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Variations in Child-Child and Child-Adult Interactions – A Study of Communication Strategies in L3 (Spanish)

A b s t r a c t

The aim of the present study is to investigate communication strategies used by twenty upper-primary school students in two types of interactions in Spanish. In the first phase of the study, students were paired with level and aged matching peers. Their task was to describe how to get to a particular place of the city located on a given map. During the second part of the study, they conducted short interviews with Spanish native speakers. Those two types of interactions were recorded and then transcribed in order to find out what communication strategies were most commonly used by participants. The results clearly show that, even though participants were beginner learners of Spanish, they managed to successfully convey the message with the help of a wide array of communication strategies. Depending on the dyad students worked in, they displayed a variety of actions and behaviours that enabled them to interact in those pairs. The most conspicuous differences were observed in terms of appeals for help and switches to English (L2) and Polish (L1).

Keywords: child-child interaction, communication strategies, cross-linguistic influence, L3 learning

Introduction

An important role learning languages plays in the modern world is reflected in a considerable number of languages students are supposed to master throughout their educational path. In Polish primary school, studying two foreign languages is obligatory (MEN, 2017, p. 15). This multilingual education entails certain consequences: when approaching a new language, students often

resort to their knowledge of other languages, usually L1 and L2, which are deeply-rooted in their repertoire.

This reliance on other languages is particularly evident in the way students use a new language in oral production as it is one of the communication strategies in conversational exchanges. Besides, effective communication in L3 is observed to depend on other crucial variables such as: the level of proficiency of the learners in L2 and the type of a dyad (child-child vs. child-adult native speaker).

The goal of the present paper is to investigate the use of communication strategies by primary school learners while cooperating with peer students and adult native speakers. The participant of the present study were native speakers of Polish, learning English as their L2 and Spanish as their L3. The conversations that were held between them and native speakers were examined to determine the effects of language proficiency in L2 (English) and the type of pairing (peer/ native speaker) on the use of CSs (Communication Strategies) in L3 Spanish. The results show that there is a significant difference in the use of Communication Strategies in both qualitative and quantitative terms depending on the person with whom the learners cooperated.

Communication Strategies in Multilingual Acquisition: Literature Review

The ability to effectively communicate is one of the main aims of foreign language learning. To achieve this goal, it is not sufficient to master basic language skills such as vocabulary and pronunciation. What students lack, especially at the beginning of the process of foreign language learning, is the opportunity to use the language productively. As observed by Swain (1995) in her output hypothesis, it is of the utmost importance to make students move from comprehension stage to the stage of syntactic use of language. The main aim of this practice is threefold. Firstly, it helps them to notice the gap between what they know and what they need to learn. In other words, if students encounter linguistic problems, their aim is to broaden their knowledge in order to find a solution to those problems.

Secondly, the role of the output is to provide students with the opportunity for hypothesis testing. McDonough (2005) believes that when learners are asked to produce an utterance, they receive feedback, which is valuable for them. It does not only help them to notice the target form, but also it encourages the speaker to reformulate or modify their message (McDonough, 2005):

LEARNER: What happen for the boat?
NS: What?
LEARNER: What's wrong with the boat?

This example illustrated that receiving feedback from interlocutor pushes the learners to produce more native-like output. As stated by Liberato (2012), feedback is usually applied in the form of elicitations and clarification requests, which exert enormous effect on students' performance.

Moreover, output performs another role—promoting automaticity (Gass & Mackey, 2007). Owing to the fact that "continued use of language moves learners to more fluent automatic production" (Gass & Mackey, 2007, p. 185), it seems that practice performs at this stage the most significant function.

The difficulty that students often need to deal with in oral production are communication breakdowns. According to Canale and Swain (1980), there are two main reasons for that: insufficient competence and performance variables. Experienced language learners usually resort to their repertoire of communication strategies. However, children, who are at the beginning of the process of language learning, have almost none at their disposal. And they usually use them unconsciously, as the consequence of their attempt to compensate for insufficient competence. In the field of foreign language learning, researchers focus more on the use of communication strategies in adult-adult interactions. Children are a group of learners who are rather underresearched in this area, but certain steps have already been taken in order to explore this issue.

