JEZIK U DRUŠTVENOJ
INTERAKCIJI

ZBORNIK RADOVA
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"CODE-SWITCHING" I MEĐUJEZIK

UDK 81'246.2
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Prethodno priopćenje

Maximiljana Barančić
Sveučilište u Zadru

"CODE-SWITCHING“ I MEĐUJEZIK

U ovom se radu govori o pojmu međujezik (interlanguage) i pojmu "code-switching" u pozitivnom lingvističkom, kognitivnom, komunikacijskom i razvojnom smislu. Bez obzira kako nam tajne informacije izgledaju, "code-switching" i međujezik imaju funkciju olakšavanja i pomaganja u razumijevanju i komunikaciji. Nenormativni jezični oblici nazivani međujezik i "code-switching“ mogu se jednom data smatrati normativnim i značajnim u životu dvojezičnih govoraka.

U ovom se radu razmatraju dva glavna aspekta dvojezičnog razvojnog procesa pojma međujezik (interlanguage) i prebacivanja koda (code-switching).

Postoje mnoga nerazumijevanja glede ova dva fenomena i kako ih tretariti u različitim sredinama.

Da bismo mogli shvatiti značenje pojma međujezik i prebacivanje koda, prije svega važno je ukrašno reći što znamo o jeziku u najširem i najrazličitijem obliku – jednojezičnom, dvojezičnom i višejezičnom, te u svim njegovim fazama.

JEZIČNI OBICI

Proces razvoja jezika je kreativan proces. Najnoviji navodi o razvoju jezika među kulturama naglašavaju pojam redovnog i susutanog lingvističkog procesa koji je pola imitacije a pola izuma (Pfaff, 1987; Berko-Gleason, 1993; Edmondson, 1985). Oni koji izucavaju jezik mogu bolje razumjeti usvajanje ili razvoj u sinkronskom i dijaksjonskom procesu. Budući da smo došli do stupnja u razumijevanju karakteristika kontinuiteta i diskontinuiteta u razvoju jezika, isto smo tako počeli usmjeravati našu pozornost na normativne i nenormativne uzroke jezičnog ponašanja tijekom cjevovitijeg kontinuuma. Nenormativni jezični obici predstavljaju sada središte lingvističkog izučavanja u jedno-
LEARNING TO COMMUNICATE IN THE EFL CLASSROOM

Speaking is a major aspect of language learning. In fact, learning to communicate effectively is probably the ultimate goal of every learner. But, how do learners actually cope with problems they encounter while trying to convey a message? What communicative strategies do they use to achieve their communicative goal? How do they cope with group situations that require interactive and negotiation skills? The aim of this paper is to explore these questions by analyzing group discussions among first-year university students who are studying English. By understanding some of the ways learners attempt to communicate, we can proceed to understand a learner’s needs and, thus, modify our teaching accordingly.

A major aim of teaching a foreign language is to enable students to be able to speak the language. In order to achieve this, it is necessary to teach some basic skills in both grammar and vocabulary. However, there is a difference between having “knowledge” of a language and having the “skill” to use it. Martin Bygate describes the difference between knowledge and skill in the following way: “A fundamental difference is that while both can be understood and memorized, only a skill can be imitated and practiced” (Bygate, 2000: 3). A learner must have basic knowledge of a language, but in order to be able to speak effectively, learners must be given speaking practice. We will look firstly, at the types of skills required for improving speaking and, secondly, the best ways of giving learners speaking practice.

According to Bygate, there are two types of skills that must be obtained in order to improve speaking: motor-perceptive skills and interaction skills. Motor-perceptive skills include perceiving, recalling, and articulating in the correct order sounds and structures of the language (Bygate, 2000: 5). This is a kind of
"context-free" skill that has been used in the audio-lingual approach to language teaching. One of the biggest problems with teaching language in this way is that it is too controlled and does not allow the learner to transfer his knowledge to a real-life situation. Interaction skills involve making decisions about communication such as: what to say, how to say it, when to say it, and whether or not to develop it (Bygate, 2000: 6). There is the additional factor of deciding what type of relationship we would like to establish or maintain with our listener. While developing interaction skills, the emphasis is not on the accuracy of what we say, but rather, on the reciprocal relation between the speaker and listener. The main aim of this relation is having one's message understood. Most would agree that it is this skill which requires most of our attention. As H. D. Brown states, "The greatest difficulty that learners have in learning to speak is not in the multiplicity of sounds, words, phrases, and discourse forms that characterize any language, but rather in the interactive nature of most communication" (Brown, 1994: 255). In short, although teaching skills such as pronunciation, accuracy and fluency is important, teaching interaction skills is also of major importance.

