

กลวิธีการสื่อสารในการพูดของนักศึกษาวิชาเอกภาษาอังกฤษ
ที่เรียนวิชา ฟัง-พูด 1 สถาบันราชภัฏนครราชสีมา

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**ORAL COMMUNICATION STRATEGIES EMPLOYED BY ENGLISH
MAJORS TAKING LISTENING AND SPEAKING 1 AT RAJABHAT
INSTITUTE NAKHON RATCHASIMA**

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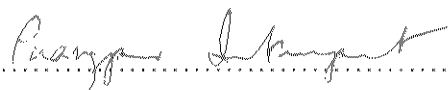
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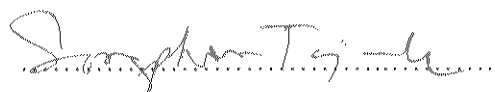
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ละออทิพย์ วีระรักษ์ : กลวิธีการสื่อสารในการพูดของนักศึกษาวิชาเอกภาษาอังกฤษที่เรียนวิชาฟัง-พูด
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MAJORS TAKING LISTENING AND SPEAKING 1 AT RAJABHAT**

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การวิจัยครั้งนี้มีจุดประสงค์ที่สำคัญ3ประการคือ: เพื่อสำรวจการใช้กลวิธีการสื่อสารประเภทต่างๆในการพูดของนักศึกษาวิชาเอกภาษาอังกฤษ, ปริมาณความถี่ในการใช้กลวิธีการสื่อสารแต่ละประเภทและความสัมพันธ์ระหว่างความถี่ที่นักศึกษาใช้กลวิธีการสื่อสารแต่ละประเภทกับระดับความสามารถในการพูด

กลุ่มตัวอย่างเป็นนักศึกษาวิชาเอกภาษาอังกฤษที่เรียนวิชา ฟัง-พูด 1 ภาคเรียนที่ 1 ปีการศึกษา 2545 จำนวน 16 คน ซึ่งผู้วิจัยได้มาโดยวิธีการสุ่มจากคะแนนการทดสอบการพูดภาษาอังกฤษ โดยแบ่งเป็นสองกลุ่ม คือ กลุ่มที่มีความสามารถในการพูดในระดับสูงและต่ำ

การวิจัยหลัก คือ การสังเกตส่วนเครื่องมือที่ใช้ในการศึกษาค้นคว้าครั้งนี้คือแบบสังเกตการใช้กลวิธีการสื่อสารและกิจกรรมการพูด 4 ประเภท คือ 1) การสัมภาษณ์ 2) การสนทนา 3) บรรยายภาพ และ4) อธิบายความหมายของคำศัพท์ วิธีการเก็บข้อมูลใช้การบันทึกแถบเสียงและแถบวีดิทัศน์การสนทนาระหว่างอาจารย์เจ้าของภาษากับนักศึกษา การหาปริมาณความถี่ของการใช้กลวิธีการสื่อสารใช้คำร้อยละและใช้สถิติไคสแคว์ ในการเปรียบเทียบปริมาณความถี่ในการใช้กลวิธีการสื่อสารของนักศึกษาและระดับความสามารถในการพูดของนักศึกษาที่เป็นกลุ่มผู้มีความสามารถในระดับสูงและต่ำ

ผลการวิจัยสรุปได้ดังนี้คือ นักศึกษาใช้กลวิธีการสื่อสารครบทั้ง 5 ประเภท คือ 1) กลวิธีการปรับข้อความ 2) กลวิธีที่ใช้พื้นความรู้ภาษาอังกฤษ 3) กลวิธีการไม่ใช้ภาษาพูด 4) กลวิธีที่ใช้พื้นความรู้ภาษาแม่ 5) กลวิธีการหลีกเลี่ยง นักศึกษาที่มีความสามารถในการพูดในระดับต่ำใช้กลวิธีการสื่อสารในปริมาณความถี่ที่ 130-126 มากกว่านักศึกษาที่มีความสามารถในการพูดในระดับสูง นักศึกษาที่มีระดับความสามารถในการพูดต่างกันใช้กลวิธีการสื่อสารแต่ละประเภทในปริมาณความถี่ที่ต่างกัน

สาขาวิชาภาษาอังกฤษศึกษา

ปีการศึกษา 2546

ลายมือชื่อนักศึกษา.....

ลายมือชื่ออาจารย์ที่ปรึกษา.....

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม.....

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม.....

**LA-ORTIP WEERARAK: ORAL COMMUNICATION STRATEGIES
EMPLOYED BY ENGLISH MAJORS TAKING LISTENING AND
SPEAKING 1 AT RAJABHAT INSTITUTE NAKHON RATCHASIMA
THESIS ADVISOR : ASSISTANT PROFESSOR PUANGPEN
INTRAPRAWAT, DOCTOR OF ARTS. 140 PP. ISBN 974-533-265-8**

The objectives of the present investigation were threefold: to explore types of communication strategies, to examine the frequency and to examine the relationship between the frequency of each type of communication strategies used by English majors and their English speaking abilities.

The subjects were 16 first year students majoring in English who took Listening and Speaking1 Course in the first semester of academic year 2002 at Rajabhat Institute Nakhon Ratchasima. They were randomly divided into two groups as the more able and less able according to their speaking test scores.

Classroom observation was used as the main research method and the research instruments were the observation form and four speaking tasks: 1) oral interview, 2) conversation, 3) describing pictures and 4) explaining the meaning of words. Both video recording and audio recording were used to record the visual behaviors and oral performance in order to collect data. Percentage was used for the frequency of each type of communication strategies and chi-square test was used to compare the frequency of each type of communication strategies of the more able and less able speaking ability students.

The findings revealed that English majors employed all five types of communication strategies as expected. They were 1) modification devices, 2) target language-based strategy, 3) nonlinguistic strategy, 4) L1-based strategy and 5) avoidance strategy. The less able group employed communication strategies more frequently than the more able one. The results of chi-square test revealed statistically significant difference between the frequency of more able and less able speaking ability students' use of each type of communication strategies.

สาขาวิชาภาษาอังกฤษศึกษา

ปีการศึกษา 2546

ลายมือชื่อนักศึกษา.....

ลายมือชื่ออาจารย์ที่ปรึกษา.....

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม.....

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม.....

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CHAPTER I

INTRODUCTION

1.1 Statement of the Problems

Speaking skill is recognized as the weakest of the four language skills of many foreign language learners at all levels (Biyaem, 1997). Not only students in the elementary but also students in higher education level who have studied English for many years still have difficulties in speaking English, especially when speaking with native speakers (Ellis, 1994). This implies that teaching speaking skills has failed once it is reduced to teaching students to memorize of vocabulary and grammar out of context (Lian, 2000). According to Biyaem (1997), Thai students cannot speak English fluently because of these problems: 1) interference from the mother tongue (Thai) particularly in pronunciation, syntax, and idiomatic usage, 2) lack of opportunity to use English in their daily life and 3) shyness to speak English with classmates. These causes may be common at all levels including English majors at Rajabhat Institute Nakhon Ratchasima.

Indeed, the results of Rajabhat Institute speaking entrance examination 2001 revealed that most of the first year English majors are unable to carry on simple conversations with native speakers or even with their non-native English teachers. These students may probably have no chance to practice speaking English in the classroom because listening and speaking skills are not the focus skills in the primary and secondary schools (Intraprawat, 1978). Teaching and learning English tend to

focus on grammar-translation, reading and writing exercises (Pongthongchareon, 1982). Still, the students cannot apply their knowledge of grammar and vocabulary in their speaking lessons because they have not had enough practices. Thus, most of the first year English majors at Rajabhat Institute Nakhon Ratchasima have limited speaking ability.

At Rajabhat Institute Nakhon Ratchasima, students majoring in English are required to take four courses in Listening and Speaking, which meet three periods (two and a half hours at a time) a week for one semester. These courses focus on English for daily communication. The classroom activities include communicating in English using dialogue, role-play and extended turns appropriate for everyday situations. In the first semester of academic year 2001, the researcher conducted the survey questionnaire adapted from Underhill's Rating Scale for speaking ability and written interview (1987) of 100 the English majors taking Listening and Speaking 1. The results of the survey and interview indicated that speaking problems could be classified into two main types: the lack of grammatical knowledge and/or vocabulary limitations and the lack of self-confidence in using English. Therefore, these main problems at least had to be remedial so that these students could cope with any speaking difficulty derived from this course.

Theoretically, speaking ability requires not only knowledge of vocabulary and grammar but also negotiating effectively, adapting to different contexts within the cultural and social rules of the communication setting (Wells, 1985). Moreover, it is through the interaction between speaker and listener that meaning becomes clear. The listener gives the speaker feedback so as to understand what the speaker has said. In this way, the speaker can revise what has been said and try to communicate

the intended meaning again, if necessary (Norton, 1997). So the students need to have communication strategies to handle possible English language interaction which may arise in their communication classes because their communicative success relies entirely on their “ability to communicate within restrictions” by using strategies (Savignon, 1983, p.43). Indeed, in order to communicate effectively with others, individuals use various strategies to establish and maintain a positive relationship with their partners in the interaction (Bialystok & Frohlich, 1980).

Several researchers have suggested that learning may result from the use of communication strategies either to compensate for the speakers' breakdowns in communication or to enhance the speakers in their interaction with others. Faerch and Kasper (1980) suggest that the conversational effect of the use of mime or message abandonment, for example, is often to get the interlocutor to help the speaker to find the right structure to say what he or she wants to say. Chen (1990) states that learners are capable of executing communication strategies, and as a matter of fact, they employ communication strategies every now and then, but may not be able to use the appropriate communication strategies spontaneously. This is because they might not be encouraged to practice appropriate types of communication strategies while they are performing speaking tasks in their classroom context. According to Rababah (2001), not all communication strategies should be encouraged. Examples are topic avoidance, language switch, and message abandonment. These strategies should not be encouraged in some situations that the speakers need to enhance their language learning. Other strategies such as circumlocution, appeal for help, self-correcting, and approximation should be encouraged. Furthermore, Edna (2000) states that learners may use avoidance,

compensatory, and/or time gaining strategies to overcome the lack of grammatical knowledge or vocabulary limitations while speaking English. Other techniques are object descriptions, gesture synonyms, or transferring from the first language (L1). All of these facilitate the oral production of L2 and make students more self-confident. In addition, different learners who are all successful language users employ different strategies to cope with the problems and reach their communicative goals. (Price, 1978, p. 389). It can be seen that the use of some communication strategies such as circumlocution, appeal for help, self-correcting and approximation may enhance the speakers in their interaction with others. Other communication strategies that may compensate for the speakers' breakdowns in communication are mime, message abandonment, avoidance, compensatory, and time gaining strategies.

Nevertheless, only a few studies concerning students with limited English proficiency have been conducted. Dula (2001) investigated the effects of communication strategy training on foreign language learners at the university levels. The findings suggest some potential benefit in the direct teaching of circumlocution, fillers and hesitation devices as means of helping learners avoid communication breakdowns. Rababah (2001) examined communication strategies used by English majors while communicating in L1 Arabic and L2 English. It was found that the learners' use of communication strategies was related to their proficiency level and also the type of task they were performing. In Thailand, studies have been attempted to facilitate students' English speaking both in secondary school and university contexts. Khaopet (1996) investigated the frequency of communication strategies use in English speaking of Matthayom Suksa 6 students at Private School in Satun. The results showed that the students employed five types of communication

strategies. The strategy that the students used most was modification devices and nonlinguistic strategy and they used avoidance strategy least. Ton (1989) investigated communication strategies employed by Thai learners of English at university level in interaction with native speakers. The results showed that the communication strategies the students employed were appeal, approximation, avoidance, borrowing, clarification, contextualization, literal translation, paraphrase, partialization and mime. Both high and low language proficiency students employed the same communication strategies but the frequency of communication strategies use was different. Wannaruk (2002) investigated the range of communication strategies used by college students at Suranaree University of Technology on language tasks. The results of the study were that 1) the communication strategies that the students employed most was modification devices and they employed avoidance strategy least. 2) The frequency of communication strategies use varied according to the students' level of English proficiency. 3) the relative frequency with which the students selected different types of communication strategies in their target language was found to vary according to their proficiency level.

An initial review of available literature and other research reports appear to reveal that a small amount of research has been carried out with language learners learning English as a foreign language (EFL), such as in the context of Thailand. To date, a few research works have been carried out with Thai students using communication strategies including those at the tertiary level. No empirical research has been carried out exclusively to investigate how English majors, more specifically those at Rajabhat Institutes, employ communication strategies. The present investigation aims to fill this gap. Thus, the researcher intends to conduct an

investigation designed to identify types of communication strategies employed by English majors taking Listening and Speaking 1 Course at Rajabhat Institute Nakhon Ratchasima in order to raise the students' awareness of communication strategies before they study this course. This investigation has been designed to describe what type of communication strategies the more able and less able speaking ability students employ, how frequently and how effectively they appear to use them while they are performing the given speaking tasks in order to communicate successfully. The researcher therefore hopes that the present investigation will give clearer pictures of interaction that students perform. The findings of this study will be a guide for teachers of English to focus on appropriate communication strategies in their teaching plans.

1.2 Purposes of the Study

The present study aims :

1.2.1 to explore types of communication strategies which the first year students majoring in English at Rajabhat Institute Nakhon Ratchasima employ while doing certain tasks.

1.2.2 to examine the frequency of these students' use of communication strategies,

1.2.3 to examine the relationship between the frequency of each communication strategy used in contexts by English majors and their English speaking ability levels.

1.3 Research Questions

The present research project is designed to answer the following specific questions:

1.3.1 What are the types of communication strategies employed by English majors taking Listening and Speaking 1 at Rajabhat Institute Nakhon Ratchasima?

1.3.2 What is the frequency of these students' use of these communication strategies?

1.3.3 In certain interactive contexts, do different speaking ability students employ each type of communication strategies differently? If they do, what is the frequency?

1.4 Scope and Limitations of the Study

The present study aims at investigating the use of communication strategies of the first year students majoring in English who take Listening and Speaking 1 at Rajabhat Institute Nakhon Ratchasima (RIN). Only sixteen students are drawn randomly according to their English speaking ability level: more able and less able speaking ability. Therefore, the subjects of this study may seem to be quite small to be representatives of the students who study in the same fields at other Rajabhat Institutes. Another limitation is that the subjects' gender, age, background knowledge, personality, motivation and learning environments are not involved in this study. And also, only five types of communication strategies are investigated in this study. However, the findings of the investigation could be used to raise both

teachers' and students' awareness of what and how important communication strategies are and used as a basis for the development of speaking instructional plan and learning materials as well as for further research.

1.5 Expected Results

The expected outcomes will correspond to the research questions. The findings will reveal that the English majors employ five types of communication strategies. They are avoidance, target language-based, L1-based, modification devices and nonlinguistic strategies. These English majors are expected to use mime, message abandonment and modification devices to overcome the lack of grammatical knowledge or vocabulary limitations while speaking English. In order to make these students more self-confident, they are expected to use gesture or transferring from Thai (L1) which facilitate the oral production of English language and make them more self-confident. In addition, it is expected that the students with different speaking abilities will employ communication strategies differently. Finally, it is expected that the frequency of students' use of communication strategies will relate to their speaking ability levels.

1.6 Operational Definitions of the Present Investigation

English majors

English majors refer to students who undertake a course for a

bachelor's degree in English. In this study, these students are at their first year at Rajabhat Institute Nakhon Ratchasima. They are studying Listening and Speaking 1 Course in the first semester of academic year 2002.

Listening and Speaking 1

Listening and Speaking 1 refers to one of the four Listening and Speaking courses in a series that every English major student is required to take in the first semester of the academic year. This course focuses on English for daily communication. The classroom activities include communicating in using dialogue, role-play and extended turns appropriate for everyday situations. The students spend two and a half hours at a time a week for one semester.

Students' Speaking Ability Levels

Two different levels of students' speaking ability have been defined by the researcher for this particular study as more able speaking ability and less able speaking ability students. Students' speaking ability levels are determined by the students' entrance speaking test scores.

More able speaking ability student for the present investigation refers to the student who gets 50-34 scores from entrance speaking test.

Less able speaking ability student for the present investigation refers to the student who gets 16- 0 scores from entrance speaking test.

1.7 Summary

There are many variables or factors which researchers believe to affect or relate to students' choice of communication strategies. The researcher of the present investigation realizes that it is by no means possible to investigate all of the factors in

relation to type of communication strategies use of English majors. Consequently, the researcher has chosen to investigate levels of students' speaking ability in relation to type of communication strategies use of Rajabhat first year students.

