A CASE STUDY ON COMMUNICATION BREAKDOWNS IN A GROUP OF FIFTH-SEMESTER ENGLISH LEARNERS AT UNIVERSIDAD DE CORDOBA

JUAN CARLOS PASTRANA MUÑOZ

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JUAN CARLOS PASTRANA MUÑOZ

Director:

ABRAHAM SIR BARRIOS

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DEDICATORIA

*Al **Señor Jesucristo** gracias por su amor y protección; por darme la oportunidad y la sabiduría necesaria para crecer personal y profesionalmente.*

*A mi amada esposa **Claudia**, quien ha sido el motor que impulsa mi vida y ha hecho de mí un mejor ser humano.*

*A mis **hijos** que son la expresión de todo lo bueno que hay en mi, especialmente a **Mahela**, la reina de mi vida por su ternura y amor; y a **Juan Carlos** mi último retoño por llegar a completar mi familia y ser la prolongación de mi existencia.*

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1. INTRODUCTION

This modern world characterizes by intercultural communication, technological and scientific development. This reality has suggested the need to consider a language to gain access to this globalized world (Revista Estandares Bàsicos de Competencia en lengua extranjera: Ingles). English has become the global language. Crystal (1998) holds that communicating in English has gained a worldwide status. English has grown into a *"lingua franca",* that is to say, a common language adopted by politics, commerce, mass media, international events, etc.

The Colombian Ministry of Education (CME), recognizing the importance of developing communicative competence in other languages as a central element to succeed in this global world, introduced El Plan Nacional De Bilinguismo (PNB) as an educational policy to improve the quality of the teaching of English in Colombia and a strategy to promote competitiveness, one of the overarching purposes of the Colombian Educational System. One of the most salient actions to achieve the goal of PNB (development of Communicative Competence in English) was the publication of Estandares Bàsicos de Competencia en lengua Extranjera: Inglés. According to CME these standards constitutes clear criteria that establish what each student will be able to do by the end of educational cycles. They also seek to orient teachers, educational authorities, and parents toward the competences prospective high school graduates

are expected to develop. The goal of CME is to have high school graduates labeled as B1 (according to the Common European Framework) so that they can communicate effectively in English by the year of 2019 (Estándares Básicos de Competencia en Lengua Extranjera: Ingles, 2006).

These initiatives represent official purposes to help Colombian citizens to develop communicative competence in English to compete successfully in today's world. In practice, official policies realize through national programs and projects such as "the teacher development program" and the "English immersion program"

This case study investigates oral communication breakdowns and the potential communication strategies used by a group of fifth-semester English learners at Universidad de Cordoba. This study is divided into five chapters. Chapter two presents the literature review and the theoretical underpinnings of the study. Chapter three describes the plan and strategy used to undertake the study. This chapter is further divided into five major topics: (a) type of research and research strategy; (b) research participants; (c) data collection procedures; (d) data analysis strategy; and (e) ethical considerations. Chapter four shows the research findings, and chapter five depicts the research conclusions.

1.1. Research Problem Statement

After almost three years of intensive English learning, fifth-semester English learners enrolled in the English licenciatura program (ELP) at Universidad de

Cordoba still present problems with oral communication. Most students experience communication breakdowns (CBs) that prevent them from communicating successfully in their current English course. Evidence of this is their struggle with words to communicate their ideas fluently when participating in oral tasks as perceived during informal classroom observations. Upon completion of the Foundation stage of ELP, fifth-semester students are expected to develop the needed oral communication skills to function successfully in both the Emphasis and the Teaching and Production stages of the program.

This qualitative case study explores communication breakdowns that hinder oral communication in a group of seventeen language learners who have been studying English as a foreign language to become competent teachers of English. The data gathered in this study will provide teachers and foreign language curriculum leaders with information relating to the development of oral communication skills, frequent oral communication difficulties, and learners' oral communication strategies.

Several studies have been undertaken in the field of oral communication breakdowns in fields such as phonoaudiology, audiology and special education (Erbas, 2005; DeStefano, Halle, Meadan & Ostrosky, 2008; Dincer & Erbas, 2010; McLachlan & Chapman, 1998; Wand, 1997; Bernard & Ducharmer, 1996; Palmberg & Rolf, 1978). Bernard and Ducharmer (1996) carried out a case study research focused on communication breakdowns but placing emphasis on contextualization (language use and context). They refer to Contextualization as the use of verbal and

nonverbal signs to achieve successful communication. Within the analysis of some conversations, oral communication breakdowns were identified in order to see to what extent they hindered successful communication. In this study, Bernard and Ducharmer suggested that teachers and students need to become conscious and understand the importance of contextualization cues to overcome communication breakdowns.

Similarly, Baiqiumei (retrieved April 4, 2011) investigated the perception of Chinese students in Australia on CBs and communication strategies (CSs) they used to compensate those breakdowns in communication. Data revealed that factors such as different pronunciation and accent, the quick speed of speech, and different word choice affected their comprehension. To repair their CBs they employed different CSs- message avoidance, paraphrasing, approximation, appeal for help, asking for repetition, asking for clarification, interpretive summary, checking, use of fillers hesitation devices. Chinese studying in Australia perceived that English teaching in China should be reoriented (English teaching in China placed emphasis on training Chinese learners to pass English standard tests such as IELTS or TOEFL to study abroad). They also advocated the insertion of communication strategies into English programs so that Chinese EFL learners can cope with CBs successfully in their academic tasks.

Despite the growing interest in undertaking research on communication breakdowns and repair strategies in fields elsewhere mentioned in this chapter, little

has been investigated on the topic (CBs) in the context of English language learning and teaching. Bernard and Ducharmer's (1996) research which is a first /foreign language study focused on identifying the participants' CBs but did not deemphasize on showing what really causes those CBs and the strategies they used to repair them. Baiqiumei (retrieved April 4, 2011) reported Chinese students' perceptions on their language difficulties based on CBs and CSs they experienced when communicating. This study lacked evidence on how effective these communication strategies were. It would have been relevant to look at the effectiveness of those strategies. Language teachers and students could have benefited a lot from them to overcome communication breakdowns.

1.2. Significance of the study

A study of an exploration of oral communication breakdowns in the English language context is significant for several reasons. First, it provides more literature in the field. Few studies have addressed the topic under investigation in the field of foreign language learning. Second, it may contribute to improve the teaching of English at a higher education level. Communication teachers can profit from the information gather concerning factors hindering communication and potential strategies that can help to solve them. Third, it can contribute to realize Colombian educational policies. Current education policies seek to develop Colombians' communicative competence in English. The findings of this study can give insights to take action to have better English language communicators.

1.3. The purpose of the study

The purpose of this case study is to explore fifth-semester English learners' oral communication breakdowns at Universidad de Cordoba in order to understand how this group of language learners copes with communication breakdowns they experience when communicating orally. At this stage in the research, CBs will be defined as oral communication failures language learners face trying to convey a message. This exploration of oral communication breakdowns also endeavors to identify the factors that may hinder oral communication, potential oral communication strategies fifth-semester language learners may use to overcome CBs and the effectiveness of these potential CSs.

1.4. Research questions

The research questions that follow from this purpose statement are:

1.4.1. Central question.

How does a group of fifth- semester language students cope with oral communication breakdowns in the English class the English licenciatura program at Universidad de Cordoba?

1.4.2. Sub questions.

- What factors hinder oral communication?

- What communication strategies do they use?

- How effective are these communication strategies?

- How are communication strategies promoted in the classroom?

2. THEORETICAL BACKGROUND

This chapter focuses on two major aspects –a historical overview; and existing concepts about the topic and research problem. The historical overview is based on previous studies on the research topic. A table is used to better illustrate each piece of research carried out on oral Communication breakdowns. To do this, several data bases were searched for - ERIC (Education resources information center), Google, and Google Scholar.

As already stated, the second aspect of this chapter captures theories in which the research topic and the research problem rest on. This conceptualization and theoretical review includes - the definition of oral communication which is the umbrella term in this study, the stages and processes involved in communicating orally, the components of oral communication, the definition of communication breakdowns, the definition and classification of communication strategies.

2.1. Historical overview of the study of oral communication breakdowns.

There has been a considerable interest in studying communication breakdown, especially in fields such as health (Audiology ,Phonoaudiology and language therapy), and special education (Autism and Down syndrome) in which much work

has been devoted to undertake research on CBs. little inquiry has been carried out on CBs in the arena of foreign language. This lack of research in this field makes this study very significant. The table below depicts some previous research studies that have been done on communication breakdowns. The research articles are presented chronologically.

Table 1. Previous studies addressing the research topic.

Names and Dates	Field	Description
Bernard & Ducharmer 1996	**Second language acquisition / foreign language learning**	This case study research explores communication breakdowns in a group of native and non-native speakers of French. Bernard and Ducharmer (1996) focused on contextualization that refers to verbal and non-verbal signs used to overcome communication breakdowns. The results of this study showed that the participants benefited much from contextualization cues to clear up CBs.

Wang 1997	Audiology	This study compares a group of children with cochlear implants with a group of total communication children to determine how the number of communication breakdowns differs in these two groups. It was found that the group of total communication children presented more communication breakdowns. It was also noted that both groups used a limited set of communication strategies.
McLachlan & Chapman 1998	Special education	McLachlan and Chapman (1998) studied communication breakdowns in a group of learning –disabled children. They specifically focused on communication breakdowns related to stalls, repairs and abandoned utterances. . They

		compared the results to a group of normal peers who had been exposed to the same communication routines; they surprisingly found that both groups presented almost the same breakdowns in communication.
Erbas 2005	**Special education**	Three preschool children with disabilities were the participants for this case study. The purpose of this research was to examine how the participants respond to communication breakdowns. Repetitions, recast were the predominant repair strategies used by these three learners.
DeStefano, Halle, Meadan & Ostrosky 2008	**Special Education**	This study addresses communication breakdowns and repair strategies in two children with Autism when

		interacting with their mothers. Most of the repair strategies mainly involved gestures, vocalizations.
Dincer and Erbas 2010	**Special education**	This study describes the communication breakdown strategies used by a group of non-verbal learners with developmental disabilities. The results / findings of this showed that no response, addiction and recast were the strategies of communication that non-verbal learners with developmental disabilities used to overcome communication difficulties.
Keen **retrieved February, 15** **2011**	**Special education**	This research examines communication strategies used by six children with Autism to mend communication difficulties. It

		was found that these children used repetitions, substitutions. It was also noticed that these repetitions and substitutions involved the use gestures or vocalizations.
Baiqiumei **retrieved April 4, 2011**	**Foreign language**	This research investigated communication difficulties and the strategies used by Chinese students studying in Australia to overcome such communication difficulties. Most of the communication difficulties Chinese learners experienced had to do with comprehension due to different pronunciation, accent, quick speed of speech and different word choice. To cope with these communication difficulties, they used a great set of

		communication strategies such as topic avoidance, approximation, paraphrasing, appealing for help, asking for repetitions, asking for clarifications and fillers.

The table above shows that there has been a continuous interest to research communication breakdowns. As the majority of these studies involved disabled children, it was evident that communication breakdowns occurred due to their disabilities. Consequently, Most of these studies primarily focused on describing communication strategies participants used to maintain communicating. Gestures, fillers, repetitions, no response were the most predominant communication strategies among the participants. In the second language and foreign language learning studies communication breakdowns and communication strategies are explored. Baiqiumei (retrieved April 4, 2011) paid more attention to identified factors that hindered oral communication (Comprehension problems) whereas Bernard & Ducharmer (1996) emphasized on CSs. The participants of both studies exhibited a great variety of CSs. They used fillers, appealing for help, avoidance strategies, and paraphrasing.

The scope of this research is broader. Communication breakdowns are delved into. This research not only pays special attention to identify the factors that trouble oral communication and communication strategies employ to cope with potential CBs but   it also explores the effectiveness of CSs and the role of the teacher in the promotion of them. This issue distinguishes this enquiry from Bernard & Ducharmer's (1996) and Baiqiumei (retrieved April 4, 2011) study.

This part of the chapter briefly reviewed previous studies on communication breakdowns. A table illustrated each piece of research, including the authors and a brief description of the studies. This description involved describing the participants, stating how the data was collected and the findings of the studies. It is noticeable that no studies on oral communication breakdowns were documented in Colombia in the data bases searched for.   What follows tackles concepts and theories underpinning this research.

2.2. Oral communication

According to Lynch (1996, p.3) "Communication involves enabling someone else to understand what we want to tell them, what is often referred to as our message". Three factors take place in the communication process: (1) a speaker, (2) a message, and (3) a listener. The ultimate goal of communication is to convey the intended message satisfactorily (Lynch, 1996).

Mackey cited in Bygate (1987) points out that oral communication (…) "consists of the right use of sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning". (p. 5)

Mackey highlights the importance of utter language sounds appropriately but also language users should be capable to make good definitions in terms of choices of words and inflections to be a successful communicator. This view of oral communication places accuracy and fluency as essential components of successful communication. In this respect, Shumin cited in Richards and Renandya (2002) holds that the ability to speak goes beyond mastering grammar and "semantic meaning", it also involves being appropriate in context in which the language is used.

2.3. Components of oral communication

Canale and Swain cited in Richards and Renandya (2002) refer to oral communication as speaking proficiency. They identify four basic components of communication - grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

Grammatical competence entails the mastery of sentence –grammar semantics, lexis, and phonology (Canale and Swain, 1980). Discourse competence encompasses "the ability that language users have to connect sentences and to form

a meaningful whole out of a series of utterances" (Brown, 2007, P. 219). Brown points out that discourse competence regards language in use, that is, the use of sentences to convey meaning.

Sociolinguistic competence captures the knowledge of social and cultural patterns to use language appropriately in the context in which it is utilized (P. 220). This means that being communicatively competent goes beyond the mastery of linguistic items. Cultural and social rules orchestrate the use of language.

Strategic competence regards "verbal and non verbal communication strategies" that a language user uses to compensate communication failures due to "performance variables" or due to "insufficient competence" (Canale and Swain, cited in Brown, 2007, p. 220).

Tarone and Yule (1989, p.103) state that strategic competence involve " the ability to select an effective means of performing a communicative act … strategic competence is gauged, not by degree of correctness… but rather by degree of success, or effectiveness". Tarone's and Yule's definition of strategic competence clearly shows that strategic competence favors use rather than usage. The use of communication strategies to solve communication breakdowns places emphasis on allowing the speaker to get the message across successfully. However, language learners should appropriately select communication strategies to repair such breakdowns. Avoidance communication strategies may not enhance communication.