In order to be able to communicate one's meaning effectively, there must be an emphasis on developing interaction skills. According to Bygate, speakers must have knowledge of typical conventions for communicating specific meanings. Speakers must be able to organize what they say into typical patterns known as "routines," which can be defined as "conventional ways of presenting information" (Bygate, 2000: 25). One category includes information routines that deal with regular ways of conveying a message such as story telling, descriptions of places and people, presentation of facts, comparisons and instructions. Another category of routines includes interaction routines that are based on sequences of typical kinds of interactions. These may include: service encounters, telephone conversations, interview situations, casual encounters, conversation, and television interviews.

In addition to knowledge of routines, speakers need to develop negotiation skills to help them deal with other communication problems they may encounter. These skills involve making decisions on different ways of formulating and executing messages, and on the ability to monitor a conversation. The development of negotiation skills involves being able to communicate ideas clearly, that is, the skill of negotiation of meaning, which also includes the way participants, signal understanding during an exchange. The level of explicitness, which refers to the speakers' choice of expression, is an important factor in making one's meaning clear. Speakers often assume a certain level of background knowledge on the part of the listener. However, if a listener indicates that our message has been misunderstood, the speaker must reformulate the message, adding more information if necessary. Another aspect of our explicitness deals with the words and phrases we choose when we speak. What we choose to say involves various strategies of communication including paraphrase, metaphor, and the choice of vocabulary, depending on how specific we want to be.

A second type of negotiation skill is management of interaction, which includes two important factors: agenda management and turn-taking. The ability to choose a topic, to manage how it is developed, and to decide the length of time the conversation should continue, are important skills under agenda management. Turn-taking includes the ability to signal when one wants to speak. It also includes the ability of recognizing the right moment to get a turn. When one gets a turn, it is important to be able to keep it until you have said what you wanted to say. Furthermore, one has to be able to recognize other people's signals for their desire to speak, and know how to give them this opportunity.

Interaction skills, then, involve a complex interplay of knowledge of established routines and negotiation skills which both listener and speaker must have to be able to communicate effectively. Knowledge of routines helps speakers organize what they want to say. Negotiation skills include the ability to convey a message clearly and explicitly. It also includes the ability to manage a conversation by choosing appropriate topics and maintaining a balanced interaction through appropriate turn-taking.

Students who enroll in English studies at the university level have a fair degree of "knowledge" of the language. By and large, most have reached the upper-intermediate level and are ready to tackle the advanced level. Thus, they have a basic grasp of the motor-perceptive skills required to speak the language. How do they cope with the skills required for communication such as interaction skills? We will deal with this question shortly. First, let's focus on one of the greatest challenges in teaching speaking, which includes giving students speaking practice. On a practical level, this can prove to be quite difficult, especially in large classes. One attempt to solve this problem is through group work. It allows learners more time to speak and gives them an opportunity to improve the quality of their interactive language. H. D. Brown supports this view: "Small groups provide opportunities for student initiation, for face to face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible" (Brown, 1994:173). Group work, consequently, was used as much as possible, in order to give students a greater amount of speaking practice time.

As stated above, students at this level have the basic motor-perceptive skills to communicate their messages. In terms of interactive skills, it was found that most were able to cope with tasks that included routines. Descriptions of people and places, job interviews, tourist information routines and role-playing were performed on a satisfactory level. In addition, students were able negotiate their meaning to other members in a group, thus satisfying the other criteria of "negotiation of meaning." It should be noted that students were given a set of
questions and guidelines describing how to perform the tasks, in addition to the
added incentive of “performing” in front of the class.

Nevertheless, when students were asked synthesis or evaluation type
questions, where they had to combine elements into a new pattern or make
judgments, several problems arose. A major problem was the increase in the use
of the mother tongue among group members, and secondly, the domination of the
cornerstone by one or two students. Members who felt their speaking skills were
not very proficient simply didn’t speak. On the other hand, more confident
members who dominated the conversation lacked the ability to motivate others to
participate in the conversation. It was clearly evident that group members lacked
the second type of negotiation skill that of agenda management and turn-taking.

