

**THE EFFECTS OF THE PATTERNS OF NEGOTIATION OF
MEANING STRATEGIES ON THE ENGLISH LANGUAGE
USED IN COMMUNICATIVE INFORMATION GAP TASKS
BY THAI LOWER SECONDARY SCHOOL STUDENTS**

Suwiat Sommath

**A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of Doctor of Philosophy in English Language Studies
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ผลของการใช้กลวิธี การต่อรองความหมาย ที่มีต่อภาษาอังกฤษที่ใช้ใน
กิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไป ของนักเรียนไทย
ระดับมัธยมศึกษาตอนต้น

นายสุวิวัชร สมมาตย์

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรดุษฎีบัณฑิต
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LOWER SECONDARY SCHOOL STUDENTS**

Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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ศุวิวัชร สมมาตย์ : ผลของการใช้กลวิธีการต่อรองความหมายที่มีต่อภาษาอังกฤษที่ใช้ในกิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไปของนักเรียนไทยระดับมัธยมศึกษาตอนต้น (THE EFFECTS OF THE PATTERNS OF NEGOTIATION OF MEANING STRATEGIES ON THE ENGLISH LANGUAGE USED IN COMMUNICATIVE INFORMATION GAP TASKS BY THAI LOWER SECONDARY SCHOOL STUDENTS) อาจารย์ที่ปรึกษา : รศ. ทรงพร ทาเจริญศักดิ์, 349 หน้า

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษารูปแบบการใช้กลวิธีการต่อรองความหมาย (Negotiation of Meaning Strategies) ที่มีต่อภาษาอังกฤษที่ใช้ในกิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไป (Information Gap Tasks) ของนักเรียนไทยระดับมัธยมศึกษาตอนต้น

การศึกษานี้เป็นการวิจัยกึ่งทดลอง (Quasi-Experimental Study) กลุ่มตัวอย่างได้มาโดยการเลือกแบบเจาะจง (Purposive Sampling) คือ กลุ่มนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (อ 33101) ในระดับชั้นมัธยมศึกษาปีที่ 3 จำนวน 68 คน ที่เรียนอยู่ในโรงเรียนขยายโอกาสทางการศึกษา จำนวน 2 โรงเรียนในอำเภอนิคมคำสร้อย จังหวัดมุกดาหาร ในงานวิจัยนี้ได้แบ่งกลุ่มนักเรียนแบ่งออกเป็น 2 กลุ่ม คือกลุ่มทดลองและกลุ่มควบคุม กลุ่มละ 34 คน โดยในแต่ละกลุ่ม แบ่งออกเป็น 17 คู่ สันทนา (17 dyads) ซึ่งแต่ละคู่ประกอบด้วยนักเรียนที่มีระดับคะแนนภาษาอังกฤษสูงและนักเรียนที่มีระดับคะแนนต่ำ จากคะแนนสอบปลายภาคในระดับชั้นมัธยมศึกษาปีที่ 2

เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลประกอบด้วย

- (1) ภาพวาดสำหรับใช้เป็นสื่อในการทำกิจกรรมการเรียนรู้จำนวน 12 ภาพ
- (2) แบบสังเกตพฤติกรรมในห้องเรียน (Observation Checklist)
- (3) แบบสำรวจความคิดเห็นของผู้เรียน (Attitude Questionnaire)
- (4) แบบสัมภาษณ์เจาะลึก (Semi-structured In-depth Interview)

ลำดับขั้นตอนการดำเนินการวิจัยมีดังนี้

- (1) ทดสอบก่อนเรียน
- (2) ฝึกการใช้กลวิธีการต่อรองความหมาย 5 ชนิด คือ การตรวจสอบความเข้าใจ (Comprehension Checks) การตรวจสอบความแน่ใจ (Confirmation Checks) การขอให้ขยายความ (Clarification Requests) การขอให้ช่วยเหลือ (Appeals for Help) และการขอให้พูดซ้ำ (Asking for Repetition)
- (3) ทดสอบหลังการฝึก โดยการบันทึกเสียงการสนทนาของแต่ละคู่ ๆ ละ 10 นาที ข้อมูลที่ได้นำไปวิเคราะห์ทั้งเชิงคุณภาพและเชิงปริมาณ
- (4) สัมภาษณ์เจาะลึกเพื่อนำข้อมูลมาสนับสนุนข้อมูลเชิงปริมาณ

(5) การสอบถามเพื่อสำรวจความคิดเห็นเกี่ยวกับการใช้กลวิธีการต่อรองความหมายที่มีต่อ
ภาษาอังกฤษที่ใช้ ในกิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไป
ผลที่ได้จากการวิจัยมี 2 ประการหลัก ดังนี้

ประการแรก รูปแบบการใช้กลวิธีการต่อรองความหมายที่มีต่อภาษาอังกฤษ ที่ใช้ใน
กิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไป ส่งผลในแง่บวกต่อการสนทนาโต้ตอบ
(Conversational Interactions) ระหว่างนักเรียนที่มีระดับคะแนนสูงคู่กับนักเรียนที่มีระดับคะแนน
ต่ำ (High-Low Level students)

ผลการวิจัยอีกประการหนึ่ง คือรูปแบบการใช้กลวิธีการต่อรองความหมายที่มีต่อ
ภาษาอังกฤษที่ใช้ ในกิจกรรมการสื่อสารเพื่อขอข้อมูลที่ขาดหายไป มีประสิทธิภาพในการส่งเสริม
ความรู้ความสามารถในการสื่อสาร (Communicative Competence) ของผู้เรียน

สาขาภาษาอังกฤษ

ปีการศึกษา 2550

ลายมือชื่อนักศึกษา _____

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SUWIWAT SOMMATH : THE EFFECTS OF THE PATTERNS OF
NEGOTIATION OF MEANING STRATEGIES ON THE ENGLISH
LANGAUGE USED IN COMMUNICATIVE INFORMATION GAP
TASKS BY THAI LOWER SECONDARY SCHOOL STUDENTS. THESIS
ADVISOR : ASSOC. PROF. SONGPHORN TAJAROENSUK, 349 PP.

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

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Student's Signature _____

Advisor's Signature _____

Co-advisor's Signature _____

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Research Problem

According to the National Education Act 1999, Thailand is in the process of implementing education reform. The Ministry of Education is responsible for the development of primary and secondary school curricula, including the efforts moving from teacher-centered to learner-centered approach which is the neutral emphasis for all the types of learning process. Under the education reform, English language is one of eight subject groups to be reformed in the teaching and learning processes which focus on communication using authentic materials and learning situations. Also, since 1999, Thai teachers of English have now been responsible for designing 30 percent of the English curriculum, using local knowledge as its basis. However, in practice, it seems that the teachers have not reached the goals or met the standards of the curriculum even they were trained. It dues to the fact that the real academic setting has not equipped or supported schools with sufficient facilities, resources and learning environments, the policy goals have thus become unrealistic and all but impossible to achieve (Cadias, 2007).

So far the teaching of English language in most primary and secondary schools in Thailand has, for a long period, used the traditional approach. The approach provides the teachers of English with opportunities to do most of the talking and take a dominant role

and complete control of the instruction. Furthermore, most of the teachers usually follow lesson plans, which include certain activities, such as drills, cloze exercises, as well as controlled dialogue practice, and select classroom activities from many different types of textbooks. Most classroom activities consist of reading passages and model dialogues or conversations, which students then read aloud and practice in pairs or small groups and after that answer questions from the text. In addition, a set of grammar rules and vocabulary list from the passages or dialogues are taught and displayed on the board. Additionally, the textbooks used contain exercises to be completed with substitution tables and by using cues. For oral communication practice, students are asked to work in pairs and small groups in accordance with certain dialogue patterns in the textbooks. According to this traditional approach, it could be seen that classroom speaking practice often takes the form of drills in which one student asks a set question and another gives a set answer. It is assumed that the aim of asking and answering the question is to demonstrate the student's ability to ask and answer questions.

However, the teaching results of the traditional approach in primary and secondary schools in Thailand still show low achievement, as recently reported in the National General Achievement Test in the academic years of 2003 and 2004. It was found that the average test scores of Prathom Suksa 6, Mattayom Suksa 3, and Mattayom Suksa 6 in English were less than 50%, with 39.41%, 37.92%, and 41.14% respectively in 2003 (Limpaphayom, 2005, p. 30) and 37.34%, 32.28%, and 32.45% respectively in 2004 (Limpaphayom, 2005, p. 15). It is clear that the teaching of English for basic education in Thailand has been unsuccessful. The students were tested on their English

learning achievement by using only written tests. It is worth noticing that the oral tests are not used to assess their oral English communicative competence.

Clearly, the results of the National General Achievement Test are unsatisfactory. The causes of the low achievement may result from the three possible factors, namely, the types of test, teaching methods, and textbooks used. First, the results were from the written tests, not spoken English language tests, so it could not be determined whether or not that students' language proficiency is low. This is because the four skill areas are not taken into consideration for assessment. Second, the teaching methods used by poor and good teachers may be different; for example, the poor teachers may lack good techniques and knowledge, which makes students confused in acquiring English language such as teaching things without any pictures, while the good teachers may also use inappropriate teaching methods such as using vocabulary which is too difficult to the level of student's language proficiency and unrelated to the students' prior knowledge. Third, textbooks emphasizing grammar may not interest students. The causes mentioned above could result in low achievement and standards expected in English language learning among Thai lower secondary students.

In order to solve the problems for English communicative competence, the researcher proposes an alternative as a model for basic oral English practice to improve the lower secondary EFL students' language competency by using information gap activities for learner-learner interactions through the patterns of negotiation of meaning strategies (Long, 1980, 1983, 1996, Pica et al., 1993). There are strong reasons to support this type of the activity. One is it involves the three crucial elements of oral

language development: comprehensible input, comprehensible output, and feedback (Long, 1996; Nunan, 2004). It is also believed that the information gap tasks such as the “Spot the Differences” tasks provide learners with opportunities for negotiating meaning in natural communication. In addition, the purpose of the negotiation of meaning through negotiated interactions is to complete a task where each participant has the information that the other does not have. Therefore, participants may have opportunities to use the negotiation signals as negotiation strategies (Long, 1983) such as comprehension checks, confirmation checks, clarification requests, appeals for help, and asking for repetition while doing the tasks in order to arrive at their own understanding when they face communication breakdowns. At the same time, the proposed model for oral English communicative information gap tasks could serve as part of the local English curriculum underlying the four concepts of goals and standards, namely, communication, culture, community, and global world, which aim to use English for communicative competence according to the 2001 English Language Curriculum for Basic Education.

1.2 Theoretical Background

In recent years, second/foreign language teaching methods aim at improving learners’ communicative competence to enable them to communicate effectively in a second/foreign language. A number of alternative syllabus models have been proposed, including a communicative approach (Nunan, 1989). This approach is a family of communicative language teaching methods in which the aim of learning a second/ foreign language is to achieve communicative competence and to give rise to language

development. The concept of communicative competence refers to “the underlying systems of knowledge and skill required for communication” (Canale, 1983, p.5). This concept was modified by Hedge (2000), who takes the view that learners should use both their knowledge and their ability to put that knowledge into use in communication.

Based on the learners’ ability to use the language effectively for communication, the term “interaction” is defined as the performance of a task in which learners collaborate and assist each other (Fulcher, 2003). Therefore, the learning process is promoted through the performance of a communicative task in which learners have to carry out as a means of language acquisition. Task-based interactions using language are employed as a vehicle for authentic and real world needs that learners actually encounter outside the classroom. Having interaction-based pedagogy in learning a new language form, learners are required to engage in conversational interactions in order to complete the performance of tasks so that language learning emerges. From the notions of interaction-based pedagogy, the contribution of interactions to language learning and its position in second language (L2) / foreign language (FL) acquisition theory is one of the basic objectives of research in the field of L2 / FL language learning and teaching. Therefore, it is believed that conversational interactions provide useful techniques for teaching in the language classroom. In doing so, language learning through interactional activities is fostered when learners “negotiate towards mutual comprehension of each other’s message meaning” (Pica et al., 1993, p.11). During conversation with their interlocutors, learners should be provided with the opportunities to negotiate meaning and modify their output in order to promote second language acquisition (Swain, 1985).

Thus, the opportunities provided mean that the use of conversational interactions is one of the major methods for developing communicative competence in accordance with the learners' own abilities to interactively negotiate meaning with their interlocutors.

Therefore, a number of L2 acquisition researchers (e.g., Krashen, 1985, 1994; Long, 1983, 1990) have claimed that the function of L2 learner production is not only to foster fluency and indirectly generate more comprehensible input, but also to facilitate L2 learning by providing learners with opportunities to produce comprehensible output.

Many studies have paid attention to learners' conversational interactions through negotiation of meaning because they are significant to the production of comprehensible input in which the learners and their interlocutors have to work together through cooperative learning in order to provide comprehensible input and also produce comprehensible output. Similarly, Pica et al. (1989) believe that through "negotiation of meaning" learners gain opportunities to make efforts in producing new L2 words and grammatical structures. From previous studies on negotiated interactions by Long (1983); Varonis & Gass (1985); Gass & Varonis (1985, 1994); Doughty (1988, 1992); Deen (1995); and Loschky (1994), it was found that the dyadic interactions investigated were nonnative-nonnative speaker (NNS-NNS), native-nonnative speaker (NS-NNS), and native-native speaker (NS-NS) dyads. The most prevalent pattern for negotiation of meaning claimed by the researchers as playing a crucial role in second / foreign language acquisition was the NNS-NNS dyads. The researchers view that this type of dyad provides NNS with the opportunities to receive input which they can easily understand through negotiation of meaning while at the same time their interlocutors provide NNS

with the opportunities that enable them to modify their production so that the output is more comprehensible.

Furthermore, in classroom interactions, one of the major underlying principles of the studies on negotiation of meaning is that all data focus on task-based instruction and learner-learner interactions (Shehadeh, 1999). From the above-mentioned points of view, a set of pedagogical implications for language learning is associated with activities that involve the negotiation of meaning in dyadic and group interactions. According to Shehadeh (1999), it is worthwhile for educators to introduce such activities as information-gap tasks, particularly “Spot the Differences” tasks (Ellis, 2003; Pica et al., 1993; Ur, 1981). This is because this task type is designed to provide an ideal learning environment for negotiating meaning following the real world outside the classroom. In addition, learners may have more opportunities to receive input that has been made comprehensible through negotiation of meaning. At the same time, the learners may produce comprehensible output that they have made comprehensible to their interlocutors through negotiation of meaning.

Therefore, according to the type of learner-learner interactions through negotiation of meaning, it could be concluded that negotiation of meaning used as a strategy (Long, 1983) in conversational interactions is effective for developing the learners’ oral English communicative competence.

1.3 Rationale for the Study

Although the previous studies indicate that the interactional features of conversation, stemming from negotiation of meaning promote second / foreign language learning (Pica et al., 1993; Pica, 1994), Thai teachers of English and students still have few opportunities to use the target language in an interactive way. The fact is that if learners such as Thai lower secondary students come from the same language background, it is difficult to say whether they would be able to negotiate meaning or not. On the other hand, if the learners were provided with opportunities to engage in “Spot the Differences” tasks in which the partners have similar pictures but the similar items differ in appearance, they may be able to negotiate meaning during communicative interactions.

Thus, this study emphasizes developing oral English communicative competence through the patterns of negotiation of meaning in dyadic interactions of Thai lower secondary students. Perhaps this pattern could give rise to language communicative competence. From the learning processes of negotiated interactions mentioned above, it is believed that learner-learner interactions may be beneficial for developing learners’ oral English language communicative competence in the target language and it is expected that learners would be finally engaged to interactional tasks.

For the present study, the main purpose was to see if the participants can develop competence in terms of the kind of language used as they need to use English in oral communication effectively in situations which they experience outside the classroom, they then need to experience how language is used as communication inside the classroom.

In the present study, information gap tasks such as the “Spot the Differences” tasks involving Thai culture, daily life and other events: Temple Scene, Country Scene, Floating Market, Fresh Food Market Scene, Thai Kitchen Scene, Living Room Scene, Office Scene, Loy Krathong Festival, Songkran Festival, Rocket Festival, Kite Flying, and Long Boat Racing were designed for use in the classroom activities throughout the experiment. Following Pica et al. (1993), the information gap tasks have been used in literature on language learning and teaching because they can help promote communication among classroom language learners. Thus, the database from the learner-learner conversational interactions and the evaluation of learner’s performance on tasks, which are regarded as negotiated interactions, was then transcribed and analyzed for frequency of use. A questionnaire on their attitudes towards negotiation of meaning was also administered to all the participants after finishing the experiment. A semi-structured in- depth interview was carried out with the motivated students who used the negotiation of meaning strategies the most. During the experiment a classroom observation checklist was used to observe students’ learning behaviors.

The present study examined the commonly used patterns of negotiation of meaning strategies as interactional features revealed in the Mattayom Suksa 3 students’ conversational interactions in the “Spot the Differences” tasks based on Long’s (1980, 1983, 1996) definitions. These interactional features examined were Comprehension Checks (CPC), Clarification Requests (CRR), Confirmation Checks (CFC), Appeals for Help (APH), and Asking for Repetition (AFR).

1.4 The Purposes of the Study

1) To investigate the effects of the patterns of negotiation of meaning strategies on the kind of language used in the “Spot the Differences” tasks in promoting oral English communicative competence by Thai lower secondary students.

2) To explore student’s attitudes towards the patterns of negotiation of meaning strategies on the kind of language used in the “Spot the Differences” tasks.

1.5 Research Questions

The present study was undertaken to see what effects conversational interactions through the negotiation of meaning strategies have on the teaching and learning of EFL classes of Thai lower secondary students. The research problem addressed the following two main research questions:

1) Do the patterns of negotiation of meaning strategies used in the “Spot the Differences” tasks facilitate Thai lower secondary students in learning the kind of language used in oral English communicative competence? If so, how do the patterns of negotiation of meaning strategies used in the “Spot the Differences” tasks facilitate oral English communicative competence?

2) What are students’ attitudes towards the patterns of negotiation of meaning strategies on the kind of language used in the “Spot the Differences” tasks?

1.6 The Significance of the Study

The study of classroom interactions through negotiation of meaning in information gap tasks such as the “Spot the Differences” tasks addresses a variety of major issues in classroom instruction, especially the teaching methods in oral English communicative competence using a variety of observational and reporting techniques. There are two patterns in which the classroom interaction studies have had a major influence on discussions on the second language acquisition pedagogy. The following patterns are teacher–learner interactions and learner–learner interactions. The meaning is negotiated by learners while doing the tasks in order to meet mutual understandings. The Signals occurring in learners’ conversational interactions through the negotiation of meaning strategies include “exchanges” or “moves” as interactional features that the learners use when they encounter communication breakdowns. These features are Comprehension Checks (CPC), Confirmation Checks (CFC), Clarification Requests (CRR), Appeals for Help (APH), and Asking for Repetition (AFR). The focus of the study was based on the learner–learner language production. Thus, the present study sought to contribute to the development of the useful techniques in the learners’ conversational interactions through the negotiation of meaning strategies, which could lead to the provision for learners’ interactions as the means by which they were provided with opportunities to interact in seeking the comprehensible input and to modify their output in communicative competence.

Therefore:

1. The study expected to provide further discussion of what crucial factors primary and secondary school Thai teachers of English should consider when designing a task and classroom activities suitable and relevant for their own context.

The study is aimed to contribute to the classroom interaction research. The researcher would like to show how the local English teachers can contribute to the 30% local English curriculum as required by the Ministry of Education 2001 English Language Curriculum. The 30 percent requirements aimed to give all Thai teachers of English the opportunities to adapt the prescribed curriculum to suit the learners' interests and the needs of each respective local community. The data for the study were collected from learners' conversational interactions in which the researcher planned, implemented and evaluated the teaching methods in order to see their improvement of communicative competence.

Therefore:

2. This present study could contribute to the usefulness of negotiation of meaning strategies in the oral English communicative information gap tasks for classroom interaction research. It helped demonstrate that designing the tasks for oral communication in the communicative classroom are not too difficult to do for the local teachers. Cartoons could be adapted and suitable pictures could be used with almost any theme-based lesson.

1.7 Definitions of Terms and Examples of Negotiation Strategies

1.7.1 The patterns of negotiation of meaning in the present study refer to the negotiation strategies that participants used in conversational interactions to ensure they have a common understanding, and include 5 interactional features:

1.7.1.1 Comprehension Checks (CPC): a strategy used by the speaker to ensure that the listener has heard or understood correctly, for example,

A : The paper should go on the outside of the pocket **you know what I mean?**
(CPC)

B : Mmm.

1.7.1.2 Confirmation Checks (CFC): a strategy used by the listener for confirmation that what he or she has just heard is correct, but would like to make sure, for example,

A: I saw a bank robbery a couple of week ago.

B: **A robbery?** (CFC)

1.7.1.3 Clarification Requests (CRR): a strategy used by the interlocutors when they do not entirely comprehend the meaning and ask for clarification, for example,

A: Did you see John last night? He was pleased as a lizard with a good tooth.

B: Sorry. **What do you mean by that?** (CRR)

1.7.1.4 Appeals for Help (APH): any expression which shows the interlocutors are having trouble and asking for help, for example,

A: **cal-calcu-calculator?** (AFH)

B: Yes, calculator.

1.7.1.5 Asking for Repetition (AFR): it occurs when the interlocutor takes an active role in developing topics by repeating what he or she said, for example,

A: The woman in your picture has four buttons in her coat.

B: **Four buttons? (AFR)**

1.7.2. The kind of language used refers to the forms and functions of an utterance in correspondence in which two interlocutors use conversational interactions to reach mutual understanding, including words, phrases, sentences, grammatical and ungrammatical structures, and questions accompanied by rising intonation.

1.7.3. Information gap tasks refer to the "Spot the Differences" tasks which involved the pairs of pictures which are identical except for a given number of small differences. Each participant gets a different version. The participants have to find the differences through negotiation of meaning strategies in order to complete the task.

1.7.4. Thai lower secondary students refer to Mattayom Suksa 3 (Grade 9) students, who enrolled in English language as a basic subject in the first semester of the 2006 academic year as one of the foreign language standards according to the 2001 English Language Curriculum for Basic Education. The Students were from two extension schools: Bamrungphong Upatham School and Pongdaeng Wittayakhom School, Nihom Khamsoi District, Mukdahan Province, Thailand.

1.8 Summary of the Thesis

This thesis is divided into six chapters as follows:

Chapter 1

Chapter 1 presents the statement of the research problem, the theoretical background, the rationale for the study, the purposes of the study, the research questions, the significance of the study, the definitions of terms and examples of negotiation of meaning strategies, and a summary of the thesis.

Chapter 2

Chapter 2 discusses the review of the related literature. It includes (a) the interaction hypothesis, (b) the classroom interactions, (c) the pedagogy and L2 acquisition, (d) the role of the negotiation of meaning strategy in SLA, (e) some definitions of task, (f) the theoretical rationale for the use of information gap tasks, (g) the task analysis, (h) how the information gap tasks promote the English language learning for Thai lower secondary students, (i) the measurement performance of information gap tasks, (j) the related studies on negotiation of meaning, (k) the previous studies on the use of information gap tasks, (l) the summary of the literature review, and (m) the research gap.

Chapter 3

Chapter 3 presents the research methodology. It describes the research design, the participants, the tasks used, the study (the first pilot study and the second pilot study), the conceptual framework for designing tasks in the present study, the experimental study, the methods for data collection, the methods for data coding, the methods for data analysis, and the inter-rater reliability.

Chapter 4

Chapter 4 presents the quantitative results. It discusses the results regarding the patterns of negotiation of meaning strategies used by the control and experimental groups, the frequency of use of each of the negotiation strategies, the analysis of the descriptive statistics for an attitude questionnaire and for the classroom observation checklist, and the summary of the quantitative results.

Chapter 5

Chapter 5 presents the qualitative results. It discusses the setting the scene of the study, the patterns of negotiation of meaning strategies used by the students during the “Spot the Differences” tasks, the summary, the coding scheme of the student utterances as the patterns of negotiation of meaning strategies, the excerpts of student interactions, the interview findings, the summary of the interview findings, and the conclusions from the qualitative data.

Chapter 6

Chapter 6 provides conclusions and offers discussions. It includes a summary of the research findings, the quantitative results, the qualitative results, the observed and measurable effects of the patterns of negotiation of meaning strategies used in the “Spot the Differences” task, the limitations of the present study, the theoretical implications of the study, the research design, the summary of the research design, the measurement implications of negotiation of meaning strategies, the promotion of English communicative competence, the pedagogical implications, and the implications for further research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the central issues to this present study. It begins discussing the interaction hypothesis, the classroom interactions, the pedagogy and second language acquisition, the role of negotiation of meaning, the theoretical rationale for the use of information gap tasks, the task analysis and how the tasks promote EFL learners, some definitions of tasks, the related studies on negotiation of meaning, previous research done in the use of information gap tasks, and a summary of the literature review.

2.2 Interaction Hypothesis

After Long's (1983) investigation of conversations between a native speaker (NS) and nonnative speaker (NNS), he went on to propose that negotiation of meaning facilitates acquisition:

Negotiation of meaning , and especially negotiation work that triggers interactional adjustments by the NS, or more competent interlocutor, facilitates acquisition because it connects output, internal learner capacities, particularly selective attention, and output in productive ways (Long, 1996, pp. 451-452).

Consequently, Long (1996) updated his interaction hypothesis as proposed below:

Negotiation for meaning is the process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved (p. 418).

Long (1996) also stated that the interaction hypothesis consisted of some aspects of the input hypothesis (Krashen, 1982, 1985) and the output hypothesis (Swain, 1985, 1995). Based on Krashen's (1980) input hypothesis, "in order for language development to take place, a learner must be exposed to input which is slightly beyond (in Krashen's term $i+1$) her / his current knowledge level (i)" (cited in Gass and Plough, 1993, p. 35).