Child-Child Interactions in FL Context

Conversational interactions of children in FL context constitute an interesting topic for researchers. The reasons are twofold. Firstly, it is imperative to analyse the way students cooperate with one another while performing conversational tasks. Secondly, it is important to investigate the type of communication strategies they use in order to avoid communication breakdowns.

One of the researchers who focused on those two issues was Olivier (1998, 2000, 2002). Her main subject of study were children aged 8 to 13 years. Oliver concentrated mainly on their interactions in the process of Second Language Learning (English). In her 2002 study, she examined the negotiation for meaning strategies learners used when paired in various configurations (native/non-native speaker and learners of various age, gender, and proficiency). Those dyads significantly influenced the type of strategies used by children. Oliver (2002) concluded that NNS-NNS (non-native speaker) pairs used more negotiation for meaning strategies than NS-NS (native speaker) dyads. Mixed pairs (NS-NNS), however, used less strategies than NS-NS and NNS-NNS dyads.

One of the questions that arises when analyzing the studies on child-child interactions is how it is possible that they interact and use different strategies to negotiatiate for meaning with low level of proficiency. This isssue was further investigated by Lázaro-Ibarrola and Azpilicueta-Martínez (2015) who tried to answer this question. They examined conversational interactions of children aged 7 and 8 years. The proficiency level of participants in English, which they studied as their first foreign language, was low as they had been studying it for one and two years respectively. In the research task, children were recorded while playing a guessing game in pairs (Lázaro-Ibarrola & Azpilicueta-Martínez, 2015). The analysis of the data collected in the research allowed to draw interesting conclusions related to the way they interacted. Despite their low level of proficiency, they used a variety of strategies in their utterances, including clarification requests, confirmation checks, and self-repetitions. In contrast to more proficient adult learners, children used almost no comprehension checks in their interactions. Lázaro-Ibarrola and Azpilicueta-Martínez (2015) attribute it to the egocentrism of children at this stage of development. Therefore, it is of secondary importance for them to facilitate their peer student's construction of meaning. Another crucial observation was that the young learners do not use L1 as frequently as it may be assumed on the basis of their level of proficiency. Precisely, only five instances of switches to L1 were observed. It proves that when faced with communication breakdowns, the students resort to more effective communication strategies.

All the studies related to child-child interactions clearly demonstrate that, even though young learners often lack competence to convey the message in the target language, they use a variety of strategies in order to overcome those difficulties. The problem is that they rarely have a chance to produce the output because many teachers feel that they are not yet ready to interact with one another. As the above-mentioned studies indicate, children should be engaged more in conversational tasks in order to use and experiment with the words and phrases they have learnt in target language.

Conversational Interactions and Level of Proficiency

When analyzing students' interactions in FL learning, it is impossible to ignore variations such as different levels of proficiency in the target language and the type of dyad (adult-child or native-non-native speaker). The studies on child-adult dyads were mainly focused on giving feedback, so they included mainly student-teacher interactions.

In one of the research conducted by Pica (1987), interactional features of child-teacher conversations were examined. A particular attention was paid to

such aspects as: confirmation and comprehension checks and clarification requests. The results show rather a small number of those features being present in the interactions. The researcher attributes it to the unequal relationship between the teacher and the students. This distance is strengthened by tasks the learners were supposed to do during the lesson. Thus, Pica (1987) emphasized the role of activities promoting equal participation such as a decision-making discussion and information-exchange task.

Other crucial studies concerning the influence of the level of interlocutors' proficiency on conversational interactions involved in native-non-native speaker dyads. Kawaguchi and Ma (2012) investigated this issue taking into account corrective feedback (CF) and negotiations of meaning (NoM) in task-based interactions. Participants of the study were English native speakers and Chinese speakers of different level of proficiency in English. The results confirmed that non-natives benefit the most from CF and NoM when interacting with natives. Another important observation was that pairing participants with various levels of proficiency resulted in the improvement in their speaking skills. This is the reason the most successful dyads in the study were the learners with very low and those with very high level of proficiency in English.