Instead, Language learners should be encouraged to use compensatory strategies of communication (Binhayeearong, 2009).

Oral communication is a complex process which requires developing linguistic issues, but special attention should be paid to social and cultural aspects in which language is used together with the employment of communication strategies that may lead to communicate effectively. Figure one shows graphically oral communication components. In this respect, Researchers such as Oxford (1990); O'Malley and Chamot (1990); Tarone and Yule (1989); and Dorneyi and Thurrell (1991) quoted in Rabab'ah (retrieved from) "support the idea of teaching communication strategies either by raising learners' consciousness or training them because communication strategies solve their communication problems they encounter during the course of communication and because they lead to learning (p.103)".
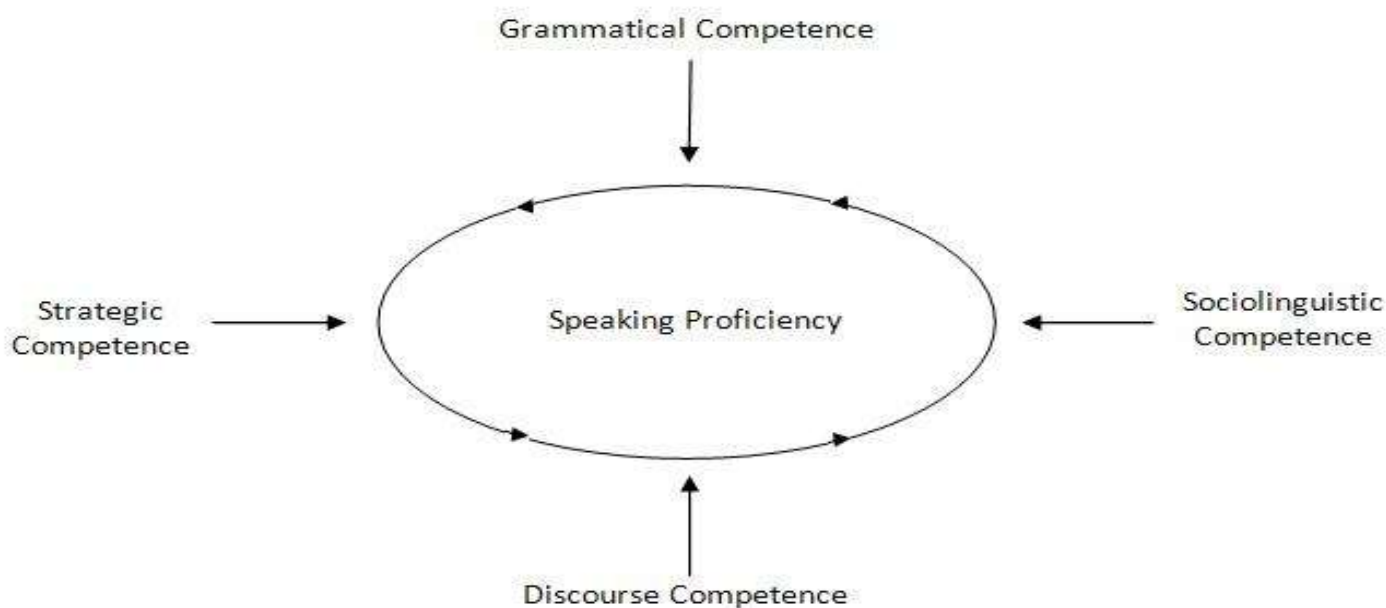
Figure 1. Components of oral communication (Richards and Renandya, 2002)

2.4. Stages in communication

According to Gutierrez (2009) communication is a process that involves the following stages:

1. **The speaker (sender):** Transmitter of verbal and nonverbal messages.

2. **Message:** This is the content which is organized and encoded in a language understood by the speakers verbally or non-verbally through channels.

3. **Channel:** This is the medium used by the speakers in encoding and decoding messages.

4. **Receiver :** Decoder of the message sent by the speaker (and transmits his/ her response back to the sender)

5. **Feedback:** The receiver's response to the message sent by the speaker.

Figure 2. Stages in communication
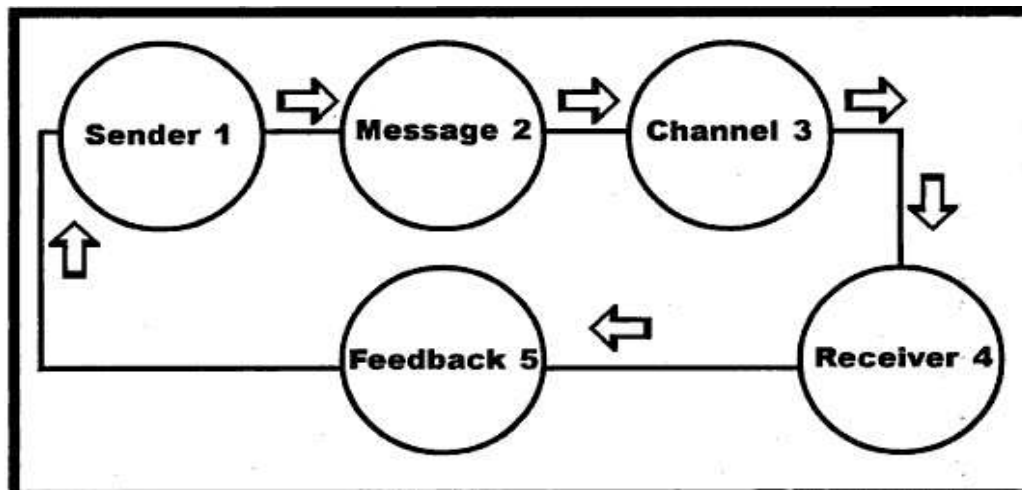
2.5. Communication breakdowns.

A breakdown in communication can be understood as a process in which communication stop functioning effectively because of a failure in any of the competences require to communicate. Savignon cited in Brown (2007, P. 220) expressed that failures in communication may be due to linguistic incompetence or other factors such as fatigue, distractions, and inattention. In Savignon's words effectiveness of communication is beyond language competence. She remarks that factors such as physical (fatigue) and behavioral (distraction and attention) may cause communication breakdowns. This issue makes the process of communication very complex. The physical, emotional and behavioral conditions of the communicator really matter to transmit messages successfully.

Tye-Murray, Witt and Schum (1987, p. 459), for example, pointed out that communication breakdowns appear due to the lack of comprehension of the spoken message. Bai Qiumei in his study of the perceptions of Chinese EFL learners on communication difficulties and communication strategies in educational institutions in Australian reported that Chinese EFL learners experienced communication difficulties related to comprehension. He isolated the factors that that caused those comprehension problems. Such factors had to do with different pronunciation, accent, quick speed of speech and different word choice. This lack of comprehension, as Tye-Murray, Witt and Schum suggested earlier may provoke communication breakdowns.

2.6. Communication strategies

Communication breakdowns justify the employment of communication strategies. In this sense, Canale and Swain quoted in Brown (2007) stated that "communication strategies that may be called into action either to enhance the effectiveness of communication and to compensate for breakdowns" (p. 220).

Corder in Farch and Kasper (1983) defines communication strategies as "a systematic technique employ by a speaker to express his meaning when faced with some difficulty" (p. 16). Corder utilizes the term "systematic" to imply that communication strategies are organized plans a speaker uses to fix communication difficulties. Savignon in Brown (2007) provides a broader definition of communication strategies. In her definition, she mentions the factors that may motivate the employment of these strategies. A speaker may use CSs to compensate for linguistic incompetence or nonlinguistic factors. She defines communication strategies as "the strategies that one uses to compensate for imperfect knowledge of rules –or limiting factors in their applications such as fatigue, distraction, and inattention" (p. 220).

Notice how Savignon recognizes that being linguistically competent does not guarantee successful communication. There are nonlinguistic (fatigue, distraction, and inattention) factors that may influence negatively in the process of transmitting a message.

2.7. Taxonomy of communication strategies employed by language learners.

Dörnyei cited in Brown (2007, p. 137) classifies communication strategies into two main groups- Avoidance strategies (AS) and Compensatory strategy (CS). Avoidance strategies of communication consist of avoiding a problematic lexical or phonological items or a "tricky" structure to solve a communication breakdown. As a result of facing these problematic linguistic items language learners might tend to alter or avoid the message they are attempting to convey (Bygate, 1987). Compensatory strategies of communication place emphasis on solving a communication problem caused by "missing knowledge" of the target language. This missing knowledge may be compensated by the use of a mime or gesture, the use of a first language (L1) word, the use of fillers, the creation of an invented word, etc. (Brown, 2007 & Dörnyei cited in Brown, 2007). Table 2 shown below displays a classification of communication strategies.

This table was adapted from Brown (2007), Bygate (1987), and Dörnyei cited in Brown, 2007.

See Table 2.

Table 2. Taxonomy of communication strategies.

Communication Strategies	Types and description	
Avoidance strategies	**Message abandonment**	Language Learners tend to avoid a message due to language difficulties.
	Topic avoidance	Language learners avoid a topic that poses language difficulties.
	Lexical avoidance	Language Learners tend to avoid a word that trouble them when communicating.
	Phonological avoidance	Avoiding a word that may be difficult to pronounce to maintain communicating.
Compensatory strategies	**Circumlocution**	When a speaker describes o gives an example of the target object of action (e.g., the place where fish live)
	Approximation	The language learner substitutes the target lexical item by a close alternative term (e.g., plane for helicopter or boat for canoe)

	Use of all-purpose words	"Extending a general, empty lexical items to contexts of specific words are lacking (e.g., the constant use or overuse of thing, stuff, etc.)"	
	Word coinage	When a speaker makes up a target lexical item based on a supposed rule (e.g., cooker for cook)	
	Nonlinguistic signal	"Involves mimes, gestures, facial expressions or sound imitation".	
	Literal translation	When the speaker translates literally a target word, idiom, compound word or structure from L1 to L2.	
	Foreignizing	" Using a L1 word by adjusting it to L2 phonology " (e.g., a Spanish speaker may foreignize the word "disfrutate", taking into consideration the English phonology)	
	Code-switching	Using a first language word while speaking in the target language.	

	Appeal for help	"Asking for aid from the interlocutor either directly (e.g., what do you call ….? or indirectly (e.g., rising intonation, eye contact pause, puzzle expressions)"
	Stalling or time-gaining strategies	The speaker tends to use fillers or hesitate to fill pauses to gain time to think (e.g., well, uh, you know)

This chapter presented previous studies associated with communication breakdowns and repair mechanisms of such breakdowns. It also depicted the main theoretical foundations supporting the present study. Accordingly, the review of literature conducted showed that few studies related to communication breakdowns in the field of language teaching and learning were undertaken. There were more studies concerning communication strategies. According to the data bases consulted, In Colombia no studies were documented in this area. This is an indication that little attention has been paid to carry out research on strategic competence. As elsewhere said in this chapter, strategic competence plays a significant role in developing learners' communicative competence. Learners need to know how to cope with communication breakdowns to get meaning across. Similarly, Rababah (2002) points out that "successful language learning is not only a matter of developing grammatical,

sociolinguistic and semantic competence but also strategic competence which involves the use of CSs and their role in transmitting and comprehending messages successfully" (p. 10). What follows in chapter three is the plan and strategy used to investigate the research question of the study.

3. METHODOLOGY

This chapter describes the plan or strategy used to investigate the research question (Johnson and Christensen, 2008, p. 93). Five major topics are addressed in this chapter: (a) type of research and research strategy; (b) research participants; (c) data collection procedures; (d) data analysis strategy; and (e) ethical considerations.

3.1 Type of research and research strategy

The nature of this study advocates the use of qualitative research to investigate the research question. Qualitative research emphasizes on describing, understanding, and interpreting human phenomena such as human interaction and human discourse (Johnson and Christensen, 2008, p. 9). The research questions of this study address the purpose of qualitative enquiry. The central phenomenon under study needs to be described, understood and interpreted to answer the research questions. This study makes much more emphasis on the former purpose (describe)

Similarly, Marshall and Rossman (2006) highlight the need to address qualitative studies in their natural-occurring settings:

Human actions are significantly influenced by the setting in which they occur and that one should therefore study that behavior in those real-life situations. The social and physical setting-schedules, space, pay and rewards- and internalized notions of norms, traditions, roles and values are crucial aspects of an environment. Thus, for qualitative studies the context matters. (p. 53)

As described by Marshall and Rossman (2006) the context can deeply influenced the phenomenon being investigated. In the case of this study, it is important to consider to what extend the setting makes Language learners experience communication breakdowns. Figure 3.1 depicts three major aspects which justify the use of qualitative research to investigate the research question.

Addresses human phenomena

Studies human phenomena in its natural setting

Qualitative research

Aims at describing, understanding and interpreting human phenomena
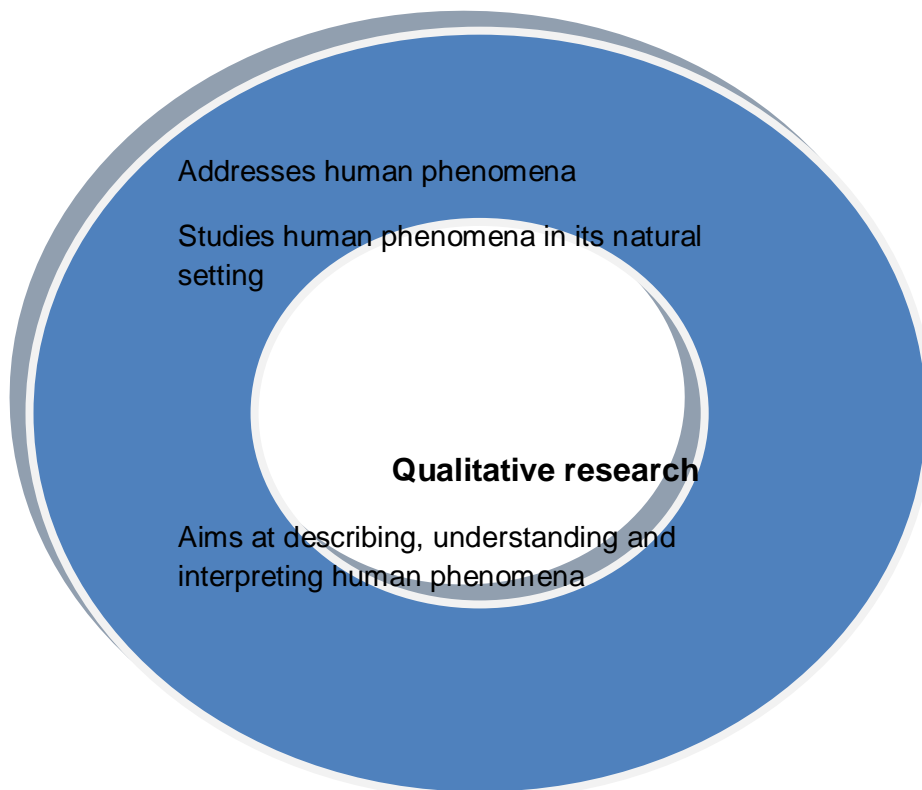
Figure 3. Basic elements of qualitative research addressed in this study.