According to the input hypothesis, Ellis (2003) described that "learners acquire new linguistic forms as a result of comprehending input that contains forms a little beyond their current stage of development" (p. 343), meanwhile Swain (1985 cited in Ellis, 2003, p.343), in her output hypothesis, argued that "L2 acquisition is promoted by learners being pushed to produce language that is accurate and precise"

From the points of view above, Long (1980, cited in Gass and Plough, 1993) distinguished between the modified input and the modified interaction:

Modified interaction refers to the modification and restructuring of conversational form by both NS and NNS, through such means as comprehension checks, confirmation checks, and or choice questions

... Thus, negotiation of the sort prevalent in NNS discourse provides the learner with (1) the opportunity to hear language which may be useful for later integration into his or her language learner system, and 2) the possibility to express concepts which, without the assistance of a NS, are beyond his or her linguistic capacity (p. 36).

Based on the evidence from a study by Varonis and Gass (1985) concerning the factors which contributed to the creation of opportunities for negotiation, it was found that negotiation interaction was more likely in the NNS-NNS than in the NS-NNS interactions.

Ellis (1999) also pointed out that interaction played an important role in learning a second language because during an exchange between a speaker and a

listener to solve communication breakdown, negotiation of meaning affected what learners produced (Ellis, 1999; Pica, 2003). Similarly, Long (1996) believed that during interactions, communication breakdown may occur and the listener may let the speaker know of the confusion by using negotiation of meaning such as comprehension checks, confirmation checks, clarification requests, or asking for repetition. This could lead both the speaker and the listener to respond or exchange the message in some way in order to make it understandable.

Swain (1985) supported the proposition that the language learners' interactions with native speakers and more proficient nonnative speakers positively affect the process of interlanguage development. A number of researchers (e.g., Lightbown and Spada, 1993; Ariza and Handcock, 2003; Carroll, 2000; Wesche, 1994; Gass, 2002, cited in Shannon, 2005) proposed that during conversational interactions between learners and others, negotiation of meaning leads to the provision of either direct or indirect forms of feedback, including correction, comprehension checks, clarification requests, topic shifts, repetitions, and recasts. The feedbacks were tested in the line of interaction research, particular in L2 production and development (e.g., Ellis, Tanaka, and Yamazaki, 1994; Ohta, 2000; Oliver, 2000).

In addition, interaction research methods were mostly involved in a pre-test-post-test design involving some sorts of interactive task (Gass and Mackey, 2006). Pica et al. (1993) have proposed a task framework for second language instruction and research, such as communication task types for L2 research. For example, Long (1980) used the "Spot the Differences" tasks in conducting research and pedagogy analysis. Thus, the present study regarded the interaction hypothesis (Long, 1983, 1996) as the theoretical framework, and the treatment data based on the communicative task types

(Pica, Kanagy, and Falodan, 1993) were gathered through the negotiation of meaning strategies in the “Spot the Differences” tasks.

2.3 Classroom Interactions

Many second language acquisition researchers and language teachers have investigated how second language learning occurs in order to elicit samples of language use from learners. Interpersonal interaction is taken into consideration as one of the basic requirements of second language acquisition as well as the idea of foreign language acquisition. Krashen (1982) and Prabhu (1987) support that, in the classroom, the participation of learners in interactions is the most effective way in developing successful L2 competence. Consequently, classroom interactions have become a crucial pattern for oral practice in language learning as noted by Ellis (2003, p. 176) that “development is not so much a matter of the taking in and the possession of knowledge but rather of the taking part in social activities”.

According to Krashen (1986, cited in Chun, 2003), language pedagogy requires the development of interactional competence. He proposes a 3-step approach to improve natural discourse and to build interactional competence in classroom interaction. The first step is the teacher-student oriented interaction. It is an approach in which the students practice the target language with their teacher as a conversational interlocutor. The second step is the partnered interaction. This refers to students learning to negotiate meaning with their interlocutors in the classroom similar to the way in which meaning is generated. The final step is the interactional approach. It refers to ways in which students practice by interacting without violating social and cultural constraints that learners experience in natural conversations.

In language teaching, many researchers believe that interaction plays an important role in communication. This is because it facilitates learner's language use when their attention is focused on conveying and receiving authentic messages (Rivers, 1987). Similarly, Ellis (1988) claims that the achievement of classroom second language development does not only provide an input, but it also provides the occurrence of the reciprocal interaction.

From the perspective of interactions mentioned above, Krashen (1986, cited in Chun, 2003) concludes that communicative competence must comprise the ability to discuss, express, interpret, and negotiate meanings. In doing so, it is suggested that in natural conversation for communicative situations learners require more opportunities in the classroom in order to interact with both their teacher and fellow students through turn-taking, giving feedback to speakers, asking for clarification, and starting and ending conversations.

In addition, Nunan (1987) proposes that:

Genuine communication is characterized by the uneven distribution of information, the negotiation of meaning through clarification requests, and confirmation checks, topic nomination and negotiation by more than one speaker, and the right of interlocutors to decide whether to contribute to an interaction or not (p, 137).

Furthermore, studying the different types of conversational interaction and second language acquisition is necessary because learner participation in interaction facilitates language development (Mackey, 1999). A number of researchers (e.g., Gass, 1997; Long, 1996; Pica, 1994; Swain, 1995) argue that the interaction hypothesis of second language acquisition through negotiated interaction facilitates SLA. This is because learners have opportunities in carrying out communicative tasks by themselves in which they obtain comprehensible input, receive feedback, and

they are pushed to make target-like modifications in output, and they also have opportunities to test linguistic hypotheses (Mackey and Oliver, 2003). According to the interaction hypothesis, feedback obtained while interacting includes explicit correction and meta-linguistic explanations, implicit clarification requests, confirmation checks, repetitions, and recasts (Long, 1996; Gass, 1997; Pica, 1994).

Similarly, Schmidt and Frota (1986) consider that this feedback which serves as a source of comprehensible input can make problematic features of the learner's interlanguage salient and more open to revision. Additionally, Swain (1985, 1995) claims that negotiated interactions provide learners with opportunities to produce modified output.

As mentioned above, if young Thai EFL learners were introduced to the pattern of negotiation of meaning on the kind of language used for oral practice in classroom activities following the framework of interaction hypothesis, it seems it would be possible for them to produce and construct the target language communicatively. For instance, in the following NNS-NNS dyads, Thai students are conversing about a pair of pictures given:

<i>NNS</i>	<i>NNS</i>
<i>What do you have in your picture?</i>	<i>Three birds</i>
<i>Three?</i>	<i>Yes, I have three birds</i>
<i>Where are the birds?</i>	<i>What?</i>
<i>I want to know where the birds are?</i>	<i>I see. The first bird is in foreground. The second is on the roof. And the third one is flying.</i>
<i>I understand.</i>	

As illustrated in the example, negotiated interaction includes the exchanges within the conversation in which the two interlocutors arrive at mutual understanding

(Gass and Varonis, 1985a, 1985b). It indicates that the interaction process can help reach successful communication because the two interlocutors understand the meanings that they use to negotiate for meaning. This means that they can make use of not only the comprehensible input but also the modified output.

From all the interaction perspectives mentioned above, Pica et al. (1993) conclude that the theoretical perspective supporting the use of communicative tasks is that which regards that language is best learned and taught through negotiated interaction. They claim that:

In interaction-based pedagogy, classroom opportunities to perceive, comprehend, and ultimately internalize L2 words, forms, and structures are believed to be most abundant during activities in which learners and their interlocutors, whether teachers or other learners, can exchange information and communicate ideas (p. 10).

2.4 Pedagogy and L2 Acquisition

In terms of the pedagogy and second language acquisition, the role of interaction has been recognized as a key factor, particular in promoting language learning. Long (1983a, 1983b, 1985, 1996, cited in Mackey, 1999) state that “interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and which provide learners with the input they need” (p. 558). It follows that, in a conversational interaction, when learners are given the input required for a task in the new language; they may not at first convey their meaning clearly. Such a conversational interaction provides the enabling opportunities for them, with additional input, to negotiate meaning and produce more comprehensible input (Mackey, 1999; Swain, 1985). Pica (2002, p. 4) points out that “negotiation of meaning occurs during communicative interaction, when one

interlocutor's message appears to another interlocutor to be unclear, incomprehensible, or incomplete in its meaning".

In task-based interactions, Pica et al. (1993) have identified descriptions of task and task features, consisting of two current features: goals and work or activity. The first task feature is that the tasks are oriented towards goals in which the participants are expected to meet an outcome and to carry out a task with a sense of what they need to accomplish through their talk or action. The second task feature is work or an activity in which the participants take an active role in carrying out a task.

Following Pica et al. (1993) above, the task features of an activity and goals are broken into two greater specificities: the interactional activity and the communication goal. According to the specificities, Fulcher (2003, p. 52) has categorized the task activities and goals as follows:

A. Interactional Activity

A.1 Interactional Relationship

- a) Each interactant holds different sets of information, supplies and requests information to complete the task.
- b) One interactant holds all information and supplies it.
- c) Each interactant holds all information.

A.2 Interaction Requirement for Activity of Request / Suppliance

- a) Each interactant is required to request and supply information.
- b) One interactant is required to request and the other to supply.
- c) Each interactant is expected to request and supply but not required to do.

B. Communication Goals

B.1. Goal Orientation

- a) Interactants have the same or convergent goals.
- b) Interactants have related but divergent goals.

B.2. Outcome Options

- a) Only one acceptable outcome is possible.
- b) More than one outcome is possible.

Following the two specificities of the task features above, it could be said that learners should be taught a second / foreign language through the process of interaction which is specified by an interactional activity and/or communication goals. This is because, during the conversational interaction, learners have opportunities to modify their utterances through the signals and responses of negotiation by using simple utterances, for instance, open signals- “what” or “please repeat” and brief responses- “yes” or “no” (Pica, 2002, p. 4).

In addition, Long (1983a, 1983b) argues that during the meaningful interaction, learners should use different communication strategies, such as requests for clarification, requests for repetition, and comprehension checks. A number of researchers (Gass and Varonis, 1984; Pica et al., 1993; Swain, 1985) claim that these communication strategies can promote negotiation of meaning and consequently facilitate second language acquisition.

According to the researchers’ claims above, it is worthwhile to set up optimum conditions and input for learners to talk to each other. This is because the input provided to learners is the input with which learners are familiar and can consciously

identify that input by using their first language (L1). Ellis (2003) suggests that the input should comprise pairs of pictures dealing with the similarities and the differences in minor details. In terms of conditions, he proposes that a task must provide learners with different sets of pictures to pairs of learners. The information in a task must be split as well as the use of pair-work as one of the methodological procedures.

Regarding pair-work, there is a variety of dyadic interactions, such as native speakers-nonnative speakers (NS-NNS), nonnative speakers-nonnative speakers (NNS-NNS). While doing a task, each participant has opportunities to use communication strategies when one interlocutor's message being conveyed to the other interlocutor is unclear, incomprehensible, or incomplete in its meaning, as noted by Pica (2002). Such communication strategies based on conversation adjustment are for basic oral communication, such as comprehension checks, clarification requests, confirmation checks, appeals for help, and asking for repetition. These strategies occur in negotiated interactions as a means to prevent communication breakdown (Long, 1983b; Long and Porter, 1985; Porter, 1986; Yong, 1984).

Following communication strategies above, it is believed that interaction-task pedagogy through the process of negotiation of meaning facilitates L2 acquisition. This is because it can provide L2 learners with three significant elements, namely, comprehensible input, comprehensible output, and feedback, as mentioned earlier. According to the process of negotiation of meaning, Long (1996) draws a very important conclusion the acquisition can be achieved in the negotiation of meaning between the native speaker and non-native speaker if the native speaker or a more competent speaker help facilitate:

NS Negotiation work...triggers interactional adjustments by the [native speaker] or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways (pp.451-452).

It is therefore worthwhile for Thai teachers of English who need to effectively improve their students' oral English communication skills to choose the task which involves the negotiation of meaning whose characteristics make learners communicate easily. It is expected that this type of work or activities to be carried out in the classroom can facilitate foreign language acquisition as well.

2.5 The Role of Negotiation of Meaning Strategy in SLA

According to Pica (2002, p. 4), "negotiation of meaning occurs during communicative interaction, when one interlocutor's message appears to another interlocutor to be unclear, incomprehensible, or incomplete in its meaning". From the perspectives of the negotiation of meaning, Ellis (2003) regards the three main avenues of inquiry concerning the relationship between task and language use as constructs in L2 acquisition. These three main avenues are, namely, communication strategies, negotiation of meaning, and communicative effectiveness.

2.5.1 Communication Strategies

Communication strategies play an important role as speaker-oriented skills. Speakers use them because they cannot access the requisite linguistic knowledge (Ellis, 2003). Ellis says that many researchers use these strategies in the study of negotiation of meaning, for example, to describe a picture or diagram. Most of the strategies used are relevant to lexis in which learners may apply to any linguistic

problem, such as phonological, grammatical, or pragmatic. According to Ellis (2003, p. 74), the communication strategies identified are:

- a) Reduction strategies: where the learner gives up a topic or abandons a specific message.
- b) Achievement strategies: where the learner decides to keep the original communicative goal and attempts to compensate for insufficient means for achieving it. These include:
 - b.1) approximation; for example, “worm” is substituted for “silk worm”
 - b.2) paraphrase; for example, “it sucks air” is substituted for “vacuum cleaner”
 - b.3) word coinage; for example, substituting “picture place” for “gallery”
 - b.4) conscious transfer; i.e. the deliberate use of the L1, for example, by literally translating an L1 expression
 - b.5) appeal for assistance
 - b.6) mime

2.5.2 Negotiation of Meaning

With respect to negotiation of meaning, Long (1981) emphasizes modified interaction in which learners may use simpler grammar and vocabulary, and the interactional structure of conversation, namely, clarification requests. According to Long’s (1983b), two sets of interactional strategies are employed: the first is for avoiding conversational trouble, and the second is used as tactics for repairing trouble

occurred. Ellis (2003) expands that the two sets of interactional strategies in Long's (1981) include: clarification requests, confirmation checks, and tolerating ambiguity. These strategies are described as interactional features, "such as stressing keywords, decomposing topic-comment construction, and repeating utterances" (Ellis, 2003, p. 70).

Varonis and Gass (1985) have taken the strategies used for discourse into account as a model for non-understanding in order to resolve non-understanding as illustrated below:

A Model for Non-understanding by Varonis and Gass (1985, p. 74)

Trigger

T

Resolution

I R RR

T = trigger (i.e. the utterance which causes misunderstanding)

I = indicator (i.e. of misunderstanding)

R = response

RR = reaction to response

Example:

S1 : And your what is your.. mmm.. father's job?

S2 : My father now is retired. T

S1 : Retired? I

S2 : Yes R

S1 : Oh, yes RR

Furthermore, Ellis (2003) claims that the discourse's work is employed to resolve such non-understanding, which is known as the negotiation of meaning. The strategies used in the different tasks that many researchers use are to promote negotiation. According to Ellis (2003, p. 71), the features of negotiation of meaning are divided into four strategies as the interactional features in the learners' conversation interactions.

1) Comprehension checks: any expression designed to establish whether the speaker's own preceding utterance has been understood by the addressee, for example, "I was really chuffed. Know what I mean?"

2) Clarification requests: any expression that elicits clarification of the preceding utterance, for example,

A: I was really chuffed

B: Uh?

A: Really pleased

3) Confirmation checks: any expression immediately following the preceding speaker's utterance intended to confirm that the utterance was understood or heard correctly, for example,

A: I was really chuffed?

B: You were pleased?

A: Yes.

4) Recast: defined by Long (1996, p. 436) as an utterance that rephrases an utterance "by changing one or more of its sentence components (subject, verb, or object) while still referring to its central meanings", for example,

A: I go to cinema at weekend.

B: You went to the cinema. What did you see?

A: “Gladiators”. It was great.

In terms of recast, Ellis (2003) referred to Oliver (2000), who states that recasts and confirmation checks are identical in performing the function of language. This is because one interlocutor may correct the other interlocutor even though no problem occurred in communication and not all confirmation checks take the terms of recast.

Other researchers, such as Rulon and McCreacy (1986, cited in Ellis, 2003) view the term negotiation of meaning as a kind of negotiation, including meaning and content. The kinds of negotiation of meaning and content are identified following the source of the communication problem underlying what the learner has uttered or something that the learner’s interlocutor has uttered (Ellis, 2003). In doing so, learners must play an initiating and responding role in the exchange. This, based on Ellis’ claim, may lead one interlocutor to reformulate his / her initial utterance.

As discussed above, Swain (1985) claims that learners may produce language form more concisely and correctly when they are pushed by those whom they are speaking to, asking for clarification as called “pushed output”.

Example:

A: I go cinema.

B: You what?

A: I went cinema (Ellis, 2003, p. 72)

Another example which shows the role of negotiation in helping learners to achieve comprehensible input is illustrated as follows:

A: I went to see a great movie.

B: You are going?

A: Yesterday, I went to see a great movie.

From the second example above, Ellis explains that Learner B does not understand what Learner A has said, so a confirmation check is employed as a response in order to lead Learner A to add the word “yesterday” to make sure that it is referred to the past, not the future. He believes that this kind of negotiation enables learners to achieve comprehensible input.

As seen above, it is believed that these exchanges are useful in conversational interaction, particularly when native speakers and non-native speakers are engaged in the form focus. However, these strategies seem very difficult to achieve if interlocutors are from the same language background such as Thai lower secondary students. This is because with the same language background students are not conscious of grammatical forms as much as native speakers. As a result, they may not use this kind of exchange to resolve the form focus. In contrast, it seems possible if those who are from the same language background are engaged with a focus on meaning, not form-focused.

Similarly, Pica (2002) views negotiation of meaning as ‘trigger and signal’. It is concluded that “when one interlocutor’s message appears to another interlocutor to be unclear, incomprehensible, or incomplete in its meaning”, a lack of clarity can be caused. She goes on to describe (p. 4), “this lack of clarity serves as a trigger for which the other interlocutor utters a signal; the other interlocutor is then expected to respond”. Furthermore, Pica (1992) claims that the signals and responses of negotiation can help learners modify their utterances during the communicative

interaction through repetition and reduction. Following Pica (1992), modifications of signals and responses are identified as words, phrases, clauses, synonyms, descriptors, and paraphrase. These signals and responses are encoded by using simple words, such as open signals: “what”, “please repeat”, and brief responses of “yes” or “no” (Pica, Holliday, Lewis, Berducci, and Newman, 1991; Pica, Holliday, Lewis, and Morgenthaler, 1989). As seen above, it seems that the practice of negotiation of meaning is very suitable for young Thai students who are taught English as a foreign language because these signals and response coded are simply used for negotiation of meaning.

2.5.3 Communicative Effectiveness

Yule (1997, cited in Ellis, 2003) has developed a model of communicative effectiveness within the three main directions of enquiry for exploring the relationship between the task and the language use. These three directions include:

- negotiation of meaning
- communicative strategies
- communicative effectiveness

Since the first two directions have already been addressed, the third dimension, which is of communicative effectiveness, is dealt with here. The communicative effectiveness is subdivided into two: They are the identification of referent dimensions and the role-taking dimensions

Yule (1997, cited in Ellis, 2003) states that narrative tasks are also associated with communicative effectiveness because speakers have to draw on their language ability to identify and encode the referents they want to communicate about. In

communicative effectiveness, he also proposes that speakers require three kinds of ability, including. They are (a) the perceptual ability which requires the identification of specific attributes of a referent; (b) the comparison ability required for the identification of one referent from another; and (c) the linguistic ability required to code for the referent in a way that identifies it from other referents (Ellis, 2003, p. 76).

Ellis (2003) argued further that whereas a number of researchers have been concerned only with the linguistic ability, he believes that the successful performance of a task also rests on the perceptual ability and the comparison ability.

The role-taking dimension means the ability of the participants to take into account their communicative partners degree of shared exposure to ideas and experiences. This role-taking dimension consists of a number of different activities (Ellis, 2003, p. 77). They are (a) the ability to recognize the importance of the other speakers' perspective; (b) the ability to make inferences about the other speakers' perspective; (c) the ability to take these inferences into account when encoding a message; and (d) the ability to attend to feedback from the other speaker and to monitor output accordingly.

Several of the skills mentioned above are mainly concerned with social and cognitive skills. Communicative effectiveness, therefore, relies on the learners' use of interactional strategies both for the negotiating of meaning and for communicating of problematic concepts.

Hence, the study of communicative effectiveness needs "an analysis of communicative outcomes" (Ellis, 2003, p. 77). Many researchers have examined whether the participants successfully accomplish the task, for example, in a "Spot the

Differences” task, they can establish whether the participants are successful in identifying the differences between the two visual displays.

Yule and Powers (1994, cited in Ellis, 2003) offer a framework for the micro-analysis of communicative outcomes based on specific referential problems.

From the framework above, it is seen that a means of studying the effectiveness of communication tasks is to examine interactions that arise out of a task in relation to the outcome achieved. Ellis (2003) strongly believes that language learning will emerge from learner-learner interactions in which learners must participate in discourse by interacting verbally. Learners’ conversational interactions in this way will result in the simultaneous development of all interactive syntactic structures.

Similarly, Pica’s (1992 and 1994, cited in Ellis, 2003) work supports the value of interaction in language learning and acquisition. She believes that negotiation of meaning can help improve language learners’ ability for language acquisition through the following three principal ways:

- a) Opportunities to negotiate meaning help learners to gain comprehensible input.
- b) Negotiation of meaning provides learners with feedback on their own use of the L2.
- c) Negotiation of meaning motivates learners to adjust, manipulate, and modify their own output.

In addition, Ellis (2003) points out that communication strategies assist acquisition by helping to keep the conversation going, producing the pushed-output,

and developing semantic connections in the learner's mental lexicon and skill in word formation.

Thus, Ellis (2003, p.84) concludes that “one of the specific goals of task-based teaching is to develop learner's strategic competence in order to make them more communicatively effective using the linguistic resources already at their disposal.”

In short, we can sum up that the negotiation of meaning in learner-learner interactions plays a crucial role in facilitating FL / L2 acquisition because

- its process consists of 3 crucial elements: comprehensible input, comprehensible output, and feedback;
- it involves the type of negotiation of meaning in dyadic interactions;
- it emphasizes task-based instruction;
- it helps exchange meanings within conversations;
- it can help modify conversational interactions;
- it increases opportunities to practice the target language; and
- it provides learners with signals and responses through simple utterances.

This present study, therefore, seeks to combine the importance of the relationship between the communicative ability and language acquisition, using both the negotiation of meaning and communicative effectiveness through the negotiation strategy for enhancing the learner's spoken language, especially for Thai lower secondary students who learn English as a foreign language.

2.6 Some Definitions of Task

The term “task” plays an important role and can imply almost any activity in any ESL / EFL classroom. There is a variety of definitions of a task, including the

form and function of a language learning task. The following are the definitions of a task given by different scholars.

Long (1985) defines a task as:

A piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road. In other words, by task is meant the hundred and one things people do in everyday life, at play, and in between (p. 89).

Candlin (1987, p.10) defines a task as: “one of the set of differentiated, sequencable, problem-posing activities involving learners’ cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu”.

Crookes (1986, p. 1) defines a task as “a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research”.

Wright (1987, p. 48, cited in Johnson, 2003) defines a task as “instructional questions which ask, demand, or even invite learners (or teachers) to perform operations on input data”.

Krahnke (1987, p. 57, cited in Johnson, 2003) views that “the defining characteristic of a task-based content is that it uses activities that the learners have to do for non-instructional purposes outside of the classroom as opportunities for language learning. Tasks are distinct from other activities to the degree that they have non-instructional purposes”.

Breen (1987, p. 23) defines a task as “a range of work plans which have the overall purpose of facilitating language learning - from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or simulations and decision making”.

Nunan (1989,) gives a definition of task as

A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end (p. 10).

Swales (1990, p. 76) defines a task as “one of a set of differentiated, sequencable goal-directed activities drawing upon a range of cognitive and communicative procedures relatable to the acquisition of pre-genre and genre skills appropriate to a foreseen or emerging socio-rhetorical situation”.

Skehan (1998, p. 95) defines a task as an activity in which meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real world activities, task completion has some priority, the assessment of the task is in terms of outcome

Richards et al. (1986) suggest that a task is:

An activity or action which is carried out as the result of processing or understanding language (i.e., as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative (p. 289).

Bygate, Skehan, and Swain (2001) define a task as an activity which requires learners to use language, with emphasis on meaning, to attain an objective.

Lee (2000) defines a task as (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and / or produce the target language as they perform some set of workplans.

Prabhu (1987) defines a task as an activity which requires learners to arrive at an outcome from the given information through some process of thought and which allows the teachers to control and regulate that process.

Carroll (1993) defines a task as any activity in which a person engages, given an appropriate setting, in order to achieve a specific class of objectives.

Bachman and Palmer (1996) define a language task as an activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation.

Willis (1996) defines tasks as activities where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome.

From the definitions above, it is seen that tasks should have some sort of input data, as in Nunan (1999) who states that the data may not contain language, for example, a set of pictures, diagrams, or other nonverbal materials. This means that learners may carry out a set of procedures that specifies what to do in relation to the data. In terms of designing tasks, Nunan (1999, p. 26) proposes four dimensions of tasks, which are, namely, the dimensions of language, the dimensions of procedure, the dimensions of learners, and the dimensions of learning process.

In summary, a task is a piece of work or an activity in which students are given the input data to do in classrooms. The distinct characteristic of the task is in the degree that students have non-instructional purposes which are a range of cognitive and communicative procedure that serves the purpose of its task to facilitate language learning.

2.7 Theoretical Rationale for the Use of Information Gap Tasks

Tasks in this present study are based on interaction-based pedagogy (Pica et al., 1993) in which learners have classroom opportunities to recognize, understand, and incorporate L2 words, forms, and structures during activities. Through interaction-based pedagogy, learners were given most opportunities to use language in authentic situations (i.e. to exchange information and communicate ideas) rather than as language practice. Such activities were designed to require learners to share information, ideas and opinions, collaborating toward a single goal, and attempting to succeed in individual goals (Pica et al., 1993). In doing so, learners and their interlocutors did activities through social interaction and negotiated meaning in order to understand exactly what the other means to convey. The purpose of this methodology is to improve learner's language learning. When an interlocutor fails to convey meaning clearly, comprehensibly, and completely, "this lack of clarity serves as a trigger for which the other interlocutor utters a signal" and "the other interlocutor is then expected to respond" (Pica et al., 1993, p. 4).

