the Japanese language are conventionally established words except for irregularly used specific nouns. However, learners of Japanese have the tendency to “Japanize” foreign words of which they are not certain of whether they exist or not in the form of *Katakana* or they simply use *Katakana* as a strategy to replace Japanese words they do not have knowledge of with words from other languages.

Roslina (1999) refers to this strategy as ‘Morpheme Combination Strategy’, as the words are mostly combined with the original sound and the Japanized sound.

The use of this strategy is not only seen as an attempt to make the utterances sound more Japanese, it is also used to replace Japanese words that the learners do not know of with words from other languages, especially from English. Table 4.5 illustrates some

examples of the foreignised words found in the data. The original foreign words and the intended Japanese loan words are included for comparison.

Table 4.5      *Foreignised Words versus Intended Words*

Original Foreign Words	Foreignised Words	Intended Japanese Loan Words
Animation	アニメ	アニメ
	<b>enime</b>	<b>anime</b>
Thomas Edison	トマス Edison	トマスエジソン
	<b>tomasu Edison</b>	<b>tomasu Ejison</b>
Seat	シート	シート
	<b>si-to</b>	<b>shi-to</b>
Disneyland	ディズニレンド	ディズニーランド
	<b>dizunirendo</b>	<b>dizuni-rando</b>
Camera	ケメラ	カメラ
	<b>kemera</b>	<b>kamera</b>
Pyjama	ピジャマ	パジャマ
	<b>pijama</b>	<b>pajama</b>
Collar	Kolla-	カラー
	<b>kolla-</b>	<b>kara-</b>
Signboard	sign ボット	サインボード
	<b>sign botto</b>	<b>sainbo-do</b>
Out of Order	out of オダー	オウット オフ オダー
	<b>out of oda-</b>	<b>outto ofu oda-</b>
Plate Number	plate ナンバー	プレートナンバー
	<b>plate namba-</b>	<b>pure-tonamba-</b>

#### 4.4.1.2.8      Code Switching

This particular strategy occurred repeatedly in the data, however, due to the multilingual nature of the Malaysian society, most of the usage passed as a habitual behavior of learners. In other words, it is not seen as a strategy used to overcome a communication problem but rather it was used out of habit. Therefore, only code-switching which was preceded by hesitation such as stalling strategies was considered as code-switching. The assumption of code-switching as a habitual practice by members of a multilingual



society, especially in studies on Malaysian learners, is also noted by Roslina (1999) and Ang (1992). Roslina believes that code-switching used without hesitation should be considered as an idiolect. There were also many instances where code-switching was used when referring to specific names, whereby the original words for the specific names were retained. This type of code-switching is also considered as habitual in this study, unless the words are being juggled between the original and the “Japanized” form or by the actual Japanese equivalent to them.

Example 1:

- LL2: あ、ベールンを～  
Ah, be-run~
- LL1: Uh?  
Uh?
- LL2: ベールンを持って、  
Holding be-run
- LL1: Uh?  
Uh?
- LL2: Uh、べ、ペーロン、べ～  
Uh, be, be-ron, be~
- LL1: なに?  
What?
- LL2: Belon  
Balloon (in Malay)
- LL1: Belon?  
Balloon?
- LL2: べ、ペーロン!  
Be, be-ron!
- LL1: ペーロン?  
Be-ron?
- LL2: BELON!  
BALLOON! (in Malay)

Example 2:

- HH2: だから、wokshop でおくります、wokshop、wokshop、へ送って、送って  
います、だから～  
Therefore, send it to the workshop, workshop, (workshop in Malay  
pronunciation) send, sending to the workshop, therefore~

Example 3:

- HH2: \_\_\_\_\_ 後ろは、bodがあります。  
\_\_\_\_\_ at the back, there's board. ('board' in Malay pronunciation)
- HH1: Bod?  
Board
- HH2: ボード  
Board (in correct Japanese loan sound)

Example 4:

- RSC: どんなエンジニアになりたいですか?  
What kind of engineer you'd like to be?
- HH6: Hmmn//宇宙/space、宇宙。  
Hmmn//space/ space (in English), space.

#### 4.4.1.2.9 Non-Linguistic Means

Paribakht (1985) categorized non-linguistic means into two types; one that accompanies the utterance and one that replaces the utterance.

##### a) Accompanying

Example 1:

- HH1: 髪の毛は短い、腕時計をしています。  
The hair is short, (she's) wearing a wrist watch.
- HH2: 腕時計?  
Wrist watch?
- HH1: 腕時計 (gesture: showing wrist watch)  
Wrist watch (gesture)
- HH2: おー、腕時計 (laughs)、あー、服は?  
Oh, wrist watch, ah, (what about) the clothes?

