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## **Communication Strategies and Topic Sequences in the Conversational Discourse of Spanish Learners of English<sup>1</sup>**

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### **Introduction**

Research in second language learners' communicative strategies (henceforth, CS) provides an elaborate framework for analyzing how learners manage to express themselves in spite of their limited knowledge of the target language. Many studies (Tarone, 1977; Corder, 1983; etc.) deal with the identification and classification of the linguistic manifestations brought about by the gap between communicative intentions and the linguistic resources available to the learner to realize them. Other studies (Faerch & Kasper, 1980) set about to investigate the psychological processes underlying the use of CS. However, a more elaborate cognitive approach is reached in the present decade in the works of Poulisse (1990) and Bialystok (1990). In this study, I intend to combine the linguistic approach and the psycholinguistic approach.

Several aspects have been dealt with in relation to CS: are they equally used by L1 and L2 speakers? What are the factors controlling the selection and use of the different kinds of CS?, etc. In this last respect, Bialystok (1990) identifies three potential factors that influence the choice of CS, namely, nature of the task, proficiency level of the L2, and features of the communicative situation. Of these, the factor relating to the communicative situation has received least attention in the literature.

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On the one hand, the discourse topic has been identified as one of the factors affecting the context of the communicative situation<sup>2</sup>. On the other, authors such as Tarone (1988) suggest that more research is needed about the possible influence of the topic of discourse on interlanguage production. In this sense, the aim of this study is to gain insight into the relationship between the discourse topic and the use of CS in a conversation.

To this end, 10 three-party conversations between a native speaker of English and two Spanish learners of English were video-recorded. After each conversation, learners took part in a retrospective session that was tape-recorded. Data were transcribed and analyzed in various ways. The topic organization of conversations was analyzed following Stech (1982), and the occurrence of CS was identified, relying on strategy markers and retrospective comments.

Therefore, the organization of the work is as follows. Firstly, CS are dealt with both in general terms and as they have been conceived of in this work (section 1). Secondly, the general framework for the study of the topic of discourse is pointed out alongside the description of topic sequences as units of analysis (section 2). A brief summary conveying the main aims of the present study follows (section 3). Then, the methodology is explained in detail (section 4) followed by the analysis and discussion of results (section 5) together with the subsequent conclusion (section 6).

## **1. Communication Strategies**

The efficient use of language (in this case, an L2) to achieve successful communication in situations where there is some sort of communicative deficiency highlights one of the key issues of research in Second Language Acquisition known as *communication strategies*.

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<sup>2</sup> See Brown & Yule (1983) for a detailed account on the topic of discourse.

### 1.1. Brief Review of the Literature

Selinker (1972) identified the use of CS as one of the processes affecting SLA. Since then, there have been many important contributions that have widened the scope of this field. One may highlight two main approaches to the study of CS. The first can be said to have a linguistic basis and is to be found in the works of Tarone (1977, 1980), Faerch and Kasper (1980, 1983, 1984), Harding (1983) or Paribakht (1985). The second attempts to confer a cognitive or processing basis to the study and can be found in the works of Bialystok (1990) and Poulisse (1990).

Within the *linguistic approach*, the most influential works have been those of Tarone and Faerch and Kasper. Although they differ in their conceptualization of CS - in the sense that Tarone suggests the existence of interactional constraints while Faerch & Kasper study CS psycholinguistically, relating plans, behaviours and goals - a linguistic basis can be observed in the final taxonomy proposed in their studies. Just like in the works of Harding or Paribakht, a great number of CS types is identified. A new category, too frequently, differs from another merely due to the different encoding form of the utterance used to solve the communicative problem, despite the fact that in many cases it is obvious that the same process is at work.