Within the qualitative paradigm, case study research best suits the research question of the present study. In this respect, Yin (2009) points out that "case studies are the preferred method when (a) "how" and "why" questions have being posed, (b) the investigator has little control over the events, and (c) the focus is on contemporary phenomenon within a real-life context" (p.7).

Clearly, this study calls for case study research. First, a how question was posed. Second, the how question to be answered in this investigation advocates the need to describe in depth and understand the process of experiencing communication breakdowns. Yin (2009) holds that the main purpose of case study research is to provide an in-depth description of human phenomena. Finally, Communication breakdowns are studied within "the real-life context (classroom). As previously stated in this chapter, the context may cause students experience communication breakdowns, thus, the context really matters in this research. Figure 4 shows three basic elements of case study research.

Tends to ask "how" and "why" questions

Emphasizes on providing an in-depth description of social human phenomenon

Case study research

Privileges social phenomena within their real-life contexts.
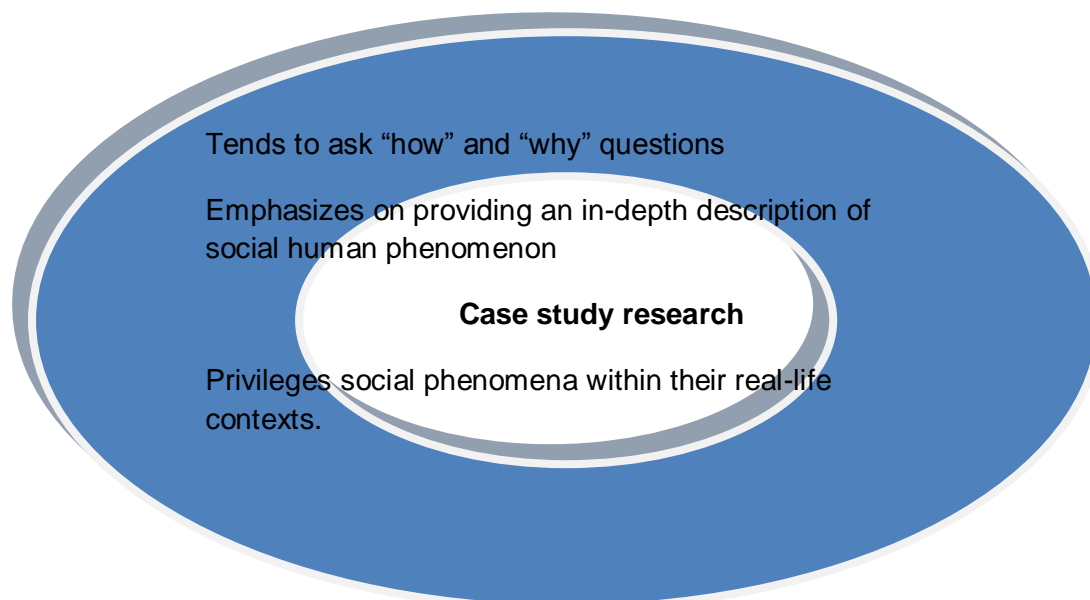
Figure 4. Elements of case study research (Yin, 2009)

3.2 Research participants

The participants for this study included seventeen fifth-semester English language learners enrolled in the English licenciatura program at Universidad de Cordoba. Eight were males and nine females. These students were aged between 18 and 20 years and have been exposed to 1500 hours of English distributed in the different courses included in the English licenciatura program curriculum. Such courses (grammar, phonetics and phonology, communication, literacy development, reading strategies, English composition, didactics, methods for language teaching, etc) seek to help English students reach B1 level according to the Common European Framework (CEF). The research participants were studied in their communication class due to the rich opportunities they had to interact.

Table 3. Description of the research participants

Number of students	Number of male students	Number of female students	Average age	Semesters learning English	Number of hours learning English
17	8	9	18	5	1500

3.3. Data collection procedures.

Case study research rests on several data collection procedures: (a) documentation, (b) archival records, (c) interviews, (d) participant-interviews, (e)

physical artifacts, (f) films, (g) photographs, and (h) videotapes (Yin, 2009, p. 85). To collect the data in this study, interviews, revision of documents, and observations (videotapes) are used. Videotapes constituted the dominant data collection procedure in this case study.

3.3.1. In depth-interviews.

Qualitative interviews promote conversing rather than establishing formal talks "with predetermined response categories" (Marshall and Rossman, 2006, p. 100). Interviews aim at gathering "in-depth information about a participant´s thought, beliefs, knowledge, reasoning, motivations and feelings about a topic" (Johnson and Christensen, 2008, p.207). In the case of this study, depth interviews serve as great tools to obtain information about features of the oral communication process that cannot be videotaped or to get a deep understanding of issues that the researcher considers essential to answer the research questions. They may also contribute to comprehend little understood behaviors that may be experienced when conducting the observations. In this respect, Patton cited in Johnson and Christensen (2008, p. 207) highlights the importance of interviews on the grounds that they enable the qualitative researcher to "enter the inner world of another person and to gain understanding of the person's perspective. It seems to be that to answer the research question grounded by case study research (to provide a rich and detailed account of a particular case) interviews serves to explore the population's inner world to fully

understand what factors hinder oral communication and how fifth graders cope with them.

In this study, the students and the communication teacher were interviewed. The students' interview (see appendix 1) included seven open –ended questions which addressed the research questions. This interview was applied in English but within a warm and kind environment so that interviewees feel confident and open to answer questions. In this respect, interviewing the students after several videotape sessions contributed to build confidence between the research participants and the researcher. Building confidence between the research participants and the researcher facilitated the interview process.

Interviewing the students allowed to capture the participants' thinking on the phenomenon being investigated (communication breakdowns) and to understand little understood behaviors that called the researcher's attention during the videotaped sessions. The researcher took field notes during the videotaped sessions about those little understood behaviors to be addressed in the interview.

Table 4. Shows the relationship between the research participants' interview questions with each research question.

Participant's Interview question	Research question tackled
What kind of problems do you face when you communicate with others in English?	What factors hinder oral communication?
What do you do when you are speaking and you don't find the word you need?	What factors hinder oral communication? What communication strategies do they use?
What non-linguistic signals (mimes, gestures, facial expressions or sound imitation) do you use when a communication problem happens?	What communication strategies do they use?
What do you do when you are speaking and you do not know how to pronounce a word?	What communication strategies do they use?
What do you do when you are trying to conveying a massage but you experience a communication problem?	What communication strategies do they use?

Do you use Spanish to solve communication problems?	What communication strategies do they use?
Do you usually ask for help from the person you are speaking with or from you teacher when a communication problem occur?	What communication strategies do they use?

The teacher who participated in the interview (see appendix 2) was a novice teacher that has been working at Universidad de Cordoba for more than two years. She spent about ten years in the United States and currently she is taking a master degree in English language teacher in a local university. For the interview, a pseudonym was used to protect the identity of the teacher involved. She was named Karla.

The teacher's interview included nine open-ended questions. This Interview served two main purposes: (1) to know the perspective of the teacher on the factors that hinder oral communication in the students and the potential communication strategies students may use to compensate communication breakdowns, and (2) to know whether she promoted the use of communication strategies   or not. The emphasis is placed on the latter. Table 5 portrays the relationship between the teacher's interview questions and the research questions they focused on.

Table 5. Relationship between the questions of the teacher' interview with each research question.

Teacher's interview question	Research question
What factors hinder your students' oral communication?	What factors hinder students' oral communication?
What have you noticed your students do when they cannot come up with a word to maintain a conversation?	What communication strategies do they use?
What non-linguistic signals (mimes, gestures, facial expressions or sound imitation) do they use when a communication problem happens?	What communication strategies do they use?
	What communication strategies do they use?
What do they usually do when they are speaking and they do not know how to pronounce a word?	
What do they usually do when they are trying to conveying a massage but they experience a communication problem?	What communication strategies do they use?

Do they use your first language to solve a problem when speaking?	What communication strategies do they use?
Do they usually ask for help from the person they are speaking with or from you when a communication problem occurs?	What communication strategies do they use?
Do you promote the use of communication strategies among the students so that they can cope with communication breakdowns? How?	What communication strategies do they use?
Did you include the promotion of the use of communication strategies in your course program?	How does the teacher promote the use of communication strategies?

3.3.2 Documentation.

Documentary information constitutes a very significant tool for obtaining information in case studies. There are several documents that can serve for research purposes: letters, memoranda and other communiqués; agendas, announcements,

minutes of meetings and written reports of events; administrative document; formal studies or evaluations; and newspaper clippings and other articles that appear in the mass media or in community needs paper (Yin, 2009, p. 85-86).

The process of document revision as a data collection procedure involved two documents: (1) the communication subject course program (see appendix 3), and (2) the communication text book syllabus layout (see appendix 4). The purpose of revising documents in this study was to focus on determining to what extend the communication teacher promoted the use of communication strategies to cope with communication breakdowns.

Table 6. Summarizes the process of document analysis.

This table relates the document to the research questions they seek to answer.

Document	Research question
The communication subject course program	How does the teacher promote the use of communication strategies?
The communication text book syllabus layout	How does the teacher promote the use of communication strategies?

3.3.3. Observation.

Johnson and Christensen (2008, p.212) defines observation as "watching behavioral patterns of people". In the qualitative arena observation captures valuable and relevant behaviors or phenomena in natural- occurring settings by writing down what the researcher is observing (Marshall and Rossman, 2006). As Marshall and Rossman remark,

Observation entails the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for the study.

The observational record is frequently referred to as field notes-detailed, nonjudgmental, concrete descriptions of what has been observed (p.98).

Marshall and Rossman's words highlight three essential aspects to consider when conducting qualitative observation: (1) the focus on potentially important elements that may lead to answer the research questions, (2) observation takes place in natural settings, (3) and systematic note-taking.

In this research, Observation went hand in hand with the videotaping sessions. While the class was being videotaped, the researcher took notes on some important aspects related to features under study. To take these notes the researcher used a notebook (see appendix 5). Notes were taken based upon eight classes distributed in

the months of February, March and April. These eight lessons correspond to two units of the course.

3.3.3.1 Videotapes.

As stated earlier in this chapter, videotapes were the dominant data collection procedure due to the nature of this study which focused on exploring fifth-semester English language learner communication breakdowns. Marshall and Rossman (2006) express that "[videotapes] has the unique ability to capture seemingly objectively" (p. 120). Videotapes served to capture not only students' communication breakdowns but the great majority of the features under investigation in this case study.

Before videotaping the communication class several visits were paid so that the researcher could familiarize with the class and build confidence. During those previous visits the researcher placed the camera in different places of the classroom, took notes on the class and on breaks talked to the research participants. This contributed not to inhibit the research participants during the data collection process, special when being videotaped. The videotapes mainly focused on students' oral interaction process (carrying out communication activities and informal talks among them) and special attention was paid to those observable factors that hindered the oral communication process and the potential communication strategies the students used along with the effectiveness of those potential strategies. The videotaping process took about two months and took place in the classroom. Some classes were

given by an assistant teacher (Sue, a pseudonym) but when it occurred the researcher centered exclusive attention on those aspects of the research that addressed the students.

Table 7. Details the videotaping process in terms of dates, places, and people videotaped.

Dates	Place	People videotaped
February 21	Classroom	Students and Kate
February 28	Classroom	Students and Kate
March 1	Classroom	Students and Sue
March 9	Classroom	Students and Kate and Sue
March 28	Classroom	Students and Kate
April 6	Classroom / laboratory	Students
April 11	Classroom	Students and Kate
April 12	Classroom	Students and Sue

3.4 Data analysis and data display technique.

Creswell (2009) refers to qualitative data analysis as "an ongoing process involving continual reflection about the data, asking analytic questions, and writing memos throughout the study (p. 184).

Qualitative data analysis consists of seven phases : (a) organizing the data; (b) immersion in the data; (c) generating categories and themes; (d) coding the data; (e) offering interpretations; (f) searching for alternative understandings; and (g) writing the report for presenting the data (Marshall and Rossman, 2006, p. 156-163).

From this perspective, the process of data analysis included those phases described above. Data organization consisted of transcribing the students' (see appendix one) and the teacher's interviews (see appendix two), editing the videos and the field notes taken while videotaping; and planning how to immerse into the data. Data immersion regarded reading the data, watching the videos and making notes based on the readings and the videos. Data immersion served two purposes: (a) to obtain a general sense of the data and, (b) start the process of category generation based on the notes while reading the transcription of the interviews, the field notes and watching the videos.

The data analysis in this study focused on generating some categories from the raw data. In this respect, Johnson and Christensen (2008) hold that "categories are the basic building blocks of qualitative data analysis because qualitative researchers make sense of their data by identifying and studying the categories that appear in their data" (p. 542). Categories emerged by immersing in the data and taking into consideration the research questions and the theoretical underpinnings of the present study. Categories in this study are organized into two different levels.

That is, higher categories and subcategories. To facilitate the process of identifying categories in the data some codes were created.

Codes used in this study took two forms: (a) abbreviations, and (b) color lines. Abbreviations identified higher categories and color lines represented subcategories. For example, COSUS identified one of the higher categories of this research; it stands for "Communication strategies used by students", the red color represented one of those communication strategies found in the data, in this case "lexical avoidance".

Table 8. Shows some of the main codes utilized in this research.

Code	Meaning
Fahic	Factors that hinder communication
Afahic	Affective factors
Lfahic	Linguistic factors
Cosus	Communication strategies used by students
Avos	Avoidance strategies
Rest	Reduction strategies

As categories and subcategories were developed, interpretations were offered to what was encountered. Patton (2002) cited in Marshall and Rossman (2006) identified eight crucial elements in interpreting data: (a) attaching significance to the

findings, (b) making sense of the findings, (c) offering explanations, (d) drawing conclusions, (e) extrapolating lessons, (f) making inferences, (g) considering meaning, and (h) imposing order. (p. 161).