Example 2:

- HH2: 同じ x x x はい (laughs)、写真、そして髪の毛は (gesture: holding hand to the back of the head to indicate a pony tail)  
The same xxx yes, the picture, and the hair is (gesture)

HH1: 結ぶ？  
Tied?  
HH2: 結ぶ(laughs)  
tied  
HH1: こう？(gesture: indicating her drawing)  
Like this? (gesture)  
HH2: あ、  
Ah,  
HH1: 二つ？  
Two?  
HH2: いえ、いえ、ひとつだけ、(showing one finger)このぐらい(indicating the length of the hair on the drawing)  
No, no, one only (gesture) about here (gesture)

## b) Replacing

Example 1:

HH2: これは同じ (gesturing the height)  
This is the same (gesture)  
HH1: 同じ、同じ高さ  
The same, the same height  
HH2: はい、同じ高さ、しかし、あー、この人は、ええ、その人は体が (gesturing that the woman is fat)  
Yes, the same height, but, aaah, this person, uhm, that person's body is (gesture)  
HH1: x x x  
xxx  
HH2: あー、あー、いいえ、  
Aah, aah, no,  
HH1: 前？  
Infront?  
HH2: あー、もっと大きい、  
Aah, bigger,  
HH1: 太い？  
Fatter?  
HH2: あゝ、太い。  
Uhuh, fatter.

Example 2:

HH2: その漫画はマレー語で、(twisting palm to indicate that the comic was translated to Malay)

#### 4.4.1.2.10 Retrieval

Example 1:

HH5: あー、お父さんの方から、さん、さん、さん、さん、三台、三枚? 窓が  
~(try to retrieve the right counter for windows)

Aah, from the father's side, three, three, three, three, three dai(specific counter for machines),  
three pieces? There are windows~

Example 2:

HH7: 色は?

(what's) the colour?

HH8: 色は、あー、あお、あお、あおいです、あ、あおい。  
The colour,aah, blue, blue, it is blue, b, blue.

Example 3:

HH8: \_\_\_\_\_ あ、私は、あ、その所は、あ、行く、行きこ  
と、行き方は分かりません、だから、どうすればいいでしょうか?  
\_\_\_\_\_ ah, I, a, the place, ah, I go, the going, don't know  
how to go, therefore, what should I do?

Many of the retrieval strategies found in the corpus come in the form where a learner tries to find the right conjugation for a certain word. In Japanese, a slight change in the sound of a word could change a word from a noun to an adjective or an adverb. It could also change the tense of the word. The following conjugation chart shows how a slight change in sound can change the word あお *ao* (blue) from a noun to an adverb or an adjective, and to different tenses.

あお	ao	blue	(noun)
あおく	aoku	blue	(adverb)
あおい	aoi	blue	(adjective-present-affirmative)
あおくない	aokunai	not blue	(adjective-present-negative)
あおかった	aokatta	was blue	(adjective-past-affirmative)
あおくなかった	aokunakatta	was not blue	(adjective-past-negative)

#### 4.4.1.3 Stalling Strategies

As demonstrated in Table 4.6 the Hi-Lo proficiency group recorded the highest frequency in the use of Stalling Strategies. The amount of talk and their high effort in getting their message across contributed to this high figure.

Table 4.6 Frequency of Stalling Strategies

Strategy Type	Group		
	Hi-Hi (%)	Hi-Lo (%)	Lo-Lo (%)
Stalling			
Fillers/Gambit	33.7	46.6	19.7
Self-repeat	25.9	39.4	34.7
Other-repeat	29.2	43.0	27.8

##### 4.4.1.3.1 Fillers and Gambits

The following are some of the examples on the three types of Stalling Strategies found in the data.

Example 1:

HH2: だから、wokshop で送ります、wokshop 、wokshop へ送って、送っています、だから、～  
Therefore, send it to the workshop, workshop, send it to the workshop, it's being sent, therefore, ~

Example 2:

HH5: Uhm、女の子のそばで、右の方、何と言うのか、家の壁で小さい sign ボットがあります。  
Uhm, beside the girl, on the right side, what do you call it, on the wall of the house there's a small signboard.

Example 3:

HH1: 右に、どうしよ、こ、これが、こう言う風に～  
On the right, what should I do, th, this, like this~

#### 4.4.1.3.2 Self-repetition

Example 1:

HH2: 趣味は、あー、趣味は、あ、絵を描くことです。  
(My) hobby, aah, (my) hobby, ah, drawing pictures.

Example 2:

HH2: あー、あー、右手は、右手は、これ、これ、これは、 (gesture: putting one arm over his other arm)  
Aah, aah, the left hand, the left hand, it's this, this, this (gesture)

Example 3:

HH5: Hidayah さんにとって、あ/いくら、いくら、いくら、いくら、いくら、  
あ、茶碗が買い、買う方がいいです。  
In your opinion, Hidayah, ah/ how much, how much, how much, how much, how much, ah, buy the teacup, should (we) buy the teacups.

#### 4.4.1.3.3 Other-repetition

Example 1:

HL7: あの、バス代はどうですか？  
Er, how about the bus fare?  
HL8: バス代？お、バス代は、あ、いちリンギットごじゅうセン  
The bus fare? Oh, the bus fare, ah, one Ringgit and 50 cents.