Within the *cognitive approach*, the parallel papers of Poulisse (1990) and Bialystok (1990) must be taken into account. Bialystok argues that CS respond to the cognitive mechanisms that operate on mental representations in linguistic processing. Thus, she sets up a general cognitive framework where the two components of language processing - analysis of linguistic knowledge and control of linguistic processing - give rise to two cognitive CS types. While the first component refers to "the process of structuring mental representations of language which are organized at the level of meanings (knowledge of the world) into explicit representations of structure organized at the level of symbols (forms)" (Bialystok, 1990: 118), the second component implies

"the ability to control attention to relevant and appropriate information and to integrate those forms in real time" (Bialystok, 1990: 125). As the author states:

The definition of communication strategies that follows from this framework is that they are the dynamic interaction of the components of language processing that balance each other in their level of involvement to meet tasks demands (Bialystok, 1990: 138).

In a parallel paper, Poulisse (1990) also considers that the study of CS (or *compensatory strategies*, which is her object of study) refers to the general study of communication. She identifies two main CS types: the conceptual and the analytic strategy. Her definition of CS is the following:

Compensatory strategies are processes, operating on conceptual and linguistic knowledge representations, which are adopted by language users in the creation of alternative means of expression when linguistic shortcomings make it impossible for them to communicate their intended meanings in the preferred manner (Poulisse, 1990: 192-193).

Therefore, two main strategies that respond to the cognitive processes identified in communication can be found in both studies. In the same way, both authors state that these processes deal with the concept - on the one hand - and the use of linguistic knowledge, on the other.

## **1.2. Communication Strategies Adopted in this Study**

I believe that the processes operating in language processing do not differ from those operating when CS are used. I understand that language is strategic when it is used for a purpose. In this work I consider CS to be the processes of communication used by non native speakers to overcome communicative (lexical) problems. In this case, the analysis has been restricted to lexical problems which may be occasioned by the lack of knowledge of the L2 term the speaker wishes to communicate, by retrieving problems, or by insecurity as to the lexical item selected to express a meaning.

Two levels of analysis have been distinguished. On the one hand, the cognitive strategies employed by NNS are analyzed. Two cognitive CS have been identified -

following Bialystok's and Poulisse's models: conceptual analysis (ANCO) and code control (COCO). On the other hand, strategies are also analyzed at product or linguistic encoding level. The linguistic CS types that have been considered are the following<sup>3</sup>: approximation, description and mime, as product CS resulting from conceptual analysis and borrowing, foreignizing, request for help, code switching and mime resulting from code control<sup>4</sup>.

It must be pointed out at this stage that the non-native speakers may also decide to avoid expressing the intended meaning. This behaviour has traditionally been known as avoidance or reduction. However, this will not be considered in the present work. I will focus on what has been called achievement strategies, including cooperative strategies (Faerch and Kasper, 1984). The definition of the different strategic categories considered is the following:

**\*\* Conceptual Analysis:** The speaker operates on the intended meaning, analyzing it and, sometimes, decomposing it into its defining features. This strategy is therefore related to the ability to associate meanings with forms or symbols.

**\*\* Code Control:** The speaker operates on the linguistic system at the level of syntactic, morphological and phonological rules of the L1, L2 or Ln. This strategy, therefore, is related to the use of the linguistic code.

**\* Approximation:** This strategy consists in the use of a superordinate, synonymic or subordinate term of the intended concept. It implies analyzing the concept the non-native speaker wishes to express and compare it to similar concepts.

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<sup>3</sup> See Bou-Franch (1992) for a detailed argumentation on why the further subdivision of cognitive CS suggested by Poulisse (1990) has not been adopted. Both Poulisse (1990) and Bialystok (1990) select some CS types at encoding level equivalent or resulting from the cognitive CS types they propose. The traditional CS selected here differ from those selected by these authors. See Bou-Franch (1992) for an explanation of why *request for help* was included, why *circumlocution*, *description* and *paraphrasis* were grouped into the strategy of *description*, and why *word coinage* and *literal translation* were left out.

<sup>4</sup> It must be pointed out that in the original work (Bou-Franch, 1992) further levels of analysis were considered. Subordinate strategies and combinations of cognitive strategies were taken into account separately. However, in the present paper we only report our findings on main strategies.

Therefore, it is a linguistic manifestation of the processing strategy of conceptual analysis.

