

COMMUNICATION STRATEGIES EMPLOYED
DURING A PARLIAMENTARY STYLE DEBATE –
A CASE STUDY

K.R.W. SHYLAJA S.D. WILLIAM

FACULTY OF LANGUAGE AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR

AUGUST 2008

ACKNOWLEDGEMENT

So many supportive souls have been there through the thick and thin of completing this chapter of my life and I shall remain forever indebted. However, the following few deserve special mention.

I am grateful to my parents, S.D. William and Vemala Kuttan for their unwavering support in my quest to gain knowledge and better myself as a person.

I appreciate my Supervisor, Associate Professor Dr Karen Kow Yip Cheng, for her patience, input and advice.

Andrew, Indira, Susan, Zarina, Sharath, Moon, Ayu, Muzaimah, Najikah, Anna, Helen, Margaret, Zurina – whenever I hear the song ‘That’s What Friends Are For’, I know I am truly blessed.

A very special ‘thank you’ goes out to the officials, debaters and trainers who provided answers to my research questions.

Last but not least, I thank the Almighty for listening to my prayers.

**COMMUNICATION STRATEGIES EMPLOYED DURING A
PARLIAMENTARY STYLE DEBATE –
A CASE STUDY**

K.R.W. SHYLAJA S.D. WILLIAM

**DISSERTATION SUBMITTED IN FULFILMENT OF THE
REQUIREMENTS
FOR THE DEGREE OF MASTERS IN
ENGLISH AS A SECOND LANGUAGE**

**FACULTY OF LANGUAGE AND LINGUISTICS
UNIVERSITY OF MALAYA
KUALA LUMPUR**

AUGUST 2008

UNIVERSITY OF MALAYA

ORIGINAL LITERARY WORK DECLARATION

Name of Candidate K.R.W. SHYLAJA A/P S.D. WILLIAM

Registration /Matric No. : TGB 020005 I.C/Passport No: 710223105130

Name of Degree: MASTERS IN ENGLISH AS A SECOND LANGUAGE

Title of Project Paper/ Research Report/ Dissertation/Thesis ('this WORK')

**COMMUNICATION STRATEGIES EMPLOYED DURING A
PARLIAMENTARY STYLE DEBATE - A CASE STUDY**

I do solemnly and sincerely declare that

- 1) I am the sole author/writer of this Work,**
- 2) This Work is original**
- 3) Any use of any work in which copyright exists was done by way of fair dealing and for permitted purposes and any excerpt or extract form, or reference to or reproduction of any copyright work has been disclosed expressively and sufficiently and the title of the Work and its authorship have been acknowledged in this Work.**
- 4) I do not have any actual knowledge nor ought I to reasonably know that making of this work constitutes an infringement of any copyright work;**
- 5) I hereby assign all and every right n the copyright in this Work to the University of Malaya ("UM"), who henceforth shall be owner of the copyright in this Work and that any reproduction or use in any form or by any means whatsoever is prohibited without the written consent of UM having been first had and obtained;**
- 6) I am fully aware that if in the course of making this Work I have infringed any copyright whether intentionally of otherwise, I may be subject to legal action or any other action that may be determined by UM.**

Candidate's Signature

DATE:

Subscribed and solemnly declared before

Witness's Signature

NAME :

DATE:

DESIGNATION:

CONTENTS

Abstract	iii
Abstrak	iv
Acknowledgement	v
List of Abbreviations	vi
List of Tables	vii
List of Appendixes	ix

CHAPTER 1: INTRODUCTION

1.0	Introduction	1
1.1	Historical Background	2
1.2	Debating in the Malaysian School System	3
	1.2.1 Conversion from Old Format to the Current Format	4
	1.2.1.1 Areas or Mechanisms Affected by the Conversion	5
	1.2.1.1.1 Speech Text	5
	1.2.1.1.2 Rebuttal	6
	1.2.1.1.3 Point Of Information (POI)	7
	1.2.1.1.4 Debate Sides	7
	1.2.2 Format of Parliamentary Style Debate	8
1.3	Significance of Study	11
1.4	Outline of Study	15
1.5	Research Questions	16
1.6	Limitation of Study	16

1.7	Conclusion	17
CHAPTER 2: LITERATURE REVIEW		
2.0	Introduction	18
2.1	Communication Strategies	19
2.2	Strategic Considerations (SC) in Parliamentary Style Debates (PSD)	19
2.2.1	Four Classes of Strategic Considerations (SC)	21
2.2.2	The Role of SC in PSD	24
2.3	The Communication Process	25
2.4	Communicative Competence	26
2.4.1	Communicative Competence – Four Components	27
2.4.1.1	Grammatical Competence	27
2.4.1.2	Discourse Competence	28
2.4.1.3	Sociolinguistic Competence	28
2.4.1.4	Strategic Competence	29
2.5	Communication Strategies	31
2.5.1	Tarone’s Interactional Approach	34
2.5.1.1	Paraphrase	35
2.5.1.2	Borrowing	36
2.5.1.3	Avoidance	37
2.5.1.4	Feedback on the Interactional Approach	38
2.5.2	The Psycholinguistic Approach	39
2.5.2.1	Reduction Strategies	41
2.5.2.1.1	Formal Reduction Strategies (FRS)	41