Example 2:

RSC: あの、さっき、テレビが好きですが、じゃ、好きな番組は何ですか？好きな番組？  
Er, just now, (you said you) like TV, Ok, what programs do you like? (What's your) favorite programmes?  
LL7: 番組/ uhm、entertainment です。  
Programs/ uhm, it is entertainment.

#### 4.4.1.4 Interactional Strategies

Table 4.7 *Frequency of Interactional Strategies*

Strategy Type	Group		
	Hi-Hi (%)	Hi-Lo (%)	Lo-Lo (%)
Appeal			
a)Direct	23.0	<b>38.5</b>	<b>38.5</b>
b)Indirect	27.3	<b>40.9</b>	31.8
Meaning Negotiation			
a)Request			
i)Repeat	0.0	<b>71.4</b>	28.6
ii)Clarification	<b>35.0</b>	34.3	30.7
iii)Confirmation	27.4	35.4	<b>37.2</b>
b)Non-Understanding			
i)Explicit	34.3	25.7	<b>40.0</b>
ii)Implicit	10.8	36.0	<b>53.2</b>
c)Interpretive Summary	36.4	<b>45.5</b>	18.1
d)Other-repair	<b>41.2</b>	35.3	23.5
e)Guessing	28.7	<b>47.5</b>	23.8
f)Responses			
i)Repeat	30.7	33.7	<b>35.6</b>
ii)Rephrase	24.4	<b>42.2</b>	33.3
iii)Expansion	28.9	31.6	<b>39.5</b>
iv)Repair	25.0	<b>50.0</b>	25.0
v)Confirm	32.7	<b>34.5</b>	32.7
vi)Backchannel cues	27.8	<b>47.4</b>	24.8
vii)Reduction	30.0	<b>38.8</b>	31.2
viii)Rejection	25.0	33.3	<b>41.7</b>
g)Checks			
i)Comprehension	4.5	<b>54.5</b>	40.9
ii)Own-accuracy	28.6	33.3	<b>38.1</b>

Table 4.7 presents the frequency of Interactional Strategies found in the data. Results show that the Hi-Lo group uses the most Interactional Strategies, especially in the Response Strategies category and the Appeal category compared to the other 2 groups. The Lo-Lo group recorded the highest frequency of Expression of Non-understanding compared to the other groups, while the Hi-Hi group used the most Clarification Request

and Other-repair strategies. The following are some of the examples of the Interactional Strategies found in the data.

#### 4.4.1.4.1 Appeal

##### a) Direct

Example 1:

HL8: あー、// がんもあります、

Ah, // there are also *gan*.

HL7: がん？

*Gan*?

HL8: x x x

xxx

HL7: がんは何ですか？

What is *gan*?

Example 2:

HL7: 三番目の人は、あー、マスクを使います。

The third person, aah, is using a *masuku* (mask).

HL8: マスクは何ですか、忘れちゃった。

What is a *masuku*? I've forgotten.

Example 3:

RSC: ありませんでした？他の言語はありましたか、学校で？

There weren't any? Did you have other *gengo* (languages), at school?

HH8: 言語と言うのは何ですか？

What is the meaning of *gengo*?

Example 4:

HH4: でも、あー、でも // あの // マラッカには、色々なおもしろい売店があります、あん、その売店は別々の珍しいものを売っています。

But, ah, but // er // in Malacca there are many types of *baiten* (stalls), uhm, those stalls sells different kinds of rare things.

HH3: ばいてんは何ですか？

What is *baiten*?



Example 5:

HH6: あー、赤いいちご、いちごの形

Aah, red *ichigo* (strawberry), the shape of *ichigo* (strawberry)

HH5: いちご、いちご、なに？

*Ichigo, ichigo, what?*

HH6: “Love” のような形、“Love” のような形。

The shape of “Love”, the shape of “love”.

HH5: いちごは何ですか、赤い？

What is *ichigo*? Red?

## b) Indirect

Example 1:

RSC: (laughs) はい、ええと、日本へ留学する理由は何ですか？

Yes, uhhh, what is the reason to study in Japan?

LL2: (looks at LL1 with eyebrows raised)

Most of the Indirect Appeal strategies found in the data were used during the interview; when one of the subjects did not understand the researcher's question, he turned to his partner for help, instead of asking for clarification from the researcher. The Hi-Lo group recorded the highest percentage of Indirect Appeal strategies. This shows that the low proficiency learners in the Hi-Lo group rely on the high proficiency learners for help during the interview with the researcher.

#### 4.4.1.4.2 Request

##### a) Repeat

There was no occurrence of repeat request found in the Hi-Hi group. However, the Hi-Lo group recorded a high percentage (71.4%) of occurrence in this category.

Example 1:

- HL4: 像はいくつがありますか？  
How many elephants are there?  
HL3: はい？ x x x あ、もう一度、  
Yes? xxx ah, one more time (@come again?)  
HL4: 像は、いくつがありますか？  
The elephants, how many are there?

Example 2:

- HL4: 棒は～  
The pole  
HL3: はい、はい、もう一度、もう一度説明してください。  
Yes, yes, please explain it again, again please.