\* **Description:** Strategy based on the description or definition of the intended meaning. Traditional strategies such as circumlocution or paraphrase are included under this heading. By means of this strategy, the concept is analyzed highlighting characteristics, functions or features of the item or of its situational context that may evoke the intended meaning. Therefore, it reflects the linguistic encoding of the processing CS of conceptual analysis.

\* **Mime:** Strategy referred to the use of non verbal communication. This strategy is the product of conceptual analysis when, through gestures and words, features defining the intended meaning are expressed. However, when by means of only gestures the intended concept is pointed at or explained, this strategy is mainly a reflection of code control, since important changes are operated on the channel of expression switching from verbal to non verbal mode<sup>5</sup>.

\* **Borrowing:** The speaker uses an L1 or Ln term but without adapting it to the L2 either phonologically or morphologically. By means of this strategy, the speaker does not analyze the concept but, controlling the code, incorporates a term from a different code. Therefore, borrowing reflects the use of the strategy of code control.

\* **Foreignizing:** The non-native speaker uses an L1 or Ln term that s/he attempts to adapt to the L2 as much as his/her IL allows. In this case, the speaker controls two (or more) codes, and transfers one item from one code to the other and then adapts it to the receiving code. Therefore, it is one example of code control.

\* **Request for help:** The non-native speaker requests linguistic help from his/her interlocutor. The learner, controlling a gap in the code, chooses to ask the hearer about the code to overcome the problem. It is therefore symptomatic of the process of code control.

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<sup>5</sup> In this point, Bialystok (1990) and Poulisse (1990) show different opinions. However, Kellerman (1991) - working in the Nijmegen Project with Poulisse - later agrees with Bialystok's views adopted here.

\* **Code switching:** The speaker, knowing more than one linguistic code, switches to a different one to express the meaning. Therefore, it is included in the strategy of code control.

In any empirical study, the task of identifying and classifying strategies should be done cautiously. In this study, all the utterances where lexical problems could be observed were identified by the researcher and a second judge, both relying on strategy markers and - mainly - on retrospective comments. The two resulting identifications were compared and, after some discussion, a definite evaluation of lexical problem-solving utterances was set up by the researcher. This final identification had a correspondence of nearly 90% with the identification carried out by the second judge, a high percentage showing the reliability of the study. Utterances were then classified into strategy types. 261 cognitive CS were considered, of which 80 showed conceptual analysis and 181 code control.

## **2. Discourse Topic: Topic Sequences as Units of Analysis**

As McCarthy (1991) points out two main questions arise around the notion of *topic*. The first deals with the attempts to define the notion proper. The second set of questions is concerned with the influence of topic on the structural aspects of discourse, that is, "how topics are opened, developed, changed and closed, and what linguistic resources are available for this" (McCarthy, 1991: 131).

It is in the second sense that Giora (1985: 16) assigns the task of the hierarchical organization of a text to the discourse topic. In this manner, Stech (1982) suggests his own model of studying the organization of discourse dividing it in segments around the same topic. Though there exist several methods of organizing and analyzing discourse around the notion of topic all of them follow the same underlying ideas, basically:

- (i) a conversation may consist of several topics

- (ii) the development of the conversational topic proceeds in relationship to the topic of the immediately preceding fragment or that of other preceding fragments.
- (iii) a conversation may proceed by means of new topics unrelated to the topic of previous fragments.

Stech's (1982) model also has these underlying ideas and has the advantage of implying a feasible method which is operative at an empirical level. I have, therefore, adopted Stech's *topic sequence* as the starting point of study. A topic sequence in conversation is a thematic unit - that is, one which is topically coherent - consisting in one or more speech acts that may extend over several conversational turns. A first distinction is established between main topic sequences and dependent topic sequences. The *main topic sequence* is topically independent and does not imply, therefore, a fixed order of occurrence with respect to another sequence. A *dependent topic sequence*, on the contrary, topically depends on another sequence, so that some sort of order of occurrence can be identified in relation to this other sequence.