Furthermore, to achieve the goal, learners might have to comprehend the unclear or unfamiliar linguistic input by requesting their interlocutor's assistance and they would have to obtain the interlocutor's feedback on the comprehensibility of their own

interlanguage from content (Pica et al., 1993). Learners then could respond by modifying and manipulating emergent and acquired L2 structures.

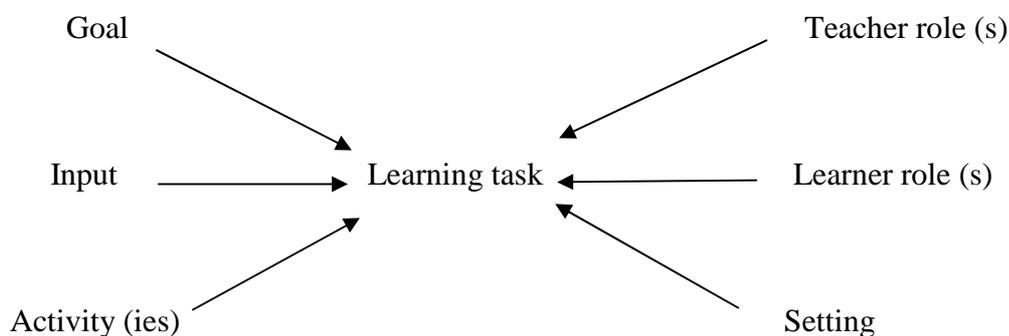
According to Pica et al. (1993), to encourage interactions which promote language acquisition, classroom and research activities should be designed to provide context in which learners hold conversations and then negotiate meaning where communication is unclear.

Moreover, the student's purpose is to perform a task and the teacher's purpose is for the use of English language while the task is performed. The rationale for task-based interaction was presented by relating the approach to current thinking on the processes of second language acquisition and by discussing how task-based interaction through negotiation of meaning fulfils conditions for the improvement of communicative competence, which are:

- Learners can only develop implicit knowledge of a second language incidentally as a result of the effort to communicate.
- Learners can only gain in fluency by attempting to use the L2 in real operating conditions.

2.8 Task Analysis

According to Nunan (1989), a task is defined as a piece of meaning-focused work involving learners in comprehending, producing, and interacting in the target language. Therefore, language learning in a lesson must involve learners' doing something with language, with some phrases of the lessons associating with specific tasks. It is suggested that a task can be analyzed through the following framework of goal, input, activity, roles and setting (Nunan, 1989, p. 48) as illustrated below:



An example of a task analysis using this framework is shown below:

Learners were given a questionnaire on sleeping habits. They had to make sense of the meaning and pronunciation of words and, following this, they had to use the questionnaire in paired interviews.

- Goal: exchange personal information
- Input: questionnaire on sleeping habits

Activity: 1) reading questionnaire 2) asking / answering questions on sleeping habits

- Teacher's role: monitor, facilitator
- Learner's role: conversational partner
- Setting: classroom, pair work

2.9 How Information Gap Tasks Promote English Language

Learning for Thai Lower Secondary Students

The types of information gap tasks, which were used in the present study, were the “Spot the Differences” tasks. The selection of the tasks is motivated by the work of Pica et al. (1993), Ur (1981) and Ellis (2003).

Pica et al. (1993) remark that the interactional activity and communication goals describe the different ways which promote the greatest opportunities for learners to experience comprehension of input, feedback on production, and interlanguage modification for SLA. Interactional activities are divided into two categories, interactant relationship and interaction requirement. Interactant relationship relates “to the responsibilities given to task participants to hold, request and / or supply the information needed to achieve task goals and thereby serve either as mutual information requesters or suppliers of requesters” (p. 13). For interaction requirements, “such a category is based on whether obligations to request or supply task-related information are required or optional”, but if a task requires information to be exchanged among participants, it will promote participants’ interaction. The communication goal is divided into goal orientation and outcome options. Goal orientation relates to interactants who have same or convergent goals or relates to interactants who have related, but divergent goals. For outcome options, there is “a range of acceptable task outcomes available to interactants in attempting to meet task goals” (p. 15).

As seen above, if a task is to meet the criteria in such categories, it should satisfy four conditions as suggested by Pica et al. (1993, p. 17) below:

- 1) Each interactant holds a different portion of information which must be exchanged and manipulated in order to reach the task outcome.
- 2) Both interactants are required to request and supply this information to each other.
- 3) Interactants have the same convergent goals.
- 4) Only one acceptable outcome is possible from their attempts to meet this goal.

Based on the principles of a task mentioned above, the types of information gap tasks, which will be designed for the purpose of this present study, are required to describe in what ways they could assist learner's language learning for EFL Thai lower secondary students.

According to the results of the study on interlocutor familiarity by Gass and Varonis (1984), it was found that familiarity played a crucial role in facilitating comprehension. Additionally, in a second study by Gass and Varonis (1985) on familiarity, it was found that NNS-NNS pairings, whose linguistic and cultural background were similar, became a contributing factor to the occurrence of discourse features. From the interlocutor familiarity suggested above, it was decided to conduct this present study using the type of NNS-NNS pairings who came from a same background.

Johnson (1981, cited in Pica et al., 1993, p. 21) notes "an information-gap is created when one participant holds the information that the other does not already know, but needs to know in order to complete a task". In information-gap tasks, only one interactant (partner A) holds a crucial portion of task-related information and the other (partner B) will have to request this information. The gap in the distribution of information results in a one-way flow of information from the sending interactant (A) to the receiving interactant (B). The roles of the interactants during the activities would give both the suppliers and the requesters the opportunities to exchange information in two directions as their roles switched.

A number of researchers (Ellis, Yamasaki, and Tanoka, 1984, Mackey, 1999, Pica et al., 1989, 1990, Pica, Young and Doughty, 1987) have examined information-gap tasks by asking interactants to replicate pictures or to choose from among related

objects and in some cases, place them, on the basis of information held exclusively by their interlocutors.

For example, in an information gap task such as the "Spot the Differences" tasks, interactants could be given similar but slightly different pictures and they were asked to work together in order to reach a consensus about the differences found in the picture (Long, 1980, and Crookes and Rulon, 1985, cited in Pica et al., 1993). During activities, interactants will take turn to describe their pictures. One interactant will ask the other interactant questions about his / her picture if he / she is not sure (Ellis, 2003). Such an activity requires interactants to describe their pictures in a simple vocabulary based on the content of the pictures given. In doing so, interactants will have chances to choose the linguistic resources to use in order to describe the pictures or to carry out the interaction. It is believed that learners' English language acquisition will emerge gradually without telling them anything to describe the pictures to their partners. The "Spot the Differences" task has been used, for example, in Samuda and Rounds' research (1993, cited in Ellis, 2003).

2.10 Measuring Performance of Information Gap Tasks

According to Ellis (2003, p. 296), "tasks do not of themselves provide a measure of the testees' language ability. They elicit a performance, which then needs to be assessed in some way." He proposes three principle methods as follows:

- a) Direct assessment of task outcomes
- b) Discourse analytic measures
- c) External rating

The purpose of this present study is to investigate what effects the information gap tasks have on learner's performance, so learners are given the English language learning tasks to perform and manipulate in pairs from the selected activities. Performance of such tasks to be measured will be followed by discourse analytic methods (Ellis, 2003), which provide counts of the specific linguistic features occurring in the discourse that results from performing the task. Based on Ellis, the discourse analytic methods are categorized as follows:

1) focusing on the candidate's linguistic competence; this refers to measures of fluency, accuracy, and complexity.

2) focusing on the candidate's sociolinguistic competence; this refers to a measure of appropriate use of requesting strategies.

3) focusing on the candidate's discourse competence; this involves a measure of appropriate use of cohesive markers.

4) focusing on the candidate's strategic competence; this refers to a measure based on the use of strategies used to negotiate meaning.

In order to promote the language development of the learner's interlanguage, a performance of tasks is measured and regarded as negotiated interaction (Long, 1983) which consists of two objectives:

- to elicit negative feedback
- to facilitate L2 development by providing learners with reformulations and repetitions of their utterances.

In negative feedback, the focus consists of two types: the first type is explicit (overt error correction) and the second type is implicit (recasts on negotiation moves), including: confirmation checks, clarification requests, and repetitions.

From the implicit negative feedback, Mackey et al. (2000) proposed that these three clues of negotiation refer to interactional feedback that a number of researchers assert that have been proved to be used by learners during conversational interactions. Additionally, previous studies suggested that the implicit negative feedback, particular negotiation of meaning, facilitates learner's L2 development.

The evidence mentioned above is very supportive of the present study in making use of the negotiation signals for discourse analytic methods as the coding analysis. The followings are:

1) Clarification requests: this refers to the utterances made by the listener to clarify what the speaker said, including statements and Wh-questions, such as:

Pardon?

What do you mean?

Could you repeat that again?

I don't understand.

2) Confirmation checks: this refers to the utterances by the listener to establish whether the preceding statement was heard and understood correctly, but they include all or part of the statement accompanied by rising intonation and Wh-questions.

3) Comprehension checks: this refers to an utterance which shows an effort on the part of the speaker to anticipate and prevent a breakdown in conversations, such as:

Do you understand?

Right?

4) Appeals for help: this refers to any expression which shows the speaker is having trouble and asking for help.

5) Asking for repetition: this refers to a repetition of a learner's error.

2.11 Related Studies on Negotiation of Meaning

Interlanguage studies by Doughty and Pica (1986); Long and Porter (1985) found that the target language used by learners in the classroom, in the actual processes of engaging with materials and with each other, is a crucial factor in their language learning. This means that learners use the various means to negotiate the meaning of input in order to make it comprehensible and personally meaningful while making conversation. In doing so, learners are compelled to negotiate their own meaning which aids the language learning and development (Wajnryb, 1992). This makes learners generate conversational modification.

Storch (2002) has studied the relationships formed in dyadic interaction and opportunity for learning by using a case study approach, illustrating qualitative differences in the nature of pair interactions focusing on two patterns: a collaborative and a dominant / dominant pattern. Data were collected from 33 participants on three different language tasks which are observed in task performance. It was found that teachers and researchers need to monitor closely the kinds of relationships formed when students work in pairs or in small groups.

Chang (2003) conducted a study in order to see how text-based CMC activities can help Korean students to improve oral proficiency in real life situations. Participants were 13 beginner or low intermediate level college students and were given pre-oral tests, placed into two groups and then interacted with teachers over a single semester by exchanging group emails and participating in chat sessions based on specific CMC lesson plans. Data were collected and analyzed by using Henri's

(1992) analytical framework, including grammar, vocabulary, pronunciation, fluency, conversational skills and content. It was concluded that CMC text-based interaction could help students improve their communication strategies, fluency and conversational skills and also could provide a rehearsal of appropriate vocabulary, structures and functions and so acted as an important precursor for students developing meaning - based conversation in the classroom and in real life situations.

Lyster (2002) studied the negotiation in the immersion teacher-student interaction with two classroom interactions in Grade 4 on form-focused negotiation. Transcribed classroom interactions were analyzed in order to show how a teacher could draw attention to non-target output to encourage peer-or self-repair. It was found that form-focused negotiation may be especially beneficial in communicatively oriented and context based classrooms, and that the most effective L2 teachers may be able to balance the need for form-focused and meaning-focused negotiation in providing prompts for self-repair.

McDonough (2004) investigated the use of pair and small group activities in a Thai EFL context in order to examine whether the learning opportunities theoretically attribute to pair and small group activities and the improved production of the target forms. Participants were 16 Thai learners at a public university in Northern Thailand. The results indicate that learners who participated more during pair and small group activities demonstrated improved production of the target forms.

Swain and Lapkin (2002) studied the collaborative dialogue with the two Grade 7 French immersion learners' response to reformulation. The two participants were asked to write a story collaboratively, and it was compared with a reformulated version of the same text. Their dialogue was transcribed and coded as they passed

through the stages of task performance and individual interviews. It was concluded that reformulation of student writing is an effective technique for stimulating noticing and reflection on language, providing numerous opportunities for collaborative dialogue.

Smith (2005) conducted an investigation of the relationship between negotiated interactions, a type of focus on form episode, and learner uptake in order to see the effects of a negotiation routine's complexity and lexical acquisition in synchronous computer mediated environment with intermediate level learners of English from an intensive English language program at a large North American university. The data were collected by chats-scripts of task-based computer mediated communication. It was concluded that teachers should focus on the nuances of negotiated interaction as well as more subtle indications of acquisition rather learner uptake per se.

Nakatani (2005) investigated the effects of the patterns of oral communication strategy use in order to see the improvement in oral communication ability of female learners. Participants were divided into two groups; strategy training group and control group. Data collection were obtained from 3 types: the participants' pre-and post course oral communication test scores, transcription data from the tests, and retrospective protocol data for their task performance. The findings showed that the participants in the strategy training group improved their oral proficiency test scores and the results of the transcription and retrospective protocol data showed that oral communication strategies such as maintenance of fluency and negotiation of meaning to solve interactional difficulties were supportive and increased the participants' success.

Rydland and Aukrust (2005) studied lexical repetition in second language learners' peer play interaction in order to see extended discourse participation with 4- and 5- year old children with Turkish as their first, and Norwegian as their second language. Data collection was videotaped in multiparty preschool play. The results suggested that self-repetition was related to frequency of verbal participation, whereas complex other repetition was related to children's academic language skills and participation in extended discourse.

In terms of conversational strategies use, Porter (1986) employed only four categories to analyze learners' repair work in task-based interactions among NNS and between NNS and NNS such as confirmation checks, clarification requests, comprehension checks, and repetition. Long (1983) employed the conversational strategies in his study in investigating the social discourse of non-native speakers and native speakers, including comprehension checks, clarification requests, topic shifts, and self and other repetitions and expressions.

In a study of conversational interaction on L2 learners' acquisition of English question patterns by Mackey (1999), it was found that participants showed greater developmental gains in producing questions than other groups.

Varonis and Gass (1985) investigated the model for negotiation of meaning by NNS-NNS, and NS-NS dyads. All participants were audio-taped in an informal conversation without instructions. The conversations were analyzed by using T-test. They found that negotiation of meaning was most prevalent among NNS-NNS dyads. It was also suggested that a greater amount of negotiation work takes place in NNS-NNS discourse than in NS-NS or NNS-NS discourse and the negotiation of meaning provides learners with a greater amount of comprehensible input.

Gass and Varonis (1985) investigated the negotiation routines in native speaker speech modification to non-native speakers. The participants were 8 NNS- 4 students at a university and 4 students at the ELT, proficiency ranged from beginning to intermediate and 2 NS of English. The database was obtained from 80 telephone calls by NNS and 20 telephone calls by NS to people selected randomly from the telephone directory. The conversations were tape-recorded and callers were given a set of 8 questions to ask. The questions had been practiced prior to the telephone calls. It was found that NS initiated more negotiation routines with low level NNS. They found differences in negotiation of meaning, quantity of speech, scope of repair, elaboration, and transparency depending on the level of proficiency. It was also found that comprehensibility of the NNS's speech and NS's perception of the comprehension of the NNS has an effect on NS speech modification.

Pica (1985) conducted a study of the conversational modifications in classroom interaction as a function of participation pattern and task. The participants were from six classes with adult students and teachers of intermediate English as a second language. The students had a variety of L1s and the teachers were NS of English. An information gap task was used first in a teacher-fronted mode and then in a group interaction mode. The conversational interactions were audio-taped and analyzed calculating Chi-Square using t-units. It was found that confirmation and comprehension checks, clarification requests, and self- and other repetitions were more abundant in the task requiring a two-way information exchange. It also found that in the activity requiring information exchange, the interaction was modified.

Pica and Doughty (1985) investigated the role of group work in classroom second language acquisition with 34 students and their teachers from 3 low-

intermediate ESL classes. The participants' L1 background varied from Spanish and Vietnamese. Teachers were NS of English. Two typical ESL communication activities administered were: one activity was teacher-fronted and in the other students worked in groups of four. The conversational interactions were audio-taped. The analysis examined grammaticality of input, negotiation of input, and total amount of individual input / production and chi-squared were used to analyze data. It was found that more grammatical input occurred during the teacher-fronted group, but the majority was produced by the teachers. There were more conversational adjustments in the teacher-fronted group. Students had more opportunities to use the target language in group activities and they received more input directed at them in the group activities.

Doughty and Pica (1986) investigated the effects of information gap tasks on second language acquisition. The participants were students in six adult intermediate ESL classes with a variety of L1 backgrounds and NS of English teachers. An information gap task of completing a garden figure was conducted in three interactional settings: teacher-fronted, small group, and dyad. The interaction was audio-taped and analyzed by using ANOVAs. The results showed that more interactional modifications occurred during the group and dyad activities. Decision making or optional exchange tasks did not trigger media. A task requiring information exchange would increase the likelihood of modified interaction among students. It was suggested that a task with a requirement for information exchange was crucial to the generation of conversational modifications of classroom interaction.

A study done by Pica (1986) was conducted in order to see whether interactional modifications help make input comprehensible with 9 NNS of English

from a variety of native language backgrounds. Participants were randomly assigned into one of two conditions: those receiving pre-modified input, where the learners could not interact with the NS and those receiving interactionally-modified input where they were encouraged to interact with the NS. Once they were randomly assigned into one of the two groups, learners had to complete an assembly task. Comprehension was measured by the percentage of items that the learner selected accurately and placed in the correct position. It was found that opportunities for interaction resulted in linguistic modifications, a large quantity of input and a greater redundancy of input. “It appears from the present analysis that interactional adjustments such as comprehension and confirmation checks and clarification requests may be the mean by which input is repeated or reworded until understanding is reached”.

Pica et al. (1987) investigated the impact of interaction on comprehension. The participants were 16 NNSs enrolled in low-intermediate ESL adult classes with European and Asian L1 backgrounds and one female NS. Eight participants were assigned into the condition 1, linguistically adjusted script and 8 participants were assigned into condition 2, interactionally modified condition. The task required NNSs to listen to the NS give directions and place 15 items on a small board illustrating an outdoor scene. The results found that interactional modifications of input did lead to significant greater comprehension than conventional ways of simplifying input, and comprehension was best when the participants were allowed to interact.

Pica (1988) conducted an investigation in order to see the effect of interlanguage adjustments on an outcome of NS-NNS negotiated interaction. The participants were 10 NNS of English whose L1 was Spanish and whose

proficiency level was low-level proficiency and one NS of English. NS-NNS interactions in English within one hour were audio-taped. The topic chosen by the NS were ranged from NS's paper to more personal topics such as family and future plans. It was found that 95% of the interactions were negotiated by the NNS and NS in which NS requested confirmation, clarification, or repetition. The results showed that the negotiated interaction seemed to provide the NNS with models of what the output could sound like.

Gass and Varonis (1994) have studied the relationship between interaction and L2 acquisition with 16 NS-NNS dyads. The NNS were students enrolled in a language program and they were at a high intermediate level and had different L1 backgrounds. The dyads were divided into two groups, modified input and unmodified input. These groups were then subdivided into interactive and non-interactive and subdivided again. The dyads performed a task in which they had to describe to a partner were to place a certain objects on a board which contained an outdoor scene. The data were analyzed counting how many accurate versus inaccurate placements the participants placed on the board. They found that NNS who had the opportunity to interact on the first trial were able to give better directions on the second trial when compared to those learners who did not have the opportunity to interact on the first trial. In addition, there were more errors on the second trial for those learners who had received the modified input on the first trial. Modifications significantly and positively affected comprehension and interaction led to more accurate results on the second trial.

Pica (1996) conducted an investigation in order to see whether second language learners need negotiation. The participants were NNSs with Japanese L1

background, and they were in a low-intermediate level English class and NS of English. Participants were asked to complete communication tasks relating to a picture replication and opinion exchange. The participants' interactions were recorded and analyzed. A total of 558 signal utterances and 699 utterances of response were examined. The results found that participation in negotiation offers learners access to positive and negative L2 input that they need for L2 learning. NS adjusted their L2 input linguistically, highlighting L2 forms and relationships of form and meaning. The NS often provided more target-like versions when he signaled to the NNS.

Oliver (1998) conducted an investigation of negotiation of meaning to child interactions. The participants were 128 primary school children aged 8-13 in an Intensive Language Center and 64 NSs. The participants were paired into 96 dyads and performed a one-way and a two-way task. The one-way task involved the NNS describing a simple picture for her / his interlocutor to draw. The two-way task was a jigsaw where each participant had an outline of a kitchen with items placed in the kitchen. The interactions were audio-taped and video-recorded and transcribed. Two hundred utterances were analyzed, and strategies use to negotiate meaning were identified. It was found that children did negotiate meaning with aged-matched peers. Adults and children used the same strategies, namely clarification requests, confirmation checks, comprehension checks, self-repetition, and other repetitions. Additionally, children used comprehension checks far less than adults did.

Swain and Lapkin (1998) studied the interaction and second language learning with two Grade 8 French immersion students. The participants performed a jigsaw task in which each participant in the dyad received a set of numbered pictures. The

participants worked together to put the story together and wrote it out. It was found that learners used language as both an enactment of mental processes and as an occasion for L2 learning. Learners used language to co-construct the language they needed to express the meaning they wanted. They also used their dialogues as both a tool for L2 learning and for communicating with each other.

Mackey and Philp (1998) investigated the effect of conversational interaction and second language development on recasts, response, and red herrings with 35 adult ESL learners in Australia with mixed L1 backgrounds. The participants were placed in beginner and intermediate levels. They were randomly placed into groups: Interactor, recast and control. The participants worked in NS-NNS dyads and performed three tasks. The results suggested that advanced learners benefited from interaction with recasts more so than interaction alone.

Mackey et al. (2000) studied the effect of learner's perception on interactional feedback with 10 ESL and 7 Italians as foreign language learners. The ESL learners' backgrounds were Cantonese, French, Japanese, Korean and Thai. The Italian as a FL learner all had English as their L1. The NS-NNS dyads performed a two-way information exchange activity. The NS provided interactional feedback when it seemed appropriate. Immediately after the activity, the video tape was played back for the participants' reflection. The unit of analysis was the feedback episode composed of the error and the feedback received. The data was coded. The error types that had triggered feedback; phonology, morphosyntactic, lexis, semantics were noticed. The perceptions were coded: lexical, semantic, phonological, morphosyntactic, no content, and unclassifiable. The results showed that learners

were relatively accurate in their perceptions about lexical, semantic, and phonological feedback, but morphosyntactic feedback was generally not perceived as such.

Mackey et al. (2003) conducted an investigation in order to see the interactional input and the incorporation of feedback. The participants were 48 dyads: 12 adult NS-NNS, 12 adult NNS-NNS, 12 child NNS-NNS, 12 child NNS-NNS. The participants had various L1 backgrounds; Asian, Germanic, and Romance. There was ESL settings in the US and in Australia. Each dyad carried out two tasks: a one-way task and a two-way task in a counterbalanced design. Transcriptions of the first 100 utterances in each task were made. The data were coded: feedback, no feedback, opportunity for modified output, no opportunity, modified output, no modified output. They found that in terms of amount of feedback in adult dyads, NSs provided significantly more feedback than NNSs. In child dyads, there was no significant difference in the amount of feedback provided by NSs-NNSs. In terms of opportunities for modified output: in adult dyads, feedback from NNSs offered significantly more opportunity for modified output than from NSs. In child dyads, there was no significant difference for opportunities for modified output between NS-NNS and NNS-NNS. In terms of production of modified output: in adult dyads, no significant difference between NNS-NNS and NS-NNS dyads. In children, they seemed to utilize feedback more if their interlocutor was a NNS.

Furthermore, Wood (2004) conducted the role of automatized lexical phrases in the development of second language speech fluency by examining the speed of production, amount of pausing, and the length of fluent runs of speech between pauses. It was found that these temporal variables of speech increased fluency in speech production and lexical phrases played a role in the increase.

From the studies mentioned above, it can be said that conversational interaction through negotiation of meaning facilitates L2 acquisition. For example, “negotiation of the sort prevalent in NNS discourse provides the learners with (1) the opportunity to hear language which may be useful for later integration into the language-learner system, and (2) the possibility of expressing concepts which are beyond her linguistic capacity” (Crookes & Gass, 1993, p. 2). Following the studies revealed above, the empirical evidence shows that negotiated interaction is a crucial aspect of second / foreign language acquisition. The usefulness of negotiation of meaning in the studies done is concluded as follows:

First, the investigations into learner-learner interaction, such as NS-NNS, NNS-NNS dyads are effective to improve learners’ L2 acquisition and also including teachers-students and students-students interactions. Most of the previous studies emphasize adult dyads, particular native speakers are engaged to modify interactions which focus on forms.

Secondly, most of the studies done employed a one-way and a two-way information gap tasks as a means of both conversational interaction and computer-mediated communication.

Thirdly, conversation strategies used in negotiated interaction are: comprehension checks, clarification requests, confirmation checks, repetitions, recasts, appeal for help and asking for repetitions.

Fourthly, most participants in the studies are adult students ranging in the low-intermediate levels. Most of them were learning English as a second language.

Fifthly, all participants were audio-taped and transcribed by calculating Chi-square using t-units and counting of words, phrases, questions form based on conversation strategies used by the learners.

Finally, the role of group work in class is used as the pattern of teacher-fronted, and students worked in pairs and small groups.

With regard to the patterns of negotiation of meaning in the overview of the previous studies above, the patterns include:

1) Modified interactions: the patterns used are comprehension checks, confirmation checks, and choice questions;

2) Interactional adjustments: the patterns used are comprehension checks, confirmation checks, and clarification requests;

3) Negotiated interactions: the patterns used are confirmation checks, clarification requests, and repetition;

4) Listening comprehension: the patterns used are comprehension checks, confirmation checks, and clarification requests;

5) Negotiation of meaning: the patterns used are comprehension checks, confirmation checks, clarification requests, self-repetition, other repetitions, appeals for help.

6) Interactional feedback: the patterns used are recast, clarification requests, explicit correction, and modified output.