In the study conducted by Lázaro-Ibarrola and Azplicueta-Martinez (2018), special emphasis was placed on conversational interactions of children aged 8 and 9 years. The participants were supposed to work on the two tasks related to narrating the story, which were performed in child-child and child-adult dyads. In the first phase, they worked with an adult proficient speaker. Later, they narrated a similar story, but to an age and level-matched peer student. The results showed a clear difference in the use of NoM (Negotiation for Meaning) strategies depending on the interlocutor. With proficient adult speaker, children tend to use fewer strategies. The situation changed when they were paired with peer students. The most significant differences observed by the researchers were as follows: more frequent negotiations for meaning and the use of structural transfer from L1. Those results clearly show that students interact differently with their level-and-age-matched classmates than with the teacher.

Communication Strategies (CS)

Communication strategies play a crucial role in the process of foreign language learning. They are usually referred to as the techniques learners use in order to "communicate in the foreign language with a reduced interlanguage system" (Fernández Dobao & Palacios Martínez, 2007). Students seek recourse in CS when they lack necessary resources to convey the message in the target language.

Table 1 presents one of the most popular taxonomies of communication strategies by Dörnyei and Kormos (1998). It emphasizes three main problems related to speech processing in L2. They are resource deficit, processing time pressure and own-output problems. Those communication strategies originally referred to L2. However, for the needs of the present study, they were used for L3 purposes.

Table 1

Selected communication strategies used in L3 learning (adapted from Dörnyei and Kormos' Taxonomy 1998, pp. 169–178).

PSM (Problems Solving Mechanisms) related to L3 Resource Deficit	Those strategies are used when learners have limited command or lack linguistic resources in L3.
Message abandonment	Leaving a message unfinished because of some language difficulty.
Code-switching	Including L1 or L2 words with L1 or L2 pronunciation in L3 speech; this may involve stretches of discourse ranging from single words to whole chunks and even complete turns.
Foreignising	Using a L1 or L2 word by adjusting it to L3 phonology (i.e., with a L3 pronunciation) or morphology.
Literal Translation	Translating literally a lexical item, an idiom, a compound word, or a structure from L1 or L2 to L3.
Appeals for help	Turning to the interlocutor for assistance by asking an explicit question concerning a gap in one's L3 knowledge.
Circumlocution	Exemplifying, illustrating or describing the properties of the target object or action.
PSM related to processing time pressure	Those strategies are used in order to gain time and thus be able to think of the necessary item/s for them to communicate.
Repetitions	Repeating a word or a string of words immediately after they were said.
PSM related to own-output problems	L3 deficiencies identified by the speaker in his/her own output.
Self-correction	Identifying own errors and correcting them.
Error-repair	Making self-initiated corrections of accidental lapses in one's own speech.

Studies related to the use of communications strategies have been mainly focused on the level of proficiency of the learners, especially in L2 (Bialystok & Fröhlich, 1980; García Núñez, 2006; Prebianca, 2009), effectiveness of particular strategies used in conversations (Poulisse et al., 1990) and strategy training of foreign language learners (Faerch & Kasper, 1986; Chamot, 2005; Cohen & Macaro, 2007). Over the years, communication strategies "have been

generally studied as part of learner's use of the language" (Fernandez Dobao & Palacios Martinez, 2007, p. 90), and were treated as independent units. However, this approach was insufficient and there appeared a need to further investigate the issue of communication strategies by paying more attention to their interactional aspect.

According to Yule and Tarone (1997), complete understanding of communication strategies is possible only by analyzing the actions of both the learner and the interlocutor. The study conducted by Rosas Maldonado (2016), focuses on the abovementioned interactional approach to communication strategies. She examined the influence of participants' level of proficiency on the use of CS. The analysis of the conversations held by the learners of English and native speakers in informal context showed that the lower proficiency speakers resorted to a higher number of CS than other learners. In addition to those general findings, it has been also reported that the observation of the way learners use CS has a pedagogical value—it enables the teacher to identify the problems students face while performing communication tasks.