Within dependent sequences, three different types have been identified according to the manner in which they relate to the sequence on which they depend: subordinate, associative and formulative dependent topic sequences (Cf. Stech, 1982). A *subordinate sequence* is necessary for the continuity of the topic of the main sequence. An *associative sequence*, however, is not necessary for the continuity of the topic of the main sequence and it is characterized because it arises in the mind of the speaker by means of association of ideas. Additionally, it implies higher motivation in the exchange of information. Lastly, a *formulative sequence* refers to the communication about the communication contained in another sequence. It constitutes therefore some sort of meta-communication.

There exist several degrees of dependance among sequences. A main sequence may contain various dependent sequences and, at the same time, a dependent sequence may also contain other dependent sequences.



In this sense, a study of the complexity of topic sequences follows. The *Sequential Topic Complexity* (STC) was measured considering the total number of dependent sequences within a single main topic sequence and adding one point per degree of dependance. Main sequences with no dependent sequences included also received one point of complexity.

In the empirical study, sequence identification was carried out taking into account topic changes and conversational markers or gambits. The resulting classification was revised by a second judge methodologically instructed.

### **3. Aims of the Study**

The main goal of the present paper lies in the study of the relationship between communication strategies and topic sequences at two different levels: (i) the relationship between number and type of CS with number of topic sequences and their topic complexity; and (ii) the distribution of cognitive CS types into the different dependent topic sequences.

## **4. Methodology**

### **4.1. Subjects**

All the subjects taking part in this project were doing the first year of English Philology at the University of Valencia. Twenty students were finally selected for study. They were all female, aged between 18 and 20 and had entered university directly from high-school. Their FL was English and they had never studied the language in an English speaking country. As to their L1, eleven were bilingual Spanish and Catalan, 8 were Spanish native speakers and knew Catalan well, and only one hardly knew any Catalan.

### **4.2. Tasks Used in the Experiment**

The main task in order to elicit oral interlanguage consisted of a three-party conversation between a native speaker of English and two Spanish learners. In order to identify CS properly, it was also necessary for the learners to take part in a retrospective session with the researcher (see Ericsson and Simon, 1984).

#### **4.3. Procedure**

I wished to collect conversations which were as natural as possible. To this end, two teachers of English Language I told their students that an English Student had come to Valencia on an Erasmus grant, did not speak Spanish and was willing to meet Spanish students and be told about Valencia and Spain in general. Students who had never learned English in an English speaking country were told to sign their names on a list in pairs and were given an appointment to have an interview with the native speaker of English.

The native speaker - who was the same in all ten sessions - knew the conversations were to be recorded. However, she was not told about the purpose of the experiment and was advised to be natural during the conversations. She was not given any indications as to what topics were to be treated or to what extent. She only knew the non-native speakers' discourse would be analyzed.

#### **4.4. Processing of the Data**

The conversation was video-recorded; the subjects were unaware of this fact, although the native speaker had been informed beforehand. After 20 minutes, the researcher interrupted the conversation, told the students about it being recorded, asked permission to use it in the study and asked them to take part in a retrospection immediately after the conversation. The retrospection was tape-recorded with the subjects' agreement. One whole session then consisted of 20 minutes' conversation plus a retrospection. Ten such sessions were carried out and analyzed conveying the total

amount of nearly 3,5 hours of conversational data and over 6 hours of retrospective data.

## **5. Results and discussion**

Before analyzing the interrelation between communication strategies and topic sequences, separate analyses of these units were carried out, obtaining the following findings:

(i) When considering CS, it was found that the strategy COCO (69,3%) was used more than twice the strategy of ANCO (30,7%). At the level of linguistic CS, an order of preference of strategic use was established, showing from more to less preference: request for help + code switch + description + mime (COCO) + approximation + foreignizing + borrowing + mime (ANCO).

(ii) When considering topic sequences, great variability was found in the amount of topic sequences per conversation, ranging from 5 to 17 (8.9 as mean average). Consequently, STC also varied greatly, ranging from 1 to 30. Less variability was found, however, when considering the types of dependent sequences. The frequency of appearance showed that formulative sequences were much more frequent than associative or subordinate sequences, and that associative sequences were more frequent than subordinate topic sequences.