To sum up, most of the studies emphasize the conversation modifications through negotiation of meaning which results in greater amount of comprehensible input and modified output. However, the existing gap in the negotiated interaction is

still problematic if the students come from the same language background such as those who are in the early years at a rural secondary school in Thailand because they may be confused if focusing on forms. By focusing on meaning, it would seem more possible for them if they were engaged in NNS-NNS dyads. Insufficient research on the same language background of the students has been done. Thus, the present study aims to look at the non-native-non-native speaker (NNS-NNS) interaction focusing on communicative competence in order to see whether or not the language development occurs.

2.12 Previous Studies on the Use of Information Gap Tasks

Communication task types of L2 research based on classroom interactions are to generate opportunities for dyads to work towards comprehension, feedback, and production relevant to successful second language acquisition. Therefore, a number of researchers have used communicative tasks such as information gap tasks in their studies in order to investigate the effects of its role on learner production, for example, Varonis and Gass (1985); Gass and Varonis (1985); Doughty and Pica (1986); Pica et al. (1989); Pica (1994). The results of their studies revealed that information gap tasks transacted by dyads provided the most opportunities for negotiation of meaning. These researchers used NS-NNS, NNS-NNS interaction dyads for negotiating meaning in Information Gap tasks. The following studies are reviewed below.

Izumi (2000) conducted a study on “Impact Negative Feedback in Adult NS-NNS Conversation, Its Availability, Utility, and the Discourse Structure of the Information gap Task. Three information gap tasks were used to analyze 10 NS-NNS

conversational interactions. The first task involved a picture of a jumbo jet in cross-section. The second task involved a picture of a steam train. The third task involved the same steam train pieces used for the second task, but rearranged into a different train. All of the tasks were conducted in the lab. The participants were given 40 minutes to complete each task with their partners. Recorded interactions were transcribed. The results of the study revealed that information gap activities were effective to draw the learners' attention to form and facilitate their interlanguage development.

Similarly, Raptou (2002) used information gap activities in her French classes in the secondary level. She started the lesson by explaining the activity and reviewing the vocabulary needed for the activity. It was found that the information gap tasks helped increase students' motivation and their confidence in speaking. It was also suggested that the information gap tasks could reinforce vocabulary and grammatical structures taught in class. From her study, it could be concluded that the information gap tasks allowed students to use linguistics and functions in a communicative way.

Nakahama et al. (2001) conducted a study in order to investigate how meaning is negotiated in different types of interactions between NSs-NNSs dyads. The researchers used a relatively constructed conversation and a two-way information gap task with three participants. The activity used in the information gap interaction was a "Spot the Differences" task taken from Ur (1981). Conversational activities were videotaped and then transcribed. Four trigger types were examined: lexical; morphosyntactic, pronunciation, and global for the quantitative analysis. For the qualitative analysis, the researchers examined the overall patterns of interactions, including the manner in which negotiation was carried out, such as a clarification

request. The results of their study suggested that conversational interaction had the potential to offer substantial learning opportunities at multiple levels of interaction even though it offered fewer instances of repair negotiation in the traditional sense than did the information gap activity.

The other study done by Doughty and Pica (1986) employed information gap tasks in order to see how they facilitated second language acquisition. Participants were six adults in an intermediate ESL class and teachers were native speakers of English. The information gap task of completing a garden figure was conducted in three interactional settings: teacher-fronted, small group, and dyad. The learner interactions were audio taped. The findings suggested that a task with a requirement for information exchange was crucial to the generation of conversational interactions of classroom interaction.

2.13 Summary of the Literature Review

A number of studies on second language acquisition have been paying most attention to classroom interactions, underlying the interaction hypothesis “negotiation of meaning through interaction facilitates second language acquisition” (Long, 1996, Pica et al., 1993).

Hence, negotiation of meaning in conversational interactions plays a crucial role in L2 acquisition. The process of negotiation of meaning can help prevent communication breakdown (Long, 1983b; Long and Porter, 1985; Porter, 1986; Young, 1984) and modify interactions (Pica et al., 1993, Swain, 1985). For example, in classroom activities, the participation of learners in interactions become the most effective way in developing successful L2 competence (Krashen, 1982, Prabhu,

1987). This is because classroom interactions have become a crucial pattern for oral practice in language learning as noted by Ellis (2003, p.176), that “ development is not so much a matter of the taking in and the possession of knowledge but rather of the taking part in social activities”. Long (1980, 1983) has defined negotiation of meaning as negotiating strategies, including comprehension checks, confirmation checks, clarification requests. Additionally, Mackey (1999) and Mackey and Oliver (2002) incorporated two interactional features, appeals for help and asking for repetition into negotiation strategies. Their revealed that the two features were effective in helping learners meet mutual understandings in conversation.

However, a number of studies have used negotiation strategies in different ways of evaluation, for example, forms focused, grammar and vocabulary (Long, 1981) and meaning focused (Pica et al., 1993). From the claims above, it is believed that the process could be practical in learning language. Pica (2002, p. 4) concluded that “negotiation of meaning occurs during communicative interaction, when one interlocutor’s message appears to another interlocutor to be unclear, incomprehensible, incomplete in its meaning”. According to the studies above (Pica et al., 1993, Pica, 2002), it was found that negotiation strategies work very well when matching use with tasks, particular information gap tasks. The researchers also claimed that the tasks could promote negotiated interactions on pedagogical practice in classroom activities, particularly learners who do not speak the community language such as English as a second language student. As a result, the tasks are being used more frequently in school-based foreign language classrooms (Oliver, 2002).

In summary, the studies discussed above revealed the mixed results concerning the effects of negotiation of meaning in conversational interactions and the information gap tasks used on SLA. It is believed that information gap activities help increase learners' motivation and make them confident in oral communicative competence. It can be said that the information gap tasks are also designed regarding to what learners already know in their L1 and world knowledge, so the target language that emerges in conversation interactions through negotiation of meaning by learners and their interlocutors perhaps stems from the role of the information gap tasks in which the goal is to identify differences between two similar pictures relevant to an exchange information. Ellis (2003) strongly supports the advantage by saying "in information gap tasks, information exchange is required because learners cannot complete the task unless they exchange the information" (p. 86). In addition, in information gap tasks, each dyad receives the split information while doing tasks. Similarly, the conclusion from the study done by Doughty and Pica (1986) suggested that the crucial factor determining the amount of meaning negotiation is the task type. A study done by Foster (1998) which concluded that overall the best context for negotiation was related to dyads doing a required information exchange task. Therefore, both one-way and two-way information gap tasks are required information exchange tasks for negotiating meaning, but the differences are that in one-way information gap tasks the participants and their interlocutors hold paired pictures or information, but different versions, on the other hand, in two-way information gap task all participants must participate in order to complete the task.

From the studies mentioned above, it could be said that the form focus may need to be taught to learners in a second language in which they must learn the correct

forms both written and spoken language in order to reach mutual understanding. However, it is difficult for students who learn English as a foreign language if negotiated interactions in information gap tasks focus on forms because they may be frustrated with the correct form, which may have a bearing on their lack of confidence in speaking. This is because those who come from the same language background need opportunities to interact in seeking comprehensible input and to modify their output for communication. Otherwise, they may be reluctant to speak out and therefore get bored at doing tasks. This study, therefore, needs to find a way in which EFL younger Thai learners are encouraged to interact increasingly with their interlocutors in order to reach the goal of task-based interaction through negotiation of meaning. Thus, oral English communicative information gap tasks focused on meaning regardless of forms, according to the pattern of negotiation of meaning. The information gap activities such as “Spot the Differences” in this study were designed to promote communicative competence and make language learning enjoyable experience.

The conclusions of the literature review and the previous studies on negotiation of meaning in information gap tasks in classroom interactions have led to draw the following conclusions about the advantages of the use of the negotiation of meaning strategies in this study.

1. Negotiation of meaning used in information gap tasks could help learners who are engaged in “Spot the Differences” tasks reach the goal and outcome (Pica, 1992, 1994, Pica et al., 1993).

2. Interactional features stemming from the use of the negotiation of meaning strategies suggest successful foreign language learning is being promoted (Doughty and Pica, 1986; Mackey et al., 2000).

3. EFL Thai lower secondary students have been provided more opportunities to use the target language in an interactive way, particularly the use of negotiation of meaning strategies in conversational interactions.

4. EFL Thai lower secondary students have greater opportunities to use negotiation strategies in oral practice skills for communicative competence in classroom interactions using the negotiation strategies.

5. Certain dialogue patterns carried out by the learners while engaging in the negotiation of meaning to give rise to more target-like learner production.

6. Activities with predominant meaning focus in learners' L1 could draw their attention to facilitate their language development.

2.14 Research Gaps

According to the related studies mentioned above, it is found that there are still research gaps as follows:

1. Very little research has been done using the patterns of negotiation of meaning strategies on the kind of language used in oral English communicative information gap tasks for Thai lower secondary students.

2. Very little research has been done to train Thai lower secondary students to practice oral English communicative competence as in the type of NNS-NNS dyadic interactions.

3. Very little research has been conducted using the patterns of negotiation of meaning strategy on the kind of language used in oral English communicative competence to teach or train Thai teachers of English in primary and secondary schools.

4. Very little research has been done concerning the adapting information gap tasks such as “Spot the Differences” tasks to meet the requirement of the Ministry of education to allocate 30% of the National English Curriculum the local content.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the framework of the research methods used for the present study which includes: (1) the research design, (2) the participants, (3) the tasks used, (4) the studies comprising the first pilot study, the second pilot study, the conceptual framework for designing tasks, and the experimental study. Procedures for data collection, coding scheme, data analysis, and inter-rater reliability are presented.

3.2 Research Design

The study was a quasi-experimental research and pre-test-post-test design. There were 68 participants who were arranged into experimental and control groups, but there was no random assignment of the participants. The participants were paired into 17 dyads per group and trained to perform 12 “Spot the Differences” tasks over the period of the experiment (the experimental group). A pre-test was administered to both groups. The first group was trained in using negotiation strategies over one semester, but the second received no training. During the experiment, a classroom observer used an observation checklist to record students’ learning behaviors. At the end of the program a 10-minute

post-test comprising an audiotape of student-student interactions was administered in each dyad in both groups. In addition, an attitude questionnaire was administered to each participant in the experimental group at the end of the experiment. The semi-structured in-depth interview was carried out at the end of the study. The transcriptions were analyzed quantitatively and qualitatively and the negotiation strategies used to negotiate for meaning were identified.

3.3 Participants

The participants in this present study comprised 68 students in two EFL classes from Pondaeng Wittayakhom School and Bamrungphong-Uppatham School, Nikhom Khamsoi District, Mukdahan Province, Thailand (34 students from each school), selected by purposive sampling. They were students in Mattayom Suksa 3 (Grade 9), enrolled in English language as a core school subject according to the 2001 English Language Curriculum for Basic Education. All of the participants have been studying English since Prathom Suksa 1 (Grade 1). Their home language is the northeastern Thai (*Thai-Isan*). Standard Thai language, which is the official language, is used as part of the EFL class. This study was conducted in the first semester of the academic year of 2006. Since this present study focused on classroom interaction, and student-to-student interactions, the participants in both the control and experimental groups of 34 students in each (17 dyads) were paired as high-low level students according to the results of the final exam scores from Mattayom Suksa 2 (Grade 8). There was no significant difference in the overall students' final exam scores of both groups at .752 (*t*-test analysis). The aim of pairing high-low level students was to get high level students to assist low level students while doing tasks in order to reach the task goal

of mutual understanding. According to the previous studies on classroom interactions (e.g., Iwashita, 2001; Porter, 1986; Yule and Macdonald, 1990; Pica et al., 1989), the high-low proficiency dyads provided more interactions than other dyad combinations, and more opportunities for discussions and individual expressions.

3.4 Tasks Used

This present study used information gap tasks, in particular the “Spot the Differences” tasks”. In these tasks, 12 paired pictures based on the local Thai social and cultural scenes were used. They are, namely, ‘Temple Scene’, ‘Floating Market’, ‘Loy Krathong Festival’, ‘Songkran Festival’, ‘Rocket Festival’, ‘Kite Flying Festival’, ‘Longboat Racing’, ‘Country Scene’, ‘Fresh Market Scene’, ‘Thai Kitchen Scene’, ‘Living Room Scene’, and ‘Office Scene’. These tasks were designed as one-way information gap tasks (Pica, Kanagy, and Falodun, 1993; Mackey, 1999; and Ur, 1981). The “Spot the Differences” tasks in this study were designed based on the following characteristics and classifications:

- 1) Thai culture, festivals, daily life and other events;
- 2) conversational structure that reflects a participant’s familiarity with a task;
- 3) interesting content and hand-drawn pictures
- 4) English language conversation relevant to real life;
- 5) tasks that are simple and easily communicable;
- 6) schema that access learner’s life experience;
- 7) human feelings and actions;
- 8) relevant cultural values;
- 9) building on and extending content using the learner’s imagination;

- 10) communication using gestures;
- 11) a minimum of to 5-6 differences out of a total of eight per picture to be spotted.

Following completion of the 12 “Spot the Differences” tasks, 12 lesson plans were prepared for the training course (See Appendix H). The lesson plans were approved by three independent experts.

3.5 The Study

3.5.1 The First Pilot Study

The purpose of the first pilot study was to ensure that the typology of the task selected was effective for data collection. The participants in this first pilot study were from an educational extension school, Ban Chai Mongkhon School, Muang District, Nakhon Ratchasima Province. They comprised 29 Mattayom Suksa 3 (Grade 9) Thai EFL students, enrolled in the English language program as a core school subject in the first semester of the 2005 academic year. The first pilot study lasted for two months. The 4 “Spot the Differences” tasks used for training the participants in the first pilot study were taken from Ur (1981), including the Shakespeare cartoon; the Railway station scene; the Park scene; and the Office scene.

3.5.1.1 The Training

In deciding which types of information gap tasks to be used for data collection, “Spot the Differences” pictures have been tried to ensure they require the participants to use certain language. The following picture differences tasks created by Ur (1981) were used in the pilot study:

Task 1: Shakespeare cartoon

Task 2 : Railway station

Task 3 : Park scene

Task 4 : Office scene

For the purpose of illustration, a single picture has been selected.

Example of task: Park scene (See Appendix I)

Task type: “Spot the Differences” task

1. Overview

This task involves a pair of pictures prepared with a given number of small differences. Each participant gets a different version. Interlocutors have to discover the differences through speech alone, and are not allowed to see each other’s pictures.

2. Procedure

Instructions to participants include: In this activity you will work with a partner. Your task is to compare two similar pictures of a scene in a park and to identify eight differences between the two pictures. When you are doing the task, make a note of the differences that you find or mark them with “x”. This will help you to keep track of your progress. Before you begin, make sure that you cannot see each other’s picture.

3. Materials required: paired pictures of a park scene (See Appendix I)

4. Stage / Instruction

In the first period, the participants were introduced to “Spot the Differences” tasks. The researcher explained how to do the tasks in Thai and how to name and describe items in the pictures. They were assigned to work in pairs as high-low level students, these pairs being based on the results of the final exam scores from Grade 8.

Prior to doing the tasks, the participants were trained in using questions and answers, prepositions of place, and pronunciation of new vocabulary items. The researcher taught the participants throughout this study. After the end of the experiment, 3 dyads, who were motivated students, were chosen to be audio-taped. The tapes then were transcribed and analyzed.

3.5.1.2 The Results of the first Pilot Study

Based on the researcher's observation while the students were doing the tasks, it was evident that the students lacked skill in doing the tasks because they were unfamiliar, but they did try their best and did ask for help. However, most of the students paid most attention to the new vocabulary items and their pronunciation. After the first "Spot the Differences" task was completed, the researcher observed that increased familiarity resulted in greater motivation and interest and they worked more effectively.

According to the transcripts, it was found that the selected "Spot the Differences" tasks were effective in facilitating student's oral English communicative competence. In addition, it was found that unfamiliar task could lead to slowing the language learning process. As a result, it is suggested that the tasks used for the present study should be relevant to the students' prior knowledge and background.

3.5.2 The Second Pilot Study

The purpose of the second pilot study was to try out the research instrument designed by the researcher; the research instrument for the present study is the 12 "Spot the Differences" tasks". Furthermore, the researcher ensured that the participants could explain task-related things in their own words. It was also expected that the designed tasks would allow learners to practice using the language as a

vehicle of communication focusing on meaning rather than as a device to focus on form (Loschky and Bley-Vroman, 1993). The participants in the second pilot study were 30 Mattayom Suksa 3 (Grade 9) EFL students, enrolled in English language as a core school subject in the second semester of the 2005 academic year, from an educational extension school, Ban Ang-Huey Yang, Muang District, Nakhon Ratchasima Province, Thailand. This second pilot study was carried out over one month. The researcher selected 4 of 12 “Spot the Differences” tasks designed for the experimental study namely: the Loy Krathong Festival, the Songkran Festival, the Living Room Scene, and the Office Scene. The researcher taught the participants throughout the experiment.

3.5.2.1 The Training

In the first class, the researcher informed the students that the purpose of the training course was to practice oral communication skills. The participants were firstly introduced to what “Spot the Differences” tasks were by showing them the paired pictures. Then they were taught how to use prepositions of place, to form questions and answers, and how to find the differences from the paired pictures. Finally, the researcher introduced the students to the patterns of negotiation of meaning strategies they needed to use when doing the tasks. In the second class, the participants were trained to describe the pictures and how to name new vocabulary items. The participants practiced the pronunciation of new words facilitated by the researcher. After ensuring the participants could do the tasks, they were assigned to work in pairs as high-low level students based on the results of the final exam scores from Grade 8. After the experiment, audiotapes were used to record the student-student interactions using the Living Room Scene for a period of ten minutes. The 4

dyads chosen for this were the most motivated and active in the group. The tapes were transcribed and analyzed in order to examine the negotiation of meaning strategies used by the students.

3.5.2.2 The Results of the Second Pilot Study

The results of the second pilot study revealed that the designed “Spot the Differences” tasks were effective in helping student’s oral English communicative competence and the negotiation strategies were used by the students when they faced communication breakdowns. It was concluded that the designed “Spot the Differences” tasks suited the use of the patterns of negotiation of meaning strategies for data collection for this present study. These tasks designed for the second pilot study were evaluated by 3 experts (See Appendix G), who made classroom observations throughout the trial. The result of the mean score of the three experts is at 4.66 showing the level of agreement in evaluating the “Spot the Differences” tasks designed for the present study in all items as “quite a lot”.

3.6 Conceptual Framework for Designing Tasks in the Present

Study

Based on the results of the first and second pilot studies, the researcher considered that the conceptual framework of the tasks used in the present study should be designed based on the principle of an information gap in communicative activities. According to Loschky and Bley-Vroman (1993), communicative tasks acted as important devices to allow learners to practice using the language as a vehicle of communication which focuses on meaning rather than on forms. In addition, Nunan (1989, p. 10) stated that a communication task is “a piece of classroom work

which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form". Long (1983) proposed that these tasks promoted negotiated language use in particular situations or for specific functions. In designing "Spot the Differences" tasks, the researcher took the principle of task design based on Moss and Ross-Feldman (2003) into his consideration such as the learner's language proficiency, the goal of the lesson, language to be practiced, skill and content areas, feedback opportunities, and classroom logistics.

As part of the steps involved in task preparation, cartoons were created for the present study so as to be applied with almost any theme-based lesson, as stated by Ur (1981)

The preparation of such pictures is fairly simple and fun to do. You need a black and white line drawing (not photograph) with a fair amount of detail but without shades of grey (these do not reproduce well). The content of the drawing should not detail vocabulary beyond the levels of the students. You photocopy it and then make the requisite number of alterations to the original drawing, using either a black fibre-tip pen (for additions) or white type-correcting fluid (for erasures) (p.52).

According to the notions and principles of task design mentioned above, the 12- paired pictures that concerned Festivals and Events in Thailand and Thai daily life were prepared. There are altogether 12 lesson plans and 12 "Spot the Differences" tasks, which are used as a basic model for oral English communicative information gap tasks, .

3.7 The Experimental Study

3.7.1 Procedure

The participants were divided into two groups: the experimental group and control group. Each group consisted of 17 dyads and each dyad was paired to form high-low level students. The experimental group received the training in the use of the negotiation of meaning strategies during conversational interactions, but the control group did not. Both groups were taught by the researcher using the 12 “Spot the Differences” tasks. Although the participants in the study were not randomly assigned into groups, there was no significant difference because they were evenly distributed between the two groups according to the scores results of the final exam scores using t-test to test the significant differences. Thus, the participants were paired to form 34 dyads. The participants’ language proficiency was categorized into two levels, high and low, according to the results of the final exam scores from Mattayom Suksa 2 (Grade 8). The aim of the categorization was to learn about the students’ English background knowledge in order to pair high and low level students to work together while doing the tasks. In addition, in the previous studies, (e.g., Iwashita, 2001; Porter, 1986; Yule & Macdonald, 1990; Pica et al., 1989) different proficiency dyads were paired, particularly in the nonnative-nonnative speaker (NNS-NNS) interaction. It was found that the high and low level student dyads (H-L dyad) resulted in more interactions than dyads with equal proficiency. Accordingly, it was important to pair high-low level students in the present study because each participant could have more opportunities to make use of the input and manage to modify the output from the tasks given. In the study, therefore, the high and low levels referred to the relative proficiency of the students. The formation of a high-low dyad was

based on the highest score of 90, the lowest of 50 and the median of 66.62. Such pairing was aimed to have high level students help low level students while doing the tasks. And it was also believed that the shy and quiet students could benefit from their interlocutors who had high proficiency levels. It is believed that the high-low students (H-L) might have more chances for discussions and expressions rather than working with the student of the same level of proficiency.

3.7.2 Tasks Used

The Information gap tasks employed in the study were 12 “Spot the Differences” tasks. In selecting tasks, the typology of tasks based on Pica, Kanagy, and Falodun (1993); Mackey (1999); and Ur (1981) was used, particularly the one-way information gap tasks. All of the tasks used in the study were focused on meaning because it was not the aim of this study to focus on form; however, the researcher gave the participants feedback on forms and pronunciation after finishing tasks. In addition, all participants were expected to interact with each other in order to meet the goals of their tasks which were characterized as convergent (Duff, 1986).

3.7.2.1 Characteristics of Tasks Created in the Present Study

Tasks were designed based on the following classifications:

- 1) Thai culture, daily life, festivals and other events
- 2) conversational structure that reflects a participant’s familiarity with a task
- 3) interesting content and hand-drawn pictures
- 4) English language conversation relevant to real life;
- 5) tasks that are simple and easily communicable;
- 6) schema that access learner’s life experience;
- 7) Human feelings and actions

- 8) relevant cultural values
- 9) building on and extending content using the learner's imagination;
- 10) communication using gestures;
- 11) a minimum of 5-6 differences out of a total of eight per picture to be spotted.

3.7.2.2 The 12 “Spot the Differences” Tasks

The “Spot the Differences” tasks in the study involved pairs of pictures, which were identical except for a given number of small differences. Participants were divided into pairs, each of whom got a different version. The participants were to find the differences between the two-paired pictures through negotiated interaction, but they were not allowed to see each other's pictures. There 12 tasks proposed are as follows:

Task 1: Loy Krathong festival

Task 2: Songkran Festival

Task 3: Temple Scene

Task 4: Rocket Festival

Task 5: Kite Flying Festival

Task 6: Country Scene

Task 7: Long Boat Festival

Task 8: Floating Market

Task 9: Fresh Food Market Scene

Task10: Thai Kitchen Scene

Task 11: Living Room Scene

Task 12: Office Scene

3.7.3 Negotiation Strategies Training Group

For the experimental group, participants were introduced to explicit negotiation instruction by the researcher; they were instructed how to use prepositions of place and expressions, how to name and describe new vocabulary items in the pictures, pronunciation, and how to form questions and answers. Negotiation of meaning strategies within a conversation were introduced, such as comprehension checks, clarification requests, confirmation checks, appeals for help, and asking for repetition. At the beginning of the instruction, participants were trained how tasks were performed by means of scripted role-plays in order to help them become aware of their own learning processes, especially the negotiation of meaning strategies. Since the purpose of the present study is aimed at studying how negotiation strategies could provide linguistic modifications, this was important in developing participants' meta-cognitive skills (Nakatani, 2005). In doing so, specific negotiation directions were selected and described on a negotiation sheet. It was expected that these negotiation directions might enhance learner's skills for handling interaction actively during spontaneous communication. The sheet was given to participants at the beginning of the course for each task or activity. It was expected that each participant may use this negotiation direction for communication in specific tasks. The following interactional modifications or exchanges were classified as negotiation strategies (Long, 1983) in the study:

3.7.3.1 Comprehension checks (CPC): an utterance which shows an effort on the part of the speaker to anticipate and prevent a breakdown in communication, such as:

- Understand?

- You understand?
- Do you understand?
- Do you understand me?
- You know?
- You know what I mean?

3.7.3.2 Clarification Requests (CRR): any utterances to elicit clarification of the interlocutor's preceding utterance (s), such as:

- I don't follow.
- What?
- Pardon?
- What do you mean?
- Could you repeat / say that again?
- I don't understand
- Please say that again
- What do you mean by that?
- Again, please.

3.7.3.3 Confirmation Checks (CFC): any expressions immediately following an utterance by the interlocutor which is designed to elicit confirmation that the utterance has been correctly heard or understood by the speaker, including all or only a part of the statements accompanied by rising intonation, such as:

- The man?
- The man, right?

3.7.3.4 Appeals for Help (APH): any expression which shows the interlocutors are having trouble and asking for help, such as:

- I'm sorry, I don't understand.
- Excuse me, I don't understand.

3.7.3.5 Asking for Repetition (AFR): any utterances used when the interlocutors do not hear or understand what each interlocutor said, such as:

- Sorry?
- Pardon?
- Pardon me?
- I beg your pardon?

The negotiation of meaning strategy training was carried out by following an 8-phase instructional sequences:

Phase 1: Pre-teaching the use of prepositions: in, on, under, behind, in front of, between, among, over, above, through, beside, next to, to the left/right of, and expressions of place: at the bottom/top, on the left/right, in the middle, at the edge, in the foreground/background, in the top/bottom/left-hand/right-hand corner.