In example 3, LL10 asked for repetition by saying he did not hear the utterance, instead of explicitly asking LL9 to repeat her utterance.

Example 3:

- RSC: はい、ええと、はい、日本でなにを勉強したいですか？  
Yes, uhmm, yes, what do you want to study in Japan?  
LL9: 情報です。  
information  
RSC: 情報？  
Information?  
LL9: はい。  
yes  
RSC: はい。  
yes  
LL10: Huh?  
Huh?  
LL9: 情報。

information  
LL10: 聞きません。  
(I) didn't hear it.  
LL9: 情報。  
Information.  
LL10: おおー。  
Ooh!

**b) Clarification**

Example 2:

HH4: どんな動物ですか？  
What kind of animal?  
HH3: Uhm、わからない/大きい。  
Uhm, (I) don't know/ it's big.  
HH4: あの、あの、  
Erm, erm,  
HH3: 大きい。  
It's big.  
HH4: あの、特徴、  
Erm, the characteristics,  
HH3: 大きい、一番大きい動物。  
It's big, the biggest animal.  
HH4: 像？  
Elephant?  
HH3: はい！ (laughs)  
Yes!  
HH4: (laughs)  
HH3: そうです、そうです。  
That's it, that's it.

Example 1:

HH1: で、他の人って、誰？  
So, who do you mean by 'another person'?  
HH2: 他の人も、あー、女の子、eh! 女の子！女の人です。  
Another person also, aah, a girl, eh! A girl! It's a woman.  
HH1: 女の人、で、  
A women, and?  
HH2: あー、  
Aah,

HH1: となり？右？

Beside? On the right?

HH2: あー、ちょっと前、ちょっと前、そばの。

Aah, slightly in front, slightly in front, on her side.

c) **Confirmation**

Example 2:

LL5: \_\_\_\_\_ 子供は、帽子を～  
the child, (is wearing) a hat.

LL6: 帽子？  
A hat?

LL5: Uh、/窓があります、x x x 階段、階段～  
Uh,/ there are windows xxx stairs, stairs~

LL6: 階段？  
Stairs?

LL5: 階段です。  
Stairs

LL6: 階段？  
Stairs?

Example 1:

HH1: みつつ、むつつ？どっち？  
Three? Six? Which one?

HH2: みつつ。  
Three.

HH1: これでいい？  
Is this OK?

In example 1, HH1 needed confirmation from HH2 as the sound of three, みつつ *mittsu* and six, むつつ *muttsu* is similar. Requests for confirmation also appeared in the data in the form of repetition with a raised intonation.

#### 4.4.1.4.3 Expression of Non-understanding

##### a) Explicit

Example 1:

HL4: あなたの、あなたの絵は～

Your, your picture is～

HL3: わからない？

You don't understand?

HL4: わからない。

No, I don't.

Example 2:

LL1: 髪の毛は？短い？長い？

How about the hair? Short? Long?

LL2: はい、長い、しかし、あ、後ろで、あ、macamana nak kata ikat?

Yes, long, but, ah, at the back, ah, ((how do you say to tie))?

LL1: あ？/なに？//は？

Ah?/ what?//huh?

Example 3:

HH2: あー、あー、右手は、右手はこれ、これ、これ、これは、(gesture: putting one arm around the other arm)

Aah, aah, the right hand is, the right hand is, this,this,this,this,

HH1: なにそれ？

What is that?

##### b) Implicit

Example 1:

HH5: 家は柱があります。柱/uhm、

The house have *hashira* (poles). Poles/ uhm,

HH6: はしら？

*Hashira*?

HH5: 柱、あ、じつめに直接建てずに、柱を建て、その上に家があります。

Poles, ah, instead of being built right on the ground, it's built on the poles, the house is on the poles.

HH6: はしら。

*Hashira*.

- HH5: uhm//柱があります、木で、細長い木(gesture:making poles)  
Uhm//there are poles, made from wood, long slim wood.
- HH6: はしらはどこですか?  
Where are the *hashira*?
- HH5: 家、家と地面の間に柱が建っています。家と地面の間//  
It's built between the the house, the house and the ground. Between the house and the ground//
- HH6: uhm, huh? //  
Uhm, huh?//

#### Example 2:

- HL4: あの、あの、形のランプは～  
Erm, erm, ((lamp of shape～))
- HL3: はい、  
Yes,
- HL4: 小さい、あの、あなたのは～  
Is small, erm, yours is～
- HL3: 小さい、ランプ?  
Small, the lamp?
- HL4: とても大きいですから、違います。  
It's very big, therefore, it's wrong.
- HL3: Huh?  
Huh?

#### 4.4.1.4.4 Interpretive Summary

##### Example 1:

- HH10: 六人座っている。全員女の人ですか?  
Six people sitting. Are all of them women?
- HH9: いいえ、あ、/一番右は、あ、一番右は男の人。男の人の前に女の人。  
No, ah, / the first one from the right, the first one from the right is a man. There's a women in front of the man.
- HH10: 一番右にいる、座っている人は男の人?  
The first one sitting from the right is a man?
- HH9: はい。  
Yes.
- HH10: その人の前に女の人?  
There's a women in front of him.
- HH9: はい、uhm、そして一番左も男の人です。  
Yes, uhm, and the first one from the left is also a man.