In this chapter, the researcher has given a description of the statement of problems of the investigation. The research objectives and research questions were followed. Then the limitations of the study and the expected results of the present investigation were briefly discussed. Lastly, operational definition of the present investigation and summary were discussed.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to examine how communication strategies are defined and classified by different researchers. In reviewing the research work on communication strategies, the researcher will start with a brief discussion of definition of communication strategies by different researchers. This is followed by a brief discussion of classification systems, as well as types of communication strategies put forward by five researchers. Then oral communication process and language use will be discussed. Situation of language study in Rajabhat and data collection techniques are also discussed. Finally, some research work on communication strategies which contributes to the present investigation is presented.

2.1 Definition of Communication Strategies

Communication is the process of speakers and listeners exchanging plans and discovering intentions (Grice, 1957). In this view, communication itself is inherently strategic and intensely complex. In order to communicate effectively, one needs to be able to understand the other person's affective and cognitive states; communication breaks down when false assumptions are made about the other person's state (Blum and Levenston, 1978).

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and

manipulating certain information (Brown, 1994, p. 104). Thus, communication strategies may be defined as specific methods for speakers and listeners to use while they are exchanging plans in order to achieve a particular goal. The definitions of communication strategies are discussed differently by many researchers

The term 'communication strategies' is always used in a variety of ways in interaction. However, they are noticed when miscommunication or communication failure occurs. What follow are the definitions produced by different researchers in the field of communication strategies:

- Corder (1983, p. 25) defines communication strategies as a system technique employed by a speaker to express his meaning when faced with some difficulty.
- Tarone (1977; 1980, p. 195)) offers a definition of communication strategies as “a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared.”
- Tarone (1981, p. 286) offers a definition of communication strategies as learners' attempt to bridge the gap between their linguistic competence in the target language and that of the target language interlocutors.
- Faerch and Kasper (1983, p. 45) define communication strategies as potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.
- Bialystok (1983, p. 15) offers communication strategies as “all attempts to manipulate a limited linguistic system in order to promote communication.”
- Bialystok (1990, p. 4) defines communication strategies as “ willful planning to achieve explicit goals.”
- Canale and Swain (1980, p. 30) see communication strategies as “verbal

and nonverbal strategies that may be called into action to compensate for breakdown in communication due to performance variables or to insufficient competence.”

- Stern (1983, p. 32) defines communication strategies as “techniques of coping with difficulties in communicating in an imperfectly known second language.”
- Poulisse et al., (1989, p.16) define communication strategies as “strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic short-comings.”
- Brown (1994, p. 180) defines communication strategies as “the conscious employment by verbal or non-verbal mechanisms for communicating an idea when precise linguistic forms are for some reasons not available to the learner at that point in communication.”
- Varadi (1993) sees communication strategies as language devices used to overcome communication problem related to interlanguage deficiencies.
- Bygate (1995) defines communication strategies as ways of achieving communication by using language in most effective way.
- Dornyei (1995) suggests an extension of the definition of communication strategies as a primary purpose of negotiating meaning.
- Dornyei and Scott (1995a ; 1995b) see communication strategies as the key units in a general description of problem-management in L2 communication.
- Maybin (2002) defines communication strategies as action you take to better understand or be understood when speaking with someone else.

The definitions of communication strategies above apparently show that many researchers see communication strategies as ways of achieving communication

by using specific devices. Tarone (1977), Faerch and Kasper (1983a), Corder (1983), Stern (1983) and Varadi (1993) see communication strategies as verbal or nonverbal first-aid devices used to compensate for gaps in the speaker's L2 proficiency, dealing with language production problems that occur at the planning stage. This means that communication strategies are used only when a speaker perceives that there is a problem which may interrupt communication. However, communication strategies can occur in the absence of problems.

Moreover, consciousness is implicit in most of the definitions proposed for communication strategies. As in Faerch & Kasper's and Canale & Swain's definitions that mention the same thing, consciousness, they are potentially conscious plans and verbal or nonverbal strategies. This means that the plans that speakers develop as part of the process of language production may or may not be conscious and that this consciousness may change on different occasions (Faerch and Kasper, 1983). In addition, if communication strategies are truly conscious events of language use, then it follows that speakers who employ them are aware of having done so (Bialystok, 1990, p.4). Lastly, intentionality, which is one of the aspects of the definitions is conveyed by the assumption that the speaker has control over the strategy that is selected and that the choice is responsive to the perceived problem (Bialystok, 1990, p. 5).

It is clearly seen from Bialystok's (1990), Dornyei's (1995), Dornyei and Scott's (1995a; 1995b) and Maybin's (2002) definitions of communication strategies that convey the same thing, that is, intentionally. The implication of communication strategies being intentional is that there would be systematic relations between the use of specific communication strategies and specific conditions of the

communicative situation. Thus, one would expect that learners would select a strategy according to some relevant factors, such as the learner's level of proficiency with the language, the nature of the concept being communicated and the conditions under which communication is occurring. In conclusion, communication strategies are generally defined as strategies used to overcome problems resulting from an inadequate knowledge of the second-language or the target language. For the purpose of this study, the term 'communication strategies' is defined as devices employed by a learner when faced with some difficulty that occurs in speaking situations. In this definition, the term “difficulty” refers to the lack of vocabulary or grammatical knowledge in English language, the content they like to convey, and pronunciation.

2.2 Classification of Communication Strategies

Classification of communication strategies has been continuously developed. Over the years, many different typologies of communication strategies have merged. Among them, two major types of communication strategies appear: Reduction (or Avoidance) Strategies and Compensatory (or Achievement) Strategies.

Five distinguished researchers have made important distribution to the communication strategies. These include the work of Tarone (1981); Faerch & Kasper (1983a.); Willems (1987); Bialystok (1990) and Dornyei (1995). They are summarized as follows:

Tarone (1981) classifies communication strategies into three types.

1. Avoidance

1.1 Topic avoidance

- the learner simply tries not to talk about concepts for which the TL item or structure is not known

1.2 Message abandonment

- the learner begins to talk about a concept but is unable to continue and stops in mid-utterance

2. Paraphrase

2.1 Approximation

- use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker.

2.2 Word coinage

- the learner makes up a new word in order to communicate a desired concept.

2.3 Circumlocution

- the learner describes the characteristics or elements of the object or action instead of using the appropriate target language item or structure.

3. Borrowing

3.1 Literal Translation

- the learner translates word for word from the native language.

3.2 Language Switch

- the learner uses the native language term without bothering to translate.

3.3 Appeal for assistance

- the learner asks for the correct term

3.4 Mime

- the learner uses nonverbal strategies in place of a lexical item.

Faerch & Kasper (1983) classify communication strategies into two types.

1. Reduction strategies

1.1 Formal reduction

1.1.1 Phonology

1.1.2 Morphology

1.1.3 Grammatical

1.2 Functional reduction

1.2.1 Actionable reduction

1.2.2 Prepositional reduction

1.2.3 Modal reduction

2. Achievement strategies

2.1 Noncooperative

2.1.1 L1/L3- based strategies

2.1.1.1 Code switching

2.1.1.2 Foreignizing

2.1.1.3 Literal translation

2.1.2 Inter-language-based strategies

2.1.2.1 Substitution

2.1.2.2 Generalization

2.1.2.3 Description

- 2.1.2.4 Exemplification
- 2.1.2.5 Word coinage
- 2.1.2.6 Restructuring
- 2.1.3 Non- linguistic strategies
 - 2.1.3.1 Mime
 - 2.1.3.2 Gesture
 - 2.1.3.3 Sound initiation

Willems (1987) classifies communication strategies into two types.

1. Reduction strategies

1.1 Form

- 1.1.1 Phonological
- 1.1.2 Morphological
- 1.1.3 Syntactic
- 1.1.4 Lexical

1.2 Function

- 1.2.1 Message abandonment
- 1.2.2 Meaning replacement
- 1.2.3 Topic avoidance

2. Achievement strategies

2.1 Paralinguistic strategies

2.2 Interlingual strategies

- 2.2.1 Borrowing or Code switching
- 2.2.2 Literal translation
- 2.2.3 Foreignizing

2.3 Intralingual strategies

2.3.1 Approximation

2.3.2 Word coinage

2.3.3 Paraphrase

2.3.3.1 Description

2.3.3.2 Circumlocution

2.3.3.3 Exemplification

2.3.4 Smurfing

2.3.5 Self repair

2.3.6 Appeal for assistance

2.3.6.1 Being explicit

2.3.6.2 Being implicit

2.3.6.3 Checking questions

2.3.6.4 Initiating repair

Bialystok (1990) classifies communication strategies into five types.

1. L1- Based- Strategies

1.1 Language switch

1.2 Foreignizing

1.3 Transliteration

2. L2-Based- Strategies

2.1 Semantic

2.2 Description

2.3 Word coinage

3. Non-Linguistic Strategies

4. Analysis-based strategies

5. Control-based strategies

Dornyei (1995) classifies communication strategies into three types.

1. Avoidance or reduction strategies

1.1 Message abandonment

- Leaving a message unfinished because of some language difficulty.

1.2 Topic avoidance

- Avoiding talking about particular topics because of some vocabulary or structures difficulty.

2. Achievement or compensatory strategies

2.1 Circumlocution

- Illustrating or describing the properties of the target object or action.

2.2 Approximation

- Using a single alternative lexical item which shares semantic features with the target word or structure.

2.3 Use of all purpose words

- Extending a general, "empty" lexical item to contexts where specific words are lacking.

2.4 Word coinage

- Creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word.

2.5 Use of nonlinguistic means

2.6 Literal translation

2.7 Foreignizing

2.8 Code switching

2.8 Appeal for help

3. Time-gaining strategies

- fillers or hesitation devices

As seen above, Faerch & Kasper (1984), Willems (1987) and Dornyei (1995) use the same system to classify communication strategies. These are reduction strategies and achievement strategies. Dornyei (1995) adds another type, that is, time-gaining strategies. Tarone (1981) classified communication strategies into three types: avoidance, paraphrase and borrowing. It can be seen that avoidance is a sub-type as reduction strategy; paraphrase and borrowing are sub-types as achievement strategies. Bialystok (1990) classified types of communication strategies differently from other researchers. His types of communication strategies are based on L1-based strategies, L2-based strategies, non-linguistic strategies, analysis-based strategies and control-based strategies. The most outstanding sub-type found in these five researchers' types of communication strategies is coinage. This strategy is the one which the learner makes up a new word in order to communicate a desired concept.

In this study, the researcher adapts Tarone's (1981, Bialystok's (1990) and Dornyei's (1995) classification of communication strategies and classify the communication strategies into five types.

1. Avoidance strategy is the indication for not wanting to communicate because they cannot communicate fluently. There are 2 subtypes:

1.1 Topic avoidance means that the learner avoids talking about particular topics because they may require vocabulary or structures which he/she does not know.

1.2 Message avoidance means that the learner begins to talk about a concept but is unable to continue and stops in mid-utterance.

2. Target language-based strategy is the way that the learner uses the target language in order to overcome the problems that occur while communicating. There are three sub-types in this strategy.

2.1 Approximation means that the learner uses a single target language vocabulary item or structure, which is not correct, but which share enough semantic feature in common with the desired item to satisfy the speaker.

2.2 Circumlocution means that the learner describes the characteristics or elements of the object or action instead of using the appropriate target language item or structure.

2.3 Direct asking is the way that the learner asks the question directly whenever he does not understand.

3. L1-based strategy is the way that the learner uses either L1 in speaking English. Two sub-types are included in this strategy.

3.1 Language switching is the way the learner uses their mother tongue while Speaking L2. For example, "I bought some bananas from ตลาด
น้ำ"

3.2 Foreignizing is the way the learner uses a L1 word by

adjusting it to L2 Phonology or L2 pronunciation. For example, " Do you like Bangkok?"

4. Modification devices is the way that helps both the speaker and listener remain in the conversation. Seven sub-types are included in this strategy.

4.1 *Comprehension check* means that the learner asks the questions to check whether the interlocutor understands what he has said or not.

4.2 *Clarification request* means that the learner requests the explanation of an unfamiliar meaning structure. "Again please. Pardon?"

4.3 *Overlap* is the way that the learner speaks while the interlocutor hasn't finished speaking yet.

4.4 *Back channel* is the way that the learner makes the sound while the interlocutor is speaking so as to show that he is listening, (e.g. yeah, right, uh huh).

4.5 *Self-repair* is the way that the learner makes self-initiated corrections in one's own speech.

4.6 *Confirmation check* is the way that the learner repeats the words that the interlocutor has said in order to confirm what he/she has heard is correct or not.

4.7 *Pausing* means that the learner stops while speaking in order to think of the words he/she will use in the conversation. While the speaker stops talking, he/she will pronounce the sound or without sound (e.g. um...er.. uh)

5. Nonlinguistic strategy means that the learner communicates with his/her partner nonverbally. Two sub-types are included in this strategy.

5.1 *Gesture* is the way that the learner uses the body language

or facial expression in order to communicate with his/her interlocutor.

5.2 *Mime* is the way that the learner uses the action while speaking when he/she does not know the words to say.

2.3 Oral Communication Process

Oral communication is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking (Brown, 1994). Every time language learners speak, they are not only exchanging information with their interlocutor but they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world. They are, in other words, engaged in identifying construction and negotiation (Norton, 1997).

Moreover, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation or vocabulary, but also that they understand when, why and in what ways to produce language. This means that speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting .

In addition, Clark's (1977) model of speech production is divided into two stages: the planning phase and the execution phase. During the planning phase, the speaker develops a plan which enables him to reach his communicative goal. While the execution phase, if it is done successfully, the goal is reached. If the speaker

finds that the original plan cannot be carried out successfully- that means, he does not have all of the required linguistic means at his disposal, he must either change his communicative goal or develop an alternative plan by using communication strategies in order to communicate successfully.

In conclusion, oral communication process is considered essential because it provides the researcher important ideas in designing speaking tasks to elicit communication strategies from the first year students majoring in English at Rajabhat Institute Nakhon Ratchasima.

2.4 Language Use

Language use is that aspect of performance to which the language user demonstrates his/her ability to use his/her knowledge of linguistic rules for effective communication (Ellis, 1994). To speak a language, one must know how the language is used in a social context. It is well known that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner (Byrne, 1976). Moreover, in spoken language use, interactions usually involve a small number of speakers, in which conversational roles and meanings are constantly negotiated. Different situations, interests, occupations or social roles demand different uses of language. In addition, language use in the natural language environment is 'communicative' and the learner is a participant in real communication (Stern, 1983). Therefore, communicative activities are considered essential for language learning because they provide students with opportunities to use language (Harmer, 1991).

In fact, the main purpose of communicative activities is for learners to get meanings across as effectively as possible, especially when language use occurs in spontaneous, unrehearsed contexts.

Being able to interact in a language is essential because “communication derives essentially from interaction” (Rivers, 1976, p. 35). Therefore, the students will also progressively be made aware of those variations in language use that are determined by role relationships, situations, topics or modes of communication (Wagner, 1983). And also, the objective of most students in oral English is to gain confidence in using English to express themselves, and to use English in everyday situations. Thus, the demand for “everyday English conversation” reflects these students’ perceived need to have communication strategies to handle possible English language interactions which may arise in their lives (Rivers, 1976, p. 36).

In conclusion, communication strategies play the most important role in language use since successful communication depends on them. It is crucial for the researcher to observe their uses by the interlocutors in designed speaking tasks in a non-classroom setting.

2.5 Situation of Language Study in Rajabhat

Rajabhat Institute Nakhon Ratchasima (RIN) is a state educational institution which provides education at the degree levels including both regular undergraduate and graduate. In addition, it provides associate degrees, a two-year course and a four-year course leading to a bachelor degree on weekends. Altogether, there are

four areas of study, namely, Liberal Arts, Science, Law including 60 programs of specialization.

At present, English is offered as part of the general education courses, as major, minor and as an elective. Every student is required to take two English courses as part of general education varied from 3-6 periods per week according to the individual program. Every student majoring in English is required to take Listening and Speaking 1 Course which focuses on English for daily communication. Most of the English majors lack of grammatical knowledge, vocabulary limitation and lack of self-confidence in using English, so they need to be prepared to cope with speaking difficulty derived from this course.

2.6 Data Collection Techniques

There are many methods: classroom observation, student interview and questionnaire which researchers can use to investigate how communication strategies are employed by students or language learners in order to cope with speaking problems. Each method has both weak and strong points, but whatever method a researcher employs, the researcher must take the main purpose of the study into consideration (Robson, 1993). In this section, the main research method used to gather data on communication strategies for the present study will be discussed.