To interpret the data that fell beneath each category and subcategory, the researcher considered the elements described by Patton (ibid). Similarly, the data analysis was displayed employing these categories that have been already interpreted. Figure 5 details the process of data analysis. It portrays the seven phases earlier described in this chapter.
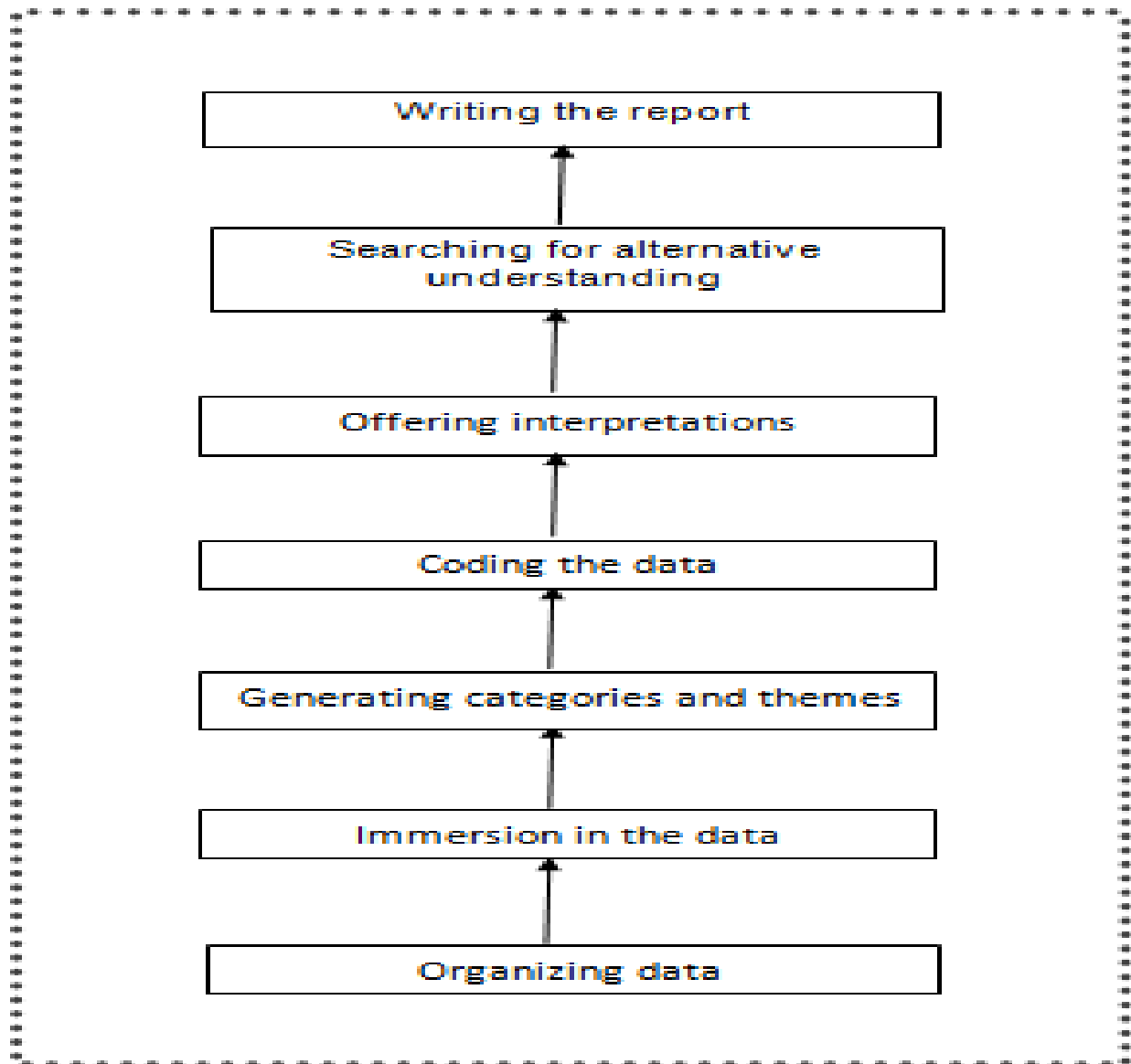
(See figure 5).

```
+-------------------------------------------------+
|                                                 |
|   +-----------------------------------------+   |
|   |         Writing the report              |   |
|   +-----------------------------------------+   |
|                      ^                          |
|   +-----------------------------------------+   |
|   |    Searching for alternative            |   |
|   |         understanding                   |   |
|   +-----------------------------------------+   |
|                      ^                          |
|   +-----------------------------------------+   |
|   |      Offering interpretations           |   |
|   +-----------------------------------------+   |
|                      ^                          |
|   +-----------------------------------------+   |
|   |         Coding the data                 |   |
|   +-----------------------------------------+   |
|                      ^                          |
|   +-----------------------------------------+   |
|   |   Generating categories and themes      |   |
|   +-----------------------------------------+   |
|                      ^                          |
|   +-----------------------------------------+   |
|   |       Immersion in the data             |   |
|   +-----------------------------------------+   |
|                      ^                          |
|   +-----------------------------------------+   |
|   |         Organizing data                 |   |
|   +-----------------------------------------+   |
|                                                 |
+-------------------------------------------------+
```

Figure 5. Phases involved in the data analysis.

3.5. Ethical considerations.

As this study involved human participants, the researcher took into account some ethical considerations to protect the privacy and identity of the research participants. These ethical considerations involved:

- Using pseudonyms for naming the students and the teacher.

- Obtaining permission to gain access to official documents (Communication course program).

- Consent from the students and the teacher to be videotaped, observed and interviewed.

- Agreeing in not to show visual material to people not involved in the study.

This chapter focused on describing the plan followed to answer the research questions of this study. It included the research strategy selected to address the research questions, the description of the research participants, and the different data collection procedures used, the strategies employed to analyze and display the data, and some necessary ethical considerations to protect the research participants. What

follows is the presentation of the research findings. The findings are presented through some categories that the data revealed and some others based on the research questions and the theoretical underpinnings of this case study.

4. PRESENTATION OF THE RESEARCH FINDINGS

This chapter presents the findings and the discussion of the study. In doing this, Marshall's and Rossman's (2006) model was used to analyze the data of the study. As said in the previous chapter, the data were obtained from classroom observation (video-taped lessons), in-depth interviews and document revision.

The presentation of data is structured in one section using categories which emerged from the analysis and taking into consideration the research questions: (a) factors that hinder oral communication, (b) communication strategies employed by students, (c) effectiveness of communication strategies used by the students, and (d) promotion of communication strategies in the classroom by the teacher.

4.1. Factors that hinder oral communication.

This category seeks to answer the first research sub question- ¿What factors hinder communication?

Data revealed that two factors caused oral communication breakdowns in this group of students enrolled in the ELP: (a) linguistic factors and (b) affective factors. Utterances from the video-taped lessons and responses extracted from the in depth-

interviews (students' and teacher's interview) are included in these two subcategories.

4.1.1. Linguistic factors

Table 9 Depicts oral the overall occurrence of communication breakdowns in this group of students (fifth-semester students) caused by linguistic factors. It was found that most of the oral communication breakdowns fifth-semester students experienced in their oral communication tasks were associated with linguistic incompetence.

Table 9. Occurrence of oral communication breakdowns due to linguistic factors

Class / take turn	Cases of oral communication breakdowns / students' utterances	Possible cause
6/ 4	"All the taboos will be destroyed and they don't emmm… they don't feel …they won´t feel shame when they would talk about different topics. They will be more tolerant and they would be **_(1)concis…. concis_** emmm aware that what … what is happening"	Lexical incompetence

6/3	" Other thing I read is that there is gonna be a football world cup and the climate there , it is so hard that the players couldn't even play but scientists built a cloud which could give (gestures) *(2) sombra*	Lexical incompetence
6/ 4	" Behind the next neiborhood there are a farm where the owner has a little forest and the CVS tries to the people don´t cut the trees and you if cut one you cut more because people think that the trees are the … the … ahhh (gestures) the *(3) pulmon"*	Lexical incompetence
1/1	" According to the video … the video appear a doctor that said that our brain our heart has a link or a … relationship between the brain ahhh our heart send messages to the brain and our heart produces or bombs such us (4)// //	Phonological incompetence
2/3	"We … ahhh … ahhh didn't have the *(5)fluence, the fluent?"*	Lexical incompetence
4/4	"I would like to be a right teacher, a successful teacher. I'm gonna finish this semester and the career and then I'm gonna do or make a master and then emmm… emmm I don't know	Lexical incompetence

	how to say emmm o.k *(6)PHD* (the teacher provided the word) in ten years first the master, go abroad to Canada or the US"	
4/1	" the person who falsificate the liquor don't know to to to do the etiquet in a perfect *(7)ahhh…ahhh…* _____ exactly or is for that that in the bottle… in the bottle say that you have to put away the the the"	Lexical incompetence
4/1	" the person who falsificate the liquor don't know to to to do the etiquet in a perfect ahhh…ahhh… _exactly or is for that that in the bottle… in the bottle say that you have to put away *(8)the the the* "	Lexical incompetence
4/5	" I think that the neibour is very insecure and I think there are a lot of persons *(9)who are …who are ahhh…ahhh* "	Lexical incompetence
6/1	"He killed innocent people. I didn't like that. I think he should have stopped with *(10) your… your…your"* your revenge"	Lexical incompetence

Table 9 shows that the great majority of the students in this study experienced communication breakdowns due to lexical incompetence (90%). There was one case of communication breakdown caused by phonological incompetence (10%). It can be

seen in the table; in first case of communication breakdowns the word "conscious" posed language difficulties to the student. Instead, he decided to use the word "aware". He avoided the use of the word "conscious" by employing and alternative term which already made part of his linguistic repertoire in order to cope with the communication problem he faced. Similarly, in the eighth case of communication breakdowns shown in table 9 the student could not finish his message because he could not come up with the word "label". However, through gestures and mimics he asked for help and the word he needed was provided by the class. Communication breakdown 10 presents a similar situation. The student hesitated to finish her message due to the lack of the word he wanted to use. She was helped by her teacher. The student was given the word "revenge" to complete her message. In Communication breakdown 3, the student did not have the word she needed; instead, she used her first language (L1) to compensate her communication failure.

The findings in the video-taped lessons are congruent with the students' and the teacher's responses in the interviews.

In their responses, students agreed in saying that the lack of vocabulary (Lexical incompetence) is the most predominant problem that causes communication breakdowns in their oral tasks. This perspective is also shared by the teacher. She noticed that lexical incompetence negatively affected students´ the oral communication process in their English classes. In the interview, she reported that "*Some of them were promoted to this semester when they don't seem to be*

competent enough. The Grammar gap. Some of them have serious problems with their grammar. Lack of vocabulary, sometimes they fall short in finding the right word(s) and jump into Spanish" (See Appendix 2)

The teacher recognized that some of the students were not linguistically competent, that is why, they strived to communicate orally. Grammatical and lexical incompetence translated into communication breakdowns as noticed in the video-taped lessons. Similar comments were found in the students' interview. They reported that lack of vocabulary prevented them from being successful oral communicators in the English class. In the interview, two of the students said "*ok teacher, in my times… we see that we don´t find the right words to say the message or convey our ideas, so… it´s pretty hard for people who doesn´t have the words or even the grammar to communicate… so it makes you… makes the message un- understandable, and also because sometimes, sometimes we have the message in our mind, we have clear the message in mind but when we are conveyed it… we are a little bit afraid or be scare about talking in public and so we make mistakes*". (Student 1)

"*In my case I don´t remember, I forget or I don´t know the phrases or the words that I want to say or communicate to the other person and is some stressful for you because maybe the other person thing that you don't know… yes you don't know what you… want to communicate it and for that it's something that is stressful for you*" (Student 2)

"Muchas veces tenemos una idea en la cabeza y pero no sabemos cómo desarrollarla, como expresarla, a veces nos encontramos con la palabra en Ingles, a que verbo uso, y uno se pierde en eso, pero como decía también la pronunciación a veces cuando uno escucha y como epa que dijo" (Student 3)

"*Algunas veces como el temor a equivocarnos a mi me parece un problema que la mayoría tenemos al momento de comunicarnos. La falta de vocabulario a mi me parece un problema y otro problema muy importante me parece también por ejemplo, no sabemos pronunciar bien las palabras y sobre todo para mi ese el error a equivocarme"* (Student 4).

"Algunas veces algunas personas usan muchos idioms, ósea un vocabulario muy avanzado el cual no estamos acostumbrados, entonces nos perdemos o hablan muy rápido" (Student 5).

These responses and the cases of communication breakdowns presented clearly show that linguistic factors such as grammar, vocabulary and phonology constituted of one the major causes of CBs in this group of students. However, it was noticed that despite of those communication failures, the students struggled to convey the intended message. As their teacher previously said and as was observed, they used their L1 and gestures; they invented words, ask for aid from the teacher and the class to continue communicating. This willingness to communicate shows that those communication breakdowns this group students experienced in their English classes

did not inhibit them; in contrast, they took the risk and kept on communicating by employing different communication strategies.

This issue may indicate that their teacher promotes an appropriate or healthy learning environment so that the students feel confident to go on communicating when problems appear. However, upon completion of the Foundation stage of ELP, fifth-semester students are expected to develop the needed oral communication skills to function successfully in both the Emphasis and the Teaching and Production stages of the program. These findings raise the need to identify what factors slowed down the Foundation stage (development of communicative competence) in this group of students of the ELP.

4.1.2 Affective factors

Most of the evidence in this subcategory emerged from the students' interview. Since, those human behaviors are very difficult to identify by observing them. Therefore, it was necessary to interview the students to know their perception about the issue under investigation.

It was found that affective factors such as nervousness, fear and anxiety caused CBs in the students involved in this study. In the students' interview, some of the students expressed that they experienced nervousness and fears when they spoke in the English class. They remarked that they were afraid of making mistakes;

therefore, some of them left the messages unfinished and stopped speaking. During the video –taped lessons, it was noticed that some of them seemed to be anxious and stressed. In their speech, there was evidence of a lot pauses, time fillers and they hesitated a lot. When these students were questioned about this issue through informal talks at the end of each lesson (in order to search for alternative interpretations of behaviors that the researcher could not understand or could not be observed), they said that these communication failures were associated with shyness, nervousness and anxiety. It is worth saying that there were few cases of CBs caused by affective factors. As previously said, it was observed that there was a good environment to communicate. In their classes, the two teachers observed (Kate and Sue) encouraged and motivated students to speak. They made them feel confident when interacting in class.