#### 4.4.1.4.5 Other-repair

Example 1:

HH9: そして赤ちゃんを持っている。

And (she is) holding a baby.

HH10: 赤ちゃん。

Baby.

HH9: Uhm.

Uhm.

HH10: 赤ちゃんを抱いている？

(she is) holding a baby.?

HH9: はい。

Yes.

In example 1, the verb 持っている *motteiru* (holding) is not the correct word for holding a baby. The use of the verb 抱いている *daiteiru* (holding) is more appropriate here.

Example 2:

HH2: Naziah さん、だから、uh、私は、uh、私の姉は、uh、おこす。

Naziah, therefore, uh, I, uh, my sister, uh, *okosu*.

HH1: おこる。

*Okoru* (scold).

HH2: おこる、おこらせる、あ、だから、姉におこられる、しかし\_\_\_\_\_

Scold, make me scold, ah, therefore, (I) will be scolded by me sister, but \_\_\_\_\_

Other-repair strategy occurred the highest in the Hi-Hi group followed by the Hi-Lo and the Lo-Lo. The findings showed that high proficiency learners have the tendency to use more of this strategy compared to the lower proficiency learners as they (high proficiency learners) are more confident with their proficiency.

#### 4.4.1.4.6 Guessing

Example 1:

HH2: 着物じゃない着物。

*Kimono* but not *kimono*.

HH1: ゆかた?

*Yukata?* (*yukata*=summer kimono)

Example 2:

HH3: 大きい、一番大きい動物。

It's big, the biggest animal.

HH4: 像?

Elephant?

Example 3:

HH3: その柱は、大きい機械と>

The pole, and the big machine>

HH4:

<あ、むすぶ。

< ah, is connected.

Example 4:

HH2: 他の人の手を>

Another person's hand>

HH1:

<握っている。

< holding.

Example 3 and 4 demonstrate the guessing strategy being used as a form of filling or finishing the interlocutor's utterance. The Guessing Strategy appeared the most in the Hi-Lo group. This is presumably due to the fact that the higher proficiency learners try to overcome the lower proficiency learners' linguistic adequacy by guessing what the lower proficiency learners are trying to say next.



#### 4.4.1.4.7 Response

##### a) Repetition

Example 1:

LL1: (laughs) あ、スーパー、あれ？にわ、こえん、こえん、  
Ah, the supermarket, eh? The garden, *koen*, *koen*,

RSC: はい？  
Yes?

LL1: こえん (laughs)  
*koen*

RSC: あ、公園ですね。  
Ah, *ko-en* (the park).

LL1: あ、はい。  
Ah, yes.

##### b) Rephrase

Example 1:

HH3: Ummm、/笑顔をしています。  
Ummm, / *egao wo shiteimasu* (smiling face).

HH4: えいが？  
*Eiga* (movie)?

HH3: 笑顔をしています、笑っています。  
*Egao wo shiteimasu* (smiling face), (they are) smiling.

##### c) Expansion

Example 1:

HH5: 家は柱があります。柱/Uhm  
The house have *hashira* (poles). *Hashira*/ uhm

HH6: はしら？  
*Hashira*?

HH5: はしら、あ、じつめに直接立てずに、柱を建て、その上に家があります。  
*Hashira*, (poles) ah, poles, ah, instead of being built right on the ground, it's built on the poles, the house is on the poles.

#### d) Repair

Example 1:

LL9: 私にかかくは、x x x ね、たくさん、  
For me, *kakaku*, x x x a, a lot,

LL10: かかく tu apa?  
What is *kakaku*?

LL9: か、かがく。  
*Ka, kagaku* (chemistry).

LL10: はい！かがく。  
Ye—s! chemistry.

#### e) Confirmation

Example 1:

HH3: 大きい、一番大きいの動物。  
It's big, the biggest animal.

HH4: 像？  
Elephant?

HH3: はい！ (laughs)  
Yes!

#### f) Back-channel Cues

There are several functions of Backchannel Cues; however since some of them are categorized under a different strategy such as Confirmation Response, this study classifies Backchannel Cues as an indication to the interlocutor that the user is following the conversation and is participating cooperatively.

Example 1:

HH8: 後ろの方？  
Behind?

HH7: はい。  
Yes.

HH8: そうですか、おおー、わかりました。 ありがとうございます。  
I see, ooh, I understand. Thank you.

Example 2:

HL3: マレーシアのば、ばた？  
The Malaysian ((ba, bata?))

HL4: Uh,  
Uh,

HL3: はい、  
Yes,

HL4: あ、長い、長い  
Ah, it's long, it's long

HL3: 長い？ Ni?  
Long? Like this?

