

Age and proficiency effects on children's use of compensatory strategies in CLIL

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The study of second language learners' strategic competence has increased in recent decades, with a focus on the effect of various individual differences such as age and proficiency (see Magogwe & Oliver, 2007). Young children, as compared to adolescents or adults, do not seem to particularly show an extensive use of compensatory strategies. These strategies have been investigated both in written and oral production in EFL (Cenoz, 2003; Muñoz, 2007; Poulisse & Bongaerts, 1994) and CLIL (Agustín Llach, 2009; Celaya & Ruiz de Zarobe, 2010; Gallardo del Puerto, 2015) contexts. However, few (pseudo)longitudinal studies have been conducted in CLIL settings (Arratibel Irazusta & Martínez Adrián, 2015; Lázaro Ibarrola & García Mayo, 2012). Besides, there is a lack of research investigating young children's use of compensatory strategies by means of questionnaires (see Purdie & Oliver, 1999), particularly in CLIL environments.

This study analyses the self-reported opinions from a questionnaire on the use of compensatory strategies administered to two different age/proficiency groups of L2 English learners in a primary school CLIL programme. We will explore (i) whether a lower use of strategies is found in older/more proficient L2 learners and (ii) whether there are also qualitative differences in terms of types of strategies.

Method

The survey was based on instruments adapted from Kellerman, Bongaerts & Poulisse (1987), Oxford (1989), O'Malley & Chamot (1990), Poulisse (1990) and Yule & Tarone (1990).

Results

No differences emerged regarding the total number of compensatory strategies. Nevertheless, the results yielded significant differences in the strategy *foreignising*, where a less frequent use is reported by older/more proficient learners, supporting recent production findings (Arratibel Irazusta, 2015; Gallardo del Puerto, 2015). Besides, these learners say they use the strategy *body language* less often, all of which seems to indicate that older/more proficient learners draw on some non-target language-based strategies to a lesser extent in the L2.

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