Phase 2: Pre-teaching the use of questions form and combinations of questions and statements, such as:

- Is your woman fat?
- How many trees do you have in your picture?
- Are there balls in the field?
- Is there anything behind the wall?
- I have three birds in my pictures; how many do you have?

- The two women are sitting under the tree, aren't they?

Phase 3: Brainstorming the relative lexicon used in a new task.

Phase 4: Reviewing the negotiation strategies (question forms and statements)

Phase 5: Rehearsing the basic dialogue to be used as scripted role-play and making plans for using specific negotiation strategies.

Phase 6: Performing the tasks given.

Phase 7: Evaluating the performance by reflecting on participants' negotiation strategies use.

Phase 8: Giving the participants' feedback on the pronunciation and grammar used based on the respective tasks.

3.7.4 Control Group

The control group took part in the "Spot the Differences" tasks based on the materials similar to those used in the negotiation training group in the experimental group. The participants in the control group were introduced to and instructed in the use of propositions and expressions, and the relative lexicon used in a new task, but they were not trained on specific negotiation strategies. The participants in this control group were exposed to a conversational activity training supplement that was similar to the strategic supplement used in the negotiation training group in the experimental group, usually for only 15 to 20 minutes. Thereafter, the participants were engaged in communication activities such as pair-work. It was expected that they would spend more time practicing speaking and learning English by using the target language as much as possible in conversational interactions, but they did not have much time for feedback and reflection on the use of negotiation strategies.

3.8 Methods for Data Collection

The data collection procedure followed was based on the task materials used for tests and the treatments as illustrated below:

Time	Task / Activity
Week 1	<ul style="list-style-type: none"> • Introduction to the use of negotiation strategies in conversational interactions.
Week 2	<ul style="list-style-type: none"> • Pretest: A “Spot the Differences” task
Week 3-16	<ul style="list-style-type: none"> • Treatment: 12 “Spot the Differences”
Week 17-18	<ul style="list-style-type: none"> • Posttest: A “Spot the Differences” task
Week 19	<ul style="list-style-type: none"> • An Attitude Questionnaire administered
week 20	<ul style="list-style-type: none"> • A semi-structured in-depth interview carried out

3.8.1 Audiotape-Recordings

Audiotapes were used to record the student-student interactions for a period of ten minutes for each dyad. A ‘Bed Room Scene’ was designed to use as a pre-test for both groups. After the experiment, a post-test was administered to both groups using A ‘Living Room Scene’ (Modified version). The purpose of the recordings of the pre-test and post-test was to see whether the participants were able to use the target language more proficiently, representing an improvement of their English communicative competence over a period of 20 weeks (one semester). In addition, the conversation between the high-low pairing in the participants in experimental group and the control group were tape-recorded for data analysis. Each recorded interaction was then transcribed and analyzed qualitatively and quantitatively.

3.8.2 An Attitude Questionnaire

The questionnaire was 5 points on the Likert scale items, indicating:

- 5 strongly agree
- 4 agree
- 3 unsure
- 2 disagree
- 1 strongly disagree

The attitude questionnaire was adapted and taken from Nunan (1989); Kormos and Dornyei (2004); Dornyei (2003); and Fulcher (2003), it consisted of two parts: the personal data and the questions concerning the learners' attitudes towards the patterns of negotiation of meaning strategies on the kind of language used in the "Spot the Differences" tasks. Before being administered, the attitude questionnaire was translated from English to Thai and was approved by an expert (see Appendix J).

3.8.3 A Classroom Observation Checklist

A classroom observation checklist for the present study was conducted by a Thai teacher of English who volunteered to be a classroom observer throughout the treatment b his opinions were based on the descriptors in the observation checklist (See appendix F). The purpose of the observation checklist was to observe the students' learning behaviors with reference to the 6 items on the checklist, namely, classroom atmosphere, classroom organization, student attention to introduction of the lesson, student appreciation of and involvement in the tasks, student level of interest in the tasks, and student actively participating in the tasks.

3.8.4 A Semi-structured in-depth Interview

The purpose of the in-depth interview was to seek students' truthful views and opinions after the experiment. In order to support the qualitative findings from the transcripts, an in-depth interview was carried out with six students who used negotiation strategies the most. The purpose of this interview was to ascertain the students' views and opinions of the "Spot the Differences" tasks and the patterns of the negotiation of meaning strategies that they used over a period of training (one semester). To gain more details regarding specific negotiation strategies used by the 6 top students, the data collected from this interview in this study were analyzed. The following questions were translated into Thai to ensure the students' understanding:

1. Do you think the "Spot the Differences" tasks are useful for classroom interactions? If so, why?
2. What have you learned from the "Spot the Differences" tasks?
3. What are the patterns of negotiation of meaning strategies which you most often use when experiencing communication breakdown?
4. Why do you have to use the patterns of negotiation of meaning strategies while doing the "Spot the Differences" tasks?
5. Do you think the patterns of negotiation of meaning strategies are useful for communication?

3.9 Methods for Data Coding

The coding scheme to analyze the participant's interactions was developed from the L2 acquisition studies on the oral interactions among L2 / FL learners (Doughty and Pica, 1986; Fotos, 1994; Long, 1983; Varonis and Gass, 1985). In addition to the

pre-test and post-tests, interactions of task were coded following the interactional and linguistic features by dividing the utterances into C-units such as words, phrases, sentences, grammatical and ungrammatical structures (Brock et al., 1986). Only the utterances in which interlocutors expressed a lack of comprehension were coded as negotiation strategies within a conversation. The five types of interactional features were drawn from the interactional analysis in L2 / FL acquisition research. The followings are:

1. Comprehension Checks (CPC)
2. Clarification Requests (CRR)
3. Confirmation Checks (CFC)
4. Appeals for Help (APH)
5. Asking for Repetition (AFR)

These negotiation models have been used in a number of relevant previous studies (Mackey, 1999; Mackey and Oliver, 2002; Mackey and Philp, 1998; Spada and Lightbown, 1993; Spada and Lightbown, 1999; Mackey and Silver 2005; Long, 1990, 1983; Long, 1980).

3.9.1 Examples of C-unit and Negotiation Strategies Used in the Study

Table: 3.1 Examples of C-unit and Negotiation Strategies Used in the Study

Linguistic feature	Example
1) C-unit	
words	Different? Same?
phrases	Which house? Which tree?

Linguistic feature	Example
sentence	Do you have three trees? The boy has two balls?
grammatical structure	The boy is running. Is the boy running?
ungrammatical structure	A man on horse? You no a ball?
2) Negotiation strategies	
2.1 Comprehension checks	Do you understand? All right? You know what I mean? Right? Is it right?

Table: 3.1 (Cont.) Examples of C-unit and Negotiation Strategies Used in the Study

Linguistic feature	Example
2.2 Clarification requests	I don't follow What? Pardon? What do you mean? Could you repeat that again? I don't understand Please say again
2.3 Confirmation checks	The man, right?
2.4 Appeals for help	I'm sorry I don't understand
2.5 Asking for repetition	I beg your pardon?

3.10 Methods for Data Analysis

This present study was designed as consisting of a pre-test, one treatment session, and a post-test after the experiment. Thus, the data were analyzed both quantitatively and qualitatively in order to identify the different ways in which negotiation of meaning strategies took place in conversational interactions.

3.10.1 Quantitative Analysis

For the quantitative analysis, the linguistic features and negotiation strategies were examined. All written discourse from the transcripts of interactions was analyzed based on the types of negotiation coding and linguistic features mentioned earlier. The number of words, phrases, sentences and messages per each participant was counted. The counting procedure followed was the same as the participant interaction coding. The negotiation strategies were classified based on the coding scheme. The coding results were compared between the experimental group and the control group. The means and standard deviation were calculated for each group. The results were compared by using the t-test.

3.10.1.1 Data from the Tape-Scripts

1. Ten minutes of each tape recording were transcribed and coded following the predetermined coding scheme.
2. Five interactional features produced by each participant were counted, both a pre-test and a post-test.
3. The number of words, phrases, sentences, and messages were calculated for the frequency of the occurrences of the negotiation signals within a conversation using the mean procedure.

4. The t-test was performed to calculate the value of the significant differences between the two groups.

3.10.1.2 Data from the Attitude Questionnaire

The results of the questionnaire were analyzed using the Statistical Software: SPSS for Windows.

3.10.1.3 Data from the Classroom Observation Checklist

The results of the observation checklist were analyzed using the analysis of descriptive statistics.

3.10.2 Qualitative Analysis

The aim of qualitative analysis was to discover how learners supported each other's learning of the target language, so any excerpts in which the 5 interactional features appeared in the conversations were demonstrated and interpreted. This is meant as an evidence of the learners' oral English communicative competence.

Therefore, the qualitative data from the conversational interactions were analyzed based on the overall strategies. The transcribed sample data were extracted and presented as an excerpt to show how the negotiation of meaning strategies are used by the interlocutors.

3.11 Inter-rater Reliability

The recordings of all the interactions were transcribed and then analyzed twice. The first analysis of the transcripts was done by the researcher himself to prepare groundwork for the coding of the interactional features by the experts whereas the second coding was done by a native speaker to double check the researcher's preliminary analysis.

After the said preparation had been made, three experienced coders were invited to independently code the interactional features found in the transcripts based on the guidelines for interaction analysis by Merrigan and Huston (2004). This is meant to guarantee the inter-rater reliability. The chi-square (χ^2) test was then used to test the consistency of the agreements among the three coders.

Expert	Observed χ^2 p<.05
Expert 1	.469
Expert 2	.469
Expert 3	.469

The chi-square test results showed no significant differences among the three experts, this confirmed the consistency of the patterns of the negotiation of meaning strategies used by the students in the present study.

CHAPTER 4

QUANTITATIVE RESULTS

4.1 Introduction

This chapter presents the quantitative results of the use of the patterns of negotiation of meaning strategies by both the control and experimental groups. These quantitative results are, namely, the comparison of the mean scores of the pre-test and post-test of the control and the experimental groups, the analysis of the paired samples test and the independent sample t-test of the two groups, the frequency of use of each of the negotiation strategies, the analysis of the descriptive statistics for the attitude questionnaire, the classroom observation checklist, and the analysis of comparative means for the classroom observation checklist.

4.2 Results Part 1: Frequency and Utilization

4.2.1 Quantitative Results Regarding the Patterns of Negotiation of Meaning Strategies used by the Control and the Experimental Groups

The results of this study were analyzed both quantitatively and qualitatively, emphasizing how the patterns of negotiation of meaning strategies facilitated oral English communicative competence.

The results of the quantitative data analysis were used to compare the pre-test and post-test mean scores between the control and experimental groups and the data were entered into an SPSS program. A statistical analysis of independent-samples

.using “t-test” was carried out to assess the significant differences between the two groups.

4.2.1.1.1 Comparison of the Pre-test- Post-test and Mean Scores Between the Control and Experimental Groups

Table 4.1: Comparison of the Pre-test and Post-test and Mean Scores between the Control and Experimental Groups

control group (n=34)	Negotiation Strategies						Total
	CPC	CFC	CRR	APH	AFR		
pre-test	0	0	0	0	0	0	
post-test	0	0	0	0	0	0	
mean score	0	0	0	0	0	0	
experimental group (n=34)	pre-test	0	1	5	0	0	6
	post-test	112	18	41	44	19	234
	mean score	3.29	.53	1.21	1.29	.56	

A comparison of the pre-test and post-test scores for the control group shows that no increase took place in the use of any of the negotiation strategies. The experimental group, on the other hand, shows improvement in the use of all negotiation strategies. The least increase occurred in Confirmation Checks (CFC) with an increase of 17. This was followed by Asking for Repetition (AFR), where the difference between the pre-test and post-test use was 19. The increases are seen in Clarification Requests (CRR) and Appeals for Help (APH) were similar with 36 and 44 respectively. The most significant usage increase was observed in Comprehension Checks (CPC), where an increase in the frequency rate of 112 occurred. These increases were also reflected in the mean scores.

4.2.1.2 Analysis of the Paired Sample Test for the Experimental Group

Table 4.2: Analysis of the Paired Sample Test for the Experimental Group

	M	SD	Sig. (2 tailed)
pair1 CPC	3.29	7.90	.021
pair2 CFC	.50	1.26	.027
pair3 CRR	1.06	2.45	.017
pair4 APH	1.29	3.20	.024
pair5 AFR	.56	1.13	.007

* $P < .05$, ** $P < .01$

The results from the analysis of the paired sample test for the experimental group showed significant differences between the pretest and posttest. There was a significant difference between the pretest and posttest in the areas of preCPC and postCPC, this difference being .021. This also occurred between the pre-test and post-test in CFC, CRR, APH, and AFR with the differences being .027, .017, .024, and .007 respectively.

4.2.1.3 Analysis of the Paired Sample Test for the Control Group

Table 4.3: Analysis of the Paired Sample Test for the Control Group

	M	SD	Sig. (2 tailed)
pair1 CPC	0	0	0
pair2 CFC	0	0	0
pair3 CRR	0	0	0
pair4 APH	0	0	0
pair5 AFR	0	0	0

The results from the analysis of the paired sample test for the control group showed no significant differences.

4.2.1.4 Analysis of the Independent Sample t-test Between the Control and Experimental Groups in the Posttest

Table 4.4: Analysis of the Independent Sample t-test Between the Control and the Experimental Groups in the Post-test

variable / group	Participants (N = 68)	Mean	Std. Deviation	Sig. (2-tailed)
postCPC control	34	.000	.000	.018
	34	3.2941	7.9029	
experimental				
postCFC control	34	.000	.000	.015
	34	.5294	1.2367	
experimental				
postCRR control	34	.000	.000	.003
	34	1.2059	2.3196	
experimental				
postAPH control	34	.000	.000	.021
	34	1.2941	3.1959	
experimental				
postAFR control	34	.000	.000	.005
	34	1.5588	1.1333	
experimental				

*P < .05, ** P < .01

An analysis of the results showed the significant differences between the post-test for the control and experimental groups. There was a significant difference between the groups in all areas. This analysis showed the following significant differences. The most significant difference was in CRR at .003, followed by AFR at .005, CFC at .015, CPC at .018, and APH at .021.

4.2.1.5 Summary

Based on the findings of the data analysis above, it was found that the experimental group showed an increased use of all of the patterns of negotiation strategies as compared with the pre-test and the post-test scores. The results from the analysis of the Paired Samples test for the experimental group showed significant differences between the pre-test and post-test. On the other hand, the results from the analysis of the paired sample test for the control group showed no significant differences. Finally, the analysis of the Independent Sample test also showed levels of significance in all areas. Therefore, the experimental group exhibited significant improvements in post-test performance in all areas.

4.2.2 Frequency of Use for Each of the Negotiation Strategies.

Tables 5 to 9 show the Frequency of Use for each of the Negotiation Strategies.

4.2.2.1 Frequency of Use of Comprehension Checks (CPC)

Table 4.5: Frequency of Use of Comprehension Checks (CPC)

No. of CPC use	No. of students	Percent
0	20	58.8
1	3	8.8
3	2	5.9
4	3	8.8
6	1	2.9
7	1	2.9
9	1	2.9
11	1	2.9
15	1	2.9
13	1	2.9
Total	99	100

A total of 99 instances were reported. Only 41.2% of all students began using CPC strategies.

4.2.2.2 Frequency of Use of Confirmation Checks (CFC)

Table 4.6: Frequency of Use of Confirmation Checks (CFC)

No. of CFC use	No. of students	Percent
0	27	79.4
1	2	5.9
2	2	5.9
3	1	2.9
4	1	2.9
5	1	2.9
Total	34	100

This represents 20.6% of all students beginning to use CFC, with a total of 15 incidences

4.2.2.3 Frequency of Use of Clarification Requests (CRR)

Table 4.7: Frequency of Use of Clarification Requests (CRR)

No. of CRR use	No. of students	Percent
0	19	55.9
1	7	20.6
2	3	8.8
3	3	8.8
9	1	2.9
10	1	2.9
Total	34	100

25 such requests were noted. Therefore, 44% of all students began using CRR.

4.2.2.4 Frequency of Use of Appeals for Help (APH)

Table 4.8: Frequency of Use of Appeals for Help (APH)

No. of APH	No. of students	Percent
0	24	70.6
1	3	8.8
2	2	5.9
3	2	5.9
5	1	2.9
12	1	2.9
14	1	2.9
Total	34	100

Appeals for Help have thus increased to use by 30% of all students, and help was requested 37 times.

4.2.2.5 Frequency of Use of Asking for Repetition (AFR)

Table 4.9: Frequency of Use of Asking for Repetition (AFR)

No. of AFR use	No. of students	Percent
0	25	73.5
1	3	8.8
2	4	11.8
3	1	2.9
5	1	2.9
Total	11	100

We can see that 26% of all students began asking for repetitions although only 11 repetitions were requested

4.2.2.6 Summary

Based on the findings of frequency of use for each of the patterns of negotiation of meaning strategies, it was found that the most frequently used was comprehension checks (CPC), 99, followed by appeals for help (APH), clarification requests (CRR), confirmation checks (CFC), and asking for repetition (AFR), 37, 25, 15, and 11 respectively. The number of students using these strategies increased dramatically, from 20.6% to 44%.

4.2.3. Conclusion: Frequency and Utilization

Based on the findings of the data above, it was found that the experimental group showed an increase in both frequency and utilization of all the patterns of negotiation strategies, an improvement not seen at all in the control group. Even when the frequency and utilization was low, as was the case with CFC strategy, and the numbers still revealed a significant difference between the experimental and control groups.

4.3 Results Part 2: Related Inquiries

4.3.1 Analysis of Descriptive Statistics for the Attitude Questionnaire

Table 4.10: Analysis of Descriptive Statistics for the Attitude Questionnaire

	Items of content focus (22)	Mean	Std. Deviation
1	I have found the “Spot the Differences” tasks used in the classroom activity useful for EFL learners.	4.74	.45
2	If I had done “Spot the Differences” tasks on another day, I would have done better.	4.65	.65
3	I thought that “Spot the Differences” tasks were related to what I learn in class	4.65	.54
4	We learn techniques in the English class that will be useful in the future.	4.65	.49
5	I believe that “Spot the Differences” tasks provide me an adequate opportunity to demonstrate my ability to Speak English.	4.56	.61
6	I have found the “Spot the Differences” tasks useful from an English language learning point of view.	4.56	.56
7	If a different teacher had conducted the “Spot the Differences” tasks, I would have done better.	4.53	.56
8	I believe that “Spot the Differences” tasks would provide me with an accurate idea of my ability to speak English.	4.50	.56
9	I could do my language proficiency justice when doing the “Spot the Differences” tasks.	4.32	.59
10	I believe I did well on “Spot the Differences” tasks.	4.29	.58
11	I thought that the “Spot the Differences” tasks were interesting.	4.29	.52
12	The type of class has increased my motivation and I wish we had more English classes at school.	4.29	.80
13	I like doing “Spot the Differences” tasks.	4.26	.57
14	I understood what I was supposed to do in “Spot the Differences” tasks.	4.26	.57
15	I like the “Spot the Differences” tasks.	4.26	.51
16	I felt nervous while I was doing “Spot the Differences” tasks.	4.18	.72
17	The time allowed for “Spot the Differences” tasks was too short.	4.15	.66
18	I felt nervous before doing “Spot the Differences” tasks.	4.12	.64
19	The classroom activity gave me a greater love of English classes.	4.09	.79
20	I thought that doing the “Spot the Differences” tasks were an unpleasant experience.	3.71	.91
21	I have found the “Spot the Differences” tasks hard.	3.50	.90
22	I thought that the “Spot the Differences” tasks were too difficult.	3.12	.84
	Total mean score	4.15	.33

Students were asked to complete an assessment of their experience; the questions appear in Table 4.10. The descriptors were assigned values as follows:

“Strongly agree” = 5; “agree” = 4; “no opinion” = 3; “disagree” = 2; and “strongly disagree” = 1.

On looking at the students’ responses to the statements in the questionnaire, the following was found. For statements 1 to 8, it was found that the mean score was 4.5 or higher, indicating that a large number of students selected “Strongly agree”. It should be noted that this was also the case for statements 2 and 7 which did not carry a particularly positive connotation.

For statements 9 to 19, the mean answer was between 4.09 and 4.26, further indicating that the students said they largely agreed with the statements. For statements 20 to 22, many of the students indicated that they had no opinion. Both of these correlated with the descriptors and values above.

In conclusion, the students strongly agreed with the statements saying that the “Spot the Differences” tasks were useful for EFL learners because the tasks were related to what they learned in class. They also strongly agreed that the techniques they learned in the English class could be useful in the future because the given tasks provided them an adequate opportunity to demonstrate their ability to speak English. There was a strong agreement in statements saying that the “Spot the Differences” tasks could provide them with an accurate idea of their ability to speak English.

4.3.2 Analysis of Descriptive Statistics for the Classroom Observation

Checklist

Table 4.11: Analysis of Descriptive Statistics for the Classroom Observation

Checklist

Items of checklist (6)	Nos. of students by time (34 students observed 12 times)	Mean	Std. Deviation
1. Classroom atmosphere	408	2.76	.48
2. Classroom organization	408	2.53	.55
3. Student's attention to introduction of lesson	408	2.46	.63
4. Student's appreciation of and involvement in the tasks	408	2.24	.56
5. Student's level of interest in the tasks	408	2.51	.58
6. Student's active participation in the tasks	408	2.53	.60

These subjective statements were assigned descriptors by an observer working with the researcher. The following numeric values are assigned to these descriptors as follows:

“High” or “Good” = 3; “Average” = 2; , and “Poor” or “Low” = 1. The range of responses were transposed as follows:

Good/High = 2.4 – 3.0

Average = 1.7 – 2.3

Low/Poor = 1.0 - 1.6.

It can be clearly seen that over the observation period, the classroom atmosphere was ranked highly at 2.76. Also the classroom organization received a high score at 2.53.

In the items related to the tasks, student's attention to the introduction of the lesson showed a high rank at 2.46, student's appreciation of and involvement in the

tasks received an average score at 2.24, student's level of interest in the tasks showed a high rank at 2.51, and student's active participation in the tasks showed a high rank at 2.53.

In summary, based on the results of the analysis of the classroom observation checklist, it was found that the classroom atmosphere, classroom organization, student's active participation in the tasks, student's level of interest in the tasks, and student's attention to the introduction of the lesson all showed high levels of outside evaluation confidence. Table 4.12 shows a thorough statistical analysis of these reported results.

4.3.3 Analysis of Comparative Means for Classroom Observation

Checklist

Table 4.12: Analysis of Comparative Means for Classroom Observation Checklist

Time		item 1	item 2	item 3	item 4	item 5	item 6
	Mean	2.00	2.00	1.74	1.71	1.82	1.76
1	N	34	34	34	34	34	34
	Std. Deviation	.00	.00	.45	.46	.39	.43
	Mean	3.00	2.03	2.15	1.97	2.41	2.38
2	N	34	34	34	34	34	34
	Std. Deviation	.00	.17	.86	.46	.61	.65
	Mean	2.97	2.09	2.29	1.91	2.38	2.44
3	N	34	34	34	34	34	34
	Std. Deviation	.17	.29	.80	.57	.78	.75
	Mean	1.71	1.76	2.24	2.03	2.29	2.29
4	N	34	34	34	34	34	34
	Std. Deviation	.46	.55	.70	.58	.68	.76

Table 4.12 (Cont.): Analysis of Comparative Means for Classroom Observation

		Checklist					
Time		item 1	item 2	item 3	item 4	item 5	item 6
5	Mean	2.76	2.71	2.56	2.53	2.65	2.65
	N	34	34	34	34	34	34
	Std. Deviation	.43	.46	.50	.56	.49	.49
6	Mean	2.97	2.79	2.76	2.41	2.59	2.59
	N	34	34	34	34	34	34
	Std. Deviation	.17	.41	.43	.50	.50	.50
7	Mean	2.82	2.71	2.56	2.44	2.62	2.62
	N	34	34	34	34	34	34
	Std. Deviation	.39	.46	.50	.50	.50	.50
8	Mean	2.97	2.82	2.38	2.41	2.53	2.71
	N	34	34	34	34	34	34
	Std. Deviation	.17	.39	.49	.50	.51	.46
9	Mean	2.91	2.79	2.76	2.32	2.71	2.65
	N	34	34	34	34	34	34
	Std. Deviation	.29	.41	.43	.47	.46	.49
10	Mean	3.00	2.76	2.74	2.35	2.79	2.71
	N	34	34	34	34	34	34
	Std. Deviation	.00	.43	.45	.49	.41	.46
11	Mean	3.00	3.00	2.76	2.41	2.62	2.71
	N	34	34	34	34	34	34
	Std. Deviation	.00	.00	.43	.50	.49	.46
12	Mean	3.00	2.88	2.59	2.38	2.71	2.82
	N	34	34	34	34	34	34
	Std. Deviation	.00	.33	.50	.49	.46	.39
Total	Mean	2.76	2.53	2.46	2.24	2.51	2.53
	N	408	408	408	408	408	408
	Std. Deviation	.48	.55	.63	.56	.58	.60

The total mean, N and standard deviation figure are used in Table 11.

4.3.4 Conclusion

In conclusion, the students reported that the “Spot the Differences” tasks were useful for EFL learners because the tasks were related to what they learned in class. They also reported that the techniques they learned in the English class could be useful in the future because the given tasks provided them an adequate opportunity to demonstrate their ability to speak English. Also their responses would indicate that

they believed that the “Spot the Differences” tasks could provide them with an accurate idea of their ability to speak English.

In addition, the classroom observation checklist confirmed the conclusion that the classroom atmosphere, classroom organization, student’s active participation in the tasks, student’s level of interest in the tasks, and student’s attention to the introduction of the lesson were highly effective in promoting English communicative competence.

4.4 Summary of the Quantitative Results

In conclusion, the results of this present study suggest that the positive effects of the patterns of negotiation strategies used through conversational interactions in “Spot the Differences” tasks can be seen in five different ways to approach the data.

