APPENDIX C

CLASSIFICATION SYSTEM FOR ANALYSING COMMUNICATION STRATEGIES

This Appendix presents:

1. The classification system used in the study for analysing communication strategies; and

2. Examples of communication strategies from the transcribed data.
CLASSIFICATION SYSTEM FOR ANALYSING COMMUNICATION STRATEGIES

TYPE A: INTRA/INTER-LINGUAL STRATEGIES

1. Syntactic:
   a) Prefabricated patterns: i) inappropriate
      ii) appropriate
   b) Syntactic transliteration
   c) Rule extension
   d) Functional extension
   e) Overelaboration
   f) Message reduction: i) as avoidance
      ii) for economy/effect

2. Semantic:
   a) Semantic transliteration
   b) Semantic contiguity
   c) Contextual analogy
   d) Use of superordinate term

TYPE B: REFORMULATION STRATEGIES

1. Task-oriented:
   a) Restructuring/repair: i) self
      ii) other
   b) Retrieval
   c) Appeal: i) direct
      ii) indirect
   d) Message abandonment
   e) Offer

2. Effect-oriented:
   a) Circumlocution
   b) Elaboration
   c) Repetition: i) rehearse
      ii) accept
      iii) challenge
      iv) emphasise
   d) Use of filler
TYPE C : CODE-SWITCHING STRATEGIES

1. Task-oriented: 
   a) Avoidance of breakdown 
   b) Use of filler 
   c) Clarification/amplification/emphasis 
   d) Message qualification 
   e) Reversal to TL

2. Effect-oriented: 
   a) Addressee specification 
   b) Personalisation 
   c) Solidarity 
   d) Humour
EXAMPLES OF COMMUNICATION STRATEGIES
FROM THE TRANSCRIBED DATA

Strategy Alai : Prefabricated patterns : inappropriate

a) Me : Then - what is being - so what - we - see that -
what he is thinking? (pause) - what do you think?

Sm : (indistinct) ....drew the paper

b) II : Then when they will take rest?

Me : Ya, that's why I'm saying - now - you say that -
now no journey - then - what to do in Mahabaleshwar?

Strategy Alaii : Prefabricated patterns : appropriate

a) Me : draw the sketch - er- like that - and so -
what do you think he is - doing?

Pa : He is just marking the things - this - er -

b) So : What about you?

Me : I have given my views - (laughhs) - ya, okay
now Ila

Strategy Alb : Syntactic transliteration

a) Me : ..... there is a picture and - er - there - er - the hand
is out -outstretched - then there is a thorn crown, means
- er - we know the story of Jesus, no ? .......

b) Be : It's like office - or worker - or assistant -anything

Me : [Ha:] (yes)

Pa : Assistant only he is looking like, [ne?] (right?)
Strategy Ale : Rule extension

e) Me : Okay, Parul will start - because she has - er -
Pa : the contrast of colours - er - because background
is - the dark colour - and - er

b) Il : Hmm - proud of -
Me : message sent - er - spreaded by Jesus - er - from the
  time of his birth till his death ..........

Strategy Aid : Functional extension

a) Hi : Pandar divas, e - (fifteen days might be ....)
Ka : Then sixteen days - it may be they want to see Delhi

b) Ma : One-thirty, they will start for Jamme
Ka : Passing from Haryana - and - er - Punjab - if they
  want to see Golden Temple in Amritsar itself - no?

Strategy Ale : Overelaboration

a) Me : Do you agree ? - mm? - (okay)?
  (laughs) - so - we will put it in - er -
Pa : technical skill

b) Pa : that - er - open test
Me : No - but for - I think for undergraduate that
  will not be -open test

Strategy Aifi : Message reduction: as avoidance

a) Hi : train - early in the morning only - nine'clock
Rk : No, no - not nine

b) Me : So what are - they are doing?
So : Conference
Me : Conference ?
Strategy A\textsubscript{1fii} : Message reduction : for economy /effect

a) Me : So what are - they are doing?
So : Conference
Me : Conference ?

b) So : No - it is not look like - (laughs) - mm - okay!
Me : The next thing - laboratory

Strategy A\textsubscript{2a} : Semantic transliteration

a) Pa : \[\text{ackha:} \] (okay) - he may be the clerk, no?
Be : Or helper
Pa : Then also - ya - he can just - tell that - do this thing and - he can help - er -

b) Pa : What we see from the picture
Me : Hrm- fro - in picture what all is seen and what technical skills he use

Strategy A\textsubscript{2b} : Semantic Contiguity

a) Rk : We can say that - \textbf{wr} - light - falling on the statue there is - er - a -dark - dark shade on the opposite side of the -this thing - light - and -er- powerful -