To sum up, communication strategies constitute an important mechanism for learning a foreign language. As pinpointed by Dörnyei (1995), they provide the learners with a sense of security and help them to achieve the communication goals. It is thus important to encourage students to resort to those strategies in the case of difficulty.

The Study

Aim and Research Questions

The present study intends to explore the use of Communication Strategies of 12- and 13-year-old learners of L3 Spanish while interacting with peer students and Spanish native speakers. Interactional conversations between them were examined and three main questions from the study were addressed.

The research questions that guided the study were as follows:
1. What communication strategies are most commonly used by the beginner learners of L3 Spanish?
2. What is the difference in the use of communication strategies between child-child dyads and child-native speaker dyads?
3. Is there any relation between the level of proficiency of the learners in L2 English and the use of communication strategies in L3 Spanish?

Participants

Twenty primary school learners aged 13 and 14 years, and three adults took part in the present study. All the children were the beginner learners of Spanish (L3). They had been studying English as L2 in the school for 6 and 7 years respectively, and their level of proficiency was A2/B1 at the time of the data collection.

The proficiency in English for the children in this study was based on the school's internal assessment records in the subject. For the purpose of the research, they have been classified into the three categories according to their achievement in English tests at the end of the semester into: high, average, and poor achievement (as illustrated in Table 2). Apart from English, they had been studying Spanish as their L3. Their level of proficiency in L3 Spanish corresponded to A1 level on the CEFR scale.

Table 2

Participants and their proficiency in English

Achievement in the test	Number of points in English test	Student	Number of students
High achievement	34.5–45	S2, S3, S5, S6, S7, S19, S20	7
Average achievement	24.5–34	S1, S4, S8, S11, S12, S13, S14, S15, S16	9
Poor achievement	<25	S9, S10, S17, S18	4

Three adult Spanish native speakers, who also took part in the study, had no prior contact with the children and they spoke Spanish to them all the time. They were proficient learners of English, but they avoided using it during the study. As far as their knowledge of Polish was concerned, they recognized only several phrases, but they could not produce any utterance in this language.

The Task

The study consisted of two stages. In the first one, each student received a map of the city and on its the basis, they were supposed to instruct their partners how to reach a particular place in the city (church/shop/beach). At this stage, the students performed the task with their peers in pairs. Each child received a different instruction regarding the place they need to go to (see Appendix 1). The reason for choosing this type of activity was the fact that it was directly related to the topic covered throughout the series of the lessons

with students. Thus, it provided participants with the opportunity to practice in a meaningful context words and phrases they learnt.

During the second part of the study, the Spanish native speakers asked children some basic questions (see Appendix 2), such as: "Cómo te llamas?" (What's your name?), "Cuál es tu deporte favorito?" (What is your favourite sport?), "Tienes una mascota?" (Do you have any pets?), "Qué te gusta hacer en tu tiempo libre?" (What do you like doing in your free time?). At the end, learners were supposed to prepare one question they would like to ask the native speakers. The aim of this activity was to engage the students in rather informal conversations with the proficient speakers of Spanish. The design of the study is presented in Table 3.

Table 3

The design of the task

Design of the study			
Task 1: Interaction with peer student		Task 2: Interaction with native speaker	
The map	Students instruct their partners how to get to the particular place in the city	*Short interview*	Student-native speaker informal chat (asking and answering basic questions)

All the conversations were recorded and then transcribed. Then, the data was analyzed taking into account the student-student versus student-native speaker interaction and switches between L1 (Polish), L2 (English), and L3 (Spanish).

Data Analysis

The study was designed to identify the type of strategies students use most frequently while producing utterances in L3. For this purpose, Dörnyei and Kormos' taxonomy was used and adopted to the need of the present study. Special emphasis was placed on three types of strategies: *problem solving mechanisms related to language deficit*, *own output problems and processing time pressure*. Besides purely quantitative analysis (presenting the number of strategies used by each learner in conversational interactions with peers and native speakers and calculating a number of utterances), qualitative interpretation of data was additionally adopted. This approach enabled to investigate the particular examples of communication strategies and the reasons for their use.