2.5.2.1.1	Functional Reduction Strategies (Func. RS)	42
2.5.2.2	Achievement Strategies	43
2.5.2.2.1	Compensatory Strategies	44
2.5.2.2.2	Retrieval Strategies	48
2.5.2.3	Feedback on the Psycholinguistic Approach	48
2.5.3	The Archstrategic Approach	50
2.5.4	Dornyei's CS Compilation following Traditional Conceptualizations	52
2.5.4.1	Avoidance or Reduction Strategies	53
2.5.4.2	Achievement or Compensatory Strategies	53
2.5.4.3	Stalling or Time Gaining Strategies	55
2.5.5	Communication Strategies according to Celce-Murcia et al (1995)	56
2.5.5.1	Feedback on the Conceptualization following Traditional Conceptualizations	58
2.5.6	Significance to Study	59
2.6	Conclusion	59
 CHAPTER 3: RESEARCH METHODOLOGY		
3.0	Introduction	61
3.1	Research Questions	61
3.2	The Research Design	62
3.2.1	The Sample	63
3.2.2	The Participants	64
3.2.3	The Research Instruments	65

3.2.3.1	The Video Recording	65
3.2.3.2	The Semi Structured Questionnaire	66
3.2.3.3	The Observation Notes	66
3.2.3.4	The Unstructured Interview	67
3.3	The Research Procedure	67
3.4	Taxonomy Choice for Current Research	68
3.5	Method of Analysis	74
CHAPTER 4: ANALYSIS AND DISCUSSION		
4.1	Introduction	76
4.2	Research Question 1: Which Classes of Strategic Considerations (SC) are used by the debate teams during the tournaments?	76
4.2.1	Altering Perception of Major Aspects of Analysis (SC1)	77
4.2.2	Altering Perception of the Advocate (SC2)	78
4.2.3	Emphasis through Formal Procedure	79
4.2.4	Emphasis through Informal Codes	81
4.3	Research Question 2: What are the Implication of Using SC in a Debate?	82
4.3.1	Altering Perceptions of the Analysis (SC1)	84
4.3.2	Gaining Emphasis through Adaptation to Formal Procedure (SC3)	86
4.3.2.1	Team 3Y	88
4.3.2.2	Team 3Z	91
4.3.3	Altering Perception of the Advocate (SC2)	94
4.3.4	Implication of Using SC in a Debate	95

4.4	Research Question 3: What is the Frequency and Function of Each Type of CS used during the Debates?	98
4.4.1	Language of Choice	99
4.4.2	Communication Strategy (CS) Awareness	102
4.4.3	Frequency of CS Used	105
4.4.3.1	Correlation between CS Awareness and Actual Use	107
4.4.3.1.1	Team 3Y	107
4.4.3.1.2	Team 3Z	110
4.4.4	Function of Each Type of CS	113
4.4.4.1	Avoidance Strategies	113
4.4.4.2	Achievement or Compensatory Strategies	115
4.4.4.3	Stalling or Time Gaining Strategies	118
4.4.4.4	Self Monitoring Strategies	123
4.4.4.5	Interactional Strategies	123
4.5	Research Question 4: What is the Relationship Between the Frequency of CS Employed and the Outcome of the Debate?	126
 CHAPTER 5: CONCLUSION		
5.1	Introduction	129
5.2	Findings	130
5.3	Recommendations	132
5.4	Suggestions for Further Research	134
REFERENCES		135
 APPENDIXES		

LIST OF TABLES

Table 1	Time Allocation and Speaking Order	9
Table 2	Video Recordings Of Parliamentary Style Debates	63
Table 3	Taxonomy of Communication Strategies	70
Table 4	Components of PSD and its Usage and Debate Outcome.	80
Table 5	Overview of SC1 and SC3 used by all four debate team	83
Table 6	Semi Structured Questionnaire Responses of Team 3Y	90
Table 7	Semi Structured Questionnaire Responses of Team 3Z	93
Table 8	The Language Choice of Debaters from Team 3Y	101
Table 9	The Language Choice of Debaters from Team 3Z	102
Table 10	Taxonomy for Communication Strategies	103
Table 11	Analysis of CS Awareness (CS_A) Amongst Team 3Y and 3Z	105
Table 12	Frequency of CS used (CS_U) by Team 3Y and 3Z during the first round of debates.	106
Table 13	Frequency of CS used CS_U by Team 3Y and 3Z during the second round of debates.	107

Table 14	Ranking of CS Frequency by Team 3Y	108
Table 15	CS Awareness (CS_A) versus CS Use (CS_U) by Team 3Y	109
Table 16	Ranking of CS Frequency by Team 3Z	110
Table 17	CS Awareness (CS_A) versus CS Use (CS_U) by Team 3Z	112

LIST OF ABBREVIATIONS

The following list consists of short forms used throughout the thesis

PSD	Parliamentary Style Debates
SC	Strategic Considerations
SC1	Altering Perception of the Analysis
SC2	Altering Perception of the Advocate
SC3	Emphasis through Formal Procedure
SC4	Emphasis through Informal Codes
CS	Communication Strategies
RQ1	Research Question 1
RQ2	Research Question 2
RQ3	Research Question 3
RQ4	Research Question 4
CS_A	Communication Strategies Awareness
CS_U	Communication Strategies Use