Rn : Strength
Rk : bright- er - brightness of the statue on the -er- side which - er - from which side the light is coming-

b) Me : then they'll go in that - ya (laughs) but for supper ?.
Pa : eat next day (laughs) - in snacks - there was a heavy snack - heavy \textit{breakfast} - (laughter) - [nahi] (no), really - heavy breakfast after you've had, there is no need of - er -
Strategy A2c: Contextual analogy.

a) Me: Okay — so we're doing this task — that is, the description of Leonardo da Vinci's painting, the Madonna of the Rocks, passage A, has been given in — below — in points form — under two main topics: actual visual presentation and technical skill.  Using the same pattern, list in point form, information on the Last Supper, Passage B and C.  

(Later) no, now we will start with our task — so — what are all the audiovisual presentations of the Last Supper — start, IIa — what have you noted from the text?

b) II: Then with percentage
Pa: Hmm
Me: Percent — minimum percentage of forty-five
Be: 45 percentage (pause)

Strategy A2d: Use of superordinate term

a) Ha: dead
Ma: dead body's — (pause)
Hi: His — legs — no? Hmm *

b) Rk: [Achha] (okay), stay here for might halt, Hmm? — then —
Ka: Early the morning they will go to — there

Strategy B1a: Restructuring/repair oneself

a) Pa: If it is not booked then it is very — er —
Be: Hmm
Il: ya

* In the visual being described at this point, only the feet are visible.
Pa: there should be - er - otherwise it was will - very difficult to get the rooms in the hotels

b) Rk: Mother Mary sitting - er - with the dead body of his - of her son - means -

Ma: Mmm - of Christ

Strategy Blsii: Restructuring/repair: other

a) So: Tit - for title?
Me: It is slogan
Be: Slogan
So: Slogan

b) Pa: No, but the way he is standing I don't think that he is student
* Me: She is student

("In the visual being described, a girl is apparently working in a laboratory.")

Strategy Blb: Retrieval

a) Me: Then - these people - means - er - that - they come from the same - that - er - means they are - like - all the doctors in the club - or - the - er
So: Conference

b) Hi: Mmm - and the depth of the picture makes it more meaningful - or - more - er
Rn: real
Hi: more - more - more - realistic

Strategy Blci: Appeal: direct

a) Pa: they will show all the - er - things like - er - there are very fine - er - what do you say - er - that - er
Be: Christi -
Pa: er - hmm - Christian - er -
Me: Church
b) Me: ... now - er - what - what slogan - can we introduce there?
Sm: Mmm - slogan means what?

**Strategy Bicii: Appeal: indirect**

a) Pa: No open test - hmm?
Me: Hmm - for admission no open test
b) Rk: go there by bus, and reached - at -
Ka: Mm- may be ten o'clock [to a:pe de pohchi jaie]
   (we would reach)

**Strategy Bl d: Message abandonment**

a) Me: Now - what is being thought by them?
So: They might be - (pause)
Pa: We have to make story in two or three lines
b) Rk: ...show that - er - she - is proud
Rn: is proud
Rk: [hā ne?] (right?) - proud that - the son has -
   mmm - her son - is - [nah?] (no) - son -
Ha: is -
   (pause)
Rk: [pachhi?] (next?) - (pause) - anything else is there?

**Strategy Ble: Offer**

a) Rk: We can see that - er - Christ has become very weak,
   [ne?] (right?)
Ha: Mmm - [a: nās] (the veins) -
   (pause)
Ma: his expressions shows
b) **Ka** : We have to go by bus and - in the morning - and - we have to come -

**Ma** : *evening*

**Strategy B2a** : *Circumlocation*

a) **Me** : And then they will start - okay - okay - no - they will take that - the -

**Sm** : [*acha:*] (okay), hmm

**Me** : breakfast they will take *in the* - (pause) when they go

b) **Me** : Mmm- bullock will be white

**Be** : then - black cart - (pause )

**Me** : then the master *will be wearing* - *er* - *means* - *his* clothes won't be - *very* - *means* *his* clothes will be shown dirty

**Strategy B2b** : *Elaboration*

a) **RK** : We can see that - *er* - Christ has become very weak, [*na:*] (right?)