Communication Strategies Used in Child-Child Dyads
and Child-Adult Dyads

Table 4 presents the most common strategies used by children in both type of interactions: native speaker and peer student. Each instance of an observable strategy was recorded and included in the table. There were a total of 105 examples of strategies used in child-child interactions and 47 in child-native speaker interactions. This difference can be attributed to the fact that utterances produced in child-child dyads were much longer than those produced in native speaker-child dyads, which was caused by the fact that children felt much more confident when interacting with their peers than with native speakers who they had never met before. As it can be seen from the transcriptions of the conversations, giving directions was paradoxically easier for learners, as it was connected with the language function they were practicing thoroughly in their Spanish classes.

As it can be seen in Table 4, the students produced shorter utterances when paired with Spanish native speakers. Since they were aware of the fact they were supposed to interact with proficient language users, they might have felt anxious about speaking Spanish.

Table 4

Strategies used by participants when interacting with adults and peers

Strategies	Child-child	Child-adult
Number of words	**1267**	**538**
Message abandonment	1 (0.08%)	3 (0.55%)
Code-switching (L1)	37 (2.92%)	1 (0.18%)
Code-switching (L2)	**23 (1.82%)**	**13 (2.41%)**
Foreignizing	4 (0.31%)	4 (0.73%)
Appeals for help	10 (0.78%)	3 (0.55%)
Circumlocution	**3 (0.24%)**	**5 (0.93%)**
Repetitions	24 (1.89%)	16 (2.97%)
Error corrections	3 (0.24%)	2 (0.37%)
Total:	**105**	**47**

What is particularly interesting to observe is that the strategy that was commonly used among children in both types of pairings was code-switching (Figure 1), which is analyzed in more details in the next section.
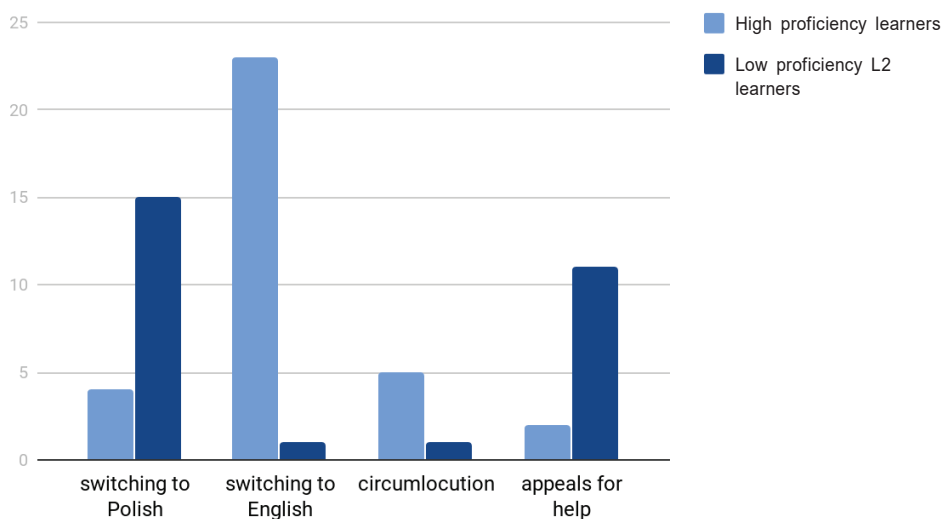
Figure 1. The use of communication strategies by high and low proficiency L2 English learners.

The second strategy that learners adopted in their conversational interactions were repetitions. According to Dörnyei and Scott (1997), their main role is to allow students to plan L2 utterance. In addition to this, repetitions provide the interlocutors with additional time to process new information and according to some researchers (Cook, 2000), they even lighten the atmosphere. In the case of the present study, repetitions were not treated as a limitation, but rather an intended action of the learner, which helped them to remain in conversation despite their low fluency.