4.4.1. Based on the comparison of the pre-test and post-test and mean scores between the control and experimental groups, it was found that the experimental group showed an increase in the use of all negotiation strategies, in sharp contrast to the lack of improvement in the control group. The most significant usage increase was observed in Comprehension Checks (CPC), the least in Asking for Repetition (AFR), but all showed significant increases in both frequency and utilization.

4.4.2. The results from the analysis of the paired sample test for both groups revealed significant differences between pre-check and post-check in the experimental group, but no significant differences in the control group. The results from the analysis of the Independent Sample t-test between the control and the experimental groups showed significant differences between the post-test for both groups.

CHAPTER 5

QUALITATIVE RESULTS AND DISCUSSION

5.1 Introduction

This chapter begins by describing the context of the present study and the pedagogical context of the questions being posed. It goes on to discuss the nature of the “Spot the Differences” tasks used, analysis and the discussion of seventeen dyadic interactions utilizing the negotiated strategies, an explication of the coding schema employed, the findings from the interviews with six students, and also a summary of the findings.

5.1.1 Setting the Scene of the study

One popular way to teach new targeted vocabulary is a task known as “Spot the Differences” task (e.g., Pica et al., 1993; Pica et al., 2006; Mackey and Gass, 2005; Oliver, 1998; Mackey et al., 2000; Mackey et al., 2003; Swain et al., 1998). Students are provided with two-paired pictures which are nearly identical. They are then asked to spot the differences between the paired pictures. This is an easy task because of its familiarity and the familiarity with the items being spotted. This minimizes the learning task to vocabulary acquisition, embedded in an enjoyable challenge. It is often done by pairing students, thus encouraging cooperative learning between low-achieving and high-achieving students. The “Spot the Differences” task has also been widely adopted in cross-cultural English instruction. It is also used as an instrument for data collection and analysis of interaction research methods because it helps

modify interaction among the interlocutors and orients learner's attention to meaning. The items in the pictures can be made more culturally specific to the lives of the learners, thus more adaptable in a variety of cultural contexts. The task was further chosen for the present study because it also lent itself well to encouraging many of the patterns of negotiation of meaning strategies.

The current study was conducted into two extension schools in rural Mukdahan Province, Thailand. The students are ages 14 to 15 and live in an environment with very little access to English language inputs, either live or mediated. Internet access has been brought to the area within the last five years and is still exclusively a school-based resource, but the online system is inadequate, so three to four students are asked to use one computer. School attendance is always a lower priority than the needs of an agriculturally-based family. In such low-income provinces of Thailand, English instructors are rarely qualified to the standards of wealthier urban schools.

5.2 Analysis of the English Language Used by a Selected dyad

The following is an analysis of the English language used by a selected dyad, Niwet (N) and Manirat (M). This is meant to show how the two interlocutors collaboratively co-constructed their conversational understandings in two of the "Spot the Differences" tasks: the bed room scene for the pre-strategy training and the modified version of the living room scene for the post-strategy training task. (See Appendix H) The analysis is based on the comparison and contrast of the English language used by the High-Low level pairing in completing the task.

The following is an excerpt of the transcript of a conversation between this NNS-NNS dyad. It is noted that 103 turns were made and only 8.51 minutes were

spent. The time spent was less than the 10 minutes allowed in completing each task. Three differences between the two paired pictures were required to be spotted collaboratively by the dyad. There are 2 cats, 2 football players on the TV screen, and 2 pillows on the bed in Version A where as there is only one cat, one football player, and one pillow in Version B. However, no difference between the two paired pictures was found by the dyad during the pre-strategy training task. The following excerpts are illustrated below:

Excerpt 1: Pre-strategy training

15 M : Is there television in your picture.

16 N : Yes

17 M : Where is it.

18 N : In .. on on the table

Excerpt 2: Post-strategy training

74 N : Is there the television in your picture?

75 M : Sorry, I don't understand. (APH)

76 N : I mean is you the television in your picture?

77 M : Yes, and you?

78 N : Yes how many picture in your picture sorry how many television in your picture?

79 M : There is one television in my picture, and you?

80 N : Yes there is one television in my picture where is it?

81 M : Again please (CRR)

82 N : I mean where it is?

83 M : The television on the on the desk.

In looking at the excerpt 1 and the excerpt 2, it is clear that only 4 turns were made in the pre-strategy training session. After 8.51 minutes, the interlocutors exhausted their conversational interaction. The language used appears close to grammatical structure, but none of the negotiation of meaning strategies was used by the interlocutors to modify their interactions. It is unfortunate that the performance of the task is not completed because none of the differences between the two-paired pictures were spotted by the two interlocutors.

On the contrary, in the post-strategy training, there is a significant greater precision of the task, for example, the turns of their conversational interactions, the time spent increased. The two negotiation of meaning strategies were used, such as APH and CRR. The language used is close to grammatical structure (Brock et al., 1986)

5.3 The Patterns of Negotiation of Meaning Strategies Used by Students During “Spot the Differences” Task

“Spot the Differences” was chosen as the task case study because it represents familiar activities and references. However, the students still needed to know the relative vocabulary items in English, and were able to ask for specific English words in order to complete the task.

The investigation of this study primarily addresses the following questions:

“Do the patterns of negotiation of meaning strategies used in the “Spot the Differences” task facilitate Thai lower secondary students in learning the kind of language used in oral English communicative competence?. If so, how do these patterns used accomplish this?”

For this reason, the qualitative data analyses that follow this section are mainly used to present examples of the student’s use of the patterns of negotiation of meaning strategies. These negotiation strategies include Comprehension Checks (CPC), Confirmation Checks (CFC), Clarification Requests (CRR), Appeals for Help (APH), and Asking for Repetition (AFR). The use of these negotiation strategies is revealed in a discussion of the students’ conversational interactions.

In order to answer the main research question, the quantitative data were partly used as strong supports for the qualitative data. A study of the transcripts (See Appendix A) of the post-test in the study finds that the students used every area of negotiation of meaning strategies as shown in the Tables below:

Table 5.1: Patterns of Negotiation Strategies Used by the Students

Negotiation strategy	No. of negotiation strategy use N = 234)	No. of students (N =34)
CPC	112	(14)
CFC	18	(7)
CRR	41	(15)
APH	44	(10)
AFR	19	(9)
Total	234	

This present study focuses more on competent interlocutors who are nonnative speaker (NNS), who were the high level students (HS), Consequently, the H-L students were assigned to work together in performing “Spot the Differences” tasks.

Data were classified to discuss according to which negotiation of meaning strategies the students' used the most. (See Table 5.1)

5.3.1 Comprehension Checks (CPC)

With regard to the conversational transcripts (See Appendix A), there were 14 of 34 students who used the CPC while doing the "Spot the Differences" tasks. Most of them used the CPC after they asked their interlocutors questions. This could be because the students wanted to check their partners' understanding of what they asked about. For example, a listener did not understand the question asked by a speaker, so the speaker used the CPC to check understanding. If the listener did not understand what the speaker asked about, the CPC was used as feedback (Long, 1996) in order to arrive at mutual understanding, and the CPC could lead to modified interactions (Swain, 1985).

(1) Data from Pair No. 1: A conversation between M and N

- 1 M : Is there the is there the toy car in your picture? **understand?** → CPC
- 2 N : No sorry, I don't understand
- 3 M : I mean is there the toy car in your picture?
- 4 N : No
- 5 M : I mean toy car is there toy car in your picture?

As seen in the excerpt above, M asked the question "Is there the is there the toy car in your picture?" and the CPC "Understand?" was followed by the speaker (M). In Turns 2 and 4, the listener (N) indicated that he did not understand what M asked, so M tried to explain by repeating the previous question as seen in Turns 3

and 5. Even though M did not explain the word “toy car” clearly, M was able to produce the question with correctly rising intonation, such as “Is there the toy car in your picture?” This data also suggested that negotiation of meaning such as the comprehension check “understand?” played an important role in modified interaction (Swain, 1985) as seen in Turn 2. These results supported Long (1983) who stated negotiation of meaning made input comprehensible. Thus, the CPC could be a crucial element in the language acquisition process. Similar to the studies of Mackey (1999), Mackey et al. (2000), Mackey and Oliver (2002), it was found that NNS-NNS interactions in “Spot the Differences” tasks facilitated the English language forms, particularly in the development of questions. The data above showed that M was able to produce the question form. (See Turns 1, 3, and 5). As discussed above, it could be possible that the CPC had an effect on the negotiation of meaning of the English language for communicative competence.

5.3.2 Appeals for Help (APH)

Based on the results of the APH, it was found that the students mostly used the APH strategy when they were in trouble and specifically asked for help in doing the task. When the interlocutor asked a question which another interlocutor did not understand at all, he or she used the APH strategy in asking for help.

An example:

(2) Data from Pair No. 10: A conversation between Pr and P

55 Pr : Is there the desk are there in your picture?

56 P : **I not understand** —→ APH

57 Pr : A desk use for a paper for television .. you know the desk?

58 P : Yes

In the data shown above, Pr was able to produce the question "... Is there the desk are there in your picture?" (The question mark (?) refers to rising intonation). In turn 56, P indicated that he did not understand the question asked, so he used the APH strategy for seeking understanding. As seen in the excerpt above, Pr described the word "desk" using her own words ("A desk use for a paper for television") which were not taught in the classroom. This suggests that if P did not use the APH, Pr would not have uttered her explanation and modified the way she interacted with a weaker partner. The results suggest that the interlocutors created mutual understanding from comprehensible input provided. The negotiation of meaning process was effective in facilitating English communicative competence, and in this example the APH strategy became a crucial element for negotiation of meaning strategies. This finding supports Long's (1980) interaction hypothesis which stated that communication breakdown is more likely to occur in NNS-NNS conversations. The findings from the present study compare favorably with Oliver's (2002) study, which compared NNS-NS, NNS-NNS, and NS-NS dyads. It was found that NNS-NNS dyads used more negotiation strategies and modified their interactions.

5.3.3 Clarification Requests (CRR)

Based on the transcripts in the present study, it was found that the students mostly used the CRR strategy when they were unsure of their interlocutors' preceding utterances, either due to vocabulary or pronunciation. The students mostly used the CRR "Again please" in conversations. It is possible that they became familiar with CRR from their mother tongue (L1); the analogous expression is commonly used in

Thai. Thus, it was easy for the students to pick up the usage “Again please” when necessary in conversation.

(3) Data from Pair No.5: A conversation between CH and T

44 Ch : Is there rubbish basket in your picture?

45 T : No

46 Ch : You know a basket.

47 T : Yes

48 Ch : How many rubbish basket are there in your picture?

49 T : I have one, and you.

50 Ch : I have one where is it.

51 T : A rubbish basket ah near the ball

52 Ch : **Say again please? → CRR**

53 T : A rubbish basket ah near the ball yes, and you.

As seen in the excerpt above, the relative topic that Ch and T talked about was the rubbish basket. Ch asked T the question “Is there rubbish basket in your picture?” In response to Ch, T indicated that he did not understand what CH asked about as seen in turn 45, so Ch checked T’s understanding by saying “You know a basket”. In T’s response “Yes”, it suggests that T understood. As a result, Ch and T met mutual understanding. As the result of the dyadic negotiation both of them modified their interactions (Swain, 1985) and achieved a communicative competence. The results suggest that Ch and T acquired enough language to produce the questions and responses using their own words. It can be concluded that the negotiation of meaning process helped the students improve their communicative competence.

5.3.4 Confirmation Checks (CFC)

Based on the transcripts in the present study, it was found that the students used the CFC strategy 18 times. Most of the students used the CFC immediately following the speaker's preceding utterance with rising intonation, and repeating a portion of the preceding utterance, for example:

(4) Data from Pair No. 5: A conversation between Ch and T

88 Ch : Is there sofa in your picture?

89 T : Yes

90 Ch : How many sofa in your picture?

91 T : I have two

92 Ch : **Two, right?** → CFC

93 T : Yes

As seen in the excerpt above, in turn 92, Ch indicated that he was not sure of what he heard, so he used the CFC strategy ("Two, right?" with rising intonation (?)) to confirm what he heard or understood. Although a number of confirmation checks used in the present study were fewer than those used in the three negotiation strategies discussed earlier, the CFC was still useful for students to proceed in their interactions.

5.3.5 Asking for Repetition (AFR)

Based on the quantitative finding (See Table 9), the AFR strategy was the least used by the students. With regard to the transcripts in this present study, it was found that the students used the AFR in negotiating for meaning when they did not hear or understand what their interlocutors said. In order to see how the AFR works, the data from pair no. 12 is presented below:

(5) Data from Pair No. 12: A conversation between S and T

25 S : Is there a basket in your picture?

26 T : Yes

27 S : What basket like.

28 T : **Pardon? → AFR**

29 S : What basket like ... () understand? ..

30 T : No

31 S : Basket .. basket but up down or up

32 T : Up down

As seen in the excerpt above, the utterance “What basket like” is the indicator which represents the relative topic that the interlocutors were talking about. In Turn 28, T indicated that he did not understand the utterance produced by S, so T used the AFR strategy to ask for repetition. The data show that the AFR was used to bridge the communication gap as seen in Turn 28. The interesting point of view based on the excerpt is that T indicated he did not understand, so S was responsible for describing “What basket like”, using her words, such as “basket .. basket but up down or upside down”. It can be concluded that S’ explanation in Turn 31 represented an important feedback in response to T’s obvious problems understanding the word “basket.” In Turn 32, T indicated that he understood by responding “Up down” which referred to the “Right side”. Indeed, S’s utterance in Turn 31 could be “The basket is right side or upside down”. This suggests that although the interlocutors used the incorrect form, they were able to communicate with each other. The findings revealed above compare favorably with Fernandez-Garcia’s study (2002), which studied

negotiation of meaning through NNS-NNS interactions using synchronous discussions for Spanish learners. It was found that unknown words were resolved by the AFR strategy.

5.3.6 Summary

To sum up, according to the conversation transcripts in this present study, it was found all of the patterns of negotiation of meaning strategies (CPC, CFC, CRR, APH, and AFR) were used by all dyadic interactions.

1. It was also found that the pairing of H-L students helped both students to successfully negotiate for meaning. This present study compares favorably with the studies by Mackey (1999), Mackey et al. (2000), Mackey and Oliver (2002), which studied the types of dyadic interactions such as H-H, H-L, M-M, L-L, and found that combining H-L students was effective in developing L2 / EFL. Thus, the results of the study revealed that using H-L students helped the students develop English acquisition skills, particular cooperative learning (Swain, 1985).

2. In addition, the “Spot the Differences” tasks designed were effective in helping the students negotiate for meaning to find the differences. In the majority of the patterns of negotiation of meaning strategy used in this present study it was found that the students used the negotiation strategies in facilitating both their English communicative competence and social cohesion (See excerpts 1-15). Most of the English language use acquired by the students was the production of the question forms, such as “Is there ... in your picture?”, “How many ... are there in your picture?”, “Where is it?” with rising intonation which indicated that the interlocutors could predict the appropriate answers.

3. Additionally, some students produced their own words to expand the relative topic, such as in excerpt 12, where M explained the word “clock”, as seen in turn 91, by saying “The clock is uhm time time is er a.m. or p.m.”. The data show that the utterance above, not taught in class, was resolved when communication gaps occurred. Therefore, the negotiation strategies used by the students clearly facilitated their oral English communicative competence. The benefits based on the results of the present study on NNS-NNS interactions in “Spot the Differences” tasks could be relevant to the English language learning context in which the classroom interactions took place.

5.4 Coding Scheme of Student Utterances as the Patterns of Negotiation Strategies

Based on previous literature defining negotiation strategy, Varonis and Gass (1985) stated that there is not always a one-to-one correspondence between the form of an utterance and the function of that utterance. Thus, the similar forms of an utterance appearing in this present study could serve two distinct functions (Plough and Gass, 1993) such as the utterance “Again please” occurring in CFC and CRR as seen in the Table 5.1. With regard to the students’ conversational interactions, forms of utterances based on 5 negotiation strategies most used by the students as a starting point of communicative competence were discussed

Table 5.2: The Patterns of Negotiation Strategies Used by the Students Based on the Forms of an Utterance as Coded in this Present Study.

Negotiation strategy	Form of utterance	Frequency of use (Total=234)
1. Comprehension checks(CPC)	Understand?	42
	You understand?	48
	Do you understand?	13
	Do you understand me?	3
	You know?	6
	You know what I mean?	-
	Again please	1
2. Confirmation checks (CFC)	The man?	7
	The man, right?	10
	Again please	1
3. Clarification requests (CRR)	What?	5
	What do you mean?	-
	What do you mean by that?	-
	Could you repeat that again?	-
	Could you say that again?	-
	Again please	32
	Please say that again	1
	Sorry, I don't understand	2
4. Appeals for help (APH)	I don't know	1
	Sorry, I don't understand	42
	Excuse me, I don't understand	1
5. Asking for repetition (AFR)	I don't know	1
	Sorry?	9
	Pardon?	8
	Pardon me?	-
	I beg your pardon?	-
	Excuse me	2

1. Comprehension checks (CPC)

Negotiation strategy	Form of an utterance	Frequency of use (Total=234)
1. Comprehension checks(CPC)	Understand?	42
	You understand?	48
	Do you understand?	13
	Do you understand me?	3
	You know?	6
	You know what I mean?	-
	Again please	1

The table above clearly shows the frequency of each utterance. The students used the “You understand?” the most (48 times). It would seem students picked up this relatively easy expression “You understand?” as the means to solve the problems when negotiating meaning. On the one hand, they may have learned it during their practice sessions, and it therefore easily came to mind when they seriously needed it. On the other hand, it is also similar to the expression with the same meaning used in their mother tongue. Other sources outside the training course might include different sources or media such as Talk Show programs on television, people talking, movies, to name a few. As a result, the students were able to use it when necessary. As can be seen in the table above, the number of times “Understand?” is used, approximates the use of “You understand?”, totaling 42. This could have been for similar reasons discussed above. With reference to “Do you understand?” (13 times) and “Do you understand me?” (3 times), although the students at least used the forms, this exposure is most effective in terms of the greater occurrence of the question completions. An additional utterance, “You know?”, was used 6 times. This shows that the students used it either in the training course or drew on their experiences. The students did not use the utterance “You know what I mean?” because it could be difficult for them to

memorize this utterance as a sentence completion, so they ignored using it, even though it was included in their training. On the other hand, the students most used the utterances “You understand” and “Understand” because in general, these forms are similar to the way students’ would say it in their own language, Thai. Consequently, the forms of the utterance influenced the second / foreign language learning process as occurred in the present study. To summarize, all forms of the utterance in CPC were used to solve non-understanding as stated by Ellis (2003), but the choice of utterance depended on that the students’ level of comfort with the use of that utterance.

2. Confirmation Checks (CFC)

Negotiation strategy	Form of an utterance	Frequency of use (Total=234)
2. Confirmation Checks (CFC)	The man?	7
	The man, right?	10
	Again please	1

As can be seen in the Table above, the students mostly used the “The..., right?”, totaling 10 times. It is the evidence provided by the respondent to confirm that the utterance was understood or heard correctly (Ellis, 2003). Possibly the listener added the preceding speaker’s utterance to include, for example, “The one, right?”, due to non-understanding. Before their training, the students reported that they had never used this form, so it could be said that they used the form of the utterance as the result of their training. In addition, while doing the task, the listener might need to repeat the current speaker’s utterance to confirm whether or not he or she heard correctly by responding immediately with the previous speaker’s utterance ending in a rising intonation. Therefore, the students used “The..., right?” in order to make sure due to non-understanding. This form is similar to what the students could

use in their language when they do confirmation checks. In terms of the use of “The man?” and “again please”, the students used the forms of the utterance totaling 7 and 1 respectively. This could be because the students did not use the forms much in their language for negotiating meaning and therefore did not feel comfortable using such utterances.

3. Clarification requests (CRR)

Negotiation strategy	Form of an utterance	Frequency of use (Total=234)
3. Clarification Requests (CRR)	What?	5
	What do you mean?	-
	What do you mean by that?	-
	Could you repeat that again?	-
	Could you say that again?	-
	Again please	32
	Please say that again	1
	Sorry, I don't understand	2
	I don't know	1

Based on the transcripts in the present study, it was found conversational modifications such as clarification requests (Varonis and Gass, 1985) helped the interlocutors participate in the interactions and understand each other. As can be seen in the table above, among the students' most used forms was “Again please” (32 times). This shows that the utterance “Again please” helped the students to emphasize the trouble they were having understanding. The use of the utterance “Again please” could be an easy way for the students to negotiate meaning. The resulting “Again please” increased the emphasis of requested clarification, as they were trained by the researcher. In addition, it could be possible that the listeners used the utterance because they asked for repetition when they did not understand. However, it is not always easy to identify the exact use of that utterance because the students might be

experienced in using it before the training as well as the relevance of its usage in their first language culture. In terms of the use of “What”, the students used the utterance totaling 5 times. It is the evidence provided to the speakers that the listeners did not understand and were negotiated meaning (Varonis and Gass, 1985). The students used the form of the utterance “What” because they requested clarification from their partners using a word, not phrase or sentence completion, to simplify the negotiation of meaning. Another possibility is that this form could be similar to the way it is used in the students’ first language, or they might have had experience using that utterance from other English language environments. As can be seen in the table above, the use of “please say that again”, “Sorry, I don’t understand”, and “I don’t know were less employed. This could be because the students did not feel comfortable in using these forms either due to the need for sentence completions or because of the long words. They therefore did not use those utterances to negotiate meaning and even though they were trained they might not feel sufficiently familiar with the use of the forms. Moreover, the forms of the utterances above could also serve other functions, so the students may not have felt confident using these utterances when dealing with clarification requests, with the result they were used less than other utterances. It is noticeable that the students did not use “What do you mean?”, “What do you mean by that?”, “Could you repeat that again?”, and “Could you say that again?”. This could be possible because the forms of the utterances are difficult for the students to negotiate meaning because of the sentence completions. Another reason is that the forms of the utterances are inappropriate to the students’ English language knowledge level.

4. Appeals for Help (APH)

Negotiation strategy	Form of an utterance	Frequency of use (Total=234)
4. Appeals for Help (APH)	Sorry, I don't understand	42
	Excuse me, I don't understand	1
	I don't know	1

As can be seen in the table above, the students mostly used the utterance “Sorry, I don’t understand” (42 times). This shows that the students felt comfortable using this utterance to negotiate meaning, perhaps partly due to its easy pronunciation. They therefore needed the use of the utterance to ask for help when having trouble. Apart from being trained to use of the form of the “Sorry, I don’t understand” in classroom, the students might have heard the utterance from other sources, for example chatting program, movies, people talking on television, cell phone answers, or ads. This could enable the students to already have a memory of the phrase, and when they needed to use that utterance with their partners it came readily to mind. In this case, it could be the fact that student’s prior knowledge provided them with the skills to negotiating meaning. The resulting “Sorry, I don’t understand” helped the students increase communicative competence. In the table above, the students barely used “Excuse me, I don’t understand?” and “I don’t know” (1 and 1 time respectively). The data show that the students may not be sure of the use of the forms because these forms could serve two distinct functions. On the other hand, the use of the forms of the utterance might be too different from ways used in their first language. They therefore did not feel comfortable in using those utterances.

5. Asking for Repetition (AFR)

Negotiation strategy	Form of an utterance	Frequency of use (Total=234)
5. Asking for Repetition (AFR)	Sorry?	9
	Pardon?	8
	Pardon me?	-
	I beg your pardon?	-
	Excuse me	2

As can be seen in table above, the students most used the “Sorry”, totaling 9 times. The data revealed that the students were able to use the form of the utterance to negotiate meaning because the students get familiar with the use of that utterance which might be easy for them to pick up when necessary. In addition, the use of the form “Sorry” was most often used on television programs such as movies. This could be concluded that the students most used the form of the utterance according to the training course and their experience. In terms of the use of the “Pardon?”, the students used it to negotiate meaning because they were trained from the program over a period of the semester. The use of the “Pardon me?” and “I beg your pardon?” was not employed by the students because the forms of the utterance were too long and difficult for them to negotiate meaning. On the other hand, single word such as “Sorry” and Pardon?” could be use perfectly instead of phrases or the sentence completion. Beyond the training of the use of the forms of the utterance mentioned above, the students used it because they might think the forms were similar in meanings, so they used them to negotiate for meaning as a study by Plough and Gass (1993), which found that asking for repletion had an effect on interaction.

5.5 Excerpts of Student Interactions

5.5.1 Excerpt 1: Comprehension Checks

This example comes from a conversation between Wannisa (W) and Chanchira (Ch). Comprehension Checks are indicated with **bold-type** and

95 W: Be . . . beside the shelf is there flower vase in your picture? **you understand?** →

96 Ch: Yes one no

97 W: Is there flower vase in your picture?

98 Ch: Yes

99 W: How many flower vase in your picture? **you understand?** →

100 Ch: Yes one

101 W: Where is flower vase in your picture? **you understand?** →

102 Ch: No no

103 W: I I said where is flower vase in your picture? **you understand?** →
you understand? →

104 Ch: No

105 W: I said flower vase where is flower flower vase in your picture?
you understand? →

106 Ch: No

107 W: I I said I said where where is flower vase in your picture?

108 Ch: On on the

109 W: On under the table on the sofa on the on the desk, and you?

110 Ch: Yes on the sofa

In turn 95, W asked Ch the question “Is there flower vase in your picture?” W checked Ch’s comprehension using the standard Comprehension Check “You understand?”. In Turn 99, W also used the same Comprehension Check after the question asked “How many flower vase in your picture?” When Ch answered “Yes one” in turn 100, it showed that the interlocutors understood each other and they then passed on to the next interaction. This revealed how a negotiation strategy (in this case a Comprehension Check) was made into a modified interaction (Swain, 1985, Pica et al., 1993). In Turn 101, W asked the question “Where is flower vase in your picture?” and checked Ch’s using “You understand?” It was seen that W used this Comprehension Check very often after asking the question in order to make sure the listener (Ch) understood. In Turn 102, Ch answered the question “No no,” indicating a lack of comprehension at that point. W then asked the question again and checked again using the same Comprehension Check two times. Eventually, W was able to determine that Ch did not understand the question through the repeated use of the same Comprehension Check. W guided Ch’s responses in Turn 109 by using prepositions such as “On under”. In Turn 110, Ch successfully responded to W “Yes, on the sofa”. This revealed the way W’s use of a Comprehension Check strategy facilitated a mutual learning interaction and, by extension, a small bit of English language acquisition (Long, 1980, 1983, Pica et al., 1993).

