(Negotiation of Meaning Strategies) that might be the same strategies used in the group work of the Thai lower secondary school students. 

In this study, the researchers conducted a Quasi-Experimental Study to collect data on the negotiation of meaning strategies used in Thai lower secondary school students. The study was conducted with 34 dyads (17 student pairs) and the data was collected through a structured in-depth interview, a semi-structured interview, and an observation checklist.

The researchers found that the students used various negotiation strategies to improve their understanding of the English language. The strategies included information gap tasks, comprehension checks, clarification requests, and appeals for help. The researchers also observed that the students used these strategies to clarify their understanding of the language and to improve their communication skills.

In conclusion, the study provides valuable insights into the negotiation of meaning strategies used by Thai lower secondary school students. The findings suggest that the use of these strategies can improve the students' understanding of the English language and their ability to communicate effectively.
(5) การสอนตามเพื่อสร้างความคิดเห็นเกี่ยวกับการใช้กิจวิการต่อรองความหมายที่มีต่อ
ภาษาท้องถิ่นที่ใช้ ในกิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไป
ผลที่ได้จากการวิจัยมี 2 ประการหลัก ดังนี้

- ประสิทธิภาพของการจัดกิจกรรมการต่อรองความหมายที่มีต่อภาษาท้องถิ่นที่ใช้ใน
กิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไป สำหรับผู้เรียนที่มีระดับคะแนนสูงกับผู้เรียนที่มีระดับคะแนน
ต่ำ (High-Low Level students)

- ผลการวิจัยยังมีผลในการวัดค่าความคิดเห็นเกี่ยวกับการใช้กิจกรรมการต่อรองความหมายที่มีต่อ
ภาษาท้องถิ่นที่ใช้ ในกิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไป ผมประสิทธิภาพในการส่งเสริม
ความรู้ความสามารถในการสื่อสาร (Communicative Competence) ของผู้เรียน

สาขาภาษาอังกฤษ

ปีการศึกษา 2550

ลายมือชื่อนักศึกษา ____________________
ลายมือชื่ออาจารย์ที่ปรึกษา ________
ลายมือชื่ออาจารย์ที่ปรึกษาร่วม ________

Negotiation of Meaning Strategies/Information Gap Tasks/“Spot the Differences” Tasks/Nonnative-Nonnative Dyads

Insufficient research has been conducted using the patterns of negotiation of meaning strategies among NNS-NNS dyads. This present study investigated the effects of the patterns of negotiation of meaning strategies on the English language used in “Spot the Differences” tasks by lower secondary students in Thailand.

This study was a quasi-experimental research using pretest-posttest design. The participants were 68 Mattayom Suksa 3 (Grade 9) EFL students from two intact classes of two extension schools in Nikhom Khamsoi District, Mukdahan Province. They were selected by purposive sampling and arranged into experimental and control groups of 34 students each (17 dyads). Each dyad was a high-low level pairing according to the final exam scores from their Mattayom Suksa 2 (Grade 8).

Materials used for training and collecting data to both groups were:
(a) 12 “Spot the Differences” tasks which were designed based on the local scenes of Thai cultures, festivals, daily life and other events;
(b) an observation checklist;
(c) an attitude questionnaire; and
(d) a semi-structured in-depth interview.
Six steps were used for this study:
(1) A pre-test was administered by audiotapes to both groups.
(2) The experimental group was trained in using negotiation of meaning strategies, namely, Comprehension Checks (CPC), Confirmation Checks (CFC), Clarification Requests (CRR), Appeals for Help (APH), and Asking for Repetition (AFR).
(3) During the experiment, an observation checklist was used by a volunteer English teacher acting as an outsider observer.
(4) At the end of the treatment, a post-test was administered in which both groups were audio-recorded during the student-student conversational interactions on one “Spot the Differences” task. The audiotapes were transcribed and then analyzed quantitatively and qualitatively. From all of the student’s utterances in conversation, only 5 negotiation of meaning strategies based on the coding scheme were examined, namely CPC, CFC, CRR, APH, and AFR.
(5) A semi-structured in-depth interview was carried out with selected students who had used the negotiation of meaning strategies the most.
(6) An attitude questionnaire was administered after the experiment.

The data analysis results showed positive effects of the negotiation of meaning strategies used in the “Spot the Differences” tasks among student-student
conversational interactions, particularly a high-low level pairing. It was found that, from their conversational interactions among the NNS-NNS dyads, these students were able to choose the negotiation of meaning strategies to prevent communication breakdowns, which led to the effective interactions and provision of understanding between them. A significantly positive association between the student’s use of negotiation of meaning strategies and their attitudes towards the “Spot the Differences” tasks was also found. In addition, the findings suggested that the negotiation of meaning strategies used in the “Spot the Differences” tasks were effective in promoting student’s oral English communicative competence with the students in the experimental group performing much better than those in the control group. Significant differences in both groups’ post-test scores were found at the .003 to .021 levels. The in-depth interview revealed that the process of negotiation of meaning strategies used to facilitate the English foreign language (EFL) acquisition and helped promote their mutual understanding.

School of English
Academic Year 2007

Student’s Signature _________________
Advisor’s Signature _________________
Co-advisor’s Signature ______________