Repetitions observed in the study usually included one word or a short phrase. This strategy was adopted mainly to process the interlocutors' speech and gain some time to think of the answer to the question. In Example 1, a student knew the meaning of the word *deporte* (sport). He clearly needed more time to think of the vocabulary related to sport disciplines. As soon as he provided the answer, he wanted to make sure that *fútbol* (futbol) is the one that is acceptable for this question.

Example 1. NS: *¿Cuál es tu deporte favorito?* (What is your favourite sport?)
S7: *Deporte? Es... fútbol.. Si, me gusta el fútbol.* (Sport? It is futbol. Yes, I like futbol.)

Example 2 illustrates another role of repetitions. It turns out that they can perform the function of an appeal for help. Student 3 did not know the mean-

ing of the phrase *estación del año* (season of the year), and instead of clearly asking for clarification, he repeated the phrase. Probably, the native speaker was at first not aware of this appeal for help, but after the second attempt (repetition), it was clear that the child had problems with answering the question. Therefore, the interlocutor provided the pool of answers by listing all the seasons of the year in Spanish.

Example 2. NS: *¿Cuál es tu estación del año favorita?* (What is your favourite season?)
S3: *Hmm... estación del año?* (Season of the year?)
NS: *Si, si.* (Yes, yes)
S3: *Estación del año?* (Season of the year?)
NS: *Te gusta primavera, verano, otoño o invierno?* (Do you like spring, summer, autumn or winter?)
S3: *Me gusta… me gusta verano, porque hmmm porque tengo vacaciones.* (I like... I like summer because I have holidays).

Although the study was constructed in such a way that students should not feel stressed (an informal character of the conversations), they were anxious when talking to Spanish native speakers. It led to certain differences in the number of appeals for help they used in both types of interactions: when talking to the native speaker, they were less willing to do it. To be more specific, there were only three cases of the use of this strategy. As illustrated in Example 2, learners usually did it indirectly, while with peer students they were much more explicit (Example 3).

Example 3. S9: Jak było "na lewo" po hiszpańsku? (How to say "on the left" in Spanish?)
S10: *A la izquierda* (on the left).

Example 3 proves that when interacting with level and age-matched partner, participants were much more direct in their appeals for help. In those situations, they usually switched to Polish and, instead of trying to overcome the problem by resorting to circumlocution, they decided to adopt the strategy that was the most time-saving and convenient for them.

The Use of L1 and L2 as the Most Common Strategy

As it could be expected, during the conversations, children frequently switched to Polish and English. The use of L1 and L2 was observable in both child-child and child-native speaker interactions. The most common situations in which code-switching was used included: direct appeal for help (*Jak było po hiszpańsku 'skręcić'?* – How to say in Spanish "to turn"?), asking for repetitions (*Once again*, *could you repeat?*) and when expressing miscomprehension (*Nie wiem*, *I don't understand*).

Depending on the interlocutor, participants chose different languages: with Spanish native speakers, as expected, they switched to English and with peer students, they used Polish.

Example 4. NS: *Cuál es tu pelicula favorita*? (What is your favourite movie?)
S9: Yyyy *No sé*. Once again? (I don't know)

Example 5. S17: *Gira recto y pasa por la calle del sustantivo* (Turn to the left and cross Sustantivo street)
S18: I tyle? (Is that all?)

Switches to L1 and L2 could be most frequently observed on the word level and on the sentence level (prefabricated phrases). The former ones usually replaced the word that students did not know in L3 Spanish.

Example 6. S16: *Vas recto y luego pasar en el* park. (Go straight and then past the park)

In Example 6, instead of using Spanish *parque*, the student used the word *park* which in Polish and English has the same meaning. What one can observe here is the use of cognates, which also served as an effective strategy, especially in the case of languages that, to some extent, are similar to each other (e.g., English and Spanish).

However, inter-sentential examples of code-switching were also observed in L3 Spanish production. Perhaps, because of the fact that some students did not make much effort to use prefabricated phrases for giving directions, they simply resorted to English phrases.

Example 7. S9: *Cómo se va a la biblioteca?* (How to get to the library?)
S10: *Vas a la calle del Adjetivo, giras a la derecha.* You'll find *biblioteca* there.