HL4: はい、  
Yes

HL3: はい、  
Yes,

g) Reduction

Example 1:

HH8: 古い車  
Old car

HH7: 古い？ 古い車は～  
Old? Old car is～

HH8: ～あの30たいの車、ああ～  
It's uhm, car of the 30s, aah～

HH7: 何？ Volkswagon?  
What? Volkswagon?

HH8: あ、そうです。  
ah, that's right.

Example 2:

HH9: 二人の女の子はどんな服を？  
What are the two girls wearing?

HH10: ピンク色服を着ている  
Pink colored clothes

HH9: 二人とも？  
Both of them?

HH10: はい。  
Yes.

## h) Rejection

Example 1:

LL2: どうして？

Why?

LL1: (laughs) どうして？忙しいからです、あ、

Why? Because (I'm) busy, ah,

LL2: 一回だけ、あ、一緒に行きませんか？

Once only, ah, would you go with us?

LL1: いいえ。

No.

In example 1, LL1 have already answered LL2 why she refused to go out with him, but when LL2 insisted she go out with him, she rejected by bluntly saying 'no' as she could not think of anything more to say.

### 4.4.1.4.8 Check

## a) Comprehension

The Hi-Hi group used the least of this strategy type, an indication of their awareness of their partners' competency in the language, therefore, they avoided using this strategy.

Example 1:

HL3: あ、はい、棒、棒です。四つあります。

Ah, yes, poles, poles. There are 4 of them.

HL4: あ？真ん中？

Ah? At the center?

HL3: 分からない？あ、はい、はい、はい、あ、像の席～

You don't understand? Ah, yes, yes, yes, ah, the seat of the elephant～

Example 2:

HL3: 鉄があります。そう描いてください！わか、uh、分かりません？

There's a metal. Please draw that! Don't, uh, you don't understand?

HL4: あのー～

Erm～

HL3: うん、

Uhuh,

HL4: あなたの、あなたの絵は～

Your, your picture～

HL3: わからない？

(You) don't understand?

HL4: わからない。

(I) don't understand.

## b) Own-accuracy

Example 1:

HH1: 子供の story?

Children's story?

RSC: はい、

Yes,

HH1: 子供/のが一番大好きです。

The children's, I like them the most.

Example 2:

RSC: はい、どんな小説が好きですか？

Yes, what kind of novels do you like?

LL2: Thrill (gesture: making weird face)

Thrill.

RSC: はい？ あ、thrill、ミステリーとか？

Yes? ah, thrill, like mysteries?

LL2: はい。

Yes.

LL2 makes a weird face as he was not sure whether or not the word 'thrill' is correct or can be used in the context or not.

Example 3:

LL9: あ、あのスプーンはおわんの間？

Ah, the spoon is between the bowl?

LL10: あ、おわんの中？

Ah, inside the bowl?

LL9: おわんの中。おわんの色は？ Uh、なん色ですか？

Inside the bowl. What about the color of the bowl? Uh, what color is it?

4.4.1.5      **Interesting Findings**

Table 4.8      *Frequency of Interesting Strategies*

Strategy Type	Group		
Interesting Strategy	Hi-Hi (%)	Hi-Lo (%)	Lo-Lo (%)
Prompter	67.6	18.9	13.5
Shared knowledge	43.8	43.8	12.4
Instructive	39.1	34.8	26.1

Three types of interesting findings were found in the data; they are termed Prompter, Shared Knowledge and Instructive in this study. As shown in Table 4.8 the Hi-Hi group demonstrated the highest use of these 3 strategies compared to the other 2 groups. One possible reason is because the Hi-Hi group consists of high proficiency learners who are creative strategy users. The use of these types of strategies shows that the subjects are aware of strategies that are ‘economical’ or time saving. The following are some of the examples from the data.

4.4.1.5.1    **Prompters**

The user of this strategy prompts his interlocutor to continue the conversation using phrases such as ‘and then’, ‘next’ or ‘anything else?’

Example 1:

HH1: そして、 x x x  
Then, xxx

Example 2:

HH1: ね、それで？  
Erm, and then?

Example 3:

- HH4: そして?  
Then?  
HH3: Hmm// (silent)  
Hmm//  
HH4: 以上ですか?  
Is that all?  
HH3: だいたい、だいたい (laughs)  
Almost all, almost all  
HH4: 他のものは?  
Is there anything else?

#### 4.4.1.5.2 Shared Knowledge

Example 1:

- HH2: あ、上の方は Mahathir の絵 があります。  
Ah, there's a picture of Mahathir on top.

Example 2:

- HH5: \_\_\_\_\_ 長い窓があります。  
\_\_\_\_\_ there are long windows.  
HH6: 長い窓。  
Long windows.  
HH5: 昔の家  
It's a traditional house.  
HH6: 長い窓 (gesture: making shape of long windows of traditional Malay houses)  
Long windows.