Classroom Observation

There are both advantages and disadvantages in using classroom observation technique. A major advantage of observation as a technique is its directness. The researchers do not ask people about their view, feelings or attitudes; the researchers watch what they do and listen to what they say (Robson, 1993).

Moreover, observations are easy to use in the classroom and they can be conducted either formally or informally (Oxford and Burry-Stok, 1995). Also, this method is still fruitful and workable as Tarone (1977), Paribakht (1985), Poulisse (1989), Edna (2000), Shoudong (2001) and Wannaruk (2002) reported in their studies that revealed a number of communication strategies used in an ESL and EFL classroom by university students. However, Rubin (1981) for example, found that this method was not very productive, as it revealed nothing about the mental strategies learners used and because frequently classroom teachers afford little opportunity for learners to exercise behavioral strategies. There is also the very practical problem with observation that it tends to be time-consuming (Robson, 1993).

According to Robson (1993), observation can be done in two approaches: structured observation and unstructured observation. Structured observation is based on predetermined categories and breaks behaviour up into small parts. Unstructured observation, by contrast, focuses on the larger patterns of behaviour, more holistically and more macroscopically. There are advantages and disadvantages in both approaches. With smaller units of behaviour, we can lose the larger picture, but recordings and analyzing are easier and more standardized. However, the researcher's decision on the structured observation in order to explore communication strategies by observing English majors at Rajabhat Institute Nakhon Ratchasima performing four given speaking tasks in a non-classroom setting.

Classroom observation was found suitable for the present investigation because it provided the researcher with adequate amounts of information about types and frequency of students' use of communication strategies. This is consistent with

Tarone (1977), Paribakht (1985), Poullisse (1989), Edna (2000), Shoudong (2001) and Wannaruk (2002).

2.7 Previous Communication Strategies Research Studies

Most of the studies to date have reported that communication strategy use is related to language proficiency. This section presents the report of previous research in the three areas of concern of this study: communication strategies, language proficiency and communicative tasks. It provides the description of the studies and major findings as related to this study.

Tarone (1977) examined type of communication strategies employed by nonnative speakers speaking the second language (English). The subjects were 9 moderate language proficiency students. The subjects were asked to describe two simple drawings and a complex illustration in their L2 (English) and native language. Data collection was used by observation. The communication strategies derived from Tarone's analysis of the transcripts of the learners' attempts to refer to a number of objects and events depicted. The strategies were directly observable in the transcripts of the learner's production. The results were that 1) the communication strategies that the students employed in describing pictures were different and they were different from strategies used in their native language. 2) The communication strategies that the students employed were paraphrase, approximation, word coinage, literal translation, language switch, appeal for help, gesture and avoidance.

Wagner (1983) studied how the communication strategies employed by learners in a foreign language instruction setting. This study involved an interactive, instructional task, whereby one member of a pair of adult Danish learners of German

instructed the other in a task of either making a clay pot or building a house from Lego blocks. The 'instructor' of the pair was first instructed in the task by the experimenter to ensure understanding of the procedure. He pointed out that 'the verbal interaction is structured by the goal and contextual conditions of the entire communication' specifically by the sorts of interactional expectations set up by the nature of the task, and by the 'shared perceptual universe' of the participants. So the selection of communication strategies is determined by the nature of the situation-the interactive goal-as well as the role of participants. He also discussed how the instructor and the students influenced each other in the way they interact.

Haastrup and Phillipson (1983) looked at communication strategy choice by Danish students talking to a nonnative speaker of English. They found that interlanguage-based strategies were more successful as communicators of meaning but were employed by the subjects far less frequently than the less successful L1 based communication strategies.

Paribakht (1985) compared the use of communication strategies by native and non-native speakers in a task which required the subjects to describe concrete and abstract concepts. The study involved 60 subjects: 20 native speakers of English and two groups of 20 Persian learners of English with two different proficiency levels. Paribakht concluded that, on the whole, all three groups employed the same types of communication strategies; however, beginning learners were reported to draw more often on their other knowledge sources such as world and paralinguistic knowledge than were advanced learners. Paribakht's study seemed to indicate that communication strategies and L2 proficiency level were related. However, only one

task was involved and that one task might not be representative of actual communicative situations.

An investigation on the effect of foreign language learners' proficiency on communication strategy use in solving lexical problems was conducted by Poulisse (1989). The subjects consisted of three groups of 15 Dutch learners of L2 (second language) English with varied levels of proficiency. The subjects were asked to perform four English tasks: (1) a concrete picture description task involving everyday objects, (2) an abstract figure description task, (3) an oral interview, and (4) a story retelling task, where the learners listened to a story in Dutch and retold it in English with the help of picture prompts. The tasks were administered in two sessions each lasting approximately 90 minutes. All the data were recorded on videotape and later transcribed. In the oral interview and the story retelling tasks, the videotapes were played back to the subjects for their retrospective comments, which were audiotaped and transcribed. The findings were that the less proficient learners used more communication strategies than the more proficient. Also, there was some evidence of proficiency-related effects on the types of strategies used.

Chen (1990) examined communication strategies in interlanguage production by Chinese EFL learners. The subjects were 12 Chinese university students majoring in English. Six graduate students were in high English language proficiency group and six undergraduate students were in low English language proficiency group. Speaking test and English language competence were used to collect data. Each subject was asked to describe the vocabulary to the native speaker to guess what the vocabulary was. The results of the study were that 1) different English language proficiency students employed different frequency of communication strategy use.

2) Different English language competent students employed different types of communication strategies. 3) The students with high English language proficiency employed more effective communication strategies than low English language proficiency. 4) The type of communication strategies that the students employed depended on their English language competence and the difference between L1 (Chinese) and L2 (English).

Dornyei (1995) examined three types of communication strategies that were used in language teaching in order to help L2 students deal with difficulties that occurred in everyday communication. The subjects were 109 students (72 girls and 37 boys) aged 15-18 from 8 classes in five different secondary schools in Hungary. The instruments used in this study were pre-and posttests. All students took a written and an oral test before the program and the oral test again after the training. The elicited speech was recorded and transcribed. Students in the treatment group also filled out a questionnaire assessing how interesting and useful they found the training. The experiment consisted of a 6 week strategy training program, in the students' official secondary school English course. The statistical tools were one-way ANNOVA, the chi-square test and T- tests. The results were that 1) the communication strategies were successful in improving the quality of the definitions the students generated. 2) The improvement in the students' speech rate was highly significant. 3) The students found communication strategies such as circumlocution, fillers and hesitation devices in the training useful.

Edna (2000) examined the influence of instrumental and integrative motivation on communication strategy use among high and low-proficiency English as a second language learners. The subjects were students registered in

Conversational English at the University of Puerto Rico. The types of motivation and the communication strategies they used were measured by a questionnaire. The communication strategies were validated by non-participant classroom observation. The proficiency level was determined by interviewing each student. Major findings indicated that the type and frequency of strategy use was influenced by the students' proficiency level.

Moreover, Dula (2001) investigated the effects of communication strategy training on foreign language learners at the university levels. Three specific strategies were examined: circumlocutions, fillers and hesitation devices, and requests for clarification. The findings implied some potential benefits in the direct teaching of circumlocution, fillers and hesitation devices as means of helping learners avoid communication breakdowns.

Shoudong (2001) identified the pragmatic communication strategies of Chinese ESL learners in two academic settings, the ESL classroom and the ESL tutorial session. This study was a qualitative research effort that involved observation, interviews and questionnaire. Data were collected mainly in an ESL classroom and a language learning center where tutorials were conducted. The findings of this study suggested that these ESL learners adopted various kinds of pragmatic strategies in negotiating their relationship with the instructor and tutors.

Rababah (2001) examined communication strategies used by English majors while communicating in L1 Arabic and L2 English. The subjects of the study were 30 English majors at Yarmouk University, a typical Jordanian university, put into their proficiency levels according to an adapted TOEFL test. Their ages ranged from 19-23. The data collected were based on their performance in three communicative

tasks especially designed for the study. The main finding of the research was that English majors made wide use of communication strategies. These strategies were mostly L2 English-based strategies. It was also found that the learners' use of communication strategies was related to their proficiency level and also the type of task they were performing.

Hamad (2002) investigated the impact of students' L2 proficiency (instructional) level on the use of communication strategies, and the ways in which students and teachers achieved mutual understanding and negotiated meaning using communication strategies. The subjects were 82 students and 7 teachers. The students were divided into a high proficiency group and a low proficiency group, and teachers were divided into 3 groups based on the level of the students they met with and their first language vs. second/foreign language. The data for the study consisted of transcripts from regular advising sessions addressing course-related issues such as course difficulties as well as feedback on exams and course projects. The analysis of the data was guided by a taxonomy of communication strategies developed for the present study and adapted from several taxonomies from the literature. The findings were: 1) students used approximations as well as code switching most commonly while instructors used reformulations and confirmation checks more often. 2) There were significant differences between high proficiency group and low proficiency group in their use of certain communication strategies. 3) There were significant differences among the teacher groups in their use of five communications strategies.

It can be seen that the majority of these research works were carried out with ESL learners and relatively few were done with EFL learners. Thus, further research should be conducted with this latter group of learners so that the findings could

contribute to our understanding more about communication strategies use of language learners in a wider perspective in different cultural contexts.

In Thailand, few attempt to facilitate students' speaking in communicative contexts. Ton (1989) investigated communication strategies employed by Thai learners of English at university level in interaction with native speakers. The subjects were the second year students at Mahidol University. They were classified into 7 high language proficiency students, 7 low language proficiency students and 14 native speakers. Telling stories from the pictures to the native speakers was the task that used to collect data. The results of this study showed that: 1) the communication strategies the students employed were appeal, approximation, avoidance, borrowing, clarification, contextualization, literal translation, paraphrase, partialization and mime. 2) Both high and low language proficiency students employed the same types of communication strategies but the frequency of communication strategy use was different. Low language proficiency students used more borrowing or code switching literal translation and mime than high language proficiency students.

Sienprapassorn (1993) examined English strategic competence of Mathayom Suksa six students in schools under the jurisdiction of the Department of General Education and studied the use of communication strategies in the aspects of paralinguistic strategies, interlingual strategies and intralingual strategies of those students. The subjects were 320 Mathayom Suksa six students in the 1992 academic year selected by multi stage cluster random sampling technique. The instrument used in this study was the test of using the communication strategies constructed by the researcher. The major findings were 1) Mathayom Suksa six students had English

strategic competence with the mean score at the minimum level. 2) Mathayom Suksa six students had the frequency in using communication strategies in the aspects of intralingual strategies the most, paralingual strategies and interlingual strategies the least.

Khaopet (1996) investigated the frequency of communication strategy use of Matthayom Suksa 6 students in English speaking at a Private School in Satun. The subjects were 51 M.6 students who take English speaking course. Four tasks that were used to collect data were: 1) conversation, 2) describing pictures 3) telling stories from reading and 4) describing vocabulary. The results showed that 1) the students employed all five communication strategies that were avoidance strategy, L1-based strategy, target language-based strategy, modification devices and nonlinguistic strategy. The strategy that the students used most was modification devices and the strategy that students used least was avoidance strategy.

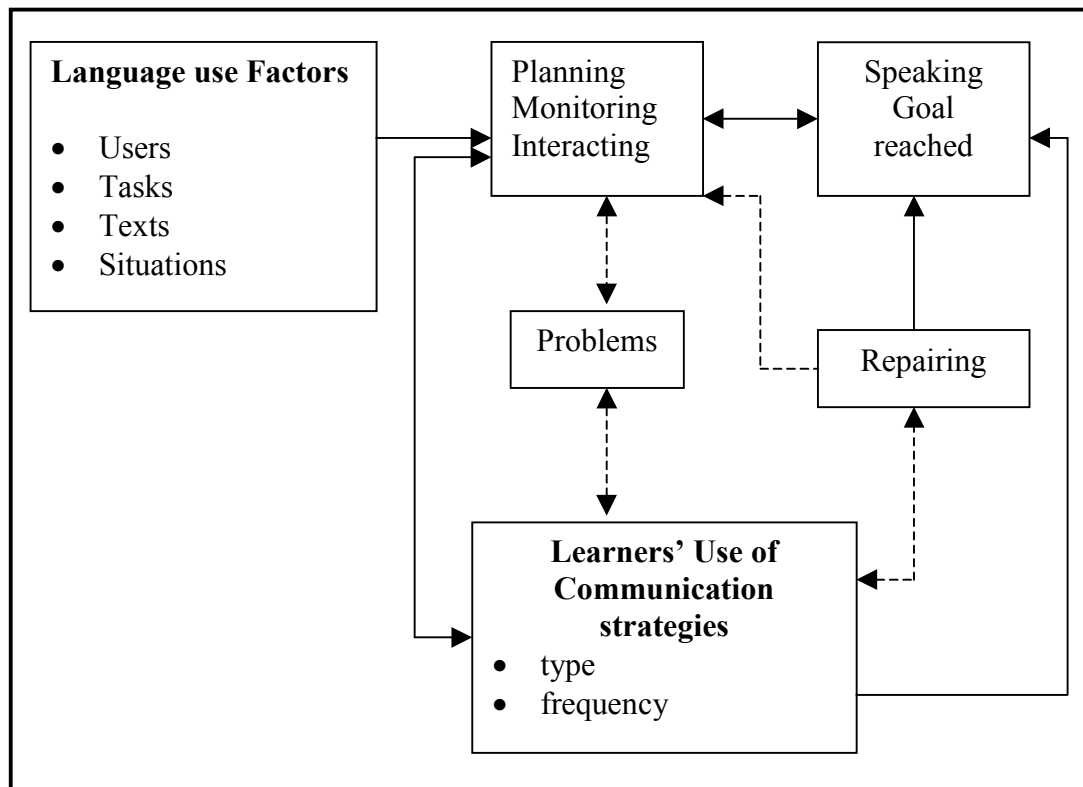
Wannaruk (2002) investigated the range of communication strategies used by college students at Suranaree University of Technology on language tasks. The subjects were 75 students taking English Elective 1 at SUT in the 2nd and the 3rd trimesters/1999. The main data collection method was the student observation that was administered at the end of the trimester. Oral interview tests between English speaker teacher and students taking English Elective 1 was recorded on videotape and then both the researcher and the specialist watched it and transcribed it by using communication strategy type checklists. The results of the study were that 1) the communication strategies that the students employed most was modification devices and the one that they employed least was avoidance strategy. 2) The frequency of communication strategy use varied according to the students' level of English

proficiency. Low English proficiency students employed communication strategies most while moderate and high English proficiency employed least; and 3) the relative frequency with which the students selected different types of CS in their target language was found to vary according to their proficiency level.

It can be seen that the research involving communication strategies employed by Thai students has been carried out with both secondary school students and university students. Level of language proficiency has been taken as one of the variables relating to students' use of communication strategies. The research instrument used for data collection was communicative tasks. Most of the researchers relied on observation in investigating communication strategies and they intended to investigate the overall strategy use of learners. Above all, it has enabled the researcher to locate the present investigation in the context of the reviewed research, as well as authors' opinions.

The following theoretical framework is developed to present a specific view of the present research.

Figure 1 : Theoretical Framework of the Present Study



The proposed theoretical framework, which is based on the related literature on communication strategies research demonstrates that the factors relate to the language use are, for example, language users, tasks, texts and situations. Language use occurs when there is a great need for two language users to talk with each other in order to get meanings across. Moreover, both of them have the purpose for their speaking and they become aware of their partner's social status. Therefore, they have to use the language appropriately according to their social status because different social roles demand different use of language. To be able to do this, language users need to have sociolinguistic competence which involves the capacity to produce and understand language which is appropriate to specific social situations (Canale,

1983). Furthermore, when two language users interact with each other, they select a particular variety of speech, language code or register, which is likely to depend on the situation and the relationship between the participants and the topic. Both of them normally employ communication strategies while they are speaking in order to reach their speaking goal. Some language users employ communication strategies in order to overcome their speaking problems. Others employ communication strategies in order to enhance their speaking. This means that communication strategies may be employed by all successful language users whenever they interact in speaking task to cope the problems and reach their communicative goals (Price, 1978, p. 389).