As illustrated in Example 7, the student did not know how to finish the dialogue in Spanish, so he used the English phrase: "You'll find …. there." Practicing similar dialogues in English, encouraged the learner to use prefabricated phrases in L2 as a way to overcome communication breakdown. Student 10, in his utterance, however, said the word *biblioteca* possibly because of the fact that on the map the students received, the place *biblioteca* was mentioned several times.

The Level of Proficiency in L2 English and the Choice of Strategies in L3 Spanish

On the basis of the results of the present study, there has been observed a relation between the choice of certain communication strategies and the level of students' proficiency in L2 English. As presented in Figure 1, students with high proficiency in English did not switch to Polish at all. They much more often resorted to L2 in order to prevent communication breakdowns. It can be attributed to the privileged status of English, which should be classified as non-native language of the speakers, in contrast to Polish. As the numerous studies suggest (Llama et al., 2007; Lipińska, 2014), L2 has strong impact on the process of L3 learning. Consequently, if the students felt that they could not recall the word or phrase in Spanish, what was activated in their lexicon was possibly its English equivalent.

At this point, a question arises, why so many participants switched to Polish as it does not hold the same status of foreign language as English or Spanish. As it can be seen in Figure 1, it was a popular strategy used by low proficiency L2 learners. It may be attributed to the fact that English may still not be the language that was mastered by them to such an extent that they can resort to it in the case of communication problems.

Another crucial observation in this study was that mother tongue performed the role of metalanguage. It was used by the learners to start or to finish the conversation (especially in child-child interactions). For example:

S11: Od czego zaczynamy? (So where do we start?)
S13: Jak powiedzieć "tutaj" po hiszpańsku? (How to say "here" in Spanish?)
S20: Skoczyłeś już? (Have you already finished?)

Since the aim of the task students were supposed to perform was to practice Spanish in the meaningful context, the use of L1 should have been reduced to the minimum. However, participants used it only in interactions with peer

students, as they were aware of the fact that Spanish native speakers would not be able to understand them.

Conclusions

In the present paper, there has been presented a comparison of communication strategies used by the beginner learners of L3 Spanish in two pairings: adult-child and child-child. The observations made in the field of conversational interactions of L3 beginner learners helped to determine the quantity and variety of strategies used by students.

The analysis of data has shown that the knowledge of foreign languages (in the present study, L2 English), contributed to the fluent interaction of participants while performing the task. Undoubtedly, mutual influence that all the languages within students' repertoire exert on one another could be observable during the production task in L3. Those switches to L2 English cannot be treated as a major obstacle, but rather as a mechanism that cannot be escaped in the process of learning a target language.

Following the main assumptions of the output hypothesis proposed by Swain (1995), the study confirms that children need to have the opportunity to use the target language as often as possible. It has been proved that, even though the students have low proficiency in an FL and often lack the necessary means to express themselves, they are able to interact with one another and compensate for insufficient competence. Although teachers fear that it may cause an overuse of L1 (Polish) in target language production, the study shows that students rarely resort to their mother tongue. This observation inevitably leads to the final conclusion that during foreign language lessons, students should spend at least part of it performing communicative tasks in pairs. It proves the only way to help children use the target language in a meaningful way and consequently achieve a higher level of proficiency.

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Dominika Dzik

Unterschiede in der Verwendung von Kommunikationsstrategien in der Schüler-Schüler- und Schüler-Erwachsener-Interaktion am Beispiel des Spanischen als L3