5.5.2 Excerpt 2: Comprehension Checks as used in a conversation between Metta (M) and Loetsak (L)

9 M: I have two too is there the umbrella in your picture.

10 L: Sorry, I don’t understand

11 M: Umbrella is er rainy **understand?** →

12 L: Yes

13 M: How many umbrella are there in your picture .. er **do you understand?** →

14 L: No

15 M: Er. . . you have one or you have two. **understand?** →

16 L: Yes I have two, and you?

17 M: I have one is there the flower vase are there in your picture.

In Turn 9, M asked L the question “Is there the umbrella in your picture?” L did not answer that question but instead responded “Sorry, I don’t understand” in Turn 10. In Turn 11, M briefly explained the word “umbrella” like “Umbrella is er rainy” and continued checking with L by asking “Understand?”. Through this negotiation of meaning strategy, L was able to respond “Yes”. Later, in Turn 13, M went on easily in a modified interaction to the next question “How many umbrella are there in your picture” then checked with L in order to see if L comprehended or not. In Turn 14, L responded “No,” providing M with a reason to use another comprehension. In Turn 15, M explained to L using numbers, such as “You have one or you have two” to guide the answer and continued checking using comprehension check “Understand?”. In Turn 16, L responded “Yes, I have two” and was able to ask M the question “And you?”. As analyzed above, it revealed that when the speaker (M) and the listener (L) faced a communication gap, a strategy of comprehension checks used by the speaker enabled the listener to follow what the speaker intended. This clearly reveals how a process of negotiation of meaning strategies enabled these learners to improve their communicative competence with one another, particularly important in this dyadic high-low proficiency (H-L) situation. Similarly, a study by Oliver (2002) revealed that the pattern of H-L proficiency was more effective when

using negotiation strategies in classroom interaction than in the use of other interaction patterns. It was seen that the interlocutors reached mutual understanding because they could move on to another topic. It can also be seen that this interaction facilitated L's English language acquisition (Long, 1980, 1983), when L was able to produce the short "And you?".

5.5.3 Excerpt 3: Comprehension Checks as used in a conversation between Niwet (N) and Manirat (M)

11 M: It it toy car in front of . .. in front of the boy is there the family picture in your picture?

12 N: Yes, and you?

13 M: Yes how many family picture are there in your picture.? **understand?** →

14 N: Yes. There is one family picture in my picture, and you?

15 M: There is family there is one family picture in my picture. Where is where is family picture in your picture?

16 N: It .. it .. it next to the wall, and you?

17 M: Is hanging the wall is there the stand in your picture?

In turn 11, M asked N the question "Is there the family picture in your picture?" N responded "Yes, and you?" in Turn 12. This interaction went smoothly, but in Turn 13, M asked N the question "How many family picture are there in your picture", followed by a comprehension check. N responded easily and the interaction proceeded smoothly. Evidently, although their talk seemed smooth, the speaker (M) used a Comprehension Check. This situation is likely the result of the nature of the

task and not a genuine check of comprehension. It appears to this researcher to be an example of the strategy being used for social lubrication (Krashen, 1982; Prabhu, 1987), an example of a high level student helping a low level student to be “aware of their conversational responsibility and attempt to work towards mutual understanding” (Oliver, 2002, p.379)

5.5.4 Excerpt 4: Confirmation Checks as used in a conversation between Chiraphorn (Ch) and Wuttiiphong (W)

28 W: Is there a .. stripped ball in your picture.

29 Ch: Yes, and you?

30 W: Yes how many a stripped are there in your picture.

31 Ch: I have one, and you?

32 W: I have one

33 Ch: **The one, right?** →

34 W: Yes where a striped ball a are there in your picture.

35 Ch: Striped ball between shelf and the basket .. is there a television in your picture.

In this excerpt, W and Ch were able to meet communicative competence using questions even though the questions produced were not complete, such as the question in Turn 30. In Turn 33, Ch indicated that she was not sure which ball was being referred to, so she used the common confirmation check “The one, right?” to see if it was correct or not. In this case, she repeated part of W’s preceding utterances “One” with rising intonation (Pica and Doughty, 1985; Plough and Gass, 1993) in order to negotiate for clarity when facing a doubt in the communication. In Turn 34, W’s

response “Yes” indicated that he understood what Ch was checking about. This interaction shows how the negotiation strategy Confirmation Check was used through conversational interactions and facilitated communicative competence of the two students. Most importantly, it helped the interlocutors confirm their understanding of the target language (Long, 1980, 1983), as seen in Turn 34 where W produced questions in his own words such as “Where a striped ball a are there in your picture.” In responding to W, Ch confirmed her understanding by replying “Striped ball between shelf and the basket ...” as seen in Turn 35.

5.5.5 Excerpt 5: Confirmation Checks as used in a conversation between

Suriya (S) and Bang-on (B)

1 S: Is there a umbrella in your picture?

2 B: **Umbrella?** →

3 S: Yes

4 B: Yes there are, and you?

5 S: Yes there are two. How many umbrella in your picture?

6 B: There are two. And you?

7 S: There are one too where it is umbrella in your picture? ..

8 B: I’m sorry, I don’t understand

9 S: I mean where it is umbrella in your picture?

10 B: In front of the sofa. What is umbrella like in your picture?

11 S: It right side, and you?

12 B: It upside down

In this excerpt, S started his turn by asking the question “Is there a umbrella in your picture?” In Turn 2, B indicated that she was not sure if what she heard was

correct, so she responded immediately by repeating that part of the preceding utterance “Umbrella?” with rising intonation. This showed that the listener (B) could not continue with the interaction until she was able to confirm the correct information. B confirmed that the word she heard the first time was correct, as confirmed by S (yes). In this sense, the interlocutors needed to confirm the object of their interaction, in this case the object being described with the word “umbrella.” Once this was made clear to each other, both students were able to produce questions using their own words. The initial lack of clarity may have derived from S’s pronunciation of the word “umbrella” rather than a gap in understanding the vocabulary.

5.5.6 Excerpt 6: Confirmation Checks as used in a conversation between

Chakaphan (Ch) and Thiti (T)

73 T: Yes .. how many is there a ball in your picture.

74 Ch: Yes

75 T: How many a ball in your picture.

76 Ch: I have one, and you?

77 T: I have one where is it.

78 Ch: The ball is on the desk understand?

79 T: No, again please

80 Ch: The ball is on the desk understand?

81 T: Yes ..

82 Ch: And you?

83 T: The ball near is the rubbish basket

84 Ch: Sorry, I don’t understand again please

85 T: The ball near the ball is near the rubbish basket

86 Ch: **The ball near rubbish basket, right?** —>

87 T: Yes

In this excerpt, T started his turn by asking the question "...Is there a ball in your picture." In response to T, Ch responded "Yes", showing that he understood the question asked. T then continued interacting by asking the questions in Turns 75 and 77 "How many a ball in your picture." and "Where is it." respectively. In Turn 78, Ch's response "The ball is on the desk, understand?" showed that he was able to produce the target language, so he continued checking T's understanding using the negotiation strategy "Understand?" In Turn 29, T indicated that he did not understand what Ch said by responding "No, again please". In response to T's lack of understanding, Ch repeated the target language as seen in Turn 80 and continued asking the question "And you?" T expressed his understanding by saying "Yes". In Turn 83, T's response "The ball near is the rubbish basket" showed that he was able to respond using his own words, although Ch indicated he did not understand as seen in Turn 84. As a result, he used a negotiation strategy to request clarification by saying "Sorry I don't understand again please." In response to Ch in Turn 85, T repeated his preceding sentence "The ball near the ball is near the rubbish basket". In Turn 86, Ch checked to confirm that his understanding was correct by saying "The ball near rubbish basket, right?". This suggests that when the interlocutor (Ch) faced a doubt in the communication; he used a confirmation check to clarify. In doing so, he repeated part of T's preceding utterances with rising intonation as seen in Turn 86. In Turn 87, T confirmed that Ch's understanding was correct by responding "Yes". These data in the conversation above showed that the confirmation check is a useful negotiation strategy that may not directly help acquire language, but strongly

facilitates communicative competence as a social interaction (Krashen, 1982; Prabhu, 1987) and thus encouraged the speakers to produce questions in their own words (eg, in Turns 75 and 77).

5.5.7 Excerpt 7: Clarification Requests as used in a conversation between

Wichan (W) and Adisak (A)

17 W: It between a sofa and desk ... is a telephone in your picture. telephone

18 A: **What?** —→

19 W: It a call call call call

20 A: Yes

21 W: How many

22 A: One, and you?

23 W: I have one too where is it.

24 A: On the sofa, and you?

25 W: I am on the desk

In looking at this excerpt, W started his turn by asking the question "... Is a telephone in your picture, telephone". In response to W, A indicated that he did not understand what W asked, so he requested clarification by using "What?" with rising intonation as seen in Turn 18. In W's turn, he tried to describe the meaning of the word "Telephone" using his own words such as "It a call, call, call, call," as seen in Turn 19. In this case, although it (Turn 19) was not a complete sentence uttered by W, it was a means of negotiation of meaning when the interlocutor used a simple word (call) to describe the function of a new and unknown word (telephone) to the other speaker in order to clarify what it was referring to. In turn, it is revealed that a

clarification request promoted the speakers to find a common ground in understanding each other. In Turn 20, W began using short words “How many” as a question with reference to “How many telephones are there in your picture?” W responded to A’s request for clarification by deliberately simplifying his language to reach understanding with his task partner. The effect of the negotiation was on the other party, not the one requesting the clarification. This reveals the dynamic nature of the communication and the effect that the strategy has on both parties.

5.5.8 Excerpt 8: Clarification Requests as used in a conversation between

Suphattra (S) and Thinnakorn (T)

16 T: Yes .. is there a cat are there in your picture?

17 S: **What? ———> What? .. ———>**

18 T: Is there a cat .. are there in your picture?

19 S: Yes

20 T: How many a cat are there in your picture?

21 S: I have two, and you?

22 T: I have one where it is?

23 S: It it next to sofa, and you?

24 T: Cat sleep on the table .

In this excerpt, T started his turn by asking the question “Is there a cat are there in your picture?”. S indicated either that she did not understand what T asked or was not paying attention to the question, so she asked for clarification by the utterances “What? What?” twice with rising intonation. This showed that S was not ready for the interaction, so she used a clarification request to assure that the

interaction could proceed smoothly. Whether this was due to a lack of understanding of the language or a social request of a partner is not clear from this example. In either case, the success of the strategy is clearly seen in the ensuing conversation. T seemed to understand the clarification request used by S and made sense of the reason why S needed to use it. This suggests that the clarification request helped facilitate a smooth communicative interaction (Ellis, 2003) regardless of the cause of the initial clarification request.

5.5.9 Excerpt 9: Clarification Requests as used in a conversation between
Phongsak (P) and Chutharat (Ch)

1 Ch: Is there a flower vase in the picture?

2 P: No I don't understand

3 Ch: I mean flower vase

4 P: **Again please** —→

5 Ch: Is there a flower vase in the picture?

6 P: Yes, and you?

7 Ch: Yes how many flower vase in the picture.

8 P: **Again please** —→

9 Ch: How many a this is a number how many

10 P: No I don't understand

11 Ch: Ok I mean how many flower vase in the picture.

12 P: I have one, and you?

13 Ch: I have one too where it is.

14 P: A flower vase is on the television table, and you?

15 Ch: The flower vase is is the desk is on the desk ok and is there a telephone in the picture?

In looking at Turn 1, Ch started her turn by asking the question “Is there a flower vase in the picture?” P responded “No, I don’t understand,” asking for help in Turn 2. In Turn 3, Ch tried to describe the meaning of the previous utterance using “I mean” with reference to what she had emphasized with a specific meaning as seen in Turn 3 “I mean flower vase”. It revealed that Ch was able to produce her own words in order to explain to her partner as a result of the negotiation strategy used by P in Turn 2. P still did not understand what Ch explained to him, so he used the same strategy again to request clarification. This clarification request used by P was a signal to Ch that she needed to alter the previous utterance in order to reach an understanding with her partner, as seen in Turn 5. In Turn 6, P showed that he had reached understanding by responding “Yes, and you?” This signal indicated to Ch that she had to continue by continually adjusting her language to reach an understanding with P. This shows that the negotiation strategy used by P gave him an authority in the interaction deriving from the need to complete the task as partners. In studying this script, we can see that the interlocutors faced significant communication gaps. Further, the partner who did not understand (P) was able to compel modifications in the interaction through his use of Clarification Requests. This suggests that the negotiation strategy used, a Clarification Request, facilitated a social interaction as well as facilitating English language acquisition.

5.5.10 Excerpt 10: Appeals for Help as used in a conversation between Niwet (N) and Manirat (M)

74 N: Is there the television in your picture?

75 M: **Sorry, I don't understand** —→ *Appeal for Help*

76 N: I mean is your the television in your picture?

77 M: Yes, and you?

78 N: Yes how many picture in your picture sorry how many television in your picture?

79 M: There is one television in my picture, and you?

80 N: Yes there is one television in my picture where it is?

81 M: **Again please** —→ *Request for Clarification*

82 N: I mean where it is?

83 M: The television on the on the desk

In this excerpt, M used two different utterances as negotiation strategies. Both can be seen as appeals for help, although this researcher has categorized the second one (“Again please”) as a Request for Clarification. Both are fulfilling similar functions in this exchange. In Turn 75, when M indicated that she had trouble in communication, she asked for help by saying “Sorry I don't understand”. N responded by repeating part of the previous question and adding the phrase “I mean is your” before the question, revealing N's efforts to use his own words to explain successfully. Although largely successful, the interaction required M to use another appeal for help (categorized as a Request for Clarification) in order to keep the communication proceeding smoothly. From the above, it indicates the interlocutors achieved mutual understanding through modified interactions as seen in Turns 78-83. For example, in Turn 78, N asked M the question “... How many television in your picture?”, indicating that after the interlocutors understood each other, M showed her

understanding by saying “There is one television in my picture, and you?” The phrase “I mean” became an indicator used to frame an explanation and were added before the target words by the interlocutor. As a result, M was able to respond, showing that M acquired sufficient language even though her utterance was not complete (there was no verb to be, “is”) because she was able to produce the preposition “on”.

5.5.11 Excerpt 11: Appeals for Help as used in a conversation between Phongsak (P) and Chutharat (Ch)

91 Ch: Remote control the remote control is between no sorry remote control is on television table .. ah is there a glass in the picture?

92 P: **Sorry, I don't understand** —→

93 Ch: Ah I mean a glass or a glass a glass of water

94 P: No no **sorry, I don't understand** —→

95 Ch: I mean ah is there a glass in the picture?

96 P: Yes, and you?

97 Ch: Ah yes how many a glass in the picture. do you understand?

98 P: **No I don't understand** —→

99 Ch: Ah how many a glass how many a glass in the picture.

100 P: I have one, and you?

101 Ch: I have one too where it is?

102 P: The glass is the glass is on the coffee table, and you?

103 Ch: A glass is on coffee table too .. and is there a eye glass

The three appeals for help used by P gave Ch the signal to describe what she said in a modified manner in subsequent Turns (93, 95 and 99). In Turn 95, Ch tried

to explain the word “glass”, focusing on the given paired picture in order to help P find the answer from the picture. The evidence shown for communicative competence was the response of P in Turn 96 “Yes, and you?” This suggests that the appeal for help was effective in promoting a communicative interaction between the partners. Moreover, this negotiation strategy helped Ch continue producing further questions as seen in Turn 97 “... How many a glass in the picture, do you understand?” Ch also checked his understanding by asking “Do you understand?”, so P had used the appeal for help in response to a Comprehension Check in order to achieve a clear understanding. After the interlocutors both made efforts in conversational interactions using their own words and negotiations, they continued with a modified interaction as seen from Turns 101-103. These interactions made by the interlocutors occurred based on their competence, and were not taught in the classroom.

5.5.12 Excerpt 12: Appeals for Help as used in a conversation between

Metta (M) and Loetsak (L)

89 M: I have two too is there the clock are there in your picture.

90 L: **Sorry, I don't understand** —→

91 M: The clock is uhm time time is er a.m. or p.m.

92 L: Yes

93 M: How many the clock are there in your picture.

94 L: I have one, and you?

95 M: I have one too where is it.

96 L: On the wall, and you?

97 M: On the wall too is there the feather duster. **Understand? (CPC)**

In this excerpt, in Turn 90 L indicated that he did not understand what M asked about, so he used the Appeal for Help strategy (“Sorry, I don’t understand.”). In response, M tried to describe what she meant by giving her own definition of the word “clock” (“The clock is uhm time time is er a.m. or p.m.”) as seen in Turn 91. This showed M’s effort in giving the meaning of the word “clock” using her own words so that L understood easily when he faced a communication gap. The fact that L showed his understanding by responding “Yes” resulted from these negotiations of meaning; consequently, the interlocutors were able to make modified interactions. In Turn 97, M then used a Comprehension Check in order to proceed to the next item in their task. Her use of this strategy was due in part to L’s previous appeal for help. Here we see that one strategy can lead to another, and that the different strategies work together for both partners

5.5.13 Excerpt 13: Asking for Repetition as used in a conversation between

Suphattra (S) and Thinnakorn (Th)

1 S: Is there a television in your picture?

2 T: **Pardon?**—→

3 S: Television televi .. is there a television in your picture?

4 T: Yes

5 S: How many television are there in your picture ...

6 T: **Pardon?**—→

7 S: How many television in are there in your picture. how many .. how many

8 T: One, and you?

9 S: I have I have one too where it is? do you understand? yes or no

10 T: Yes

11 S: Where it is? ...

12 T: **Pardon?** —→

13 S: Where it is? where where it is? ... where it is where it is.

14 T: On the table

15 S: On the table, right?

16 T: Yes . is there a cat are there in your picture?

In this excerpt, T used the Asking for Repetition strategy by saying “Pardon?” with rising intonation as seen in Turns 2, 6 and 12. From the above it shows that the interlocutors understood each other because they reached the outcome, that is, they were talking about the same topic. In Turn 9, S responded to T by saying “I have I have one too where it is?” accompanied by the Comprehension Check “do you understand?” and added by the question “Yes or no” at the end of the sentence. These data revealed that the “Asking for Repetition” strategy led to a successful conversational interaction that included S’s use of additional negotiation strategies, promoting a mutually negotiated communicative competence (Long, 1996).

5.5.14 Excerpt 14: Asking for repetition as used in a conversation between

Poramin (P) and Chatri (Ch)

29 P: Next to in plug in plug .. it is .. a bowl of fruit are there in your picture ..

30 Ch: Yes

31 P: How many a bowl of fruit are there in your picture ..

32 Ch: I have one ..

33 P: Where it is a bowl of fruit.

34 Ch: **Sorry?** —→

35 P: Where it is a bowl of fruit ...

36 Ch: **Sorry?** —→

37 P: Where it is a bowl of fruit ...

38 Ch: Next to a glass next to a glass, and you? ...

When P asked “Where it is a bowl of fruit?” in Turn 33, Ch indicated that he did not hear or understand P clearly, so he asked for repetition by saying “Sorry?” with rising intonation as seen in Turn 34. This sequence was repeated, suggesting that the interlocutor (Ch), facing difficulties in conversation, needed to use the strategy twice. Accordingly, P made an effort in describing what Ch did not understand by repeating the previous question “Where it is a bowl of fruit?” as seen in Turn 37. Ch finally showed his understanding of what P said by responding appropriately in Turn 38. In looking at this transcript, it is not clear what was the nature of Ch’s difficulty, but it is clear that the use of the strategy helped Ch and P meet mutual understanding.

5.5.15 Excerpt 15: Asking for Repetition as used in a conversation between

Wuttiiphong (W) and Suphattra (S)

39 Ch: I have one too .. is there a toy car in the picture?

40 P: **Again please** —→

41 Ch: A toy car toy car

42 P: **Pardon?** —→

43 Ch: Ah ok?

44 P: **Pardon?** —→

45 Ch: Toy car?

46 P: Yes, and you?

47 Ch: Yes ah how many toy car in the picture. [do you

48 P: [Sorry, I don't understand

49 Ch: I mean how many toy car in the picture.

50 P: I have one, and you?

51 Ch: I have one too ah where it is.

52 P: A toy car .. is beside the boy, and you?

53 Ch: The toy car ah is in front of the boy is there a cat in the picture?

In this excerpt, Ch started her turn by asking “Is there a toy car in the picture?” P showed that he was not sure that what he heard was correct, so he asked for confirmation (or one could as easily describe it as Asking for Repetition) by saying “Again please”. In Turn 41, Ch confirmed what she was talking about by saying “A toy car toy car”. In Turn 42 and again in Turn 44, P asked for repetition by saying “Pardon?” with rising intonation. P showed his understanding after this negotiation by responding “Yes, and you?” as seen in Turn 46. P faced difficulty in communication again, so he used an Appeal for Help by saying “Sorry I don't understand” in Turn 48. Ch tried to explain what she meant by framing the previous question with “I mean” in front of the question. These data showed that the interlocutors made mutual efforts to complete the given task using the Asking for Repetition twice (Turns 42 and 44) as well as the Appeal for Help and the Confirmation Check. It is suggested that the “Asking for Repetition” strategy was part of a larger repertoire of strategies, all employed towards the same goal of communicative competence.

5.6 Interview Findings

This session reported the students' views and opinions after the experiment. In order to support the qualitative findings from the transcripts, an in-depth interview was carried out with six students who used negotiation strategies the most. The purpose of this interview was to ascertain the students' views and opinions on the "Spot the Differences" tasks and the patterns of the negotiation of meaning strategies use that they used over a period of training (one semester). To gain more details regarding specific negotiation strategies used by the six top students, the data collected from this interview in this study were analyzed. The questions asked were:

1. Do you think "Spot the Differences" tasks are useful for classroom interactions? If so, why?
2. What have you learned from the "Spot the Differences" tasks?
3. What are the patterns of negotiation of meaning strategies which you most often used when experiencing communication breakdown?
4. Why do you have to use the patterns of negotiation strategies while doing "Spot the Differences" tasks?
5. Do you think the patterns of negotiation of meaning are useful in real life communications?

Table 5.3: Students' Views and Opinions from the Depth Interviews

Question	Students' View and Opinion
<p>Interviewer Q1: Do you think “Spot the Differences” tasks are useful for classroom interactions? If so, why?</p>	<p>S1: Yes, it’s good because the “Spot the Differences” tasks helped me learn a lot of new vocabulary items and I was able to find spot the difference of the given paired pictures.</p> <p>S2: Yes, it’s good because I got to know how to ask for information, pronunciation and how to ask questions correctly. We then can use new words in conversation.</p> <p>S3: Yes, it’s good because I got to practice skills in using these techniques about how to answer questions and how to solve problems in conversation.</p> <p>S4: Yes, it’s good because it is for speaking practice to check if other people understand very well or it can be used to communicate with foreigners.</p> <p>S5: Yes, it’s good because I practiced conversation in pairs and I used 5 techniques that I learned to find the differences from the given paired pictures help with mutual understanding.</p> <p>S6: Yes, it’s good because I knew if my partner understood me or not. I learned a lot of new words.</p>

Table 5.3 (Cont.): Students' Views and Opinions from the Depth Interviews

Question	Students' View and Opinion
<p>Interviewer Q2: What have you learned from the “Spot the Differences” tasks?</p>	<p>S1: Speaking skill and pronunciation and use of confirmation checks in order to see if my partner or I use English correctly or not.</p> <p>S2: I learned how to find spot the differences and pronunciation of new words.</p> <p>S3: I learned how to use English language in daily life by using these techniques in conversation in order to help understanding.</p> <p>S4: I learned how to practice pronunciation and 5 techniques in asking questions correctly.</p> <p>S5: I learned a lot about the given paired pictures, for example, festivals: Loykrathong and Songkran. These activities made me understand how to do the task.</p> <p>S6: I learned new words, pronunciation and practiced conversation.</p>
<p>Interviewer Q3: What are the patterns of negotiation strategies which you most often used when experiencing communication breakdown?</p>	<p>S1: I used confirmation checks in order to see if my partner or I used English correctly or not. I used asking for repetition in order to get my partner to repeat what he said when I couldn't keep up with him or when I didn't understand, for example,</p> <p>“Pardon”. I asked my partner to repeat that again for comprehension.</p>

Table 5.3 (Cont.): Students' Views and Opinions from the Depth Interviews

Question	Students' View and Opinion
	<p>S2: I used asking for repetition in order to help me understand.</p> <p>S3: I used asking for repetition.</p> <p>S4: I practiced using questions, asking for repetition and confirmation checks in order to see if the question asked or pronunciation was correct or not.</p> <p>S5: For example, if my listening skill is bad or I don't understand I asked for repetition or more explanation.</p> <p>S6: Confirmation checks, appeals for help when I don't understand I used asking for help.</p>
<p>Interviewer Q4: Why do you have to use the patterns of negotiation strategies while doing "Spot the Differences" tasks?</p>	<p>S1: Because it can help make conversation easy and quick. I am able to use gestures in conversation and it makes me understand easily.</p> <p>S2: Because it can help me understand conversation. I can produce words correctly. I got to know how to ask for help, to check comprehension in order to check my understanding.</p> <p>S3: Because it can help me find the difference while doing the activities and also can help me check comprehension and ask for help.</p> <p>S4: Because if we can use these techniques we can do our own business, for example, small business, particularly in festivals. There are lot of foreigners who visit Thailand for shopping so we can use these techniques for communication.</p>

Table 5.3 (Cont.): Students' Views and Opinions from the Depth Interviews

Question	Students' View and Opinion
	<p>S5: When we faced communication breakdown we need 5 techniques to help understanding. We can make modified interactions.</p> <p>S6: So we can communicate better with friends.</p>
<p>Interviewer Q5: Do you think the patterns of negotiation of meaning are useful for communication?</p>	<p>S1: It is very useful because when we don't understand our conversation we can use these techniques to explain what we said until we understand. If I don't really understand my partner, my partner can use these techniques to explain to me until I understand. If we don't understand each other we can use both gestures and these techniques to help understanding.</p> <p>S2: When we meet foreigners if we don't understand each other we can use these techniques to help understanding.</p> <p>S3: Yes, if foreigners were buying things and they could not communicate very well we can use these techniques to help understanding.</p> <p>S4: Yes, it can help in conversation.</p> <p>S5: Yes, clearly, if foreigners visited Friendship Bridge 2 in Mukdahan we can use these techniques for communication when we misunderstand.</p> <p>S6: Yes, we can use these techniques to train our seniors and other people who cannot use English communicatively and we need to use English in daily life.</p>

5.6.1 Summary of Interview Findings

According to the results of the excerpts above which were selected from the transcripts in this present study, the interactive classroom activities contributed to conversational interactions and the negotiation strategies facilitated English language acquisition (Long, 1983; Mackey, 1999; Pica, 1994; Swain, 1995), focusing on communicative communication (Ellis, 1999). In order to support the qualitative findings from the

With regards to the students' views and opinions of the negotiation of meaning strategies used in conversational interactions with the "Spot the Differences" tasks, firstly, all students viewed the spot-the differences tasks as good for classroom interactions because they learned a lot of new vocabulary items, pronunciation and practiced the use of negotiation strategies in conversations based on the given paired pictures. For example, S3 said that "I got to practice skills in using these techniques about how to answer questions and how to solve problems in conversation. S5 said that "I practiced conversation in pairs that helped us both understand. I also used techniques that I learned to find the differences" from the given paired pictures. Secondly, all of them found that they learned a lot of new words, how to practice pronunciation and conversation, and use of negotiation of meaning strategies in order to help understanding. One of the students said that "I learned a lot about the given paired pictures, for example, festivals: Loykrathong and Songkran. These activities made me understand how to do the task." Thirdly, in terms of frequency use of negotiation strategies when facing communication breakdown, it was found that most of them used confirmation checks, appeals for help, and asking for repetition. One of the students claimed that "I used confirmation checks in order to see if my

partner or I used English correctly or not. I used asking for repetition in order to get my partner to repeat what he said when I couldn't keep up with him or when I didn't understand, for example, "Pardon?" I asked my partner to repeat that again for comprehension." Fourthly, the reasons why they had to use the patterns of negotiation of meaning while doing "Spot the Differences" tasks were that these strategies helped them understand conversation easily and quickly. For example, one of them said that "When we faced a communication breakdown we need 5 techniques to help understanding. We can make modified interactions". Another stated that "We can communicate better with friends". Finally, it was their view that the patterns of negotiation of meaning were useful in real life communication. For instance, three of them said that when they met foreigners, if they did not understand each other they could use these techniques to help them understand. One of them said that "It is very useful because when we don't understand our conversation we can use these techniques to explain what we said until we understand. If I don't really understand my partner, my partner can use these techniques to explain to me until I understand". Moreover, one of them suggested that paired activity was good for communication practice by saying "My partner acted as a teacher because my partner worked as a tutor or gave me some advice while doing task". To sum up, it was the view of all students that the "Spot the Differences" tasks were useful for basic speaking practice because they learned a lot of new vocabulary items, practiced pronunciation and conversation, and use of negotiation of meaning strategies when facing communication breakdown. They reported that these negotiation strategies could be used in real life situations.