The aim of the following analysis was an attempt to find a solution to the
problem of achieving negotiation skills, including agenda management and
turn-taking. In addition, communicative strategies were analyzed, in the hope of
unveiling the problem connected with the frequent use of the mother tongue. The
corpus of this analysis includes tape recordings of group work among 84
first year English students during language exercise classes.

Students were given material to develop an argument for a very controversial
political topic, at the time, which was hoped to be a motivating factor for
involvement in the assignment. Small groups of four and five were formed and
they were asked to divide themselves into two opposing camps: one to argue one
point of view, and the other the opposing view. The students were given
newspaper articles and were required to find information to support their
argument. They were also given instructions on how they were to proceed
during the debate. The assignment included a stipulation that each member of
the group had to speak. In addition, the conversations were tape-recorded.

These first recordings showed that there was a distinct drop in the use of the
mother tongue, in comparison to group work that was done throughout the year
(which didn’t have the presence of a tape-recorder). However, there was still not
enough turn-taking and the conversation had many stops and starts. Some students
were clearly frustrated by the presence of a tape recorder and proceeded to press the
‘pause’ button when they weren’t sure about what to say. These recordings, thus,
didn’t show continued speech. Furthermore, other technical difficulties arose,
including sound interference from other groups in the room. It was evident that a
second attempt, to record student group conversations, was necessary.

While taping groups the second time, certain changes were made. Each
group was placed in a separate room with no outside interference. Students were
given the assignment, in addition to supporting material. They were asked to
keep the conversation going, and were given a few phrases to aid them in this
respect (phrases such as: “Yes, that’s a good point…. What do you think? It seems to me
that…. etc.”). Their conversation was recorded and they were given a time limit.
Here are the results of the second recordings, based on one sample group:

<table>
<thead>
<tr>
<th>TURNS</th>
<th>SPEAKER 1</th>
<th>SPEAKER 2</th>
<th>SPEAKER 3</th>
<th>SPEAKER 4</th>
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As one can see from the table above, there was a balanced ratio of turn-taking
during the second recordings. Students were asked if the phrases that were given
helped them in keeping the conversation going, and most replied affirmatively
to this question. Although there were some interruptions, where two or more people
spoke at the same time, nevertheless, all the people in the group had a chance to
speak. The signal to speak that was most often used was agreement. Here are a few
examples: “I agree with you totally….”; “Of course….”; “Yeah and….”; “Yes, and so…”.
Others signalled their desire to speak by firstly agreeing, and then going on to make
a complete different point, for example, “Yes, but recently….”. There were instances
The use of fillers or hesitation devices seemed to be the most common technique used by most students. We can suggest two possible reasons for the dominant use of this production device: students didn’t have the necessary vocabulary to be able to say what they wanted to say, and used these fillers to “buy time” until they found an appropriate word or phrase. This could suggest that there must be more emphasis on vocabulary development. Alternatively, it could simply mean that they took them time to process the topic and organize their thoughts (as is the case with native speakers).

However, before we attempt to make any conclusions based on the results of the above analysis, it is important to note what students thought of these methods for improving speaking skills.

The following questionnaire was given to 67 first year language students, who participated in the recordings (some of the original 84 students didn’t complete it). They were required to fill it out anonymously. Here are the results:

Table 3. STUDENT QUESTIONNAIRE

<table>
<thead>
<tr>
<th></th>
<th>YES (%)</th>
<th>NO (%)</th>
<th>SOMETIME (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who liked working in small groups</td>
<td>97</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Students who felt they were improving their English speaking skills while in a small group</td>
<td>78</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Students who stated that they used their mother tongue when they were unable to find the correct English word/phrase while speaking in a small group</td>
<td>40</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>Students who try to rephrase what they would like to say in English, in an attempt to avoid the mother tongue</td>
<td>31</td>
<td>15</td>
<td>54</td>
</tr>
<tr>
<td>Students who liked the group activity involving a group debate</td>
<td>82</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Students who felt the materials given helped prepare their argument</td>
<td>81</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Students who felt that the teacher helped prepare them for the discussion</td>
<td>88</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Students who felt the tape recorder affected their performance while speaking in their group</td>
<td>73</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Students who felt they tried harder to speak English due to the presence of the tape recorder</td>
<td>60</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

The results of the student survey show that the majority of students enjoy working in small groups and that they find it an effective way of improving their speaking skills. It is interesting to note that 57 per cent admitted to sometimes...
using the mother tongue when they couldn't find the right English word. The students found the debating activity interesting, which can be considered a strong motivating factor. It was found that students appreciated the background material to help prepare their arguments. A majority felt that the tape recorder affected their speaking performance in a group activity and, although slightly less so, encouraged them to speak English.