Table 10 presents some of the students' responses in the interview and informal talks.

(See Table 10).

Table 10. Students' responses associated with communication breakdowns caused by affective factors

Student	Responses	Source
1	*"ok teacher, in my times… we see that we don´t find the right words to say the message or convey our ideas, so… it´s pretty hard for people who doesn´t have the words or even the grammar to communicate… so it makes you… makes the message un- understandable, and also because sometimes, sometimes we have the message in our mind, we have clear the message in mind but when we are conveyed it…* **we are a little bit afraid or be scare about talking in public and so we make mistakes"**.	Students' interview
2	*"In my case I don´t remember, I forget or I don´t know the phrases or the words that I want to say or communicate to the other person and is some stressful for you because maybe the other person thing that you don't know… yes you don't know what you… want to communicate it and for that* **it's something that is stressful for you"**	Students' interview

3	*"Algunas veces como **el temor a equivocarnos**, a mi me parece un problema que la mayoría tenemos al momento de comunicarnos"*.	Students' interview
4	"*Profe, deje de hablar porque la verdad me sentí con mucho **temor**, no sé porque. Intente, intente y nada".*	Informal talks
5	*"Teacher, mire la verdad es que yo soy soy un poco **tímido.** No me gusta hablar en clase y me pongo **súper nervioso** cuando me toca hacer presentaciones orales. Sé que tengo que mejorar esa parte. Yo casi no cometo errores gramaticales, solo es eso, un poco de **temor** pero no a la teacher ni a mis compañeros, el problema soy yo"*	Informal talks

Informal talks constituted a great tool to understand unobservable behaviors. They permitted to have a clear perception about those internal factors that did not enable students to communicate effectively in their English class. Students' responses in the interview and in the informal talks revealed what affective factors prevented fifth-semester students from being effective communicators.

This subcategory described the factors (linguistic and affective factors) that troubled oral communication in this group of fifth-semester students of the English

licenciatura program at University of Cordoba, Monteria. Findings demonstrated that these students experienced oral communication breakdowns due to lexical, phonological and grammatical incompetence. Lexical incompetence constituted the main cause of students' CBs (90%). Few cases of CBs associated with affective factors were found. Affective factors such as nervousness, fear, anxiety, stress and personality traits (shyness) posed language difficulties to these students. What follows is the description of those communication strategies students used to cope with CBs they experienced in their English class.

4.2 Communication strategies employed by students to cope with oral communication breakdowns

This category aims at answering the second research sub question- What communication strategies do they use? The models of tables used to illustrate the use of communication strategies were taken and adapted from Binhayeearong (2009).

Table 11 shows the general employment of communication strategies by fifth-semester students in their English class. As previously said in chapter 2 (theoretical background), communication strategies are classified into two main groups-Avoidance strategies (AS) and compensatory strategies (CS). Avoidance strategies of communication consist of avoiding a problematic lexical or phonological items or a "tricky" structure to solve a communication breakdown. As a result of facing these

problematic linguistic items language learners might tend to alter or avoid the message they are attempting to convey (Bygate, 1987). Compensatory strategies of communication place emphasis on solving a communication problem caused by "missing knowledge" of the target language. This missing knowledge may be compensated by the use of a mime or gesture, the use of a first language (L1) word, the use of fillers, the creation of an invented word, etc. (Brown, 2007 & DÖrnyei cited in Brown, 2007).

Table 11. General employment of communication strategies by students

Type of communication strategies	Number of occurrences	Percentage
1. **Avoidance strategies** • Message abandonment • Topic avoidance • Lexical avoidance • Phonological avoidance	5	15.63%
2. **Compensatory strategies** • Circumlocution • Approximation • Use of all- purpose words	27	84.38%

• Word coinage • Non linguistic signals • Literal translation • Foreignizing • Code-switching • Appeal for help		
Total	32	100%

Table 11 demonstrates that a total of 32 communication strategies were employed in this study. It is clear from the table that compensatory strategies were more frequently utilized by the students in the eight video-taped lessons (84.38%). In contrast, the use of avoidance strategies was less frequent in the group of students under study (15.63%). It is evident that students wanted to solve the communication problem they were facing, rather than leaving the message unfinished. They fully employed different compensatory strategies to continue communicating.

Table 12 presents the specific use of each communication strategies students utilized in their English classes. AS are divided into four types- message abandonment, Topic avoidance, lexical avoidance and phonological avoidance. CS are classified into nine types-circumlocution, approximation, use of all-purpose words, word coinage, non linguistic signals, literal translation, code switching, and appealing for help. Students' utterances are used to illustrate the use of each strategy, together with the number of occurrence and the percentage. Interpretations are given to some of the strategies employed.

Table 12. Specific employment of communication strategies.

Class/ take turn	Students' utterances	Communication strategies
1/2	*"She said that, she said that …you should listen to your heart and talk **(1)_____**. She said that it it it ahhh …ahhh we can see that change the behavior"*	Message abandonment
2/3	*"For example, when we were. as I was saying in the last class, we were learning…ahhh…ahhh when we were learning **(2)_____** When we were in the first semester we were a lower… a lower level of English"*	Message abandonment
1/3	*" According to the video … the video appear a doctor that said that our brain.**(3)_____** our heart has a link or a … relationship between the brain ahhh our heart send messages to the brain and our heart produces or bombs such us // //*	Message abandonment
6/4	"All the taboos will be destroyed and they don't emmm… they don't feel …they won´t feel shame when they would talk about different topics. They will be more tolerant and they would be **(4)concis…. concis** emmm aware that what … what is happening"	Lexical avoidance

4/1	" the person who falsificate the liquor don't know to to to do the etiquet in a perfect ahhh…Ahhh **(5)_____** exactly or is for that that in the bottle… in the bottle say that you have to put away the the the"	Lexical avoidance
3/1	"The word is a delicious woman "a browny ". You're a browny. It's a … ahhh…ahhh I have the idea but emmm…emmm when you are in high school, I mean some high schools have that kind of programs or activities. **(6)Browny is the opposite of boy scouts, I mean a girl who explores the nature. It's like a girl scout"**.	Circumlocution
6/2	"He just carried? **(7) when you change the place"**	Circumlocution
2/5	" I think that in the communication competence is included **(8)the things** that you said"	Use of all-purpose words
2/4	"Ok. Good evening. Self confidence, it means that when we are teaching… ahhh…ahhh…ahhh if we want to be a good teacher, we have to… we have to… we have to have or follow… sorry we have to have it's like a **(9) auto-confidence"**	Word coinage

4/1	" about old parr, you can **_(10)falsificate_** only you change the liquor and the mark"	Word coinage
4/1	" the person who **_(11) falsificate_** the liquor don't know to to do do the etiquet in a perfect ahhh…ahhh… exactly or is for that that in the bottle… in the bottle say that you have to put away *the the the*"	Word coinage
6/2	*"He was to destroy the the **(12)major's ouncil"***	Word coinage
6/7	*"There are a main drug that that is not like **(13)cocain** or marijuan is more more, I don't know how to say . It's more powerful"*	Word coinage
6/7	*"There are a main drug that that is not like cocain or **(14)marijuan** is more more, I don't know how to say . It's more powerful"*	Word coinage
4/1	" the person who falsificate the liquor don't know to to do do the **(15)etiquet** in a perfect ahhh…ahhh… exactly or is for that that in the bottle… in the bottle say that you have to put away *the the the*"	Foreignizing
6/3	" Other thing I read is that there is gonna be a football world cup and the climate there , it is so hard that the players couldn't even play but scientists built a cloud which could give (gestures) **_(16) sombra_**	Code-switching

|		
6/5	" Behind the next neighborhood there are a farm where the owner has a little forest and the CVS tries to the people don´t cut the trees and you if cut one you cut more because people think that the trees are the … the … ahhh (gestures) the *(17) pulmon"*	Code-switching
4/1	*" the person who falsificate the liquor don't know to to do do the etiquet in a perfect* ahhh…ahhh… _exactly or is for that that in the bottle… in the bottle say that you have to put away *the the the the (18)_____ "*	Appeal for help
1/1	*" According to the video … the video appear a doctor that said that our brain our heart has a link or a … relationship between the brain ahhh our heart send messages to the brain and our heart produces or bombs such us (19)// //* (the student pronounced the word two different ways and through a puzzled expression and mimics asked for help from the teacher. The teacher provided the word with the correct pronunciation)	Appeal for help
2/3	*"We … ahhh … ahhh didn't have the (20)fluence, the fluent?"*	Appeal for help

2/6	*"If the teacher notice that you have mistakes the best on to judge to **(21) judge**?"*	Appeal for help
4/4	*"I would like to be a right teacher, a successful teacher. I'm gonna finish this semester and the career and then I'm gonna do or make a master and then emmm… emmm I don't know how to say emmm o.k **(22)PHD** (the teacher provided the word) in ten years first the master , go abroad to Canada or the US"*	Appeal for help
4/5	*" I think that the neighbor is very insecure and I think there are a lot of persons **(23)who are …who are ahhh…ahhh** "*	Appeal for help
6/1	*"He killed innocent people. I didn't like that. I think he should have stopped with **(24) your… your…your**"*	Appeal for help
4/5	*" I think that the neighbor is very insecure and I think there are a lot of persons **(25)who are …who are ahhh…ahhh** "*	Time-gaining strategies
2/2	*"It means that automatically responds to the **(26) ahhh…ahhh…ahhh** gradual improvement that students have with learning a language "*	Time-gaining strategies

4/2	*"I saw a news **(27) about … about …about** a man that show a happy face but inside he had a sadness "*	Time-gaining strategies
4/3	*" I think that in the future my children will be…will be dangerous child or **(28) emmm…emmm…emmm or a good , a good** kind , very kind and I like they will be… they will be…they will be a good boys"*	Time-gaining strategies
4/3	*" I think that in the future my children will be…will be dangerous child or emmm…emmm…emmm or a good , a good kind , very kind and I like **(29)they will be… they will be…they will be a good boys**"*	Time-gaining strategies
6/1	*"well **(30)ahhh…ahhh** " I think that he should ahhh…ahhh…ahhh he should kill the people involved in that but he killed innocent people. I didn't like that"*	Time-gaining strategies
2/4	*"Ok. Good evening. Self confidence, it means that when we are teaching… **(31)ahhh…ahhh…ahhh** if we want to be a good teacher, we have to… we have to… we have to have or follow… sorry we have to have it's like a auto-confidence"*	Time-gaining strategies

4/4	"*I would like to be a (32) right teacher, a successful teacher. I'm gonna finish this semester and the career and then I'm gonna do or make a master and then emmm… emmm I don't know how to say emmm o.k PHD (the teacher provided the word) in ten years first the master , go abroad to Canada or the US"*	Approximation

Figure 6 presents the use of each communication strategy in terms of their percentage.

Figure 6. Employment of communication strategies in terms of percentage.
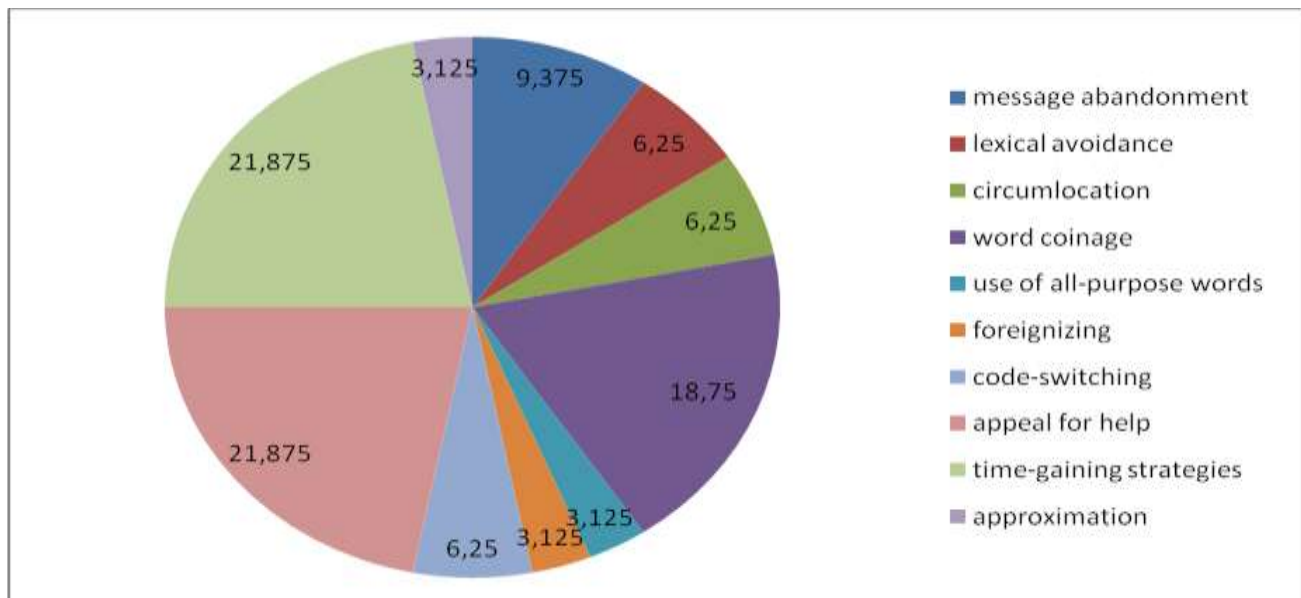
It can be seen from the pie chart that a total 9 out of the 11 types of communication strategies listed above were used by the students. Appeal for help (21,875%), time –gaining strategies (21,875%) and word coinage (18.75%) were the more frequently used by this group of students to solve their communication problems. In the students' interview, the great majority of the students agreed in saying that when they experienced CBs in their tasks performance, they asked for aid from the teacher and the class (see appendix 1 Students' interview). Therefore, it is evident that there is a conscious use of this type of strategy.

Class 1 / turn take 1 (table 12) shows an example of the use of "appeal for help" strategy. There were seven case of this strategy in the students' utterances (21. 875 %). In this turn taking, the student pronounced the word two different ways and through a puzzled expression and mimics asked for help from the teacher. The teacher provided the word with the correct pronunciation. Similarly, in class 4 / turn take4, the students could not find to the word he needed to complete the message. He said to the teacher that "he did not know how to say" and the teacher provided the word he wanted to use "PHD". In class 6 / turn take1, the class assisted the students to repair her communication problem. She started to talk about a movie she saw, but at the end she could not come up with the word she wanted to use and the class gave her the word "revenge".