Example 3:

- HH7: はい、真ん中にまるい机があります。  
Yes, there's a round desk at the center.  
HH8: (silence, while drawing a desk as HH7 described a desk)  
HH7: もっと大きい。  
Bigger.  
HH8: もっと大きい、はい、uhm、大丈夫です。どんな?  
Bigger, yes, uhm, OK. What kind?  
HH7: はい、あ、送別会の時と同じ x x x dinner x x x  
Yes, ah, like the one during the farewell dinner, xxx dinner xxx  
HH8: 送別会の机ですか?  
The farewell dinner's desk?

HH7: はい、はい。

Yes, yes.

HH8: あ、は、そうですか x x x

Ah, ha, I see.

Example 4:

HL8: あ、彼女の髪は？

Ah, what about her hair?

HL7: 髪は、あ、たいら、あ、Zubir さんの～

The hair is, a, flat, a, ~ Zubir's hair

HL8: おほほほ (laughs)

HL7: ～のような髪。

~like Zubir's hair.

HL8: Zubir さん、

Zubir.

HL7: はい。

Yes.

This CS might also be identified as circumlocution or description as it describes something based on the interlocutors' prior knowledge of certain things. However, this kind of description is considered as general description, which means the description can be understood by any interlocutor. A description made based on shared knowledge between the speaker and his interlocutor may only be understood by them. This is not possible when learners are paired with a native speaker or with other interlocutors who are complete strangers to them.

Culturally related words such as *minang*, *rembia*, *baju kurung* were mainly used in their respective original Malay pronunciation. This is probably due to the fact that the interlocutors are of the same cultural background. The learners find it unnecessary to describe them in Japanese as it is easily understood in its original pronunciation. If the interlocutors had been Japanese native speakers or Japanese language speakers of a different country of origin and cultural background, the strategy employed to describe



these words would probably be in the form of circumlocution, approximation, or even message abandonment and topic avoidance. This is because culturally related words are hard to describe unless the interlocutors have a certain degree of knowledge of the learners' culture, for example, native speakers of Japanese who have lived in the learners' country and speak the learners' L1.

#### 4.4.1.5.3 Instructive

This strategy was found the most in the picture description task. In this strategy, the speaker (usually the picture descriptor) instructs his interlocutor how to do the picture reconstruction in a commanding manner in order to complete the task given. However, in some cases (example 3), the picture reconstructor demanded the picture descriptor detailed description of the picture. Therefore, this type of strategy is considered different from Clarification Request strategy.

Example 1:

HH1: その自転車から、(asking HH2 to start drawing the tricycle first)  
Start with the bicycle.

Example 2:

HH4: まず、その、あ、その絵を描いてください。  
First, the, a, draw that picture first.

Example 3:

HH3: どんなサンダル?  
What kind of sandals?

HH4: はー  
Ha-h

HH3: 詳しく説明、  
Explain in detail,

Example 4:

HH2: まだ、これが、線をかいて、  
Not yet, this, draw the line,

#### 4.4.2 High or Low Proficiency Performance in Respective Groups

The average frequency of occurrences of each CS by the different proficiency learners in their respective groups were calculated to find out if there is any significance between the interlocutors' proficiency and the CS used. The results are shown in Table 4.9.

##### 4.4.2.1 High Proficiency Learners in Hi-Hi Compared To Hi-Lo

Table 4.9      *Average CS Frequency by High Proficiency Learners*

Strategy Type	Group	
	Hi-Hi	Hi-Lo
Avoidance	0.9	1.4
Achievement	38.9	55.2
Stalling	20.1	27.8
Interaction	87.1	110.0

The average CS frequency by the high proficiency learners in Hi-Lo is higher than the high proficiency learners in Hi-Hi group in all the CS categories as illustrated in Table 4.9. This is an indication that when higher proficiency learners are paired with lower proficiency learners, the use of CS is higher than when they are paired with partners of the same proficiency level. The reason for this could be due to the pressure to perform better on the part of the higher proficiency learners.

4.4.2.2 Low Proficiency Learners in Hi-Lo Compared To Lo-Lo

Table 4.10      *Average CS Frequency of Occurrences by Low Proficiency Learners*

Strategy Type	Group	
	Hi-Lo	Lo-Lo
Avoidance	2.6	2.0
Achievement	47.4	50.3
Stalling	31.4	19.1
Interaction	123.6	99.4

Table 4.10 shows the average CS frequency by the low proficiency learners in Hi-Lo is higher than the low proficiency learners in Lo-Lo group in all the CS categories except in the achievement strategy category. This indicates that when low proficiency learners are paired with higher proficiency learners, the use of CS is higher than when they are paired with partners of the same proficiency level. The possible reasons are because they are motivated by the higher proficiency learners to stay in the conversation and are also pressured to perform better in response to the efforts put into the interaction by the higher proficiency learners.

4.4.3      Frequency of CS By Task

Table 4.11 *Frequency of CS by Task*

	Strategy Type (%)				
	Avoidance	Achievement	Stalling	Interaction	Interesting
Task 1	0.7	24.2	12.6	62.4	0.0
Task 2	0.9	26.6	10.5	60.2	1.8
Task 3	1.5	31.9	33.4	32.1	1.2

Table 4.11 indicates the frequency of CS varying by task. Tasks 1 and 2 have the Interactional Strategy as the highest CS used. However task 3 has a more even distribution of CS frequency used between the Achievement, Stalling and Interactional

Strategies. However, the figures on the frequency of CS used by task differ slightly in different proficiency groups as demonstrated in Table 4.12.