As the present investigation has been designed to explore communication strategies used by the first year English majors at Rajabhat Institute Nakhon Ratchasima, the researcher has to look at the language use in order to determine the variables to be investigated. While the students are interacting in each speaking task, they may face the problems which come from many factors such as, role relationship, social rules, speaking topics, situations, time and language proficiency. Therefore, they may employ communication strategies in order to cope with these problems. On the other hand, some more able speaking ability students who have no problems in their speaking may also employ communication strategies in order to facilitate their oral production. Both more able and less able speaking ability students may probably employ different types of communication strategies in communicative contexts in order to communicate successfully. Some more able speaking ability students may reach their speaking goal immediately after employing communication strategies but some need repairing before reaching their speaking goal. Less able

speaking ability students may go back to modify their speech in the planning stage after employing communication strategies; and then they repair it so as to reach their speaking goal. Some students may employ communication strategies more frequently than others in order to succeed in communication. It is clearly seen that communication strategies play the important role in language communication because the students need to have communication strategies to handle possible English language interaction which may arise in their communication classes (Savignon, 1983, p. 43).

2.8 Summary

The term "communication strategies" has been defined differently by different researchers. Some researchers see communication strategies as ways of achieving communication by using specific devices; and others see them as verbal or nonverbal first-aid devices used to compensate for gaps in the speaker's L2 proficiency, dealing with language production problems that occur at the planning stage. The researcher has defined communication strategies, specifically for the present investigation, as devices employed by a learner when faced with some difficulty that occurs in speaking situations.

In respect of communication classification, it also appears that researchers have used different classification systems. Researchers may have derived their classification from their personal experience as language learners or language teachers; on other researchers' work, or on their own research work. This may be concluded that defining and classifying communication strategies depends on an

individual researcher regarding their research population, the context where a research work has been carried out, and personal interests.

Language use plays the most important role in communication strategies field area because language users may employ communication strategies whenever they interact in language contexts.

In reviewing of communication strategies research, there is no complete agreement on exactly what communication strategies are; how many communication strategies exist; how they should be defined and classified. Past research has been carried out in a variety of settings, target populations, methods of data collection, focal points of the investigation, and other factors taken into consideration when looking into learners' types of communication strategies use. So, in this study the researcher will look into two different speaking ability levels: more able and less able speaking ability students employ communication strategies while they are performing four different speaking tasks in a non-classroom setting in order to reach their communicative goals.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this chapter is to present the specific plan of procedure of this research project. The researcher will start with the main research method: observation. This is followed by the description of the population and sample of the present study. Then instruments and their efficiency will be discussed. Finally, data collection and data analysis are presented.

3.1 Research Method

Since the main objective of this research project is to investigate how communication strategies are employed by students or language learners in order to cope with speaking problems. The most appropriate methodology in collecting the data is observation. Taking into account the purpose of this research, the researcher has decided to use classroom observation as the main method of data collection. In doing this, while each student was performing a speaking task, both videotape and audio-tape were used to record the visual behavior and oral information in order to identify how often each student used communication strategies. Student observation was conducted in two phases: the piloting phase and the main phases. This observation took place in the language room on campus at Rajabhat Institute Nakhon Ratchasima at 4 p.m. Each observation was conducted every week (see Student Observation Schedule Appendix 5).

3.2 Population and Sample

Since the entire population of the first year English majors at Rajabhat Institute Nakhon Ratchasima cannot be investigated due to the nature and process of the research methodology, which will require large size of information, complex scheduling and time consuming (Robson, 1993), it is the intention of the researcher to go for a sample size sufficient to serve the purpose of the investigation.

According to Drew (1980), sample size presents a problematic question because no set answer or rule may be given. If the sample does not accurately represent the population, interpretations of the results may not be accurate for individuals other than those actually used as subjects. Moreover, the researcher has to keep in mind that the sample size should not be too big to be manageable (Intaraprasert, 2000).

Thus, the researcher for the present investigation selected the sample by taking some crucial factors dealing with the variable: levels of students' speaking ability.

Sixteen first year students majoring in English who took Listening and Speaking 1 Course in the first semester of academic year 2002 at Rajabhat Institute Nakhon Ratchasima were chosen as a sample group. The reasons why the researcher of the present investigation selected the first year students majoring in English as the subjects of this study were that: first, the first year students may be active to try out the new things that they have never experienced before. Therefore, the results of the study would be rich. Second, the first year students would still continue studying English in this Institute for three more years. This means that these students will have more chance to improve their speaking skills. Third, the researcher teaches these students. So it will be more convenient for the researcher to have an arrangement with them. In short, these students provided the researcher with enough

information to serve the purposes of the present investigation and they covered the variable for this investigation.

The criterion used for determining the levels of students' speaking ability was from the students' scores of entrance English speaking test. Sixteen subjects from two classes: eight subjects from B.Ed. class (English majors in Education) and eight subjects from B.A. class (English majors in Language Arts) were drawn randomly from seventy-five English majors according to their English speaking ability. The reasons why the researcher selected these two classes as the subjects of the present investigation were that: 1) she taught them and 2) she wished to explore the types of communication strategies from different groups of students. These subjects were divided into two groups equally according to their English speaking scores. Eight subjects who got 50 - 34 scores were in a more able speaking ability group and eight subjects who got 16-0 scores were in a less able speaking ability group. This means that four more able and four less able speaking ability students were selected from each class.

3.3 Instruments and Their Efficiency

The following instruments were used to collect data for this study: speaking tasks and the observation form. These instruments were developed by the researcher to answer the research questions that would be presented according to the research objectives. They were (1) to explore types of communication strategies which the first year students majoring in English at Rajabhat Institute Nakhon Ratchasima employed; (2) to examine the frequency of students' use of communication strategies; and (3) to examine the relationship between the frequency of each type of

communication strategies used by 16 English majors and their English speaking ability levels and to describe the situations which these students employ each type of communication strategies.

3.3.1 Tasks

In order to elicit the use of communication strategies when appropriate target language vocabulary is lacking, a task has to be designed which would meet three criteria: first, it has to simulate real communicative exchange in which one of the interlocutors was a monolingual speaker of the target language. If possible, the task given the subjects should be one where real communication is taking place where the hearer does not already know the information being transmitted by the speaker. Second, the task has to provide an incentive for the learner to attempt to convey difficult information. Third, it is necessary to have control over the items for which the communication strategies are to be examined (Faerch & Kasper, 1983).

Four different tasks: two interactive tasks and two speaking tasks were designed to explore types of communication strategies, frequency of students' use of communication strategies, and types of communication strategies employed by different speaking ability students. These tasks were designed according to Rajabhat English speaking course syllabus, literature review and communicative approach. Moreover, one main criterion for choosing the tasks was how authentic they were in providing a situation for the learners that encouraged the use of different communication strategies to convey meanings and solve problems. In addition, certain kinds of tasks appear to result in more modified interaction than others. For example, interactive tasks that involve a two-way exchange of

interaction, such as when learners each hold part of the information which they need to solve a problem (Pica and Doughty, 1985 a). These methodological differences may influence a language learner's selection of specific communication strategies. Thus, the researcher produced two interactive tasks including oral interview, conversation and two speaking tasks including picture description and vocabulary description for the present investigation because they were shown to be appropriate to create communication challenges for the subjects to elicit communication strategies.

The first task, oral interview, which was an interactive task, was found to be workable in the previous research (Haastrup and Phillipson, 1983), (Poullisse, 1989) and (Wannaruk, 2002). This is because it provided the researcher with various types of communication strategies such as modification devices, nonlinguistic strategy, L2-based strategy, L1-based strategy and avoidance strategy. Moreover, the findings of those studies were that the less proficient learners used more communication strategies than the more proficient and there was some evidence of proficiency-related effects on the types of strategies used. Therefore, the researcher produced this task for the present investigation. This task consisted of five structured questions in each topic that the English native speaker teacher interviewed two different speaking ability students (one at a time). There were six topics all together: 1) RIN (Rajabhat Institute Nakhon Ratchasima), 2) Studies, 3) Free time, 4) Korat, 5) Hometown, 6) Family. The researcher for the present investigation prepared a list of comments for the English native speaker teacher to use in asking the clarification or further information during the interview (see Appendix 1).

The second task, simulated conversation task, which was an interactive task, was different from the first one in that it resembled a real-life communication situation. Haastrup and Phillioson (1983) conducted this task in their study and they found that high proficiency students employed communication strategies less frequently than the low ones. The reasons why the researcher designed this task were that: first, it may probably simulate real communicative exchange in which the hearer does not already know the information being transmitted by the speaker. Second, the researcher expected that the students might employ English language-based strategy and modification devices while they were performing this problem-solving task because it preferred the interaction between speaker and listener. This means that the students may employ modification devices, direct asking, circumlocution and nonlinguistic strategy in order to succeed in their communication. Thus, the researcher designed problem-solving task in order to elicit these types of communication strategies. This task preferred two different speaking ability students (one at a time) to solve the given problems. The situation was presented to the subjects in English by the English native speaker teacher twice and then both the student and the native speaker teacher discussed with each other. Six different situations that the students had never learned before were given to the subjects to solve (see Appendix 2).

The third task was describing pictures. Two different speaking ability students: a more able and a less able speaking ability students were asked to describe six pictures of places, objects and people to the English native speaker teacher. This means that each subject described three different pictures each time (see Appendix 3). The researcher designed pictures of place, object and people to be

used in this study because they involved everyday life situations. Moreover, in the previous research, many researchers conducted this task in their studies. They were Tarone (1977), Bialystok and Frohlich (1980), Varadi (1993), Poulisse (1989) and Khaopet (1996). They found that communication strategies employed in describing pictures were language switch, paraphrase, approximation, gesture and avoidance. This means that this task may probably be fruitful in eliciting some communication strategies from the students. Therefore, the researcher decided to conduct picture description in the present investigation.

Describing vocabulary was the fourth speaking task that preferred two different speaking subjects to describe one concrete and one abstract words at a time to the English native speaker teacher to guess what the vocabulary was. These words were selected according to the frequency of use in speaking lessons (see Appendix 4). The researcher specified and wrote down these words both in English and Thai to prevent ambiguities and then distributed to a more able and a less able speaking ability student. The subjects were told to try to convey these words to the English native speaker teacher who did not know which concept was being transmitted without using the exact target words so that they were forced to make use of communication strategies. This task was found in the studies of Paribakht (1985), Chen (1990) and Khaopet (1996). They found that communication strategies related to language proficiency. Moreover, the process of describing vocabulary may encourage the use of some communication strategies and discourage others because the learners' perception of the task might be one factor influencing the types of communication strategies results (Lococo, 1976).

The construction and efficiency of the instruments was carried out

with the consultation with content specialists and educational material specialists.

The criteria used for selecting the specialists were that: first, the specialists must be the experienced teachers who teach English in the university level at least 10 years.

Therefore, they can judge the appropriate instruments used in this investigation.

Second, the specialists must be the English lecturers who used to do research in English at least 5 topics. Third, the specialists must be the researcher's colleagues.

So it will be more convenient for the researcher to have an arrangement with them.

The criteria that the researcher used for selecting the native speaker to conduct the tasks in the present investigation were: first, he may be either an English or

American teacher. This will make the students try to communicate meaningfully

because they have to use English in order to understand each other. Second, the

native speaker must be the teacher that the students are not familiar with. This is

because the students tend to use more Thai than English language if they are familiar

with the native speaker. Third, the native speaker should be the researcher's

colleague, so it will be more convenient for the researcher to have an arrangement

with him/her. The following are the procedures of instrument construction and the examination of their efficiency.

Two interactive tasks, which included sets of questions for oral interviews, sets of problem solving, and two speaking tasks, which included pictures and vocabularies, were conducted in two stages: the piloting stage and the main stage. The reasons why the researcher carried out the pilot work for four tasks were: 1) to see if the tasks were appropriate for the students to perform and 2) to see whether there was anything wrong with the question items. Before the main stage was conducted, these sets of questions, problems and words would be modified and

corrected by the researcher, specialist, and native speaker. In order to make the results of these four speaking tasks valid and reliable, each speaking task was performed twice with different groups of students. This means that eight different speaking ability students from class 1 and 2 performed the same speaking tasks.

3.3.2 Observation Form

The researcher of the present investigation constructed observation form based on Paribakht's (1985), Willems' (1987), Chen's (1990) and Wannaruk's (2002) studies and concepts in order to identify the types of communication strategies and to examine the frequency of students' use of communication strategies. This observation form consisted of two parts: the first part was the students' name and their English speaking ability level. The second part consisted of the tables of types of communication strategies (see Appendix 6). While the researcher and the specialist were watching the recorded video, listening to the recorded cassette tape and reading the transcription, they were ticking the frequency of the students' use of communication strategies by using this observation form.

The researcher of the present investigation had the specialist who used to conduct communication strategies research check the content validity of the observation form and adapted it in order to make it reliable.

3.3.3 Classroom Observation

In order to examine the efficiency of classroom observation, eight subjects (try-out group) were observed (one subject at a time) while they were performing four tasks in the piloting stage. Then the researcher and the specialist separately watched the recorded video, listened to the recorded tape, read the transcription and then ticked the types of communication strategies in the observation

form in order to make classroom observation reliable. After that, the specialist was asked to check the obtained data in the researcher's observation form by watching the recorded video, listening to the recorded tape and reading the transcription. Inter-observer agreement, Cohen's Kappa (K) formula was also used so as to make the results of the observation reliable. The researcher found that Cohen's Kappa (K) formula is likely to be most suitable for the present investigation because the previous researchers did it and found it reliable.

$$K = \frac{P_o - P_c}{1 - P_c}$$

K = Kappa (the agreement between the researcher and the specialist)

P_o = the proportion of agreement . This is given by

$$\frac{\text{(number of agreements)}}{\text{(number of agreements + number of disagreements)}}$$

P_c = the proportion expected by chance

If the probability of the first observer using, say code A is P_{1A} : and the probability of the second observer using the same code is P_{2a}, then the probability of them both using the same code by chance is simply the product of these two separate probabilities (Fliess, 1981, p. 223).

Observation efficiency was 0.648 (see Appendix 7)

3.4 Data Collection

The researcher sent letters to the President of Rajabhat Institute Nakhon Ratchasiam and the Head of English language program, asking for the permission to

conduct the present research. After having been granted the permission, the researcher followed the data collection procedures below.

1. The researcher arranged the appointment with twenty-four English majors (eight students at the piloting stage and sixteen students at the main stages) and informed them of what they would be required to do. It was not difficult to get cooperation from both the institute and students because the researcher worked there and taught these two groups of students. The researcher informed the students that this investigation was not the part of their examination and it didn't affect their speaking scores. The researcher requested the students to spare some free time because she did not want to use their in-class time. Thus, the present investigation was conducted in the afternoon at 4 : 00-5 : 00 p.m.

2. The researcher divided the students into two groups equally according to their entrance English speaking test. Eight students who got 50-34 scores were determined in a more able speaking ability group. Eight students who got 16-0 scores were determined in a less able speaking ability group.

3. The researcher asked each of the students if it was all right to record their performance before they performed four speaking tasks. Every student was very cooperative and agreed that the tape and video recording could be made though one or two students were reluctant at the beginning because they felt embarrassed to learn that their performance and voice would be recorded. Then the researcher started collecting data at the piloting stage.

Piloting Stage

1. Eight students were invited to perform four tasks. This means that two

different speaking ability students performed each task. Both videotape and audiotape were used to record while they were performing tasks.

2. The researcher watched the recorded video and listened to the recorded cassette tape in order to transcribe the data by using adapted transcription system developed by (Jefferson, 1984) (see Appendix 8).

3. The researcher and the specialist separately watched the recorded video, listened to the recorded tape, read the transcription at the same time and then ticked the types of communication strategies in the observation form in order to collect data.

4. The researcher's and the specialist's obtained data from the observation form were compared in order to find the differences between the researcher and the specialist (see Appendix 10).

5. The obtained data from both the researcher's and the specialist's observation form were calculated by using Cohen's Kappa (K) formula in order to ensure the classroom observation reliable.

6. The researcher, specialist and native speaker modified and corrected the sets of questions, problems and words in the speaking tasks in order to be used in three main stages.

Main Stage

1. The researcher started collecting data at the main phase by inviting eight different speaking ability students from class 1 to perform four tasks at the first, third and fifth stage. In performing the first task, oral interview, two different speaking ability students (more able and less able speaking ability students) were interviewed by an English native speaker teacher. The topics that the English native speaker

teacher interviewed the more able speaking ability student were Rajabhat Institute Nakhon Ratchasima (RIN), Free time and Family (one topic in each stage). The less able speaking ability student was interviewed about Studies, Korat and Hometown (one topic in each stage). The second task, problem solving conversation task, preferred two different speaking ability students (one at a time) to solve the given problems. The more able speaking ability student was asked to solve situation 1, 2 and 3 (one situation at a time). The less able speaking ability student was asked to solve situation 4, 5 and 6 (one situation at a time). The third task, describing pictures, preferred two different speaking ability students to describe six different pictures of place, object, and people (3 pictures each). Describing vocabulary was the fourth speaking task that preferred two different speaking ability students to describe one concrete and one abstract (two words at a time).