In conclusion, after analyzing the results of the recordings and the survey, we can venture to make a few broad statements. One of the ways students can improve their interaction skills is through group work involving a motivating topic. Agenda management was admittedly controlled by the teacher. That is, the topic was given, as was the way it should be developed (in this case in the form of a debate). Furthermore, the length of time for the discussion was also controlled. Nevertheless, this activity could serve as an example, or as practice, for developing agenda management skills.

The second type of negotiation skill, turn-taking, improved among students during the second recording. This could be the result of several factors: 1) students were instructed that all participants had to speak, thereby making it an obligation (although, it should be noted, they were given these instructions for the first recording), 2) phrases were given to help keep the conversation going, thus aiding them when they needed assistance, or 3) the presence of the tape-recorder. It could be said that all these factors affected the improvement of turn-taking, and, once students were shown how a conversation should be managed, they simply followed the instructions. The presence of the tape recorder seemed to have been an important factor, nevertheless. This can be confirmed by the results of the student questionnaire.

Group work clearly seems to be an effective method of giving students speaking practice. Students overwhelmingly claimed that they enjoyed working in small groups. The problem with the use of the mother tongue, while participating in group work, was resolved during the second recording. Once again, the presence of the tape recorder seems to have been an important factor. Students admitted to having tried harder to speak English while they were being recorded. The communicative strategies that were used were similar to the production devices used by speakers in general. The use of fillers or hesitation devices might, nonetheless, suggest that students need to be introduced to more advanced vocabulary.

Students definitely need to be given as much speaking practice as possible. They need assistance in developing negotiation skills and need to be shown how to organize and develop their topic. A set of rules should be given to show them how to develop the skill of turn-taking. Vocabulary development is another area that should be stressed. Finally, the use of a tape recorder could serve as an important tool in getting students to speak the target language, without the use of the mother tongue. It might also be used as an incentive for students to

BIBLIOGRAPHY


ČEGA SE VIŠE BOJIMO: MATERINSKOGA ILI STRANOG JEZIKA?

U zadnjih 10-ak godina uočava se pojava da izvorni govornici hrvatskoga jezika sve više zaziru od komunikacije na standardnom hrvatskom jeziku u javnoj upotrijebi jer ih nedostatno kontinuirano učenje hrvatskoga standardnog jezika čini sve nesigurnijima, u nastupu neurijetkovima, mucercima i nevještima.

Kako se sastavno nestano o tome u tih istih (hrvatskih) govornika strah od učenja stranoga jezika i komunikacije prouzrokuje na primjeru očenja engleskog jezika, smatramo da bi poneziranje iskustava u poučavanju hrvatskih govornika stranom jeziku moglo biti dragocjeno i na planu prevladavanja straha od učenja bilo kojeg jezika, pa i materinskoga standardnoga. Naime, u Hrvatskoj je učenje standardnoga hrvatskog jezika za mnoge govornike u mnogim segmentima slično učenju stranoga jezika (ortoepija, leksik, sintaksna nerijetko se vrlo razlikuju između lokalnih govora i standardnog jezika), pa vjerujemo da bi pomoć razrađenih mehanizama suzbijanja straha od učenja jezika općenito mogla biti pomoć hrvatskim izvornim govornicima i na tom području.

U primijenjenoj psiholingvisti strah od stranoga jezika (engl. foreign language anxiety) definira se kao skup samoperception, vjerovanja, osjećaja i ponašanja koji se pojavljaju pri učenju ili uporabi stranoga jezika, a uzrokuje ih priroda procesa učenja stranoga jezika (Horwitz i Young, 1991). Iz ove se definicije vidi da je strah od stranoga jezika specifičan fenomen, inherentan upravo procesu učenja stranoga jezika.