**Ha** : Mmm - [*aːnas*] (the *veins*) - (pause )

**Rk** : his expressions shows

**RK** : *expressions* - [*nahI*] (no) - *body* - *er* - *structure* [*hā ne ?*] (right?) - [*aːbadhāː pāːsdāː me*] (the ribs, and ) - even the - *position of the hands and the legs* - the - *posture of the body* - posture of the body - weakness, no?
b) Pa: In Mahabaleshwar we can ride, [ne?] (right?)
Be: [ha:] (yes), horse - riding
Me: Okay, then - visiting places and - er -
        entertainment - okay? - it may be riding or anything-
        (pause) - and again at twelve O'clock -

Strategy B2c1: Repetition: rehearse

a) So: Title - for title?
Me: It is slogan
Be: slogan
So: Slo-gán

b) Hi: ....Christ is lying on her - see - I means -
Rk: lap
Hi: Hmm?
Rk: lap-lap
Hi: [chhe ne, ene ma:te ek shabda chhe] (you
        know, there is a word for that)
Rn: lap
Ha: l--a--p

Strategy B2c11: Repetition: accept

a) Rk: Mother Mary sitting- er- with the dead body of
        his - of her son - means
Ma: Mmm- of Christ
Rk: of Christ

b) Me: this -breakfast at - er - four ?
Pa: four
Me: four to five
Pa: Hmm, four to five
**Strategy B2ciii: Repetition: challenge**

a) Me : [achhai] (okay) - third picture, hmm?
   Pa : discussing
   So : meeting - mee - (pause)
   Be : playing cards
   Me : playing cards?

b) Me : What do you think, Parul?
   Pa : She is - mm - taking her test, means-
   Me : Test?
   Pa : Ya
   Me : Sonal, what do you think?

**Strategy B2civ: Repetition: emphasise**

a) Hi : Christ is lying on her - see - I means-
   Rk : lap
   Hi : Hmm?
   Rk : lap - lap

b) Sm : [pachhi mentally e a:vse] (then we have mentally -er -)
   Il : Hmm
   Me : Yes - insane - persons
   Be : Hmm (pause)
   Sm : Insane?
   Me : Hmm - insane

**Strategy B2d: Use of filler**

a) Il : Like - the woman work in - building construction
   Sm : Building construction
   Me : Work - working at the -er-means-er - like -
   [sû kehva:y] (how do you say that) -
   giving-er-doing very hard work
b) Rk : Ya, that is - she's already found, ne? (right?) - because if she'll do the - means - this thing ne? (right?)
Hi : She wanted to do that
Rk : [Hā:] (yes)

Strategy C1a : Avoidance of breakdown
a) Rn : [Realistic chhe, ni?] (its realistic, isn't it?)
Rk : Hmm, [a:m] (this)
Ha : [dekhai a:ve ekdam] (It's clearly visible)
Ma : [jeva: hoy tevaj la:ge chhe, ne? - jo , a:
ā:glioni - a:] (they look exactly like they are in real life, don't they? look the fingers'- this)
Rk : Hmm
Rn : [nas pan dekhā:y chhe] (you can even see the veins)

b) Il : [pet ma:te kare - e sū kehva:y, e -] (you do it in order to fill your stomach how do you say that - )
Me : She's - er - hmm- doing hard work for - er - hunger [pet ma:te] (for her stomach) - er - [pet] (stomach) means do it for - er - hunger no?

Strategy C1b : Use of filler
a) So : No, no, its okay, but- we say- [ke em] (that, erm) - er - friendship - we have to friendship with - erm
Me : We have to - we don't have to be friendship - it is the - natural thing - that -
b) II: Then- why we have selected slogan

Me: Ya- why we selected this slogan - see, now -

\[ \text{pen $a:p$} \] (give me the pen) - \[ \text{achha:} \] (okay)- choice of visuals - now see- we have decided this thing

Strategy Clc : Clarification/amplification/emphasis

a) Me: Now - what clours - shall we give?

Be: Er- for woman-

Me: Mmm

So: Er- poor woman is - [ekdam dark] (very dark) - and

II: Woman is wearing -

Be: [bahu dark, etle - gandāi kapadāi peheryāi hoy] (very dark, that is - she's wearing dirty clothes) - dirt.

b) Ma: [nū em nathi kehva: mā:gti] (that's not what I am trying to say)

Rk: I know what you want to tell- you want to say

[ke evo - evo a:pnāi: māgajmnāi: vichā:r na:a:ve ne, ke] (that surely such a - such a thought would come to our mind, that) - er - whether we are going to -er - succ-ce: finish our work successfully or not - experiment successfully or not, [ne?] (right?)

that's what you want to say, [ne? kem?] (isn't that right?) - [tū dha:ro ke’experiment karti hoy , hmm, ane tarū kēik khotū jaiy- to tene em to tha:y ne, ke marū a: successfull nahY jaiy to mane madam ladshe] (suppose you are working on an experiment, hmm, and something goes wrong, surely you would think, wouldn't you, that if I'm not successful, madam will scold me)
Strategy Clc: Message qualification

a) Ka: [nu em nathi kehva: māigti] (that's not what I am trying to say)

Rk: I know what you want to tell - you want to say
[ke ev o – evo aipnā: magajmā: vichaῑr na: aive ne, ke] (that surely such a - such a thought would come to our mind, that) - er - whether we are going to - er - succ-er - finish our work successfully or not -

b) Pa: Hmm, let them travel at night, [kaːran ke] (because) they will reach in the morning [ne?] (right)?