2. The researcher invited eight different speaking ability students from class 2 to perform four tasks at the second, fourth and sixth stage. The content and the procedure of each task were the same as those that were conducted at the first, third, and fifth stage. Each task lasted seven minutes.

3. While each student was performing a speaking task in each stage, both videotape and audio-tape were used to collect data. Each recording lasted about 60 minutes and it was recorded six times (see Appendix 5).

4. The researcher transcribed the obtained data by watching the recorded video and listening to the recorded tape by using the transcription system developed by Jefferson (1984) (see Appendix 8).

5. The researcher watched the recorded video, listened to the recorded tape

and read the transcription (see Appendix 9) in order to collect data three times every three weeks. The first time the researcher observed the students' performance and behavior in order to describe the students' behavior. The second time the researcher ticked the frequency of the students' use of communication strategies so as to collect the frequency of each type of communication strategies that each student employed. The third time the researcher checked whether the frequency of each type of communication strategies was accurate or not.

6. The researcher collected the frequency of each type of communication strategies that each student employed in the observation form.

7. The researcher asked the specialist to check the obtained data from the researcher's observation form by watching the recorded video, listening to the recorded tape and reading the transcription in order to make sure that the obtained data were reliable.

8. The researcher collected the checked data in order to analyze them later.

3.5 Data Analysis

Since the present investigation is basically both quantitative and qualitative. The researcher used T unit as a unit of analysis. T unit is "one main clause plus whatever subordinate clauses happen to be attached or embedded within it (Hunt, 1990, p. 184). The following sections discuss about the methods of analyzing the data obtained from each data collection technique in order to answer the research questions.

3.6.1 The researcher of the present investigation explored the types of communication strategies by using counting the types of communication strategies from the obtained data in the observation form.

3.6.2 The results from the observation form were analyzed in order to examine the frequency of students' use of communication strategies by using percentage.

3.6.3 In order to investigate the frequency of different speaking ability students' use of 5 types of communication strategies, the results from the observation form were analyzed by using Chi-square test.

3.6.4 The researcher described the situations which different speaking ability students employed each type of communication strategies by using the transcription. (see Appendix 9).

3.6 Summary

The present investigation was conducted in two stages: the pilot stage and main stage. In pilot stage, student observation involved 8 students. The data obtained through recorded video and cassette tape while the students were performing four tasks. Then these tasks were modified and later used them in the main stage. The main stage involved 16 students who were requested to perform 4 tasks. Both videotape and audio-tape were used to record the students' oral performance. Percentage was used for the frequency of each type of communication strategies and chi-square test was used to compare the frequency of use of each type of communication strategies more able and less able speaking ability students.

In conclusion, taking into account the purpose of research outline above, the

present investigation can be classified as exploratory and descriptive. The research is basically both qualitative and quantitative. The results of the data analysis for classroom observation will be presented in the next chapter.

CHAPTER IV

RESULTS AND DISCUSSIONS

The researcher systematically attempted to identify types and frequency of use of communication strategies by English majors taking Listening and Speaking 1 at Rajabhat Institute Nakhon Ratchasima obtained through classroom observation. This chapter presents the research findings of the present investigation. They are as follows: the students' background, the types of communication strategies used by the subjects and their frequency of overall communication strategies, a more detailed analysis of each strategy and its use, the relationship between the subjects' communication strategies use and their English speaking levels and the situations where each type of communication strategies occurred.

4.1 The Students' Background

Table 1 : Number of Students Based on their Gender and Speaking Abilities

Gender	No. of Students	Speaking Ability	No. of Students
Male	3	A more able group	8
Female	13	A less able group	8
Total	16	Total	16

According to Table 1, 16 first year students who took the course Listening and Speaking 1 in the 1st semester 2002 at Rajabhat Institute Nakhon Ratchasima

volunteered to participate in this study. They were 3 males (18.75 per cent) and 13 females (81.25 per cent). These subjects were divided into two groups equally according to their English speaking entrance scores. Eight subjects who got 50-34 scores were in a more able speaking ability group and eight subjects who got 16-0 were in a less able speaking ability group.

4.2 Results of the Analysis of the Quantity and Types of Communication Strategies

The present investigation has reported on the research findings of English majors' use of communication strategies. These findings also form responses to the research questions 1 to 3 and are discussed further below.

4.2.1 'What are the types of communication strategies employed by English majors taking Listening and Speaking 1 at Rajabhat Institute Nakhon Ratchasima?' (Research question 1)

In response to the first research question, it was found that five types of communication strategies were employed by Rajabhat first year students taking Listening and Speaking 1 Course. They were 1) modification devices (e.g. What do you mean? Again please. Right?). 2) target language-based strategy (e.g. It's a shop that sells many things instead of using 'grocery'). 3) nonlinguistic strategy (e.g. use the body language or the action). 4) L1-based strategy (e.g. I bought some bananas from ตลาดน้ำ). 5) avoidance strategy (e.g. Oh! I can't speak. Let's talk about something else.).

This finding indicates that the first year students majoring in English may probably have problems while they are interacting with the English native speaker teacher. Therefore, they employed five types of communication strategies because they try to communicate successfully. Moreover, the less able speaking ability students may lack of grammatical knowledge or vocabulary limitations to use target language-based strategy (English) which consisted of approximation, circumlocution and direct asking while they are speaking. So they tend to employ other strategies, such as, avoidance strategy, nonlinguistic strategy, which facilitate their speaking and make them more confident (Edna, 2000). In addition, these students may employ L1 (Thai) to compensate their lack of L2 (English) in order to remain in their conversation. On the other hand, the more able speaking ability students employed English language-based strategy but they did not employ any avoidance strategy. This means that they may employ some other communication strategies, such as modification devices or nonlinguistic strategy in order to facilitate them while they are performing their speaking tasks.

This finding is also expected because the researcher produces four tasks: 1) oral interview, 2) conversation, 3) describing pictures, 4) describing vocabulary in order to elicit these five types of communication strategies from English majors. It conforms with Khaopet's (1996) results of his investigation which demonstrate that Matthayom Suksa 6 students employed five types of communication strategies while they were performing 4 speaking tasks: 1) conversation, 2) describing pictures, 3) telling stories and 4) describing vocabulary in English speaking. In addition, Wannaruk's (2002) results of her investigation revealed that college students at Suranaree University of Technology employed five types of communication

strategies while they were performing oral interview test with an English native speaker teacher. In conclusion, English majors employed these five types of communication strategies while they were performing four speaking tasks in order to succeed in their communication.

This finding suggests that the factors that may affect the selection types of communication strategies are communicative setting and the nature of speaking tasks. The setting for the present investigation was a well-equipped language room at Rajabhat Institute Nakhon Ratchasima where there were a student performing each speaking task with an English native speaker teacher and the video cameraman. It was a non-classroom setting in which most of the interaction was one-to-one between a native speaker and a non- native speaker in order to elicit communication strategies because most data have come from methods of direct elicitation, rather than from naturalistic communication settings (Williams et al. 1997, pp. 305-306). In addition, the role relationship between participants was different from those found in EFL classroom because there were more opportunities for students to interact with the English native speaker teacher. Both the English native speaker teacher and each student were eager to please each other. This may be because they were not familiar with each other and they were in non- threatening environment. Moreover, the English native speaker teacher addressed each student by his or her name in order to build relationship while conducting the interview (Measor, 1985, cf. Intaraprasert, 2000). Accordingly, the presence of an interlocutor is seen to have a strong influence on speaker behavior and the types of strategies s/he tends to implement (Tarone and Yule, 1997, p. 49). So the selection of communication strategies is determined by the nature of the situation, the interaction goal as well as the role of

participants (Wagner, 1983). In short, the researcher of the present investigation has found that the interactions in this setting were largely successful in identifying types of communication strategies. If this research project had been conducted in a classroom, the students would have tended to employ only L1-based strategy because they were familiar with their teacher and friends, so they did not try to use English.

As for the nature of speaking tasks, four speaking tasks in the present investigation included picture description, conversation, oral interview and vocabulary description were conducted by the English native speaker teacher in order to elicit the students' use of communication strategies. These tasks have been designed to meet three criteria which the communication strategies are to be examined (Faerch & Kasper, 1983) as mentioned in Chapter 3. Oral interview and conversation (problem solving) tasks were two-way information exchange tasks which produced more negotiation work than one-way information exchange tasks: describing pictures and vocabulary tasks (Long, 1989, p. 13). These methodological differences may influence a language learner's selection of a specific communication strategy.

The finding also indicates that the students employed modification devices most while they were performing oral interview and conversation (problem solving) tasks. This may be because these two tasks prefer the interaction between speaker and listener. The listener gives the speaker feedback so as to understand what the speaker has said. In this way the speaker can revise what has been said and try to communicate the intended meaning again (Norton, 1997) by using modification devices in order to communicate effectively and maintain a positive relationship with their partner in the interaction (Bialystok & Frohlich, 1980). On the other hand, the

students employed target-language based strategy and L1-based strategy when they were performing picture and vocabulary description tasks. This means that the process of describing pictures and vocabulary may encourage the use of some communication strategies and discourage others because the learners' perception of the task might be one factor influencing the types of communication strategies results (Lococo, 1976). And also, the nature of the task was found to have marked effect on strategy selection (Ellis, 1994, p. 402). As a result, these communication strategies emerge may depend on the perceived task requirements, and also on the information-processing demands of the task (Brown et al, 1987, p. 538).

4.2.2 What is the frequency of these students' use of these communication strategies? (Research Question 2)

Table 2 : Frequency and Percentage of Students' Overall Communication Strategies Use.

Student and CS. Classification	Frequency	Percentage
More able group	126	49.24
Less able group	130	50.76
Total	256	100
Modification	113	44.15
Target language	68	26.56
Nonlinguistic	40	15.63
L1-based	28	10.93
Avoidance	7	2.73
Total	256	100

Table 2 shows the comparison of the frequency of the students' use of communication strategies indicated that the overall frequency of more able and less able speaking ability students' use of communication strategies was different. The classification of communication strategies revealed that the students employed modification devices most 44.15%. The second most was target language-based strategy 26.56%, the third was nonlinguistic strategy 15.63%, the fourth was L1-based strategy 10.93%, and the one that they employed least was avoidance strategy 2.73%.

In response to the second research question, the research finding revealed that Rajabhat students' overall use of these communication strategies based on frequency. The frequency of overall use of communication strategies was 256. The overall frequency of able and less able speaking ability students' use of communication strategies was different. The less able speaking ability students employed communication strategies more frequently than the more able speaking ability students. In addition, the frequency of students' use of each type of communication strategies indicated that the students employed modification devices most. The second type was target language-based strategy. The third type was nonlinguistic strategy. The fourth type was L1-based strategy and the strategy the students employed least was avoidance strategy. This finding conforms with Khaopet's (1996) and Wannaruk's (2002) results of their investigation which demonstrated that the strategy the students employed most was modification devices and the strategy the students employed least was avoidance strategy.

These figures indicate that the students employed modification devices most because they try to find ways to communicate successfully. In order to keep on their

conversation, the students tried to employ many sub-types in modification devices, such as comprehension check, clarification request, self-repair and confirmation check (Cohen, 1990). The other evidence to support the students' attempt to communicate is that these students hardly employed avoidance strategy. This means that they may employ target language-based strategy, nonlinguistic strategy or L1 (Thai)-based strategy in order to remain in their conversation. Furthermore, this finding conforms with Khaopet's (1996) results of his investigation which demonstrate that Matthayom Suksa 6 students employed modification devices most and they employed avoidance least while they were performing 4 speaking tasks in English speaking. Wannaruk's (2002) results of her investigation which demonstrate that college students at Suranaree University of Technology also employed modification devices most and they hardly employed avoidance strategy while they were performing oral interview test with an English native speaker teacher. It is clearly seen that strategy preference and second language proficiency level may prove to be related as in Rababah's (2001) study which examined communication strategies used by English majors while communicating in L1 (Arabic) and L2 (English). This study was found that the learners' use of communication strategies was related to their proficiency level.

4.2.3 'Do different speaking ability students employ each type of communication strategies for English speaking differently?' If they do, what is the frequency? (Research Question 3)

In response to the third question, the researcher for the present investigation will describe the results of the finding in two parts. In the first part, the results of chi-square test will be revealed and the frequency of students' use of each type of

communication strategies will be demonstrated. In the second part, each type of communication strategies will be described in details.

4.2.3.1 The Results of Chi-square Test and the Frequency of Students' Use of Each Type of Communication Strategies.

Table 3 : Analysis of Students' Use of Communication Strategies Based on their Speaking Abilities.

Types of CS.	Speaking Ability		
	More able	Less able	
Modification devices	53	60	$\chi^2 = 13.11$ P < .05
Target language-based	43	25	
Nonlinguistic strategy	18	22	
L1-based strategy	12	16	
Avoidance strategy	0	7	

Table 3 demonstrates that of all the five types of the communication strategies, the less able speaking ability students employed more numbers of communication strategies, except the target language-based strategy. The results of the chi-square tests revealed that a level of significant of .05 (see Appendix 12).

In response to the third research question, it was found that the frequency of each type of communication strategies use of 16 English majors was related to their speaking ability levels according to the results from chi-square test. Both more able and less able speaking ability students employed each type of communication strategies for English speaking differently. The less able speaking ability students employed modification devices, nonlinguistic strategy, L1-based strategy and

avoidance strategy more frequently than the more able speaking ability students.

Whereas the more able speaking ability students did not employ any avoidance strategy, they employed target language-based strategy more frequently than the less able speaking ability students. The results of the frequency of students' use of individual type and sub-type of communication strategies, ranging from the highest to the lowest, are detailed below in Tables 4 and 5.

Table 4 : Frequency and Percentage of Students' Overall Use of Modification Devices Based on their Speaking Abilities

Modification devices	Speaking Ability		Total	Percentage
	More able	Less able		
Pausing	23	28	51	45.13
Clarification request	12	15	27	23.90
Confirmation check	11	9	20	17.70
Self-repair	5	3	8	7.08
Incorrect answer	-	5	5	4.42
Back channel	-	-	-	0
Comprehension check	2	-	-	1.77
Overlap	-	-	-	0
Total	53	60	113	100

From Table 4 the less able speaking ability students employed more pausing, clarification request, and incorrect answer than the more able speaking ability students. Both more able and less able speaking ability students did not employ back channel and overlap. The more able speaking ability students employed more confirmation check, self-repair and comprehension check than the less able speaking ability students.

Table 5 : Frequency and Percentage of Students' Overall Use of Communication Strategies

Types of CS.	Speaking Ability		Total	Percentage
	More able	Less able		
<u>Target language-based</u>				
- Circumlocution	24	13	37	54.41
- Approximation	18	11	29	42.65
- Direct asking	1	1	2	2.94
Total	43	25	68	100
<u>Nonlinguistic</u>				
- Gesture	11	14	25	62.50
- Mime	7	8	15	37.50
Total	18	22	40	100
<u>L1-Based Strategy</u>				
- Language switching	11	16	27	96.43
- Foreignizing	1	-	1	3.57
Total	12	16	28	100
<u>Avoidance Strategy</u>				
- Topic avoidance	-	4	4	57.14
- Message avoidance	-	3	3	42.86
Total	-	7	7	100

Table 5 indicated that target language-based strategy that the students employed most was circumlocution (54.41%). The second most was approximation (42.65%) and the strategy that they employed least was direct asking (2.94%). The more able speaking ability students employed more circumlocution and approximation than the less able speaking ability students but both groups employed the same frequency of direct asking. The students employed gesture 62.50% and

mime 37.50%. The less able speaking ability students employed more gesture than more able speaking ability students. Whereas the more able speaking ability students employed more mime than the less able speaking ability students. L1-based strategy that the students employed most was language switching (96.43%) and they employed foreignizing least only (3.57%). The less able speaking ability students employed language switching more frequently than the more able speaking ability students and the less able speaking ability students did not employ any foreignizing. The students employed more "message avoidance" than "topic avoidance" indicating that the students try to talk about the concept but they are unable to continue their conversation. The less able speaking ability students employed both topic avoidance and message avoidance whereas the more able speaking ability students did not employ any.