There were seven cases of the employment of "time-gaining" strategy. This compensatory strategy made up the 21.875 % of the strategies used by the students

in the video-taped lessons. It indicates that together with "appeal for help" strategy, time-"gaining" strategy represented the most frequently used strategies among the group listed in table 11. In these seven cases, students used time fillers; they also evidenced hesitation and pauses in their oral tasks in order to gain time to continue communicating. Some of the students avoided problematic linguistic items. Some others appealed for help to mend their CBs.

Class 2/ turn take 4 illustrate the use of "word coinage" strategy by this group of students. In this take turn, the student created a nonexistent L2 term to compensate the lack of a word. She created the word "auto-confidence" to replace "self-confidence". In class 4/ take turn 1 the student created the word "falsificate" to replace the terms "forge" or "falsify". There were four more cases of the employment of "word coinage" strategy in which students invented L2 words to repair CBs. The percentage of occurrence of this communication strategy in students' utterances corresponded to 18.75%.

In class 6/ turn takes 3 and 5, there were two cases of "Code-switching" strategy. In turn 3, the student started talking about a movie on "climate chaos". In his message, he could not come up with the word "shade"; instead, he used the L1 word "sombra". The same happened to turn 5. The student switched the code to compensate her lexical incompetence to use the word "lungs"; instead, she employed the L1 word "pulmones"

In class 6/ turn take 4, the student used "lexical avoidance" strategy to avoid the use of the word "conscious" that posed difficulties to her. In her turn, she was talking about the gay marriage. She tried to use the word "conscious" twice but she solved the communication problem using the word "aware". In total, there was one more case of the use of "lexical avoidance" strategy (6.25%). Message abandonment was the other type of avoidance strategies found in students' utterances (9,375%). In the three cases found, there was evidence of a missing linguistic knowledge that not allowed students finish their messages. Thus, they left the messages unfinished and tried to start new messages by using alternative linguistic choices as shown in table 12.

This category depicted what communication strategies fifth- semester students used to cope with CBs. Students' task performance was analyzed and their utterances were extracted in order to illustrate the use of these strategies (see table 12). According to the findings, compensatory strategies were more frequently used than avoidance strategies by the students. What follows is the description of the potential effectiveness of the strategies encountered.

4.3. Effectiveness of communication strategies used by students

This category is oriented to answer research sub question three-¿How effective are these communication strategies?

The findings of the study suggest that communication strategies by the students resulted in effective communication. Rababah (2002) states that "communicating successfully refers to passing on a comprehensible message to the listener" (p.1)

There was evidence that the use communication strategies enabled the students to finish their turn takings successfully as shown in table 12. The employment of such repair mechanisms to avoid problematic linguistic items and to compensate limited linguistic resources made messages comprehensible to the listeners. Therefore, it may be said that the use of "appeal for help strategy", "circumlocution strategy", "word coinage strategy", "Foreignizing strategy", code-switching, lexical avoidance, message abandonment "and time-gaining strategy" served to achieve successful communication. Evidence of this was the teacher's and peers' feedback given to the message sender or speaker. This feedback demonstrated that the speakers made themselves understood and achieved their particular communicative goal. According to Rababah (ibid) the ability of a speaker to successfully transmit information to a listener constitutes an indicator of effective communication.

Turn takings 4/4, 4/5, 6/1, 2/6, 2/3, 4/1, 3/1, 6/2 and 1/1 (see table 12) clearly show how the speakers negotiated meaning to get their messages across. In turn takings 3/1 and 6/2, both speakers negotiated meaning with the massage receivers. In both cases, the students described and exemplified the lexical items they could not

come up with. Let us look at the speaker's and listener's interaction and the process of meaning negotiation to get meaning across (see appendix five).

Student 1: "the word is a delicious woman. Browny"

Teacher: "we know that one right?"

Student 1: "Yeah"

Teacher: "Ok ¿what about the context?"

Student 1: "you´re a browny"

Teacher: "¿what do you think is that?" "You´re a browny"

Student 1: "It's …ahhh…ahhh…ahhh I have the idea but emmm…emmm…emmm when you are in high school, I mean some high school have that kind of programs or activities. Browny is the opposite of Boy Scout, I mean a girl who explores the nature. It's like a girl scout"

In this classroom interaction, the teacher asked questions to students 1 so that he could finish his message. Student 1 used the context and gave examples to made

himself understood. The process of negotiation of meaning helped student 1 to achieve his communication goal.

This category illustrated the effectiveness of communication strategies employed by students to repair their communication breakdowns. The findings of the study revealed that students benefited from the use of communication strategies to communicate effectively in their English class. What follows is the description of how communication strategies are promoted in the classroom.

4.4. Promotion of communication strategies in the English class

This category aims at answering research sub question four- How are communication strategies promoted in the classroom? In doing this, in addition to the video-taped lessons and interviews, two documents were revised: (a) the course program and (b) the text book.

It was found that no attention was paid to promote the use of communication strategies to overcome CBs. It was observed that the teacher did not systematically encourage students to use CSs. However, in the interview, she expressed that she tried to do it by promoting self-correction, asking for clarification and paraphrasing, but due to the low intensity of hours (four hours a week) she prioritized on developing the four language skills and grammar. Let us take a look of her response in the interview (see appendix three). *"I try to do so during the assignment of tasks in which*

they work in groups and individually, the learners are encouraged to use strategies like self-correction, or ask for clarification if what was said was not clear for them, so they can ask for repetition or confirmation, also they are stimulated to use paraphrasing or being resourceful and not let the communication breakdown completely.

I must admit that at times I don't promote much the use of communicative strategies because of the time (4 hours a week) 2 of them were for listening at the lab, so I consider that because of the lack of time I tried to cover the units in the book and dedicated" (Teacher's response)

Observations revealed that some students consciously employed CSs in the English class. Some of them expressed in the interview that when they faced CBs, they asked for help from the teacher and the class. They also commented that they avoided the use problematic words and structures or use L1 to overcome CBs (see appendix one and two).

The revision of the communication course program and the textbook (new headway) did not evidence the promotion of the communication strategies in the English class. These two documents evidenced a remarkable emphasis on developing language skills and grammar, neglecting the development of the strategic competence as an important element to become an effective communicator.

5. CONCLUSIONS

Communication breakdowns need to be further studied in the field of language learning. Few students have been undertaken in this field. More studies might contribute to improve the development of communicative competence in language learners. There were found a lot of studies in fields such as audiology and special education. This indicates that this is a novel area of language teaching and learning which deserves further investigation to carry out action research. In Colombia no studies were found associated with communication breakdowns in the field of language teaching. In Asian countries, such as China and Thailand, there have been a growing interest to investigate English learners' oral communication problems and the potential communication strategies learners use to repair such problems and as a way to foster English learners' communicative competence which constitutes the ultimate goal of language teaching. Intaraprasert and Somsai (2011) hold that the development of the ability to employ communication strategies can significantly improve communicative competence.

Communication strategies translated into successful communication whether they are considered linguistically appropriate or not (code-switching, literal translation, word coinage, etc). CSs significantly contributed to the successful completion of oral tasks in the English class. Fifth-semester students overcame their linguistic

incompetence through the use of these strategies. As it was evident that communication strategies have been fully neglected, there is a need to foster strategic competence to promote the autonomous use of CSs in the English class so that language learners cope with communication breakdowns successfully. The importance of the strategic competence relies on providing students with devises to overcome communication failures when affective or linguistic problems are experienced. Binhayeearong (2009) suggests that to promote strategic competence effectively in the language classroom authentic texts and real language in real situations need to be incorporated in EFL syllabus. Binhayeearong holds that *"the classroom needs to be considered as a social situation and a place where genuine interaction can take place and not only a place to introduce and practice language forms"* (p. 80).

The more frequently use of Compensatory strategies of communication suggests that students made right decisions in choosing communication strategies. Instead of avoiding the problematic message, lexical item or grammar structure, they compensated the communication breakdown by using "circumlocution strategy" (description or exemplification of the target object of action), appeal for help from the teacher and the class, and used time-gaining strategies (use of fillers or hesitation devices to fill pauses and to gain time to think) to go on communicating. In this sense, Binhayeearong (2009) maintains that language learners need to become aware of the importance of the appropriate employment of communication strategies , due to the fact that some strategies such as " code-switching ", "Foreignizing", and "

mumbling" may not enhance their communication . Rost cited in Binhayeearong (2009) states that strategy instruction of avoidance strategies should not take place in the language classroom since the purpose of communicative instruction is to help language learners overcome communication breakdowns, not to prevent or avoid them (p.81)

Fifth-semester students need to improve their lexical competence. Lexical incompetence represented the main cause of the occurrence of communication breakdowns in this study. As previously said, at this level, (5th semester) this group of students is expected to develop the needed oral communication skills to function successfully in their academic task. This constrain be taken into consideration by stake holders at University of Cordoba to identify what factors have hindered the "Foundation Stage" of the English Licenciatura program.

As it was stated before, although it was not found any systematic attempt to encourage the use of particular communication strategies from the teacher, the atmosphere that the teacher generated in class, allowed the students to feel confident enough to take the risk of speaking, despite the occurrence of oral communication problems. It was observed, that due to this good atmosphere, there were few cases of communication breakdowns caused by affective factors.

The teacher became the available resource, model or source of knowledge for students appeal for help. It was evidenced that the teacher as a mediator between the

students and communication played a significant role to help students get meaning across. However the students also appealed to their friend to their peers to find ways to repair their communication breakdowns. This finding indicates that cooperative learning may contribute to develop effective communication in the English class. Elements of cooperative learning such as positive interdependence and interaction were evidenced in the English class.

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APPENDICES

APPENDIX 1.

Students' interviews

Students Interview (English version)

Teacher: Ok Hello everybody,

Students: Hi

Teacher: I'm very pleased to be here then, I want to thank for your participation in this interview, I´m would start asking you some questions, ok this time take a couple of minutes to think about the answer you are gonna provide ok.

Teacher: So, what kinds of problems do you face when you communicate with others in English?

Student 1: Ok teacher, in my times… we see that we don´t find the right words to say the message or convey our ideas, so… it´s pretty hard for people who doesn´t have the words or even the grammar to communicate… so it makes you… makes the message un- understandable, and also because sometimes, sometimes we have the message in our mind, we have clear the message in mind but when we are conveyed it… we are a little bit afraid or be scare about talking in public and so we make mistakes.

Student 2: In my case I don´t remember, I forget or I don´t know the phrases or the words that I want to say or communicate to the other person and is some stressful for you because maybe the other person thing that you don't know… yes

you don't know what you… want to communicate it and for that its something that is stressful for you

Teacher: ok…Any other idea? … Think about the problems that you experience when you speak.

Student 3: Other problems that we…that we have is that we don´t use the connectors when we speak, other problem is about the organization and intonation.

Teacher: Ok… Thank you

Student 4: Maybe another problem is when… well I mean we… our native language is Spanish so we try to… always try to translate… what we want to say so it is a mistake because maybe is not the same… is not the same structure that is in English so… we have… we fail in our message because… they don't catch our idea because we… we can´t… we can´t abat… or…I don't know how to say… their grammar, their links or something like that.

Teacher: ok…   more ideas… more ideas about the problems the difficulties that you face when you are speaking in English, when you are communicating with others

Student 5: Ok… In my case in some topics is difficult to me organize ideas, sometimes I forget or I feel so nervous so it's difficult to provide the message I want to express.

Teacher: ok… thank you very much… any other idea? About those communication difficulties… think about the class… when you are in class and when you are…when you are speaking, think about those activities you do in class, so what problems do you face when you are… when you try to speak? …

Teacher: Ok let´s move two the second question: What do you do when you are speaking and you don´t find the word you need?

Student 6: Well I usually ask for help to my partners… to my senior partners, when I don't how to say a word I asked for help so I say the word in Spanish obviously in the mother tongue I asked for that word to say.

Student 7: or maybe … we try to use a synonym or say that word in another way to get the people understand

Student 8: when… when it happens to me I asked for help to the teacher and she … sometimes she gave me the word that I need

Teacher: Ok more ideas… what do you do when you are speaking and you don't find the word you need?

Student 9: ehhh…we give the meaning of the word for our partners guess the word.

Student 10: We look the word in a dictionary; we try to imitate how it´s pronunciation

Teacher: ok… any other idea? ...

Ok what non- linguistic signals mime, gestures, facial expressions also imitation do you use when a communication problem happens?

Student 11: mostly I use mime or gestures, because you know with the… with my body language specially with my hands is better to… to be understood by other people

Student 12: most of the time we use mimes (mimes) and gestures to communicate something

Teacher: Any other idea? …

Student 13: when you wanna tell a story… you want to use some imitations to create that space do you want and also… in the … or … so I use some imitations most of the time.

Teacher: ok… any other?

Student 14: Well I think that we… sometimes… almost all the time we use all of them in any moment…neither of them

Teacher: ok… what do you do when you are speaking and you don't know how to pronounce a word? ... Think about it, you are speaking and you don't know how to pronounce a word?

Student 15: you ask somebody else how do you pronounce that word.

(yes pronounce)

Teacher: What else?

Student 16: Sometimes I just pronounce it… and I… I … expect to someone for correcting me, that's it I learn from mistakes

Student 17: Most of the time I use another word to avoid… to avoid listen that word I cannot pronounce it

Teacher: ok any other idea?

Student 18: Say the word to the teacher and the teacher said the correct pronunciation

Teacher: ok what else?... when you don't know how to pronounce a word, when you are speaking, so what do you do?

Student 19: if we can´t… if we can, look at the dictionary for the pronunciation of the word

Teacher: ok… What do you do when you are trying to convey a message but you experienced a communication problem?...

Student 20: main times I ask for help, I mean if I´m talking with someone and I try to convey a message, that communication problem appears I try to say most of the times the mother tongue or use the non - linguistic signals they are very useful

Teacher: ok any other idea?

Student 21: when you get a message for someone and you have problems for convey… you… you try to adapt how… what it is said and look for the concept and you… transform the sentence so.

Teacher: what else?

Student 22: I start again the message but with another words

Teacher: so you try … by using another word, do you use your fist language to solve a problem while speaking?

Students: yes, most of the time …

Teacher: no?

Student 23: because we are what we speak, we are what we do; we are what we think if you think in Spanish you are be able to speak in Spanish I thought that is a mistake to me is a mistake

Teacher: Any other idea? So … About using the First language to solve a communication problem? Do you use it?