After obtaining these numbers, the interrelation of communication strategies and topic sequences was then considered.

[1] In order to analyze the relationship between the total number of CS in a sequence, the types of cognitive CS (ANCO / COCO) and the topic complexity of that sequence (STC) a Pearson Correlation test was applied on 83 observables (main topic sequences) calculated by means of the program SYSTAT, module CORR (Table 1)

	STC	CS	ANCO	COCO
STC	1.000			
CS	0.830	1.000		
ANCO	0.780	0.838	1.000	
COCO	0.774	0.968	0.684	1.000

Table 1. Pearson correlation Matrix.  
N° of obser. = 83.

As can be observed, the highest correlation with these variables has a value of 0.968. One of our aims was to analyze the degree of relationship between the two CS at sequential level, which is moderately high even though it is the lowest found in the matrix.

Calculating these correlations my purpose was to quantify the intensity and positive or negative sense of the relationship between the variables. The correlation was never negative. That is, all the variables co-vary in the same sense: when one increases so does the other.

The fact that all the correlations are positive imply that if one sequence is above average at ANCO, for instance, then it will also be above average at COCO, and above average with respect to its STC. Considering these findings, it could be expected - statistically - that when analyzing conversations instead of sequences, the same pattern of relations would emerge.

[2] To analyze the interaction between CS types and dependent topic sequence types, a study was designed in which the independent variables were "type of sequence (A)" [subordinate, associative and formulative] and "type of CS (B)" - conceptual analysis and code control. The frequency of appearance of CS per conversation was considered as dependent variable.

Source of Variation	df	Sum of Squares	Mean Square	F	P	Epsilon Correction
Subjects	9	233.333	25.926			
A	2	172.300	86.150	8.843	.0021	
Error	18	175.367	9.743			.99
B	1	166.667	166.667	13.804	.0048	
Error	9	108.667	12.074			1.00
AB	2	396.033	198.017	37.270	.0000	
Error	18	95.633	5.313			.94

Table 2. Summary of the ANOVA.

Due to the type of manipulation of the variables, the Variance Analysis carried out was not designed to establish causal relationships. Rather, it was intended to identify significant relationships between the levels of the two independent variables and their interaction, taking into account that this was not an *experimental design*. Both independent variables are intrasubjects, so the Variance Analysis (ANOVA) is Intra- Factorial, and was carried out by means of the program CLR Anova for Macintosh (Table 2).

A significant effect ( $\alpha = 0.021$ ) of the variable Type of Sequence (A) was obtained. Significant differences ( $\alpha = 0.0048$ ) were also found between the levels of the variable Type of CS (B). The interaction of both variables was also highly significant. That is, the strength of the relationship between one sequence type and the frequency of appearance of CS depends on the type of CS considered (ANCO or COCO).

Considering both - means of the interaction (Table 3) and a graph of the interaction (Figure 1) - one can already observe the effect of the interaction and the combination of levels of the two independent variables in which more CS are found.

Subordin ANCO	2.1000
Subordin COCO	1.8000
Associat ANCO	4.1000
Associat COCO	3.8000
Formulat ANCO	.8000
Formulat COCO	11.4000