The results of the finding indicated that the less able speaking ability students employed modification devices more frequently than the more able speaking ability students. This means that the less able speaking ability students may face so many problems while they are speaking that they employ this strategy, especially clarification request and pausing in order to continue their conversation (Cohen, 1990). Moreover, the less able speaking ability students employed nonlinguistic strategy more frequently than the more able speaking ability students. They used gesture and mime in order to get the interlocutor to help them to find the right structure to say what they want to say (Faerch and Kasper, 1980). Therefore, they employed this strategy whenever they encounter the problems in their communication. On the other hand, the more able speaking ability students employed English language-based strategy more frequently but they did not employ

any avoidance strategy. This means that these students may have adequate English knowledge to be used in their conversation or they may employ some other communication strategies, such as modification devices or nonlinguistic strategy in order to facilitate them while they are performing their speaking tasks. In conclusion, both more able and less able speaking ability students employed the same types of communication strategies but the frequency was different.

4.2.3.2 Discussions and Descriptions of Each Type of Communication Strategies

What follows is the second part of the response to the third question. The researcher of the present investigation will describe and discuss each type of communication strategies in details in order to help the reader understand certain type of communication strategies clearly. Firstly, "modification devices" which the students employed most will be discussed and described. This is followed by the discussion and description of "target language-based strategy". Then 'nonlinguistic strategy' will be described. Finally, 'L1-based strategy' and 'avoidance strategy' are described.

All of the five types of communication strategies that were found in the present investigation, 'modification devices' were employed most by both more able and less able speaking ability students. This finding surprises the researcher for the present investigation because the numbers of the frequency of the students' use are not distinctively different. Both groups of the students employed 'pausing' most but they rarely employed 'comprehension check', 'back channel' and 'overlap'. This means that both groups of students did not know how and when to use them, so they tried to remain in their conversation by using some other sub-types of modification

devices such as 'pausing', 'clarification request', 'confirmation check', 'self-repair', 'incorrect answer'.

This finding suggests that the first year students majoring in English at Rajabhat Institute Nakhon Ratchasima should be taught how to use modification devices such as, 'clarification request', 'comprehension check' and 'back channel' in order to remain in their conversation and make them feel more comfortable in using English because the students may not be able to use the appropriate communication strategies spontaneously (Chen, 1990). Therefore, this strategy should be taught while the students are performing the speaking tasks in the speaking courses because strategy training can make a difference (Nunan, 1997). If the teacher did not teach them, they would never know how and when to use this strategy appropriately. Consequently, language teachers teaching English speaking to English majors may need to modify their role in helping students to employ appropriate sub-types of modification devices.

What follows is the description of each sub-type of modification devices.

Modification device is the way that helps both the speaker and listener remain in the conversation. There are eight-subtypes: pausing, clarification request, confirmation check, self-repair, incorrect answer, back channel, comprehension check and overlap.

Pausing means that the student stops while speaking in order to think of the words he will use in the conversation. While the speaker stops talking, he will pronounce the sound or without sound, ' um.....er.....uh 'etc.

Examples of more able speaking ability students' use of communication strategies

Example 1

T : What are the classes like in Rajabhat?

S : I think it's (laugh) they have uh.....less of people, not many people. It's only 30 people in the class. In other class, my friend they have to study with about ah.....100 people in her class.

Example 2

T : Today is a holiday but it starts to rain. So what are we going to do?

S : Um.....to do something. I will have a party in my house. Ah.....many food and we go dancing in the party.

Examples of less able speaking ability students' use of communication strategies

Example 1

T : What kind of food are we planning for the end of our English course?

S : Um.....ah.....Thai food, curry, fried rice and water drink, coffee, tea.

Example 2

T : Where do you usually go shopping in Korat?

S : Uh.....Makro, the Mall, Klang Plaza, Lotus, Big C.

T : What do you buy when you go shopping?

S : Book,.....ah.....shoes.

As seen in the examples, both more able and less able speaking ability

students employed pausing more frequently than other strategies. This means that both groups are not fluent enough to speak English continuously so they have to pause while they are speaking in order to gain time to think of words or sentences to talk to the foreign teacher.

Clarification request means that the learner requests the explanation of an unfamiliar meaning structure. “Again please. Pardon?”

Examples of more able speaking ability students’ use of communication strategies

Example 1

T : When do you go to fitness?

S : Again please.

T : When do you go to fitness?

S : About in the evening.

Example 2

T : OK. My family is coming to town, would you like to have a meal with us?

S : Pardon? Again please.

T : Would you like to eat out with us?

An example of less able speaking ability student’s use of communication strategies

Example 3

T : Prepare a party to welcome them.

S : (2 seconds) smile I don’t understand.

T : Party.

As seen in the Examples 1 and 2, the more able speaking ability students use “Again please, Pardon? In Example 3, the less able speaking student use “I don’t understand.” Students should use “Excuse me and Pardon?” instead of using “I don’t understand. This means that students did not have enough practice using clarification request.

Confirmation check is the way that the learner repeats the words that the interlocutor said in order to confirm what he has heard is correct or not.

An example of a more able speaking ability student’s use of communication strategies

Example 1

T : What don’t you like about Rajabhat?

S : Not like, I think I don’t have anything that I don’t like.

T : What are your favourite sports?

S : Favourite sports, I like basketball.

An example of a less able speaking ability student’s use of communication strategies

Example 2

T : How often do you go to your hometown?

S : How often? Ah.....by the bus.

As seen in the Examples 1 and 2, confirmation check was found in both more able and less able speaking ability students' conversation. This means that the students are not sure if the words 'favourite sports' and ' how often' are correct or not. If they are not correct, the interlocutor will repeat them again. This sub-type strategy makes the conversation more natural.

Self-repair is the way that the learner makes self-initiated corrections in one's own speech.

An example of a more able speaking ability student's use of communication strategies

Example 1

T : What are the classes like in Rajabhat?

S : I think it's.... (laugh)... they have ah.... Few of people, not many people.

An example of a less able speaking ability student's use of communication strategies

Describing pictures

Example 2

One less able speaking ability student was describing a picture to the English native speaker teacher.

S : Oh, it's a picture (laugh)... a beautiful sea I like to go to sea. It's more beautiful. I go to sea before , I used to go to the sea in April.

As seen in the Examples 1 and 2, both more able and less able speaking ability students try to correct their own words, ' few of people, not many people and 'I go to sea before, I used to go to the sea' while they are speaking in order to make sure that the foreign teacher understands what they are trying to say.

Incorrect answer is the way the learner tries to use the target language even though the answer is not correct.

An example of a more able speaking ability student's use of communication strategies

Example 1

T : Today is a holiday but it starts to rain. So what are we going to do?

S : Ah....to do something. I will have a party in my house. Ah....ah....many food and we go dancing in the party.

T : Who should we invite?

S : Ah....(pause) ah....listen to radio.

An example of a less able speaking ability student's use of communication strategies

Example 2

T : When you leave Rajabhat, what do you want to do?

S : Rithaisong Department

T : What do you want to do after you leave Rajabhat?

S : About 16 kilometers.

As seen in the Examples 1 and 2, both more able and less able speaking ability students attempt to continue speaking even though their answers are not correct. This indicates that their listening ability is not good enough to interpret the input questions but they do not know their misinterpretation. Thus, they still keep on speaking in order to please the English native speaker teacher.

Comprehension check means that the learner asks the questions to check whether the interlocutor understands what he has said or not. "Right? Okay? Do you understand?"

An example of a more able speaking ability student's use of communication strategies

Describing picture

Example:

S: In the mountain somewhere in Thailand. It's green and I think it is in the north of Thailand, Chiangmai or Chiangrai, do you know it?

This strategy was hardly employed by both groups of students. The more able speaking ability students employed this strategy more frequently than the less able speaking ability students. This is because the less able speaking ability students did not have any chance to practice it like speaking in Thai language.

Back channel is the way that the learner makes the sound while the interlocutor is speaking so as to show that he is listening, "Yeah, right, uh huh"

This sub-type of the strategy was not found in this study. It does not mean that the students in this investigation did not listen to the interlocutor. But they did not have enough practice using back channel in their speaking. They did not know when and how they were going to employ it appropriately. Therefore, they avoided using it but using eye contact and nodded their heads in order to communicate with the interlocutor.

Overlap is the way that the learner speaks while the interlocutor has not finished speaking yet.

This sub-type of the strategy was not found in this research. This may probably be that the students were not skillful enough to guess what their interlocutor was going to speak. So they tried to listen until the interlocutor finished speaking.

Target language-based strategy is another important communication strategy that the language teachers should teach their students while they are performing communicative activities because their communicative success relies entirely on

using this strategy. As in Dula's (2001) and Dornyei's studies that investigated the effects of communication strategies training on foreign language learners at the university levels revealed that direct teaching of circumlocution was beneficial to help learners avoid communicative breakdowns. Therefore, English majors should be taught how to employ target language-based strategy in order to communicate successfully in their speaking classes.

In order to make the language teachers understand this strategy clearly, the researcher of the present investigation will describe the situations that the different speaking ability students employ each sub-type in details.

Target language-based strategy is the way that the student uses the target language in order to overcome the problems occur while communicating. There are three sub-types : approximation, circumlocution and direct asking.

Approximation means that the student uses a single target language, vocabulary item or structure, which is not correct, but which share enough semantic feature in common with the desired item to satisfy the speaker.

Circumlocution means that the student describes the characteristics or elements of the object or action instead of using the appropriate target language item or structure.

Direct asking is the way that the speaker asks the question directly.

Approximation

Examples of more able speaking ability students' use of communication strategies

Example 1

Situation : "Your native speaker teacher has invited you out for a meal with her family. She has asked you to think about where to go. Tell her about the different types of restaurant in your town and then decide which would be best for all of you."

T : My family is coming to town, would you like to have dinner with us?

S : (5 seconds) I would like to have ..ah...at the....ah
(5 seconds) Food shop in the market near my house.

T : Now, we have to decide where to go to eat with my family. So what type of restaurant are there in Korat?

Example 2

T : Chicken curry? What about something to drink?

S : Ah...fruit, the fruit drinks from fruit.

T : Oh, lime juice or something else?

S : Orange? Tamarine?

T : OK. Tamarine.

As seen in the above conversations, this showed that 2 approximation words were employed. The first word was food shop instead of 'restaurant'. The second word was fruit drink instead of 'juice'.

Examples of less able speaking ability students' use of communication strategies

Example 1

A less able speaking ability student was describing vocabulary 'pollution'.

S : Ah.....It's about anything in the world about air. It's made bad (5 seconds). It makes me feel bad (laugh) dirty air. T: It's "pollution"

Example 2

Situation: "You have decided to spend a day at the beach with some friends. Talk about the kind of things you enjoy doing and the kind of things you can do together and then decide how to spend the day."

T : OK. We're going to the beach.

S : I enjoy swimming and sleeping and volleyball on the beach.

T : Where will we eat?

S : Restaurant near the beach, water drink, orange juice and beer.

T : How long are you going to stay there?

S : Two days.

In Example 1, the less able speaking ability student used the word 'dirty air' instead of using 'pollution' In Example 2 shows that the less able speaking ability student used ' water drink' instead of 'drinking water'.

Circumlocution

Examples of more able speaking ability students' use of communication strategies

Example 1

T : What do you like to do on campus?

S : I like (5 seconds)playing with my friends and study.

T : Where do you play with your friends?

S : I'm talking and many games when they have to present to me and interesting in her or them and I play with them.

Example 2

T : OK. My family is coming to town, would you like to have a meal with us?

S : I think what do you like?

T : My family will like my country food.

S : It's my "Yai Rung Ka" have pasta, noodle and Thai call 'Pad Mee' . It's delicious. Fish delicious.

Example 3

A more able speaking ability student was describing the word 'appointment' to the English native speaker teacher.

S : Suppose I got to the Mall. You go to the Mall. I call you to go together. You have a girlfriend and you can similar date. You tell her going together is called.....

T : Appointment.

From the above Examples, the more able speaking ability students know such a lot of vocabularies that they can explain in order to make the native speaker teacher understand what they try to say. In Example 1, this student feels confident and proud of herself to interact with the native speaker teacher because she has no chance to interact with the foreigner in her classroom before. Thus, she tries to speak English by telling more details about games instead of telling him where she plays with her friends. And also, in Example 2, the student describes "Pad Mee" in stead

of saying 'fried noodle'. In Example 3, the student tries to describe the word 'appointment' by using the related English words to make the foreign teacher guess correctly. This shows that describing vocabulary and pictures tasks tend to make the students employ 'circumlocution'.

Examples of less able speaking ability students' use of communication strategies

Example 1

A less able speaking ability student was describing 'promise' to the native speaker teacher.

S : If (5 seconds) I'm late I tell you about ah..... I tell you reason with you. Ah, I tell a reason with you and you tell me. The word is 'promise'

Example 2

T : What is your mother like?

S : Ah, like, she likes. I don't understand. She looks like me. She's very kind. And she have black body and big eyes. Family love to go to visit my grandmother.

As seen in the Example 1, the student tries to tell the foreign teacher that when Thai students are late for their class, they will say, "I, sorry I'm late, I promise I won't be late again." In Example 2, the student tries to describe what her mother is like by saying, "My mother have black body and big eyes." She should say, "My mother has dark complexion instead of she have black body."

Direct asking

An example of a more able speaking ability student's use of communication strategies

Example 1

T : And how do you think we should arrange the chairs?

S : (5 seconds)Ah..... I don't understand. What does it mean?

An example of a less able speaking ability student's use of communication strategies

Example 2

T : What is your favorite English class?

S : English class....ah..... I favorite class. Again please. favorite English I don't understand.

Both the more able and less able speaking ability students hardly employed direct asking. This means both groups of students are not accustomed to asking the questions or they are not proficient enough to ask the questions when they do not know or do not understand the particular words.

This finding suggests that describing vocabulary and pictures tends to make the students employ 'circumlocution'. This implies that the teachers of English should encourage their students to use target language-based strategy by having them describe pictures and vocabularies or having them work in pairs practice doing crossword puzzle or describing stories from pictures in order to make them improve their English speaking.

According to Faerch and Kasper (1980), the conversational effect of the use of mime, for example, is often to get the interlocutor to help the speaker to find the right structure to say what he or she wants to say. So nonlinguistic strategy should be described as followed.

Nonlinguistic strategy means that the learner communicates with his partner nonverbally. Two sub-types are included in this strategy

Gesture is the way that the learner uses the body language or facial expression in order to communicate with his interlocutor.

An example of a more able speaking ability student's use of communication strategies

Example :

T : What don't you like about Rajabhat?

S : Not like, I think I don't have anything that I don't like.

T : Something.

S : Something is wet (laugh) when it rains, it is wet.

T : Everywhere when it rains it's wet.

S : What? (Shake her head), again please.

An example of a less able speaking ability student's use of communication strategies

Example :

T : What's your major?

S : Ah.....English major.

T : What year are you in?

S : (pause) (Look at the teacher questioningly).

T : What year, second year, third year, fourth year?

S : Fourth year.

As seen in the Examples, the more able speaking ability student used body language by shaking her head when she did not understand what the English native speaker teacher said so as to remain in the conversation. The less able speaking ability student used facial expression when she needed clarification from the foreign teacher.

Mime is the way that the learner uses the action while speaking when he does not know the words to say.

An example of a more able speaking ability student's use of communication strategies

Example 1

One more able speaking ability student was describing a picture to the English native speaker teacher.

S : Many cameras...eh....the name of the camera is Pentax. It can ปรับขยาย big and small. If I take it for. I can (use hands to show) zooming.

An example of a less able speaking ability student's use of communication strategies

Example 2

T : What do you buy at the Mall?

S : I buy handbag.

T : What else do you buy?

S : Again please, a candy, clothes (use hands to show clothes)

As seen in the examples, the more able speaking ability student used her hands to show the foreign teacher how to take pictures by zooming. The less able speaking ability student used her hands to show her blouse and skirt as clothes in order to make the foreign teacher understand more clearly.

L1 (Thai) language-based strategy should not be encouraged in some situations that the speakers need to enhance their language learning (Rababah, 2001). However, it may be useful for the language teachers to know what it is like and how the students employ it. What follows is the description of this strategy.

L1-based strategy is the way that the student uses Thai language (L1) in speaking English. Two sub-types are included in this strategy.

Language switching is the way the students uses their mother tongue (Thai) while speaking L2. For example, “ I bought some bananas from ตลาดน้ำ.”

Foreignizing is the way the student uses a L1 (Thai) word by adjusting it to L2 phonology or L2 pronunciation. For example, “ Do you like Bangkok?”

Language switching

An example of a more able speaking ability student’s use of communication strategies

Example 1

A more able speaking ability student was describing a vocabulary ‘foreigner’ to the English native speaker teacher.