Student 24: I´ve seen teachers even using it, but those are special cases, for instance when we are gonna be explain about grammar, about passive active voice, past simple it is prior, essential we can´t understand those topics without your mother longue mother tongue

Teacher: Any other idea? …

Student 25: and sometimes we have to use it because there are idioms that don't have translation and so we have to use the mother tongue to explain it.

Teacher: ideas? … About this one… about using Spanish to solve communication problems… do you use it?

Student 26: sometimes I can't find the word that I need neither the explain… explanation so I need to use the mother tongue

Teacher: ok, do you usually ask for help from the person you are speaking with or from the teacher when a communication problem occurs? …

Student 27: of course because we are learning so, we don't know everything, when we have a problem we ask to the teacher or a person or our partners

Teacher: Any other? … Asking for help from the person you are speaking with or from your teacher when you experienced a communication problem? Do you do it?

Student 28: I guess that everyone is always asking for help while speaking because you know… a language… we could never measure a language entirely I mean every single little piece that language grammar, words, slangs there is some, there is gonna be always an understandable block so we can find it very difficult so… to know everything so, if there is someone who could help you… you do it in that way, the easy way.

Teacher: What else about this one? … Asking for help

Ok guys thank you very much, thank you for your answers.

Students' interview (Spanish version)

Juan: bueno, buenas tardes a todos y a todas, quiero agradecerles por estar acá en esta entrevista, la verdad es que son muy pocas preguntas. Espero que al responder cada pregunta pues en verdad esperemos por dar respuesta pensadas por nuestros profesionales. La primera pregunta es la siguiente: ¿Qué problemas tu afrontas cuando e comunicas en ingles?, vamos a pensar en esta primera pregunta, que problemas afrontamos, vamos a recordar esas actividades en clases, esas actividades comunicativas que hacemos, ¿Qué problemas afrontamos? ¿Qué problemas encontramos al momento de comunicarnos?

Estudiante: vea profe. Me ha pasado que en ocasiones especiales que cuando están hablando conmigo y pronuncie mal o que yo no conozca la palabra no capto la idea, entonces no comprendo lo que me están diciendo.

Juan: vamos a ver, vamos a pensar en todos esos problemas, en todas las dificultades que encontramos cuando nos comunicamos con otros.

Estudiante: muchas veces tenemos una idea en la cabeza pero no sabemos como desarrollarla, como expresarla, a veces nos encontramos con la palabra en ingles *"a que verbo uso"*, y uno se pierde en eso, como decía también la pronunciación a veces, cuando uno escucha y como *"epa que dijo"*.

Juan: gracias.

Estudiante: algunas veces algunas personas usan muchos idioms, ósea un vocabulario muy avanzado al cual no estamos acostumbrados entonces nos perdemos o hablan muy rápido.

Estudiante: en muchos casos tenemos muchas ideas sobre cierto tema pero no sabemos como organizarlas para transmitirlas, entonces se forma como un nudo.

Juan: ¿Quién mas?

Estudiante: algunas veces como el temor a equivocarnos, a mi me parece un problema que la mayoría tenemos al momento de comunicarnos, la falta de vocabulario a mi me parece un problema y otro problema muy importante me parece también por ejemplo no sabemos pronunciar bien las palabras, y sobre todo para mi es el error a equivocarme.

Juan: ¿alguna otra idea?

Estudiante: lo mas normal cuando uno es estudiante es que no conoce todo el vocabulario, todas la palabras, es susceptible a cometer muchos errores, entonces o que uno hace es preguntarle al compañero que es lo normal, el se comunica en el mismo idioma y así tratamos de organizar mejor las ideas y comunicarnos mejor.

Estudiante: también como medida fácil nos quedamos callado esperando a que otro hable, pero yo no lo miro tanto por el lado de "todos en la cama" sino que

mas bien como aprendemos nosotros bien el ingles hablando con un amigo, ¿Cómo hablar con un amigo?, por medio del internet , llamadas telefónicas, cualquier medio de comunicación en esos casos la interferencia es mucha y uno alcanza a percibir el mensaje, entonces también se nos complicaría en ese sentido, mas que todo es eso es saber entender también lo que nos están diciendo, por que no puede captar el mensaje, pero si no lo comprende o no lo analiza tampoco va a ser capaz de entender.

Juan: bueno, vamos a la segunda pregunta: ¿Qué hacen ustedes cuando se están comunicando con otro compañero, con el profesor y no encuentran la palabra que necesitan?

Estudiante: bueno, cuando eso pasa yo trato de cambiar la palabra que me esta causando problemas, trato de encontrar otra que exprese lo mismo y que yo sepa usarla.

Juan: ¿otra idea?

Estudiante: preguntarle al compañero, pedirle ayuda al compañero o a la profesora.

Estudiante: la mayoría de veces se hace en español. Sí, se dice "a no se decir esto" ya, no lo decimos en ingles, no debería ser así pero es así….

Estudiante: muchas veces explicamos o tratamos de dar argumentos de la palabra, pero a veces definitivamente no se encuentra nada

Juan: ¿ideas?

Estudiante: en mi experiencia yo podría decir que me tomo un tiempo para mirar los sinónimos que hay sobre la palabra o sino buscar un ejemplo y si explicarle con el ejemplo o sino con el leguaje del cuerpo.

Juan: muy bien ¿alguna otra idea sobre esto? Bueno seguimos, será que nosotros usamos esto, expresiones faciales, sonidos cuando nosotros experimentamos problemas con el proceso de comunicación.

Estudiante: si, yo pienso pues para poder hacernos comprender, para poder dar a conocer la palabra del mensaje en general.

Juan: ¿Quién mas?

Estudiante: yo pienso que todo hace parte sin tener en cuenta que tenemos o no tenemos problema de comunicación, por que las expresiones faciales, los sonidos como que todas esas cantidades de cosas que nosotros hacemos realmente hace parte del lenguaje, entonces yo pienso que lo podemos utilizar.

Estudiante: además es necesario como nosotros nos estamos formando como futuros profesores, pues el día que uno llegue a la escuela primaria le va a enseñar a los niños uno tiene que utilizar la mayor parte de esto, mímicas, expresiones faciales para que ellos entiendan mejor y reciban mejor la información.

Juan: bueno en el caso de ustedes cuando están hablando y se presente un problema en el proceso de comunicación oral, si lo utilizan.

Estudiante: la mayoría de las veces cuando por ejemplo uno esta nervioso me parece que es una de las causas, en el momento en que uno se esta comunicando en ingles, uno siempre utiliza pues muchos movimientos en las manos, o no sé, hacen diferentes movimientos que dan señales de que usted tiene un problema al momento de comunicarse.

Juan: ok. Continuamos, ¿Qué hacemos cuando nos estamos comunicando, cuando estamos hablando y no sabemos pronunciar una palabra?, nosotros estamos hablando con un compañero o profesor y de pronto no sabemos pronunciar una palabra.

Estudiante: pues por lo general siempre nos encontramos con una palabra que no sabemos como pronunciarla es por que la adquirimos recientemente de un vocabulario nuevo, entonces por lo general en mi caso siempre la tengo presente y lo único que hago es decírsela a un profesor letra por letra y el me sabrá decir la correcta pronunciación de la palabra.

Estudiante: si yo la conozco y me da trabajo de pronunciarla, primero que hago es: evito usarla o la mayoría de las veces me quedo callado.

Estudiante: uno la evita o sino la pronuncia como uno cree y espera que otro lo corrija, pero hay palabras que uno conoce y de pronto son muy largas y no sabe donde esta el acento y así.

Juan: ¿alguna otra idea?

Estudiante: profe, algunas veces también por la mala enseñanza, o sea desde un principio del primer semestre, por ejemplo tu escuchas hasta los profesores decir la palabra mal dicha y tu continuas con ese problema y al momento de que tu te has dado cuenta de que estas diciendo mal esa palabra, pues uno como estudiante lo primero que hace es preguntarle al profesor, pero hay veces que queda la duda por que hay veces de que los profesores tampoco pueden saber la pronunciación.

Juan: ¿alguna otra idea?, cuando hablamos y no sabemos pronunciar una palabra ¿Qué hacemos?

Estudiante: buscar en el diccionario también la pronunciación.

Estudiante: ejemplizamos esa palabra.

Juan: bueno, que hacemos cuando estamos tratando de transmitir un mensaje y nos encontramos con un problema en el proceso de comunicación. ¿Qué hacemos ahí?

Estudiante: lo primero que hago yo es calmarme y hago un pequeño resumen de lo que voy a decir, si lo que voy a decir es muy largo lo resumo y lo digo en una forma fácil y sencilla, eso es lo que hago.

Juan: alguna otra idea tratando de transmitir un mensaje, ¿ocurre un problema en el proceso de comunicación? ¿Qué hacemos ahí en el mensaje?

Estudiante: una cosa que uno puede hacer es empezar de nuevo a decir lo que esta diciendo con más calma.

Estudiante: tratamos de descodificar el mensaje, ósea tratamos de adaptarlo con otras palabras o dependiendo el contexto lo que la persona quiere decir y así adquiere uno el mensaje.

Juan: ¿alguna otra idea?

Estudiante: lo reorganizamos para que sea de una forma más sencilla…. Transmitirlo de una forma más sencilla.

Juan: bueno, y cuando nos estamos comunicando y experimentamos un problema en la comunicación ¿utilizamos el español? ¿La lengua materna?

Estudiante: la mayoría de las veces.

Estudiante: la gramática especialmente

Estudiante: la mayoría de las veces profe. Por que si el problema es que no se va a entender lo que se habla en ingles, obviamente tienes que recurrir a la lengua materna.

Juan: muy bien ¿usualmente buscas ayuda en una persona con quien te estás comunicando con tu profesor cuando ocurre un problema en el proceso de comunicación?

Estudiante: especialmente al compañero, el que esta mas cerca, uno a veces le pregunta, si el tiene un poquito más de conocimiento le va a decir, uno así se puede comunicar mejor.

Juan: ¿alguna otra idea? Cuando nos estamos comunicando y se presenta un problema de comunicación le pide ayuda al compañero con quien se esta comunicando o al profesor.

Estudiante: por lo general uno siempre busca al compañero pues se tiene cierta afinidad con el compañero, entonces uno siempre tiene como temor de preguntarle al profesor o de pronto no temor como tal, sino no entender bien lo que significa la palabra o la oración.

Juan: ¿alguna otra idea?

Estudiante: algunas oportunidades como primera medida es al compañero por la confianza que le tiene, pero el profesor le da una explicación mas completa.

Estudiante: algunas veces uno le pregunta al profesor y como que queda en las mismas, entonces por eso casi siempre uno busca al compañero por que el le va a explicar de forma mas sencilla, en cambio que el profesor la mayoría de las veces te deja en las mismas o quedas peor.

Estudiante: a veces pasa también eso que uno cree que para el nivel que uno debería tener son bobadas y a veces uno ni le pregunta al compañero ni al profesor y entonces queda con la duda, yo por lo general le pregunto al que mas sabe, claro si le pregunto al que no sabe, entonces voy a quedar peor.

Juan: bueno, chicos y chicas muchas gracias por su tiempo. Quiero agradecerles muy especialmente por sus respuestas.

APPENDIX 2.

Teacher's interviews

I am here with Kate, who is an English teacher at Universidad De Cordoba. The purpose of this interview is to gain insights into fifth-semester language learners' oral communication process placing emphasis on exploring students' communication breakdowns.

All right Karla. Thank you for participating in this interview. Before starting, tell me a little bit about yourself and about your teaching experience.

I have been teaching English for almost 3 years now, it has been a wonderful experience, I have learned lots from my students and have reflected on the fact that my classes need to be more learner centered.

1. What factors have you noticed that hinder your students' oral communication? Some of them are

Some of them were promoted to this semester when they don't seem to be competent enough

The Grammar gap. Some of them have serious problems with their grammar

Lack of vocabulary, sometimes they fall short in finding the right word(s) and jump into spanish.

2. What have you noticed your students do when they cannot come up with a word to maintain a conversation?

They invent words sometimes (those similar to spanish), but mostly they try to paraphrase or mimic and if that doesn't work they use their native language or ask a questions how do i say when ………?

3. What non-linguistic signals (mimes, gestures, facial expressions or sound imitation) do they use when a communication problem happens?

I notice that when they have not understood or do not agree with something they make gestures or roll their eyes. There are times when they turn to the person next to them to find sort of support and then comment on the issue.Sometimes when ask more than twice if they have any questions and I see their faces all confused I ask them to make sure they have grasped the idea and remind them about the fact that I am there to help them clarify.

4. What have you noticed they usually do when they are speaking and they do not know how to pronounce a word?

They tried hard, when they are pronouncing they look at me or other classmates looking for approval or wait for someone to help them with the word so they can correct it and continue, if not they change the word and try to use one they are already familiarized with.   Some other don't seem to care much about the pronunciation even if they are not sure they seem to have the confidence that their message will be conveyed and when corrected they just keep going.

5. What have you noticed they usually do when they are trying to conveying a massage but they experience a communication problem?

They mimic, ask a classmate …how do I say…?   They ask the teacher or look for the word in their dictionary (cellphone) sometimes they even change the course of the conversation to something they feel more comfortable. There are some occasions

during group work   whenever they feel frustration they sort of give a sign to a classmate to continue

6. Do they use your first language to solve a problem when speaking?

At the beginning of the course they did that very often, I encouraged them to their best and use English only and use spanish only when necessary the vast majority tried hard an use Spanish when there is no other source available, sill there are a few who just code switched right away, and I personally think is the fact that their grammar and vocabulary are really poor.

7. Do you promote the use of communication strategies among the students so that they can cope with communication breakdowns? How?

I try to do so during the assignment of tasks in which they work in groups and individually, the learners are encouraged to use strategies like self-correction, or ask for clarification if what was said was not clear for them, so they can ask for repetition or confirmation, also they are stimulated to use paraphrasing or being resourceful and not let the communication breakdown completely.

I must admit that at times I don't promote much the use of communicative strategies because of the time (4 hours a week) 2 of them were for listening at the lab, so I consider that because of the lack of time I tried to cover the units in the book and dedicated sometime to grammar as well.

APPENDIX 3

Communication V course program

NOMBRE DEL CURSO	COMUNICACIÓN V
CREDITOS	5
PROFESOR	LILIANA VALLE ZAPATA
SEMESTRE	V

1.COURSE DESCRIPTION:
The course is a functional approach towards learning English as communication. The aim of this course is to enhance students communicative competence and self awareness through the use of diverse strategies which will help them be active participants of their own language learning process. Throughout the course, students will learn to use language in circumstances which resemble real life situations. Besides, students will be involved in the process of acquiring the remaining elements which will enable them to use language appropriately in real life conditions.
2.RATIONALE
This course was designed in order to satisfy students' needs of complementing their language learning process. Through the use of relevant, interesting and real world topics students will improve and develop skills for communication. Students come to classes with a wide range of knowledge about the things they are surrounded by everyday. Thus, this course will include activities in which this background knowledge students possessed is to be combined with new language elements to facilitate their understanding and implementation.

