

Færch, Claus et al.: *Learner Language and Language Learning*, Copenhagen: Nordisk Forlag, 1984, pp. 156-158

## **Communication strategies:**

1. **Reduction strategies** (of which the most extreme form is to give up)

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2. **Achievement strategies** (learners try to achieve what they actually intend to say)

## **Achievement strategies:**

### **L1-based strategies:**

1. **Code-switching** – my “knallert”
2. **Anglicizing** – [knæl\*]
3. **Literal translation** – I take myself in the neck (I pull myself together)

### **IL-based strategies**

1. **Paraphrase** – some people have a car, and some have a bicycle, and some people have a cykel there is a motor
2. **Generalisation** – people from all country (young people from all parts of the world)
3. **Restructuring** – I have four – I have three sisters and one brother (søskende: sisters and brothers)
4. **Word-coinage** – funny-dress ball (fancy-dress ball)

### **Interactional strategy**

1. **Appeal** – my sweater is – what colour is this?

### **Non-linguistic / non-verbal strategies**

1. **Gestures**
2. **Facial expressions**

## **Reduction strategies:**

1. **Topic avoidance**
2. **Meaning replacement**

pp. 174-175

**Tolerance tests** attempt to assess the effect that learner language has on native listeners, to specify which aspects of communicative competence are particularly important, and what impedes communication.

The risks that learners run are essentially of two kinds:

- learner language may be **incomprehensible**
- learner language may **distract** the attention of the listener away from the message and onto the form in which the message is expressed

p. 175

. . . we shall summarise a tolerance test which focussed on the comprehensibility of learners' written language. The main finding of this study was that lexical errors impede comprehension far more than grammatical ones. . . .

J.fr. også p. 176 i Tornberg, Ulrika: *Sprogdidaktik*

sp. 1

. . . hvordan eleven bruger sproget . . .

I 1977 foretog Kvistgaard Jacobsen og Larsen en undersøgelse af, hvilken tolerance indfødte englændere havde over for danske elevers sprogfejl på engelsk. Det viste sig, at tolerancen over for fejl i ordforråd var meget lav, dvs. valget af det rigtige ord var vigtig, mens tolerance over for grammatiske fejl var relativt høj. Englændernes opfattelse blev bestemt af, om de forstod, hvad der blev kommunikeret eller ej . . .