S : Next word about you travel in my country. They can go at here there not get money สม่ัครใจคืออะไร similar you travel, my country call you is.

Suppose I go to your country, you call me.....

T : Foreigner

Examples of less able speaking ability students' use of communication strategies

Example 1

S : She is born Chiangmai หรือเปล่าไม่รู้

T : Chiangmai.

S : ประมาณนั้นค่ะ

S : A picture resort หรือเปล่าคะ?

Example 2

A more able speaking ability student was describing a vocabulary 'education' to the English native speaker teacher.

S : Ah.....what you study (laugh) you. I'm come to Rajabhat for study (5 seconds) มาเรียนเพื่อจะได้รับความรู้ T: Education

Foreignizing

An example of a more able speaking ability student's use of communication strategies

Example 1

T : But my family are from America. They live in America.

S : I think the Mall because it's a big department store and there are many restaurants. It has สุกี้ (Suki).

As seen in the above examples, the more able speaking ability students used Thai language when they did not know the English word to be used, like สมัครงใจคืออะไร in order to continue speaking. The less able speaking ability students used Thai language more frequently in order to make them more confident in interacting with the native speaker. They should employ circumlocution in describing pictures and vocabulary instead of using Thai. This may be because they lack of English words to describe so they resort to Thai to facilitate their communication. As mentioned earlier, Thai students used Thai language while they were speaking English because their English competence was inadequate to be used in their communication. Foreignizing was employed by only more able speaking ability students, especially, proper names while they were speaking English. This always confuses the native speaker if the students do not stress clearly.

The findings of the present investigation demonstrated that only the less able speaking ability students employed avoidance strategy. This is because they may lack of grammatical knowledge or vocabulary limitations (Wells, 1985) while they are speaking, so they tend to employ avoidance to overcome these problems and make them more self- confident (Edna, 2000). The following examples are the situations that English majors employ each sub-type of avoidance strategy.

Avoidance strategy is the indication for not to communicate because they cannot communicate fluently. There are 2 sub-types: topic avoidance and message avoidance.

Topic avoidance means that the student avoids talking about particular topics because they may require vocabulary or structures which he does not know, such as “Oh! I can’t talk about this. Let’s change the topic.

Message avoidance means that the student begins to talk about a concept but is unable to continue and stops in mid-utterance.

Topic avoidance

Examples of less able speaking ability students’ use of communication strategies

Example 1

Situation : Some students from America are visiting your institute and you need to prepare a party to welcome them. Talk to your friend about how to make a nice party and how to welcome the American students.

T : How should we make the room nice?

S : (5 seconds)

T : What kind of decoration?

S : (10 seconds).....

As seen in Example 1, the student tried not to talk about decorating the room because she did not know any vocabulary or structure that used in that topic. So she stopped talking about it. This means that this student employed inappropriate communication strategies. She should employ direct asking or clarification request, for example, "What does decoration mean?" instead of employing topic avoidance in order to keep her conversation going on. Therefore, the effective use of appropriate

communication strategies may be an important aspect of communicating in an imperfectly learned language.

Example 2

T : What is your favorite subject?

S : (5 seconds).....

T : What is your favorite subject?

S : (5 seconds).....

T : What grade did you get in English?

S : (0.5 seconds) grade.

As seen in Example 2, the student was unable to continue speaking because she did not know the meaning of 'favorite' and 'grade'. This made her stop talking. This indicates that the student did not know how to ask direct questions or clarification requests to make her remain in the conversation. She should employ direct question, for example, "What does favorite mean?" or "Does the word 'grade' mean A,B,C,D?" or "Could you explain what you mean by the word 'grade'?"

Message avoidance

An example of less able speaking ability student's use of communication strategies

Example 1

One less able speaking ability student was describing a vocabulary 'guitar' to the English native speaker teacher.

S : I can play on the concert. It has strings five or three.

No.....(5 seconds) Ah.....หนูไม่ได้แล้วค่ะ

According to Example 1, the student described a vocabulary 'guitar' to the English native speaker teacher but she could not continue describing because she had inadequate words to describe. Circumlocution or approximation should be used to describe this word, for example, "It is made of wood." or "It is used for playing music." This student should pause by making sound, uh....ah....to gain time to think of the words to be used in describing this word.

We can notice that only the less able students employed both topic avoidance and message avoidance but the more able students did not employ any avoidance strategy at all. This shows that the more able students may have enough communicative competence to continue talking or they may employ some other communication strategies instead of employing avoidance strategy.

4.3 Summary

In this chapter, the researcher has systematically examined variations in frequency of students' overall communication strategies use and use of individual communication strategies by more able and less able speaking ability students. Data were collected through the use of the observation form which investigated the communication strategies used by 16 English majors while they were performing the tasks.

Analysis of percentage, chi-square tests and description of each type of communication strategies were the forms of analysis carried out on the data. The research findings and discussions presented in this chapter have demonstrated that five types of communication strategies were employed by 16 English majors. They were 1) modification devices, 2) target language-based strategy, 3) nonlinguistic

strategy, 4) L1-based strategy and 5) avoidance strategy. Significant variation in frequency of students' overall communication strategies use were found in relation to speaking ability levels. Less able speaking ability students employed communication strategies more frequently than more able speaking ability students.

The research findings of the present investigation have provided the researcher with useful information for another perspective of research in the field of communication strategies. Chapter 5, which is the last chapter of the thesis, summaries the research findings in response to the research questions posed in Chapter 1 and offers the implications of the present investigation and proposal for future research.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The present study aims to investigate how the first year English majors at Rajabhat Institute Nakhon Ratchasima employ communication strategies in order to cope with their English speaking problems. It has been designed to explore types of communication strategies the first year students majoring in English employed. Moreover, the frequency of these students employed these types of communication strategies was examined. And also, the relationship between the frequency of each type of communication strategies use of these students and their English speaking ability levels were examined. The researcher therefore hopes that this study will give clearer picture of interaction the students perform and it may be a guide for teachers of English to focus on appropriate communication strategies in their English speaking teaching plans.

5.1 Summary

This research involved 16 first year students majoring in English who took Listening and Speaking 1 Course in the first semester of academic year 2002 at Rajabhat Institute Nakhon Ratchasima. They were randomly divided into two groups : more able and less able speaking ability groups according to their speaking test scores. In addition, classroom observation was used as the main research method and the research instruments were the observation form and four speaking tasks: 1)

oral interview, 2) conversation, 3) describing pictures and 4) describing vocabulary. Both videotape and audio-tape were used to record the visual behavior and oral information in order to collect data. Percentage and chi-square test were used to analyse the data.

The findings of the present study demonstrated that 16 English majors employed five types of communication strategies. They were 1) modification devices, 2) target language-based strategy, 3) nonlinguistic strategy, 4) L1-based strategy and 5) avoidance strategy. The less able speaking ability students employed communication strategies more frequently than the able speaking ability students. The results of chi-square test revealed statistically significant difference between the frequency of able and less able speaking ability students' use of each type of communication strategies.

Moreover, the findings of this study were generally consistent with the previous studies as shown in Chapter 2 in terms of students' language proficiency level, where lower- proficiency students employed a higher frequency of communication strategy use than did higher-proficiency students. The research findings further showed that the factors that may affect the selection types of communication strategies were communicative setting and speaking tasks. In addition, the more able speaking ability students employed English language-based strategy more frequently and they did not employ any avoidance strategy. The less able speaking ability students employed modification devices, nonlinguistic strategy, L1(Thai)-based strategy and avoidance strategy more frequently than the more able speaking ability students. The findings of the investigation also suggested that students' speaking ability levels may be related to speaking tasks, especially those

involving native speaker, as well as communicative setting as a source of the target language input.

5.2 Recommendations

The research findings summarised earlier in response to the research questions demonstrate that there is a relationship between English speaking ability levels and types of communication strategies. Some implications for research in communication strategies and implications for teaching English speaking may be drawn as follows:

5.2.1 Implications for Research in Communication Strategies

The researcher found that four tasks which included two interactive tasks: oral interview and conversation, two speaking tasks: picture description, and vocabulary description conducted by the English native speaker were the most suitable instrument to elicit students' use of communication strategies because the findings of the present investigation indicated that the students employed modification devices most while they were performing oral interview and conversation tasks. This may be because these two tasks prefer the interaction between speaker and listener. The students employed target language-based strategy and L1-based strategy when they were performing picture and vocabulary description tasks.

5.2.2 Implications for Teaching Speaking

The implication drawn from this investigation is both teachers and students should be aware of what and how important communication strategies are. In order to raise their awareness, the researcher for the present investigation would

like to hold a workshop among the members of teaching staff. The purpose of the workshop will focus on disseminating results of the findings, as well as raising their awareness of how important communication strategies are and how communication strategies can facilitate the students' oral communication. A mini-seminar about communication strategies can be held for students, especially at the beginning of new terms before they start their English speaking course. This will raise their awareness of how communication strategies can help them in learning English speaking.

5.3 Suggestions for Further Research

The researcher of the present investigation acknowledges that some areas might justify further research. These areas could include the following:

5.3.1 A comparison of communication strategies use by students taking an English speaking course in which non-native speaker teachers (Thai teachers) teach and those taking the English speaking course in which English native speaker teachers teach, could be another feasible research variable.

5.3.2 Since the population for the present investigation consists of students studying in the first year, the homogenous students in terms of year of study at the university may have affected students' choice of strategy use. This is because students with longer exposure in university study may have an advantage of employing appropriate communication strategies. Thus, there is a need for future research to examine whether or not heterogeneous in terms of years of study at the university relates to students' choices of communication strategy use.

5.3.3 The future research in this area could compare communication strategies use by English majors and non-English majors taking Listening and Speaking 1 in which English native speaker teachers teach.

5.4 Conclusion

In conclusion, the present investigation has been conducted in a systematic and descriptive manner. It has contributed to the field of research on communication strategies in terms of types of communication strategies employed by English majors in a non-classroom setting. One of the major contributions of the present investigation has been investigated levels of students' speaking ability in relation to type of communication strategies use of Rajabhat English majors. Some suggestions for further research have also been put forward. The researcher believes that the appropriate instruments for eliciting communication strategies, as well as a research design, a researcher can gain further insights into how communication strategies are employed by different students in different learning contexts.

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APPENDICES

Appendix 1 : Oral Interview Task

To prevent the native speakers from making comments that would guide the learners' thought processes and affect the types of communication strategies chosen, the researcher prepared a list of comments for the native speakers to use in asking for clarification or further information during the interview. These were:

1. I don't understand.
2. I'm not sure what you mean.
3. I'm not following you.
4. It's not clear enough yet.
5. Could you make that clearer, please?
6. I don't see what you mean.
7. It's still rather unclear.
8. I don't get it.
9. I'm not clear.
10. Could you tell me more?

The following are the questions for the interview.

RIN (Rajabhat Institute Nakhon Ratchasima)

1. What's the campus like?
2. What do you like about RIN?
3. What don't you like about RIN?
4. Where do you like going on the campus?
5. What are your classes like?

Studies

1. What's your major?
2. What do you want to do after you graduate?
3. What's your favorite subject?
4. What grade did you get in English?
5. Who is your English teacher in Speaking 1?

Free time

1. What are your hobbies?
2. What are your favorite sports?
3. What do you do in your free time?
4. How often do you play sports?
5. When do you go to the Fitness Centre?

Korat

1. Where do you usually go shopping in Korat?
2. What do you buy there?

3. Where do you go to see a movie/film?
4. What was the last film you saw there?
5. Did you see it in soundtrack or in Thai?

Hometown

1. How often do you go to your hometown?
2. How do you go there?
3. What is your hometown like?
4. How far is it from your hometown to Korat?
5. How long does it take you to get home on the bus?

Family

1. How many people are there in your family?
2. Who are they?
3. What does your father do?
4. What does your mother do?
5. What is your mother like?

Appendix 2 : Conversation Task

The native speaker describes a situation to a subject by saying:

"I'm going to describe a situation to you."

Situation 1

Your native speaker teacher has invited you out for a meal with her family. She has asked you to think about where to go. Tell her about the different types of restaurant in your town and then decide which would be best for all of you.

Situation 2

You have decided to spend a day at the beach with some friends. Talk about the kind of things you enjoy doing and the kind of things you can do together and then decide how to spend the day.

Situation 3

Today is a holiday. You plan to go out with a group of friends but it has started to rain. Talk to one of your friends about the things you can do on a rainy day and decide which is best for you to do together.

Situation 4

Some students from America are visiting your institute and you need to prepare a party to welcome them. Talk to your friend about how to make a nice party and how to welcome the American students.

Situation 5

You are planning a meal for the end of your English course. Tell your teacher about the kind of food is best for all the students and then decide how to arrange the tables and chairs.

Situation 6

Your institute is going to have a film night once a month and your teacher wants to know what types of film students like. Talk about the different types of films the institute can show and say which you would like to see.

Appendix 3 : Picture Description Task

Appendix 4 : Vocabulary Description Task

Concrete words

1. airline
2. butterfly
3. camera ***
4. engineer
5. gloves ***
6. engineer
7. cushion
8. foreigner ***
9. grocery store
10. island
11. guitar ***
12. drum
13. temple
14. scarf
15. sandals
16. record
17. librarian
18. president ***
19. question
20. record
21. strap
22. signature

Abstract words

1. Ambition
2. Bargain
3. Confidence
4. Destiny
5. Damage
6. Education ***
7. Environment ***
8. Future
9. Imagination
10. Knowledge ***
11. Location
12. Marriage
13. Message
14. Motivation
15. Pollution ***
16. Selfishness
17. Appointment ***
18. Opinion
19. Necessary
20. Promise ***
21. Quality
22. Religion

23. fireworks		23. Success
24. traffic light	***	24. Triumph
25. stationery		25. Violence
26. university		26. Vanity
27. valley		27. Wealth
28. winner		28. Morality
29. monument		29. Sympathy
30. peacock		30. Generosity

The words with * were selected for this study according to the frequency of use.**

Appendix 5 : Student Observation Schedule

Try-out groups

Name	Date	Time	Activity
1. TO. 1	August 19,2002	4.00-4.07	Oral interview
2. TO. 2	August 19,2002	4.10-4.17	Oral interview
3. TO. 3	August 19,2002	4.20-4.27	Conversation
4. TO. 4	August 19,2002	4.30 -4.37	Conversation
5. TO. 5	August 19,2002	4.40 -4.47	Describing pictures
6. TO. 6	August 19,2002	4.50-4.57	Describing pictures
7. TO. 7	August 19,2002	5.00-5.07	Describing vocab.
8. TO. 8	August 19,2002	5.10-5.17	Describing vocab.

Note : TO. means the first year students majoring in English who performed the speaking tasks in the try-out group.

Main phase : the first time (Group 1)

Name	Date	Time	Activity
1. EBA. 1	September 25,2002	4.00-4.07	Oral interview
2. EBA. 2	September 25,2002	4.10-4.17	Oral interview
3. EBA. 3	September 25,2002	4.20-4.27	Conversation
4. EBA. 4	September 25,2002	4.30-4.37	Conversation
5. EBA. 5	September 25,2002	4.40-4.47	Describing pictures
6. EBA. 6	September 25,2002	4.50-4.57	Describing pictures
7. EBA. 7	September 25,2002	5.00-5.07	Describing vocab.
8. EBA. 8	September 25,2002	5.10-5.17	Describing vocab.

Note : E.BA. means the first year students majoring in English Studies Program who performed the speaking tasks in the main phase.

Main phase : the second time (Group 2)

Name	Date	Time	Activity
1. BEd. 1	October 2, 2002	4.00-4.07	Oral interview
2. BEd. 2	October 2, 2002	4.10-4.17	Oral interview
3. BEd. 3	October 2, 2002	4.20-4.27	Conversation
4. BEd. 4	October 2, 2002	4.30-4.37	Conversation
5. BEd. 5	October 2, 2002	4.40-4.47	Describing pictures
6. BEd. 6	October 2, 2002	4.50-4.57	Describing pictures
7. BEd. 7	October 2, 2002	5.00-5.07	Describing vocab.
8. BEd. 8	October 2, 2002	5.10-5.17	Describing vocab.

Note : B.Ed. means the first year students majoring in English Education Program who performed the speaking tasks in the main phase.

Main phase : the third time (Group 1)

Name	Date	Time	Activity
1. BA. 1	October 9, 2002	4.00-4.07	Oral interview
2. BA. 2	October 9, 2002	4.10-4.17	Oral interview
3. BA. 3	October 9,2002	4.20-4.27	Conversation
4. BA. 4	October 2, 2002	4.30-4.37	Conversation
5. BA. 5	October 2, 2002	4.40-4.47	Describing pictures
6. BA. 6	October 2, 2002	4.50-4.57	Describing pictures
7. BA. 7	October 2, 2002	5.00-5.07	Describing vocab
8. BA. 8	October 2, 2002	5.10-5.17	Describing vocab.