Table 4.12 Frequency of CS by Task in Each Group of Proficiency Pairs

		Strategy Type (%)				
		Avoidance	Achievement	Stalling	Interaction	Interesting
Hi-Hi	Task 1	0.0	28.9	13.1	<b>57.6</b>	0.0
	Task 2	0.7	24.7	10.4	<b>60.9</b>	3.3
	Task 3	0.7	29.7	<b>37.2</b>	31.0	1.4
Hi-Lo	Task 1	0.7	25.8	17.5	<b>56.0</b>	0.0
	Task 2	1.1	24.4	11.3	<b>61.9</b>	1.2
	Task 3	0.5	32.8	<b>38.2</b>	26.9	1.6
Lo-Lo	Task 1	1.1	19.2	6.8	<b>72.9</b>	0.0
	Task 2	0.9	30.8	9.8	<b>57.5</b>	0.9
	Task 3	3.2	32.6	25.8	<b>37.9</b>	0.5

#### 4.4.3.1 Task 1 – Interview

Table 4.13 Frequency of CS in Task 1 for Each Group

		Strategy Type (%)				
		Avoidance	Achievement	Stalling	Interaction	Interesting
Hi-Hi		0.0	28.9	13.1	<b>57.6</b>	0.0
Hi-Lo		0.7	25.8	17.5	<b>56.0</b>	0.0
Lo-Lo		1.1	19.2	6.8	<b>72.9</b>	0.0

All three groups recorded the highest use of CS in the Interactional Strategy in Task 1. The highest strategy type used is the Confirmation Response, as the subjects were merely answering questions by the researcher.

#### 4.4.3.2 Task 2 – Picture Description and Picture Reconstruction

Table 4.14 Frequency of CS in Task 2 for Each Group

	Strategy Type				
	Avoidance	Achievement	Stalling	Interaction	Interesting
Hi-Hi	0.7	24.7	10.4	<b>60.9</b>	3.3
Hi-Lo	1.1	24.4	11.3	<b>61.9</b>	1.2
Lo-Lo	0.9	30.8	9.8	<b>57.5</b>	0.9

The Interactional Strategy is also the highest CS used in Task 2. However, the highest strategy type used varies according to proficiency groups. The Hi-Hi group recorded Confirmation Request as the highest CS use; the Hi-Lo group have an equally high frequency use of Confirmation Request and Backchannel Cues; while the Lo-Lo group also used the Confirmation Request the most. These results indicate the need for the subjects to confer with their interlocutors in order to perform the task given to them.

Appendix D - 1 presents the excerpts of interactions from three different pairs attempting to describe and reconstruct two different photos titled 'Malay House' and 'Out Of Order'. In the interactions on 'Malay House', excerpts are from the negotiation of meaning between the pairs on the color of the father's shorts, which is grey. In the excerpts from interactions on picture 'Out of Order', the subjects try to negotiate meaning about one of the amusement park's rides, which features rotating vintage cars on rail tracks. The excerpts show how different pairs used different approaches to achieve the agreement of meaning of the same topic.

4.4.3.3 Task 3 – Conversation

Table 4.15 Frequency of CS Use in Task 3 for Each Group

	Strategy Type (%)				
	Avoidance	Achievement	Stalling	Interaction	Interesting
Hi-Hi	0.7	29.7	37.2	31.0	1.4
Hi-Lo	0.5	32.8	38.2	26.9	1.6
Lo-Lo	3.2	32.6	25.8	37.9	0.5

Stalling is recorded as the highest CS used in Task 3. This is because Task 3 requires the subjects to produce their own conversation based on a certain scenario. The instructions were given in their L1, Malay; therefore the subjects had to think of the Japanese sentences, and to do this they required more time to think than they did in the other tasks. The Hi-Hi and the Hi-Lo groups both used the Fillers/ Gambits strategies the most, but the Lo-Lo group has an almost even usage of Backchannel Cues, Fillers/ Gambits as well as Self-repetition. The high use of Fillers/ Gambits and Self-repetition by the Lo-Lo group is seen as indication of non-confidence on the part of the low proficiency learners.

Appendix D - 2 presents the full conversation of three pairs; the Hi-Hi, Hi-Lo and Lo-Lo, on the topic “Midvalley Megamall”. The conversations illustrate how different pairs tackle the same topic in three different ways.

#### **4.5 Summary**

Results from the questionnaire gave valuable insight on Malay learners' attitude towards Japanese language learning in general. And the oral communication transcript provided quantitatively rich data for CS analysis. Although some results were rather inconclusive due to the close figure obtained, the overall result indicated strong significance between CS and the proficiency level of the interlocutor. The analysis also confirms that CS use varies according to the tasks given, as frequency of CS differs significantly in each task.