Table 3. Means of the interaction

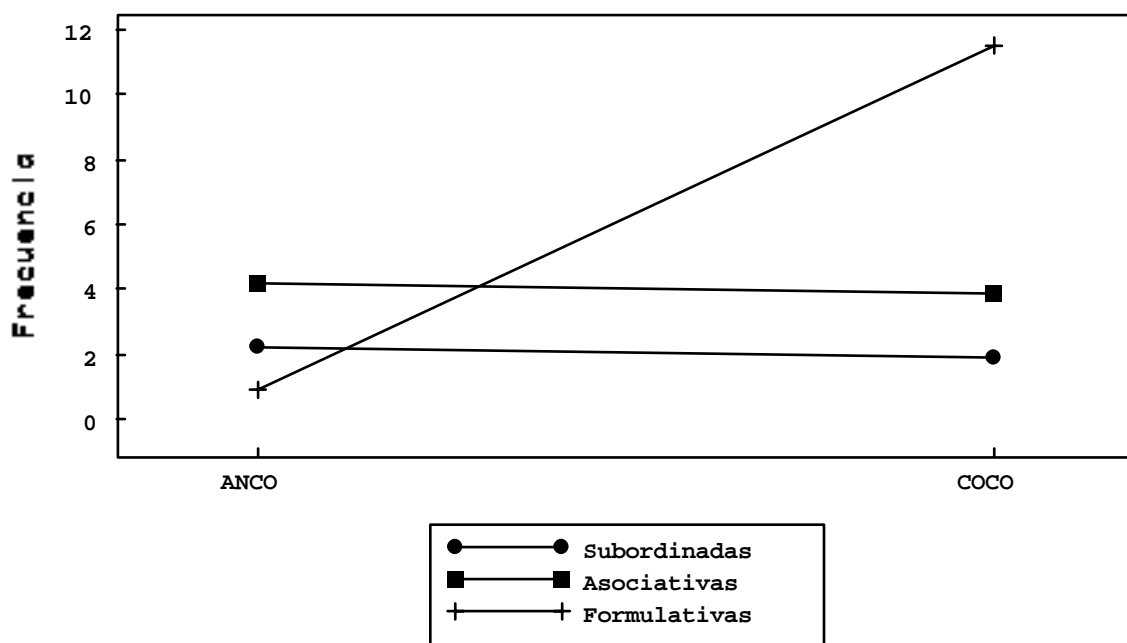


Figure 1. Graph of the interaction

Since significant differences were found between both levels of A, *a posteriori* tests (Tukey, Newman-Keuls, Duncan and t-test) were carried out. The Tukey test produced differences at the level  $\alpha = 0.01$  between subordinate and formulative sequences. With the Newman-Keuls test I found, besides, another significant difference ( $\alpha = 0.05$ ) between associative and formulative sequences. The same differences were obtained with Duncan test and t-test (Tables. 4 a-d).

Since the variable Type of CS was significant and had only two levels, a comparison of means was in order. (Anco: 2.333 and Coco: 5.666). Therefore, with COCO, a higher frequency of CS with a level of probability  $\alpha = 0.0048$  was found.

Upper Triangle: .05 level; Lower Triangle: .01 level

	A	B	C
A. Subordinate	X	-	s
B. Associative	-	X	-
C. Formulative	s	-	X

**Table 4a. Test of Tukey.**

Upper Triangle: .05 level; Lower Triangle: .01 level

	A	B	C
A. Subordinate	X	-	s
B. Associative	-	X	s
C. Formulative	s	-	X

**Table 4b. Test of Newman-Keuls.**

Upper Triangle: .05 level; Lower Triangle: .01 level

	A	B	C
A. Subordinate	X	-	s
B. Associative	-	X	s
C. Formulative	s	-	X

**Table 4c. Test of Duncan.**

Upper Triangle: .05 level; Lower Triangle: .01 level

	A	B	C
A. Subordinate	X	-	s
B. Associative	-	X	s
C. Formulative	s	-	X

**Table 4d. T-test.**

By means of the test of the Simple Effects of the Interaction (Table 5), significant differences were found for sequence type when CS type was ANCO ( $\alpha = 0.001$ ). Frequency of CS also produced significant differences depending on sequence type when the strategic category considered was COCO ( $\alpha = 0.001$ ). In the last place, there was a significant simple effect ( $\alpha = 0.001$ ) of variable B (Type of CS) when dealing with formulative sequences. These effects can also be observed graphically.

Effect	MSn	DFn	DFe	MSe	F	P
A at ANCO	27.633	2	18	2.448	11.287	.001
A at COCO	256.533	2	18	12.607	20.348	.000
B at	.450	1	9	2.117	.213	.656
Subordinate						
B at	.450	1	9	5.894	.076	.789
Associative						
B at	561.800	1	9	14.689	38.247	.000
Formulative						

Table 5. Simple Effects of the Interaction.