Me: Hmm, they will get time to - er -

Strategy Clc: Reversal to TL

a) Be: nahi pan (no, but)
Pa: But in laboratory.
Il: laboratory ma to apron aj wear karvaːnū chhe ne] (in the laboratory one has to wear an apron, right?)

b) Hi: [pachhi kashmir rahya; - pachhi chothe divase paːchhaː nikalyaː] (then we stayed in kashmir - then we started back again on the fourth day)

Ka: [na: naː - naː naː - kashmir aːpde tyāːj rahyaː, ne? - tyāːthi morning māː javaːnū hoy, ne evening māː paːchhū aːivvaːnū hoy -] (no, no - no, no - in Kashmir we stayed at the same place, right? from there you start out every morning, and return every evening-)
Strategy C2a: Addressee specification.

a) So:  
[just - to pachhi woman sū ka:m - koi ma: nasbi a:ve, ne?] (just - in that case, why a woman - you could also show a man, right?)

Pa:  
[pan ene pachhi vadha:re e] (but he would be more - er)

Me:  
English, English - (laughs)

So:  
[Ke woman aj - especially woman kem a:pyū chhe ?] (so why have they specified a woman, especially a woman?)

Me:  
[Englishmā; bol thodū!] (Talk in English, at least a little bit!)

b) Me:  
Okay, then - what will they do in Matheran - they will visit temples?

Il:  
Hmm?

Me:  
[temples hai udar] (there are some temples there)

Strategy C2b: Personalisation.

a) Pa:  
[they will just visit the - [e sunset ma:te, ne?] (to watch the sunset, right?)

Be:  
[na: have!] (certainly not!)

Pa:  
[ha: - kem, mountaimā: te na: hoy?] (of course - why, aren't there sunsets on the mountainside?)

Me:  
[ha:, pan dekhāiy chhe evū kone kahyū?] (true, but who says you can always see them?)
b) Ka: No, no - houseboat cheaper than in hotel - [same to houseboat mā: bahu maja: kari!] (we had great fun on the houseboat!) (laughs)

Hi: Hmm

Ka: [houseboatmā: maja: aive!] (it's fun to live in a houseboat!)

Strategy C2c: Solidarity

*a) Rn: No, no! you tell what you what to write, so even we can understand

Ka: (indistinct) .... [bahumatī] (consensus) .... (laughter)

Rk: No, no - there's no [bahumatī] (consensus) in this, you have to discuss now

Hi: [jo te saichī hoy to bahumatino kāi arthāj nathi, ne!] (if what you say is true, then consensus would have no meaning!)

Ka: Hmm

Rn: [jo kāi tane kehvū chhe to tū lakha:v] (if you have a point to mention, tell us, and we'll write it down) - (pause) - evū nahi ke pachhi ta:re māni levū ke ta:rū e nathij] (you should not assume that you are wrong, that what you say is not true)

(laughter - pause)

(* this exchange occurred after an extended argument between Kailash and the others in the group)
b) Be : 
[pan e to traffic ma:te thai ja: she] (but that
would be a poster about traffic)
Me : 
[a:ipne chhe ne, e] (you know what we should do, er)
we should give the-an idea to the people about the-
Il : 
don't beat to-
Me : 
Cruelty - hmm?

Strategy C2d : Humour

a) Il : 
Then they will take rest
Me : 
Mmm?
Il : 
Twelve to four
Me : 
twelve to four?
Pa : 
[nahI, nahI have!] (no, certainly not!)
Be : 
of course
Pa : 
[e lokone kai etlu badhu] (they don't need that
much)
Be : 
[has! - thak laigyo hashe, ne!] (oh yes- they
must be exhausted, right?) - (laughter)

b) Pa : 
Khandala - or Khatmandu?
Be : 
[Na: - Khatmandu to ky:a! Nepa:lma: a:vU!] (no! Khatmandu is nowhere near there! It's in
Nepal!) - (laughter)

Notes: 1. The transcription conventions used for the data are presented in Appendix M.
2. Participants: Rakshma (Rk), Kailash (Ka), Hina (Hi), Ranjit (Rn), Malti (Ma), Harida (Ha),
Bela (Be), Ila (Il), Parul (Pa),
Meena (Me), Sonal (So) and Smita (Sm)