3.2.SPECIFIC OBJECTIVES

- To promote oral interaction among learners based on personal and general topics
- To acquire cultural knowledge through the use of a variety of language functions.
- To enhance the development of coherent and cohesive written texts

To promote the inference of information when reading different text types..

4.COMPETENCES

At the end of this course, students will be able to:

- Actively participate in conversations to refer to personal life and topics about general information.
- Compare and understand the various aspects which make part of English as a language and as a culture.
- Read and understand written information found in different sources as newspapers, magazines, novels.
- Write different cohesive and coherent texts as opinion, argumentative paragraphs, letters, mails about personal life and general topics.

5.CONTENT.

UNIT 1. EXPRESSING EXCEPTIONAL EVENTS AND EVERYDAY PROBLEMS.

GRAMMAR TOPICS:

- Relative clauses
- Gerund phrases
- Past tense
- Past participles as adjectives

UNIT 2. EXPRESSING HISTORIC EVENTS AND WORLD PROBLEMS.

GRAMMAR TOPICS:

- Passive voice
- Have- get something done
- Modal verbs
- Infinitive clauses

UNIT 3. EXPRESSING UNEXPLAINED EVENTS AND CONTROVERSIAL ISSUES **GRAMMAR TOPICS:** - Past modals - Passive voice - Defining and non-defining relative clauses
6.METHODOLOGY
- Theoretical background will be combined with teacher knowledge about issues. - Participants will learn by doing, by reflecting on the process and by acknowledging the interactive nature of language. - Facilitate the use of Functional language, conversation strategies, and features of natural speech, pronunciation, and writing. - Collaborative peer feedback will be used. - Foster students´ work individually, in pairs or in groups.   Monitor, helping where necessary.   **7. EVALUATION**   The evaluation of this course will be a taken as a process in which students demonstrate their knowledge in every class and through a variety of instruments. These will be designed according to the different learning types that the group presents in order to facilitate their making use of the skills to generate knowledge. Among the instruments to be used, we can find oral and written texts, presentations, spontaneous conversations, reading discussions and written reports.
8.REFERENCES **RICHARDS J. 2005:** *Interchange third edition. book 4* **.** Cambridge University Press.

APPENDIX 4

Textbook syllabus layout

CONTENTS

LISTENING	SPEAKING	EVERYDAY ENGLISH	WRITING
'Things I miss from home' – people describe what they miss when they travel abroad p14	Exchanging information about people who live abroad p10 Discussion – the pros and cons of living abroad p11	Social expressions *Great to see you!* *Don't I know you from somewhere?* p15	Applying for a job A CV and a covering letter p62
An interview with Tashi Wheeler about her travels as a child with her parents, who founded the *Lonely Planet* guides p24	Information gap and roleplay – Tony and Maureen Wheeler p18 Dreams come true – things to do before you die p22	Exclamations *Wow! That's unbelievable!* *How amazing!* *What a brilliant idea!* *What rubbish!* p25	Informal letters Correcting mistakes p64
The money jigsaw – a news item from the BBC's Radio 4 *Today* programme p32	Retelling a news story Responding to a news story p28 Talking about your favourite book or film p29	Showing interest and surprise Echo questions *A new boyfriend?* Reply questions *'He lives in a castle.' 'Does he?'* p33	Narrative writing 1 Using adverbs in narratives *I used to go skiing frequently in winter.* p65
'My most memorable lie!' – people confess to untruths p37	Discussion – good and bad lies p37 Exchanging information about conspiracy theories p38	Being polite *I'm sorry to bother you.* *Could you possibly change a ten-pound note?* p43	Linking ideas Conjunctions *whenever, so that, even though* p66
Arranging to meet – three friends decide a time and a place to get together (jigsaw) p52	Future possibilities in your life p47 Exchanging information about people arranging to meet p52	Telephone conversations Beginning a call Ending a call Roleplay p53	Writing emails Emailing friends *Sorry, can't make next Sat.* p67
Radio advertisements – what's the product? What's the selling point? p57	A lifestyle survey p56 Writing an advert p57 Exchanging information about famous brands p58 A business maze – opening a restaurant p60	Business expressions *Bear with me.* *I'll email the information as an attachment.* Numbers, fractions, decimals, dates, time, phone numbers, sports scores p61	A consumer survey Report writing FAO: The Managing Director p68

APPENDIX 5

Communication strategies found in students' utterances

AVOIDANCE STRATEGIES

Duke it out
over
a girl

🔵 **MESSAGE ABANDONMENT:** leaving a message unfinished because of language difficulties

EVIDENCE

she said that, she said that you should uh uh uh listen your heart and Take she said that it it it uh uh uh we can see what change the behavior" (she abandoned this message)

Turn Take 3 → (16) - class 2
"For example, when we were;
As I was saying in the last class when we were learning uh uh when we were learning when we were in the first semester we were in lower level of English

Video 1 - 36 mm

TOPIC AVOIDANCE: avoiding topic areas or concepts that pose language difficulties.

EVIDENCE

PHONOLOGICAL AVOIDANCE: Avoiding the use of a word because its phonological difficulty

EVIDENCE

student 17

"most of the time I use another word
to avoid ... to avoid listen that word
I can not pronounce"

LEXICAL AVOIDANCE: Avoiding the use of a word because the learner is not able to come up with it

EVIDENCE

class 6

Take turn y

St →

all the taboos will be destroyed and
they don't, they don't feel, they won't
feel shame when they would talk about
different Topics. They will be more
tolerant and they would be concis/aware
that they are, what, what concis
it happening

COMPENSATORY STRATEGIES

CIRCUMLOCUTION: describing or exemplifying the target object of action (e.g., the thing you open bottles with for corkscrew)

EVIDENCE

class 2

Turn Take 1 .   ss 1
the word is a delicious woman"
Browny"

T → we know that one   right?

ss 1 → yeah
T → O K what about the context.

S1 → you're a browny
T → what do you think so that? you're a browny

S1 → It's a uhuhh eh oh I have the idea but oh oh when you are in high school, I mean some high schools have that kind of programs or activities ... browny is the oposite of Boy scouts, I mean a girl who explores the nature It's Like a girl scout.

class 6
Turn take 2 - S2
He Just carry? _ when you change the place

doubts about
T- ahh switch the word
S2 → yeah

APPROXIMATION: using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sailboat)

EVIDENCE

USE OF ALL-PURPOSE WORDS: extending a general, empty lexical item to context where specific words are lacking (e.g., the overuse of thing, stuff, what-do-you-call-it, thingie)

EVIDENCE

Take turns class 2 (+ 18)

* I think that in the communication
* competence is included the things that
You said"

WORD COINAGE: creating a nonexistent L2 word based on a supposed rule (e.g., vegetarianist for vegetarian)

EVIDENCE class 2
Turn Take 4 (s 19)
il
Ok good evening. Self confidence. It
means that when we are Teaching, eh eh
if we want to be a good Teacher,
we have to, we have to, we have to have
5   or follow, sorry(.....) we have to have ...
It's Live a |auto confidence|" ⇒ the student
created this term to say self confidence

class 4
Take turn 1
   liquor?
T ⇒ what 'brand do they say It is?
          "about
6 S1 ⇒ old Parr, You can |falsificate|
only you change eh eh eh the liquor
and the Mark.

the Person who falsicicate the liquor don't
know to ↑to do the "etiquet" in a perfect eh eh eh?
                                    foreignising
exactly or is for that that in the bottle, in the   lexical
Statthe say that you have to put away the   avoidan
(S1 asked for aid from the class. He was given the
word he needed: Label

122

WORD COINAGE: creating a nonexistent L2 word based on a supposed rule (e.g., vegetarianist for vegetarian)

EVIDENCE

class 6

Turn twe 2

5-2 → he was to destroy the the
mayor's council (she wanted to
say the city hall

class 6

Take turn 6

56 → in the world there are
many kinds of drugs that are involving
our real, real real, real every day
real situation that always always
we saw people that is drugation
and they they they don't have
good health

class 6

Take turn 7

57 → there are a main drug that that
is not like cocain or marijuan
is more more I don't know how to say
it's more Powerful

123

PREFABRICATED PATTERNS: using memorized stock phrases, usually for "survival" purposes(e.g., where is the_____ or comment allez-vous? Where the morphological components are not known to the learner)

EVIDENCE

NONLINGUISTIC SIGNALS: mime, gesture, facial expression, or sound imitation

EVIDENCE

student 17

"mostly I use mime and gestures, because
you know with the ... with my body language
specially with my hands is better to ...
to be understood by other people"

student 17

It most of the time we use mimes and gestures
to communicate something

EVIDENCE _ = _ usually ask for help to my fathers
To my senior Partner's, when I don't
know to say a words ask for help
I say the word in spanish obviously
in my mother Tongue I ask for that
word to say.

class 6

Take turn 3

So a other thing I read is that
there is gonna be a football world cup
and the climate there is so hard
that the players couldn't even play
but scientist built a cloud
which could give sombra (shade

Take turn 4 behind new neet neighborhood there on a forum
and where the owner has a little forest
the cvs tried to the little
the trees and if you cut one people don't cut
than ... because people think that the trees
are the the the Pokemon comes sun?

then I don't know how to say

FOREIGNIZING: using a L1 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology (e.g., adding to it a L2 suffix)

EVIDENCE

CODE-SWITCHING: using a L1 word with L2 pronunciation or a L3 word with a L3 pronunciation while speaking in L2

EVIDENCE

APPEAL FOR HELP: asking for aid from the interlocutor either directly (e.g., what do you call . . . ?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression)

EVIDENCE

According to video, the video appear a doctor head said that our brain our heart has line or has a relationship between the brain when our heart send messages to the brain and our heart produces or bombs such as *\[ə'drenəlɪn\] \[ədrenəlaɪn\] (the teacher provided the correct pronunciation \[ə'drenəlɪn\])

#5 pronounce the word two different ways and through a puzzled expression invited the teacher to help him

>>what do you do when you are speaking a you don't find the word you need?

> " well I usually ask for help to my partners . . . → students'icet to my senior partners"

#8 → when it happens to me I ask for help to the teacher and she . . which sometimes she gave me the word I need

APPEAL FOR HELP: asking for aid from the interlocutor either directly (e.g., what do you call . . . ?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression)

EVIDENCE

what do you do when you are speaking and you don't know how to pronounce a word?

student 15

"° you ask somebody else how do you pronounce that word" you pronounce

Turn take 3 _ class 2

" we didin't eh eh have that fleait ffesent ?" so the students invited the Teacher To Provide the correct words

Take turn 6 class 2 (19)

" if the Teacher notice that you have mistakel the best one to Judge two Jodge? (asked for aid from the Teacher? your frocess, your fluency

class 4

Take turn 4

SY →

"I would like To be a right teacher, a successful Teacher. I'm gonna finish this semest and the carreer and then I'm gonna do of maure a master and then I don't know how to lag

(right margin, handwritten vertical notes)

or 3? years, first that or 3 that maybe, go abroad to Canada in tem (phd) mind the world him him group, teaching the

APPEAL FOR HELP: asking for aid from the interlocutor either directly (e.g., what do you call . . . ?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression)

EVIDENCE

class 4

TurnTake 5

S5 — " I think the neighbor is very insecure and I think there are a lot of persons who __who are__ uh uh __who are__ (she made some gesture - Puzzle expression and eye contact) who are (S5 came up with the word " Dangerous" which was given by one of her classmates)

[margin note: pause, gesturing]

class 6

S1 — Taretorn 1

He killed innocent people, I didn't like that. I think he should have stopped with your (she looked at one of her classmates and she was given the word revenge) your your revenge.

STALLING OR TIME-GAINING STRATEGIES: using fillers or hesitation devices to fill pauses and to again time to think (e.g., well, now let's see, uh, as a matter of fact)

EVIDENCE

(ut)
Turn Take 1 . class 2

Sometimes the the the methodology doesn't work with the context of the class

Turn Take 2 (16)

this mean that Automaticity corresponds to the uh uh uh Gradual improvements that students have with learning a language

class 4

turn Take 2

S2 → " I saw a news about about about man that show a happy face but inside he had a sadness "

Turn take 3

S-3 → " I think that in the future my children will be, they will be dangerous child uh or a , or a good .. kind, very kind boys or a and I like that they will be a good , a good boys

STALLING OR TIME-GAINING STRATEGIES: using fillers or hesitation devices to fill pauses and to again time to think (e.g., well, now let's see, uh, as a matter of fact)

EVIDENCE

class 6

Take turn 2

st — well uh uh uh I think that
he, he should uh uh he should uh uh
kill the people who were involved in
in that s.t he killed innocent people
I didn't like that.

APPENDIX 6

Students' consent to take part in the study

INFORMED CONSENT FOR RESEARCH PROJECT PARTICIPATION

Title: A case study on communication breakdowns in a group of fifth-semester English learners at Universidad de Cordoba

Principal investigator: Juan Carlos Pastrana Muñoz

Dear students:

I would like to invite you to take part in a research project about oral communication breakdowns (CBs). I am basically interested in exploring what factors hinder oral communication, the potential communication strategies you use to cope with CBs and the effectiveness of those potential communication strategies.

Your participation in this study will include being videotaped and interviewed. The videotaping sessions will be carried out at university and will cover two units of your textbook.

I will protect your identity by using pseudonyms for your names in case I need to quote information you provide in the interview and at the moment of showing the videos, if needed.

The results of this research will be shared with my research tutor and the rest of teachers of the master degree program in education of Universidad Del Norte, Barranquilla.

Thank you.

Juan Carlos Pastrana

Please sign below if you are willing to take part in this research project described above.

Signature

Print name GEDELL SUAREZ

Date 08-02-2011

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The results of this research will be shared with my research tutor and the rest of teachers of the master degree program in education of Universidad Del Norte, Barranquilla.

Thank you.

Juan Carlos Pastrana

Please sign below if you are willing to take part in this research project described above.

Signature _Comunication V_

Print name _Idiana silo A._

Date _February 8/11_

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Thank you.

Juan Carlos Pastrana

Please sign below if you are willing to take part in this research project described above.

Signature _____

Print name _Mano jose Rivas A._

Date _On february 8th_