## 6. Conclusion

These findings may be summarized into two sets as follows:

As to the relationship found between type of cognitive CS, number of main topic sequences, and their complexity:

- (i) The complexity of the topic sequences analyzed has a positive, intense correlation with the total amount of CS, as well as with the amount of ANCO and the amount of COCO. Therefore, one may say that if one sequence of this type has an above average complexity, the number of strategies ANCO and COCO will also be above average. Inversely, if the complexity of one sequence is below average, the presence of ANCO and COCO in that sequence will also be below average.
- (ii) Considering the high statistical support one might expect that if instead of analyzing topic sequences whole conversations were analyzed the same pattern of relations would be obtained.



As to the distribution of types of cognitive CS into the different types of dependent TS:

- (i) The strategy ANCO appears with higher frequency in associative sequences, followed by subordinate sequences and it is hardly present in formulative sequences.
- (ii) The strategy COCO appears with notably high frequency in formulative sequences. It can be found in associative sequences less often and is hardly present in sequences of the subordinate type.
- (iii) Formulative sequences show higher amount of COCO strategies than of ANCO strategies.
- (iv) Associative sequences show no significant difference as to the amount of strategies of ANCO or of COCO they contain.
- (v) Subordinate sequences show no significant difference as to the quantity of COCO or ANCO strategies identified in them.

The distribution of strategic categories into the different types of topic sequences conveys the logical reflection of the conversational situation analyzed. There exist, therefore, four main factors at the basis of these findings: the first two being related to the communicative situation and the rest related to the units of analysis themselves:

- (1) The fact that two of the three interlocutors were non native speakers sharing their L1.
- (2) Their deficient knowledge of the L2 employed in the conversation.
- (3) Features inherent to CS types.
- (4) Features inherent to dependent topic sequence types.

The fact that both non-native speakers share their L1 (factor 1) facilitates the occurrence of those situations where, due to the deficient knowledge of the L2 (factor 2), when the non-native speakers find lexical problems they will resolve them by switching the code and requesting help from each other - traditional strategies reflecting the cognitive strategy of code control (COCO). But the native speaker also takes part in the negotiation of meanings, excluding then the possibility of code switching. The bare frequency of ANCO in formulative sequences may respond to the non-native speakers' preference to solve their lexical problem without the help of the native speaker, as is

shown by the most common strategic pattern found in formulative sequences, namely, COCO (code switching, request for help).

The definition of formulative sequences (factor 4) includes such negotiations of meaning since they convey metacommunication. When the flow of conversation is momentarily lost, in order to proceed to a negotiation of meaning (brought about by factors 1 and 2), a new sequence is originated. This is of a metacommunicative nature, that is, formulative.

The abundant use of COCO strategies responds to the fact that they constitute a manner of problem-solving requiring little effort and which is quick if the problem is solved (see Poulisse, 1990). Although the use of ANCO is usually more efficient, it also implies the non-native speaker makes a greater effort (factor 3).

As was mentioned before, associative sequences often imply higher communicative motivation. If this is the case, it is not surprising to find that the wish to communicate on the part of the non-native speakers results in higher effort and higher frequency of ANCO than in subordinate sequences. Nevertheless, when the use of ANCO increases, the use of COCO also increases. Therefore, the use of CS in associative sequences is higher than in subordinate sequences.

The findings reported are important since they imply that CS use is affected by an important factor of the communicative situation, namely, the topic of discourse. Therefore, one may say at what point in the non-native speaker's discourse the use of CS will be more likely to occur. In this sense, further research is needed to find in what ways other factors of the communicative situation or social context affect the use of CS. Factors related to the *field of discourse* - nature of communicative event, topics dealt with - the *tenor of discourse* - participants taking part in the event and their relationship in terms of power and social distance - and the *mode of discourse* - function of the

language in the event, i.e., illocutionary force of the speech act, channel used, written or spoken - (see Halliday, 1978).

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