Note : B.A. Means the first year students majoring in English Studies Program.

They are the same group of students as in the first stage.

Main phase : the fourth time (Group 2)

Name	Date	Time	Activity
1. BEd. 1	October 16, 2002	4.00-4.07	Oral interview
2. BEd. 2	October 16, 2002	4.10-4.17	Oral interview
3. BEd. 3	October 16, 2002	4.20-4.27	Conversation
4. BEd. 4	October 16, 2002	4.30- 4.37	Conversation
5. BEd. 5	October 16, 2002	4.40-4.47	Describing pictures
6. BEd. 6	October 16, 2002	4.50-4.57	Describing pictures
7. BEd. 7	October 16, 2002	5.00-5.07	Describing vocab.
8. BEd. 8	October 16, 2002	5.10-5.17	Describing vocab.

Note : B.Ed. means the first year students majoring in English Education Program.

They are the same group of students as in the second stage.

Main phase : the fifth time (Group 1)

Name	Date	Time	Activity
1. BA. 1	October 23, 2002	4.00-4.07	Oral interview
2. BA. 2	October 23, 2002	4.10-4.17	Oral interview
3. BA. 3	October 23, 2002	4.20- 4.27	Conversation
4. BA. 4	October 23, 2002	4.30-4.37	Conversation
5. BA. 5	October 23, 2002	4.40-4.47	Describing pictures
6. BA. 6	October 23, 2002	4.50-4.57	Describing pictures
7. BA. 7	October 23, 2002	5.00-5.07	Describing vocab.
8. BA. 8	October 23, 2002	5.10-5.17	Describing vocab.

Note : BA means the first year students majoring in English Studies Program. They are the same group of students as in the first stage.

Main phase: the sixth time (Group 2)

Name	Date	Time	Activity
1. BEd. 1	October 30, 2002	4.00-4.07	Oral interview
2. BEd. 2	October 30, 2002	4.10- 4.17	Oral interview
3. BEd. 3	October 30, 2002	4.20-4.27	Conversation
4. BEd. 4	October 30, 2002	4.30-4.37	Conversation
5. BEd. 5	October 30, 2002	4.40-4.47	Describing pictures
6. BEd. 6	October 30, 2002	4.50-4.57	Describing pictures
7. BEd. 7	October 30, 2002	5.00-5.07	Describing vocab.
8. BEd. 8	October 30, 2002	5.10-5.17	Describing vocab.

Note : B.Ed. means the first year students majoring in English Education Program.

They are the same group of students as in the second stage.

Appendix 6 : Observation Form

Name.....Speaking ability level

Types of communication strategies	Frequency of students' use of CS.
1. Avoidance strategy 1.1 Topic avoidance 1.2 Message abandonment 1.3 etc.....	
2. Target language-based strategy 2.1 Approximation 2.2 Circumlocution 2.3 Direct asking 2.4 etc.....	
3. L1-based strategy 3.1 Language switching 3.2 Foreignizing 3.3 etc.....	
4. Modification devices 4.1 Comprehension check 4.2 Clarification request 4.3 Overlap 4.4 Back channel 4.5 Self-repair 4.6 Incorrect answer	

Types of communication strategies	Frequency of students' use of CS.
4.7 Confirmation check 4.8 Pausing 4.9 etc.....	
5 Nonlinguistic strategy 5.1 Gesture 5.2 Mime 5.3 etc.....	

Appendix 7 : Observation Efficiency (inter-observer agreement)

$$K = \frac{P_o - P_c}{1 - P_c}$$

K = Kappa (the agreement between the researcher and the specialist)

$$P_o = \frac{6 + 18 + 20 + 24 + 12}{100} = 0.80$$

$$P_c = (0.06 \times 0.10) + (0.22 \times 0.20) + (0.24 \times 0.22) + (0.30 \times 0.27) \\ + (0.18 \times 0.21) \\ = .058$$

$$K = \frac{0.80 - 0.058}{1 - 0.058}$$

$$K = 0.684$$

Kappa of 0.40 to 0.60: 'fair'

Kappa of 0.60 to 0.75: 'good'

Kappa of above 0.75: 'excellent'

Appendix 8 : Coding Scheme

The researcher adapted transcription system developed by (Jefferson, 1984) for conversation analysis.

Symbol	Function
?	Rising vocal pitch
.	Falling vocal pitch
:	Prolonged sound
(1.2)	Timed paused in seconds
(.)	Micropause of less than 0.2 seconds
heh	Laugh particle
()	Inaudible or muffled sound or utterance

Appendix 9 : A Sample of Speaking Task Transcription

Oral Interview Task

Interviewer : Mr. T. L.

Interviewee : Miss Y. A. (More able speaking ability student)

Date: 25th September,2002

Time: 4.00-4.07

Place: Language room, Rajabhat Institute Nakhon Ratchasima

T : The questions about Rajabhat. What's the campus like?

S : Um! I think it's too large. (Hand). It has many people and I think they has famous for cheerleader. I love cheerleader of Rajabhat.

T : Are you a cheerleader?

S : No.....heh.... I'm the leader special.....heh.....

T : What do you like about Rajabhat?

S : I like the food is too cheap....heh... and I like my friends in Rajabhat.

T : Do you have many friends?

S : Yes.

T : What don't you like about Rajabhat?

S : Not like, I think I don't have anything that I don't like.

T : Something.

S : Something is wet.....heh.....When it rains, it is wet.

T : Everywhere when it rains is wet.

S : What, again please.

T : Everywhere.

S : I don't understand.

T : OK. Where do you like to go on the campus?

S : I like (1.2) playing with my friends and study.

T : Where do you play with your friends?

S : I'm talking and many games when ah.....they have to present to me and interesting in her or them and I play with them.

T : What are the classes like in Rajabhat?

S : Again, please, I think it'sheh.....they has....ah....less of people, not many people. It's only 30 people in the class. In other class I, my friend they have to study with about...ah....100 people in her class.

T : Very big class.

S : Very big class.

T : Do you like big class?

S : I like my class with less of people.

Interviewer : Miss S. B (Less able speaking ability student)

Date: 25th September, 2002

Time: 4.10-4.17

Place: Language room, Rajabhat Institute Nakhon Ratchasima

T : What's your major?

S : Ah.....English major.

T : What year are you in?

S : (1.2)

T : What year, second year, third year, fourth year?

S : Fourth year.

T : What do you want to do after you graduate?

S : Actor.

T : When you leave Rajabhat, what do you want to do?

S : Rithaisong Department.

T : What do you want to do after you leave the Rajabhat?

S : About 16 kilometers.

T : What is your favourite subject?

S : (1.2).....smile.

T : What is your favourite subject?

S : I don't understand. (1.2)

T : What grade did you get in English?

S : (1.2) repeat grade.

T : Who is your English teacher in speaking 1?

S : Ajarn La-ortip.

Conversation Task

Interlocutor : Mr. T. L.

Speaker: Miss P. K. (More able speaking ability student)

Date: 25th September, 2002

Time: 4.20-4.27

Place: Language room, Rajabhat Institute Nakhon Ratchasima

T : I'm going to describe a situation to you.

“ Your native speaker teacher has invited you out for a meal with her family. She has asked you to think about where to go. Tell her about the different types of restaurant in your town and then decide which would be best for all of you.”

T : My family is coming to town, would you like to have dinner with us?

S : (1.2) I would like to ah.....have lunch...ah....at the (1.2) (use hand) food shop (1.2) in the (hand) market near my house.

T : Now, we have to decide where to go to eat with my family. So what type of restaurant are there in Korat?

S : What kind. Noodle, curry and rice (1.2) chicken fried.

T : Are there different kinds of restaurants?

S : There is a food shop in the (hand) department store.

T : Department store. They have American food there.

T : What kind of American food do they have?

S : American fried rice.

Interlocutor : Mr. T. L.

Speaker: Miss P. K. (Less able speaking ability student)

Date: 25th September, 2002

Time: 4.30-4.37

Place: Language room, Rajabhat Institute Nakhon Ratchasima

T : I'm going to describe a situation to you.

“ You have decided to spend a day at the beach with some friends. Talk about the kind of things you enjoy doing and the kind of things you can do together and then decide to spend the day.”

T : OK, we go to the beach. What do you feel like doing at the beach?

S : Oh, I will enjoy with my friends, Yes, I swimming, and eating seafood with my friends.

T : What kinds of games do you play at the beach?

S : Volleyball. Yes, with my friends I play with.

T : What else can we play?

S : What else? I play with my friend. I want volleyball with my friend.

T : Where can we eat?

S : We eat seafood barbecue Toyumkung. Sometimes I want to go to restaurant I want Seafood at near the beach.

T : How long should we stay at the beach?

S : One week. I worry black body.

T : You should bring lotion.

S : Thank you.

Describing pictures task**Listener : Mr. T. L.****Describer : Mr. P. K. (More able speaking ability student)****Date: 25th September, 2002****Time: 4.40-4.47****Place: Language room, Rajabhat Institute Nakhon Ratchasima**

The first picture : It's eh.... It's a small house. There are many trees surround it. And many kinds of flowers. (1.2). It looks fresh in the morning and I think the house is western, western house. It's house beautiful. They are houses. You can see a banana tree. A lotus. It's many kinds of fruits.

The second picture: OK. A man and woman are walking. I think they are a student. Girl is carrying a....ah...can of pepsi, coca-cola. She wears...ah....some belt and the man too he is carrying many books. He wears jeans. A girl is wearing skirt (1.2) shirt skirt. A man is good-looking (1.2). In my opinion, they are walking in a park.

The third picture : Camera ...eh... It is a beautiful camera and very expensive. This camera is no clear monitor, beautiful you can buy it at camera store.

Listener : Mr. T. L.**Describer : Miss P. C. (Less able speaking ability student)****Date: 25th September 2002****Time: 4.50-4.57****Place: Language room, Rajabhat Institute Nakhon Ratchasima**

The first picture: Uh.....She is a picture. She is her name Uh..... on-Anong. She is born Chiangmai หรือเปล่าไม่รู้ T : Chiangmai. S : ประมาณนั้นค่ะ She is beautiful, more beautiful. Um.....she (1.2) (use her finger) uh..... smile beautiful ยิ้มสวยheh.....heh.... uh.....พัก Then change to...

The second picture : A picture resort หรือเปล่าคะ? Beautiful um.... Have flowers have.....heh.... (1.2) beautiful ไหมคะ? Yes or no....heh... I like resort (1.2) very much.

The third picture : I don't like picture. I ไม่ชอบดื่ม....heh.....uh....ยี้ห้อ หรือคะ? Uh.....เหล้าแสงโสม glass (use her hands) beautiful OK นะคะ.....heh... Thank you

Describing Vocabulary Task

Listener and guesser : Mr. T. L.

Describer : Mr. S. S. (More able speaking ability student)

Date: 25th September, 2002

Time: 5.00-5.07

Place: language room, Rajabhat Institute Nakhon Ratchasima

The first word: The first one, the meaning of word is about leader of country.

T : President

S : Yes.

The second word: Next word. Suppose I got to the Mall (use hand). You go to the Mall. I can telephone call you go to together. If call is you and me go to the

Mall. I telephone tell you about. Suppose again. You have girlfriend you can similar date you tell her going together is call isthe first syllable is A.

Teacher: appointment.

Student: Yes.

Listener and guesser : Mr. T. L.

Describer : W. T. (Less able speaking ability student)

Date: 25th September, 2002

Time: 5.10-5.17

The first word : Ah.....about problem transportation (use hand)

ah.....about ah.....a carah in the road. Teacher: traffic S:

Pause...ah...no....ah....(1.2) S; (1.2) Yes. The correct word is traffic light.

The second word : Ah....., about ah.....ah.... if ah..(1.2) I'm late. I tell you about ah.....(1.2) I tell you reason with you. Ah, (1.2) I tell a reason with you and , and Ah (hand) you tell me. The word is promise

**Appendix 10 : Percent of Difference between the Researcher and
the Specialist**

Types of CSs	Frequency of researcher	Frequency of specialist	Percent of researcher	Percent of specialist	Percent of difference
Avoidance strategy					
- Topic avoidance	1	1	1.00	0.95	0.05
- Message abandonment	2	2	2.00	1.90	0.10
Target language -based strategy					
- Approximation	8	9	8.00	8.57	0.57
- Circumlocution	8	7	8.00	6.66	1.34
- Direct asking	0	0	0	0	0
L1-based strategy					
- Language switching	10	10	10.00	9.52	0.48
- Foreignizing	0	0	0	0	0
Modification devices					
- Comprehension check	2	3	2.00	2.86	0.86
- Clarification request	15	16	15.00	15.24	0.24
- Overlap	0	0	0	0	0
- Back channel	0	0	0	0	0
- Self-repair	4	3	4.00	2.86	1.14
- Confirmation check	10	10	10.00	9.52	0.48
- Pausing	20	24	20.00	22.86	2.86
- Incorrect answer	4	4	4.00	3.81	0.19
Nonlinguistic strategy					
- Gesture	11	12	11.00	11.43	0.43
- Mime	5	4	5.00	3.81	1.19
Total	100	105	100	100	9.93

Appendix 11 : Speaking Test

This speaking test was adapted from Cambridge Speaking tests.

Part I. Identifying oneself ; giving information about people/things ; asking direct questions.

Interlocutor : Well, I'd like you to pretend that you don't know each other and find out some information about each other.

Part II. Describing people and places; saying where people and things are and what different people are doing.

Interlocutor : Now, I'm going to give each of you a photograph of people learning in different ways.

Student A, here is your photograph. Would you show it to student B and talk about it, please? Student B, I'll give you your photograph in a moment.

Student A, would you start now, please?

Interlocutor : Now, Student B, here is your picture. Would you show it to Student A and tell him/her about it, please?

**Speaking Test : Achievement Scale adapted from University of
Cambridge Local Examinations Syndicate**

5.0 = 50 marks	<p>Grammar and vocabulary is sufficient for effective, functional use of the language.</p> <p>Able to sustain connected speech and participate in coherent discourse, with some hesitation to marshal thoughts and search for language.</p> <p>L1 interference of pronunciation may be noticeable but does not make the discourse difficult to follow.</p> <p>Is able to participate actively. Effectively and appropriately in the tasks.</p>
4.0 = 40 marks	<p>Some features of 3.0 and some features of 5.0 in approximately equal measure.</p>
3.0 = 30 marks	<p>Grammar and vocabulary is adequate for simple communication but the meaning of some utterances may not be clear.</p> <p>Able to manage discourse adequately, although there are hesitations and some incoherent contributions.</p> <p>L1 interference of pronunciation may make parts of the discourse difficult to follow.</p> <p>Able to participate in the development of the discourse although not able to engage in extended interchange.</p>

2.0 = 20 marks

Some features of 1 and some features of 3 in approximately equal measure.

1.0 = 10 marks

Limitations in grammar and vocabulary prevent the intended message being conveyed.

There may be breakdowns in communication, long hesitations and irrelevant contributions.

Pronunciation features may be so distorted that utterances are incomprehensible.

Interactive communication is impeded by lack of comprehension and inability to maintain communication.

Appendix 12 : The Results of the Chi-square Tests

GRP = CS Crosstabulation

		avoid	target	L1	Modi	Non	Total
More able	Count	0	43	12	53	18	126
	Expected	3.4	33.5	13.8	55.6	19.7	126.0
Less able	Count	7	25	16	60	22	130
	Expected	3.6	34.5	14.2	57.4	20.3	130.0

Chi-Square Tests

Pearson Chi-Square = 13.11

Number of Valid Cases = 256

P < 0.05

The Writer's Biography

La-ortip Weerarak was born in Nakhon Ratchasima and qualified as an English teacher in 1972. She obtained a B.Ed. (English) from Srinakarinwirote University Mahasarakham. She was formerly a teacher of English at Suranaree Witthaya School where she also worked as an English Resource and Instruction Centre (ERIC) manager. She was awarded as an English language teaching specialist for secondary school teachers, the best teacher in secondary and tertiary levels as well as a model English teacher. Her work experience included not only English language teaching trainer for both elementary and secondary teachers but also TEFL trainer for American Peace Corps Volunteers. She enrolled in a Master of Arts (English Language Studies) at Suranaree University of Technology in 2000. She is currently a senior lecturer in English and director of Language Centre at Rajabhat Institute Nakhon Ratchasima.