Zusammenfassung

Ziel dieses Artikels ist es, die Unterschiede in der Verwendung von Kommunikationsstrategien unter den Schülern der 6. und 7. Grundschulklasse zu vergleichen und zu besprechen. Die Studie bestand aus zwei Phasen und umfasste 20 Kinder im Alter von 13 und 14 Jahren sowie 3 Studierende aus Spanien. Bei der ersten Aufgabe arbeiteten die Lernenden paarweise mit ihren Gleichaltrigen und lösten eine Übung, die darin bestand, anhand einer Karte den Weg zu einem bestimmten Ziel aufzuzeigen. Im zweiten Teil der Studie wurden die Teilnehmer darum gebeten, ein kurzes Interview mit Studierenden aus Spanien durchzuführen. Die Gespräche der Lernenden wurden auf Spanisch geführt. In beiden Teilen der Studie wurden die Teilnehmer aufgezeichnet und die auf diese Weise gewonnenen Daten wurden einer quantitativen und qualitativen Analyse unterzogen. Die Ergebnisse verweisen deutlich darauf, dass die Lernenden trotz der geringen Sprachkenntnisse verschiedene Kommunikationsstrategien leicht anwenden konnten, um die für die Studie erforderlichen Informationen effektiv zu übermitteln. Trotz der begrenzten Sprachressourcen versuchten die Teilnehmer, in ihren Äußerungen Polnisch zu vermeiden. Stattdessen nutzten sie viel häufiger ihre Englischkenntnisse und deren Ähnlichkeit mit dem Spanischen. Die Studie bewies, dass die Lernenden in der Anfangsphase des Fremdsprachenunterrichts die Möglichkeit haben sollten, solche Kommunikationsaufgaben auszuführen, die es ihnen ermöglichen, die bekannten Sprachstrukturen in einem bestimmten Kontext effektiv zu verwenden.

Schlüsselwörter: Schüler-Schüler-Interaktion, Kommunikationsstrategien, interlinguale Einflüsse, Drittsprachenlernen

The map of the city
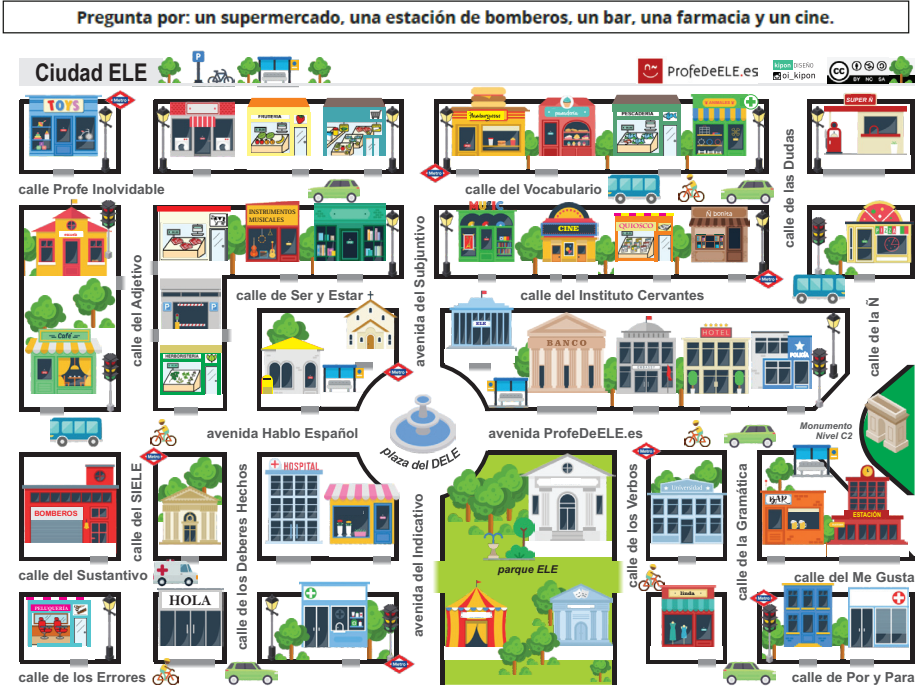
Appendix 2.

Examples of questions asked by native speakers

1. ¿Cómo te llamas? (What's your name?)
2. ¿Tienes hermanos? (Do you have siblings?)
3. ¿Qué te gusta hacer en tu tiempo libre? (What do you like doing in your free time?)
4. ¿Cuál es tu deporte favorito? (What is your favourite sport?)
5. ¿Qué idiomas hablas? (What languages do you speak?)
6. ¿Qué música prefieres? (What type of music do you like?)
7. ¿Tienes mascota? (Do you have a pet)?