5.7 Conclusions from the Qualitative Data

Based on the transcripts in this present study, it was found that the type of high-low pairing is a valuable tool in classroom interactions.

- One further benefit is that it gives students who have few chances to practice communication skill to get the opportunities to practice.
- The students' familiarity both with the task and with each other was very useful for learning English communicative competence. Knowing each other was an important reason that they were able to use negotiation patterns successfully and they were quite willing to assist each other to do the tasks quickly.
- Most of the students used the patterns of negotiation of meaning strategies in all areas, but single words were used the most by the high and low students.
- This study supported the observations that social cohesion as well as communicative competence is helped by negotiation strategies. Further, student-created utterances in the negotiated interactions were also quite likely.

In addition, interviews conducted with some of the students supported many of the above conclusions. For example, the students reported that the strategies made conversation quick and easier because they knew right away where the difficulties were. If one could not keep up with his/her partner, he/she were more likely to use a negotiation strategy. Both interlocutors made efforts until they understood each other. Having to speak English with partners helps improve their pronunciation skills. If one already knows the other has a problem with listening skills, asking for repetition is a way to work on it. In addition, the students got the chances to practice questions and

answers in an interactive setting. They reported that they learned many new vocabulary items during the activities. The patterns of negotiation of meaning strategies would be useful in real life, some said, and were also very good for classroom interactions. To quote one **“We can use these strategies when speaking with foreign visitors to Thailand or the many foreigners who live in Thailand.”**

CHAPTER 6

CONCLUSION AND DISCUSSION

6.1 Introduction

This chapter summarizes the research findings, discusses the quantitative and qualitative results, the observed and measurable effects of the negotiation strategies, limitations of the present study, theoretical implications of the study, the research design and in brief, as well as the measurement implications of the negotiation strategies, and the recommendation on how the negotiation of meaning strategies can enhance the learners' English communicative competence, its pedagogical implications, and further research possibilities.

6.2 Summary of the Research Findings

This present study clearly demonstrates the positive effects of the patterns of negotiation of meaning strategies in the "Spot the Differences" tasks found in nonnative-nonnative speaker (NNS-NNS) interactions. These positive effects are evident in both the quantitative and qualitative data. The findings strongly suggest that the negotiation of meaning strategies used by Thai lower secondary students in the "Spot the Differences" tasks be effective in facilitating their English communicative competence as well as improving the efficacy of NNS-NNS interactions during the language-learning tasks.

- One further benefit is that it gives students who have few chances to practice communication skill to get the opportunities to practice.
- The students' familiarity both with the task and with each other was very useful for learning English communicative competence. Knowing each other was an important reason that they were able to use negotiation patterns successfully and they were quite willing to assist each other to do the tasks quickly.
- Most of the students used the patterns of negotiation of meaning strategies in all areas, but single words were used the most by the high and low students.
- This study supported the observations that social cohesion as well as communicative competence is helped by negotiation strategies. Further, student-created utterances in the negotiated interactions were also quite likely.

From the attitude questionnaire administered among all the 34 students in the experimental group, the students reported positive attitudes towards the negotiation of meaning strategies used in the communicative information gap tasks, in this case the 12 "Spot the Differences" tasks. In particular, the findings from the semi-structured in-depth interview of the six selected students show that the use of negotiation strategies through conversational interactions in "Spot the Differences" tasks was found beneficial in enhancing both accuracy and fluency, such as improving pronunciation, helping learners formulate questions and answers, acquiring new vocabulary as well as getting better at pair work.

6.2.1 Quantitative Results

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.

In terms of the frequency of use of each of the negotiation of meaning strategies, including comprehension checks, confirmation checks, clarification requests, appeals for help, and asking for repetition, it was found that comprehension checks (CPC) were most frequently used by the students. The results suggested that the students could use the negotiation strategies better to bridge communication gaps.

6.2.2 Qualitative Results

According to the conversation transcripts in this present study (See Appendix A), it was found that a number of dyads interacted to negotiate for meaning or understanding when they did not understand each other.

1. The data reveal interactional modifications based on the given tasks which contributed to the students' need and effort in negotiating for meaning. Thus, it was concluded that the students paid more attention using the patterns of negotiation of meaning strategies when facing a communication breakdown.

2. High-low pairings proved an effective method for classroom interaction. According to the conversation transcripts, the high students (HS) did a good job in helping the low students (LS) in doing tasks.

3. Evidence from the classroom observation checklist revealed that the classroom atmosphere and classroom organization were good. It was also found that student's attention to the introductory lesson, their level of interests in the tasks, and their active participation in the tasks were high.

4. The interview findings suggested that the employment of negotiation strategies through conversational interactions in "Spot the Differences" tasks was useful in improving pronunciation, forming questions and answers, getting better at pair work, and learning new vocabulary. Thus, we can conclude that the 12 "Spot the Differences" tasks helped enhance both the fluency and accuracy of the learners.

6.3 Observed and Measurable Effects of the Patterns of Negotiation of Meaning Strategies Used in "Spot the Differences" Tasks

There are numerous possible effects of the patterns of negotiation of meaning strategies used in "Spot the Differences" for the present study.

6.3.1 The activity used in this study, "Spot the Differences," was localized to the students' environment. Therefore, the students are eager and motivated to learn a

new set of the vocabulary items in English, which are relevant to their local contexts and daily routine but are not taught in a typical English lesson.

6.3.2 Thus, it could be said that the “Spot the Differences” tasks, when combined with the use of patterns of negotiation strategies, were suitable for Thai lower secondary students from the same language and class background.

6.3.3 The study found it particularly effective in a one-way information gap activity within a nonnative-nonnative speaker (NNS-NNS) interaction.

6.3.4 It could be said that the tasks used for the present study were effective in facilitating FL / L2 acquisition (Long, 1983, 1996, Pica et al. (1993). The results of the present study revealed that the one-way information gap tasks such as the “Spot the Difference” tasks worked very successfully in the nonnative-nonnative speaker (NNS-NNS) interactions.

6.3.5 Once students were able to describe or name every item or activity in the picture, they were able to discuss what they saw in an expanded interaction. Necessary pre-task scaffolding included the ability to name every item / activity in the picture, pronounce each item correctly, and know how to form a question. Additional scaffolding included extensive practice in how to explain what they could see in the picture by themselves.

6.3.6 The results also suggested that the role of the input given and the type of classroom interaction were effective in the language learning process (See Appendix H).

6.3.7 The students who had a chance to negotiate meaning were able to improve their communicative competence more quickly.

6.3.8. The negotiated interactions seemed to provide the NNS-NNS dyads with the models of what the outcome could sound like.

6.3.9 Learners used the semantic units to build the target language they need to convey the meaning they wanted.

6.3.10. Learners acquired the patterns of negotiation of meaning strategies in order to further their grasp of EFL learning while communicating with each other.

6.3.11. Learners seemed to utilize the patterns of negotiation of meaning strategies quite readily in the NNS-NNS dyads.

6.4 Limitations of the Present Study

The current study is limited in several ways.

6.4.1. The present study focused on NNS-NNS interactions in dyad settings.

6.4.2. The study was conducted over a period of one semester (20 weeks). The students were trained two hours per week by the researcher.

6.4.3. The participants were from two educational extension schools in rural Mukdahan province. Originally, the two groups of student participants were planned to be drawn from the same school, but it was possible due to a small number of students. Consequently, the experimental group was from another school. However, in order to make certain of the equality of the participants, the Grade 8 English exam scores were tested by t-test to see if there was any significant differences between the two groups.

6.4.4. Since the present study was to see how negotiation strategy facilitated students' English communicative competence students' performing tasks focused on meaning, not on forms. The conversational interaction analyses were based on the

coding scheme of negotiation of meaning in Long's (1983, 1996) study and the studies by Mackey (1999), Mackey et al. (2000), Mackey and Oliver (2002), including CPC, CFC, CRR, APH, and AFR. As a result, the findings of the present study suggested an effect of negotiation strategies in the English language used only in helping students develop their basic oral English communicative competence.

6.4.5 The findings of the study cannot be generalized to other learners' proficiency levels and regions of Thailand. This is because the sampling for probability is not the primary concern and it is non-probability sampling which does not involve random selection, so the specific groups selected due to geographical area are investigated. Also, the study used purposive sampling which is very useful to this situation because a convenient access to the targeted sample is needed with a purpose in mind.

6.4.6. The participants in the present study had never been trained to use negotiation strategies or to do "Spot the Differences" tasks, so the other sampling methods for participants obtained would not have served the purpose of the present study, except for using purposive sampling, particularly intact groups.

In conclusion, all the difficulties mentioned above contributed to the limitations of the study in dyadic interaction, a period of training, the intact groups, the participant's background, the focus on meaning, the coding scheme, and no random selection; however, the results of the investigation revealed the positive effects of the negotiation strategies training which could be useful for English language teaching and learning in a real EFL context, particularly in Thailand.

6.5 Theoretical Implications of the Study

The theoretical framework of the present study was based on Krashen's second language acquisition (SLA) theory (1985, 1994) and Long's interaction hypothesis (1983, 1996). Long stated that second language acquisition research findings mainly emphasized face-to-face conversational interactions:

Negotiation for meaning is the process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved.

(Long, 1996, p. 418).

Long (1996) has also made connection between conversation, negotiation and interlanguage development as interaction hypothesis:

Negotiation of meaning, and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive way (pp. 451-452).

Thus, this theoretical framework for the present study was formed based on negotiation strategies for training students through conversational interactions in "Spot the Differences" tasks. Based on the interaction hypothesis above, both Long and Krashen believed that if learners get comprehensible input, they could have a good source of acquisition because it is necessary for the language acquisition process. Therefore, the theoretical implication of the study based on the negotiation of meaning process was effective in an effort to communicate among NNS-NNS interactions. This is because, during the interactions, communication breakdown occurred and the interlocutors could let their partners know of the confusion or misunderstanding using negotiation of meaning strategies, such as comprehension checks, confirmation checks, clarification requests, appeals for help, and asking for

repetition. The interlocutors actively needed the use of negotiation of meaning strategy (Long, 1996, Pica et al., 1993, Mackey and Oliver, 2002). This point of views mentioned above, therefore, became the theoretical framework for the present study.

6.6 Research Design

6.6.1 The Study

The present study was quasi-experimental research with a pre-test and post-test design. The populations were Mattayom Suksa 3 (Grade 9) students, enrolled in English language for basic education (E33101) from two village schools in Mukdahan, Thailand. The participants were obtained by the purposive sampling method since a convenient access to the targeted sample was desirable. The experimental and control groups of 34 students each were put into 17 high-low dyads based on their Grade 8 English scores. Both groups were trained in doing “Spot the Differences” tasks over a period of a 20-week semester by the researcher. The experimental group was trained using negotiation of meaning strategies, but the control group was not. A pre-test was administered to both groups. During the experiment, a classroom observation checklist was used to observe the students’ learning behaviors. At the end of the program, a post-test and an attitude questionnaire were administered to both groups. An in-depth interview was carried out at the end of the study.

6.6.2 Tasks Used

Information gap tasks labeled “Spot the Differences” tasks were used in the classroom interactions. The purpose of doing “Spot the Differences” tasks was to

have the H-L students share information and find a small number of differences in order to complete the task. The tasks used were designed by the researcher based on Ur's (1981) work, consisting of 12 paired pictures:

- 1) Loy Krathong Festival
- 2) Songkran Festival
- 3) Rocket Festival
- 4) Kite flying Festival
- 5) Temple Scene
- 6) Country Scene
- 7) Fresh Food Market Scene
- 8) Thai Kitchen Scene
- 9) Living Room Scene
- 10) Office Scene
- 11) Long Boat Racing
- 12) Floating Market

For the pre-test, a "Bedroom Scene" was designed and a modified version "Living Room Scene" was used for the post-test.

6.6.3 Negotiation of Meaning Strategy Training

To improve communicative competence in the present study, the students from the experimental group were introduced to 5 interactional features (CPC, CFC, CRR, APH, and AFR) to make use of the strategies during conversation in the given "Spot the Differences" tasks. In so doing, the researcher as a teacher was responsible for providing students opportunities to negotiate for meanings during conversational interactions in which the students had control of the topics and language use (Brown,

2001, Ellis, 1999). This suggested that it helped further English language development as seen in the Excerpts 1-15. Before performing the task, students were given a chance to practice negotiating for meanings. For example, to review asking and answering questions in the relative topics, the students asked the teacher such questions in a conversation on Songkran Festival:

S1 : Teacher, What do you say “Rod Nam” in English?

T : Sprinkling water on each other.

S2 : Pardon? —→ Asking for repetition

T : Sprinkling water on each other.

The data above show that the listener (S2) let the teacher know of the communication breakdown by asking for repetition. This means the teacher’s review could lead to further language development for the students. In addition, the students were given a handout of samples of c-unit and negotiation strategies used in conversations (See Appendix B). Before doing the task, Ur (1981), p. 52) proposed that “paired pictures be prepared, identical except for a given number of small differences. The students be divided into pairs, each with a different version, and they have to discover the differences through speech alone; they are not allowed to see each other’s pictures”. Beyond the instruction on negotiation strategy, the students were taught the use of prepositions and question forms, for example:

“Is there / Are there ... in your picture?”

“How many ... are there / do you have in your picture?”

“Where is the ... in your picture?”

“What is the ... like?”

Additionally, the form of simple declarative descriptions was taught, for example, “The umbrella is behind the sofa,” “There are two umbrellas in my picture”. The instruction demonstrated above represented a pre-teaching activity for the present study and the important stage of the activity was that the students needed to name and describe items in the picture. The stage was very useful in helping them understand the relative topic during interaction because this scaffolding provided the instructional support that enabled the students to make progress in communication skills in order to reach communicative competence in their interactions. Furthermore, the pronunciation practice of new vocabulary items in the scaffolding was also a very important stage because it helped boost the students have confidence. Consequently, they made progress in language development. The pre-teaching activity discussed above had the desired effect of negotiated interaction on the English language acquisition process. Thus, it could be said that preparing students to use the negotiation strategies successfully is very important because given enough preparation and support before an interaction, the students could learn the language effectively.

6.6.4 Summary of Research Design

The present study was quasi-experimental research conducted with 68 Mattayom Suksa 3 students enrolled in English language for Basic Education (E33101) from 2 educational extension schools during a period of 20 week semester. They were received by purposive sampling. The participants were arranged into the experimental and the control groups. The participants from both groups were paired to form the high-low level students in doing the tasks. The tasks used in the study were “Spot the Differences” tasks designed by the researcher based on Ur’s (1981) work,

included 12 paired pictures. The experimental group was trained in using negotiation strategies, but the control group was not.

6.7 Measurement Implications of Negotiation of Meaning

In terms of the measurement implications of negotiation of meaning for the present study, the interactional feature analysis of utterances was used to analyze the involvement of the coding scheme based on 5 areas of negotiation strategies, namely CPC, CFC, CRR, APH, and AFR. Before analyzing the conversational transcripts, three experts on discourse were given the conversational transcripts with definitions of negotiation of meaning strategies and assigned to analyze the patterns of the negotiation strategies used by the students in order to confirm inter-rater reliability. The purpose of confirmation reliability was to check the agreement of the inter-rater reliability for interaction analysis based on the variable of the negotiation strategies. In doing so, the three experts checked the consistency of utterances of negotiation strategies utilized and categorized against the given definitions (Merrigan and Huston, 2004). The following coding schemes of negotiation strategy are shown in the Table 6.1 below:

Table 6.1: Negotiation of meaning strategies and samples of coding scheme based on Long (1983, 1996).

<p>1. Comprehension checks (CPC) Definition: an utterance which shows an effort on the part of the speaker to anticipate and prevent a breakdown in communication</p>	<p>Samples of coding scheme:</p> <ul style="list-style-type: none"> - Understand? - You understand? - Do you understand? - Do you understand me? - You know? - You know what I mean?
<p>2. Confirmation checks (CFC) Definition: any expressions immediately following an utterance by the interlocutor which is designed to elicit confirmation that the utterance has been correctly heard or understood by the speaker, including all a part of the statements accompanied by rising intonation</p>	<p>Samples of coding scheme:</p> <ul style="list-style-type: none"> - The man? - The man, right?
<p>3. Clarification requests (CRR) Definition: any utterances to elicit clarification of the interlocutor's preceding utterance (s)</p>	<p>Samples of coding scheme:</p> <ul style="list-style-type: none"> - What? - What do you mean? - What do you mean by that? - Could you repeat / say that again? - Again please - Please say that again - I don't understand - I don't follow
<p>4. Appeals for help (APH) Definition: any expression which shows the speaker is having trouble and asking for help</p>	<p>Samples of coding scheme:</p> <ul style="list-style-type: none"> - Sorry, I don't understand - Excuse me, I don't understand
<p>5. Asking for repetition (AFR) Definition: any utterances used when interlocutors do not hear or understand what each interlocutor said</p>	<p>Samples of coding scheme:</p> <ul style="list-style-type: none"> - Sorry? - Pardon? - Pardon me? - I beg you pardon?

In short, the measurement implication of negotiation of meaning strategies was based on the 5 areas of coding scheme. The students' conversational interactions were approved by three experts in order to see inter-rater reliability.

6.8 How Negotiation of Meaning Strategies can Enhance English

Communicative Competence

The main purpose of the present study was to investigate the effects of negotiation strategies on English language used in spot-the difference tasks, so the involvement of the students' conversational interactions was discussed. Savignon (1997, cited in Moss, 2006) stated that to increase communicative competence, learners should be able to understand and interpret messages, understand the social contexts in which language is being used, apply the rules of grammar, and use strategies to prevent communication breakdown. Based on Savignon's (1997) theory, the results of the present study could be discussed in the following points.

6.8.1. The students were able to share and exchange the information from the given tasks when they were engaged in classroom activities such as dyadic interactions. For example, while the students were finding the differences, they were able to apply the rules of grammar in asking the questions such as "How many umbrellas are there in your picture?" or using the form of simple declarative descriptions in their words to explain the word "clock" such as "The time is er a.m. or p.m." Although the meaning of this statement above is indirectly involved, another interlocutor was able to interpret the message. This could lead to the provision of negotiation strategy in preventing communication breakdown. The data show the increase of communicative competence.

6.8.2. The students were able to choose the negotiation strategies (CPC, CFC, CRR, APH, and AFR) which they expected could help solve communication breakdowns (See table 6.1). This could lead to create effective interactions and the provision of understanding between them.

6.8.3. Based on the transcripts of the present study, some dyads learned the English language by listening to their interlocutors, particularly the low students. Although they might not be able to produce the language to convey their meaning, they could make use of the language being used while listening to their interlocutors (the high students). This could lead to an understanding of the relative topic of their talk.

6.8.4. The students were able to respond to their interlocutors using an element of negotiation strategies several times for one topic until they understood. This shows that it helped them modify interactions, which means that the interlocutors understood each other.

In order to see how negotiation strategies facilitate communicative competence, the example from Excerpt 12 below displays how the appeal for help (APH) used in a conversation between M and L promotes English communicative competence.

Table 6.2: An example of APH in research observation

Students (M and L)	How APH facilitates communicative competence	Research observation
89 M	... Is there the clock are there In your picture.	M started her turn by asking the question.
90 L	Sorry, I don't understand (APH)	L indicated that he did not understand and asked for help.
91 M	The clock is uhm time time is er	In response to L's lack of

	a.m. or p.m.	understanding, M described the word “clock” by producing a simple declarative description, such as “the clock is uhm time time I er a.m. or p.m.”.
92 L	Yes	L indicated that he understood.
93 M	How many the clock are there in your picture.	M continued asking the new question.
94 L	I have one, and you?	In response to M, L indicated that he understood the question asked and gave the answer.
95 M	I have one too, where is it.	M indicated that she understood and continued asking the new question.
96 L	In the wall, and you?	L indicated that he understood the question asked.
97 M	On the wall too. Is there the feather duster. Understand?	M indicated that she understood and added the “too” to in crease communicative competence.

The data in the excerpt above show that the interlocutors (M and L) were negotiating for meaning in which the APH is used to prevent communication breakdown. As seen above, the interlocutors make the efforts to meet a mutual understanding and also produce modified interactions. It is seen that they acquired the English language by producing questions (See Turns 89, 93, 95). According to Turn 89, M asked the question about the “clock”, appearing in the given paired pictures at which they were both looking. In Turn 90, L used the APH strategy because he did not the word “clock” and asked for help. M tried to describe the “clock” in her words which were not taught in the classroom. The evidence shows that the APH used by L led to English language acquisition and communicative competence because it helped prevent communication breakdown (Long, 1983, 1996,

Swain, 1985, Savignon, 1997); consequently, both interlocutors reach outcomes because they understood each other. Thus, based on the data above, it could be said that the negotiation strategy helped promote communicative competence and facilitate English language acquisition as claimed by the negotiated interaction researchers above.

In conclusion, the patterns of negotiation of meaning strategies training were found to promote English communicative competence. When the interlocutors faced communication gaps, they took more opportunities to use more common negotiation strategies to solve the problems and also to bridge conversational interactions smoothly while doing the tasks.

6.9 Pedagogical Implications

A number of researchers (e.g., Long, 1983, 1996; Pica et al., 1993; Mackey, 1999; Mackey et al., 2000; Mackey and Oliver, 2002; Gass and Varonis, 1994; and Moss, 1997) found that learner-learner interactions were effective for language learning and facilitated second language acquisition. The evidence from the present study shows the following pedagogical implications.

6.9.1. The results of this present study confirmed the claims above and called for more learner-learner interactions where learners are engaged in communicative information gap tasks. The type of dyadic interactions such as the H-L students should be formed where learners are provided with opportunities to negotiate for meaning because it is facilitative in developing language learning process.

6.9.2. According to the results of the present study, the H-L pairings played an effective role in classroom setting when the students completed the task. For example,

the H students helped the L students understand what they talked about because the H student as the more competent interlocutor was able to trigger interactional adjustments such as negotiation of meaning (Long, 1996).

6.9.3. The present study can also represent cooperative learning, that a number of researchers claimed is useful in the classroom.

6.9.4. In addition, the information gap tasks such as the designed spot-the-differences tasks matched the provisions of negotiation of meaning process, for example, the items in the paired pictures given to the students motivated them to negotiate for meaning (See Appendix H). The tasks designed were based on familiarity, such as Thai culture and events, festivals, and every day life situations. Therefore, the authenticity of these designed tasks could be used as local curriculum in English language subjects for the Basic Education Curriculum in Thailand.

6.9.5. Thai teachers of English who teach in primary and secondary schools could make use of the type of learner-learner interactions, particularly the H-L pairings in order to promote negotiation of meaning among their students. Besides, designing spot-the-difference tasks is not difficult for teachers, taking into consideration the task difficulty and the students' proficiency level. Based on the results of the present study, the classroom interaction was useful in providing students with opportunities to share and exchange information through the negotiation of meaning process and therefore increasing students' communicative competence.

6.9.6. The research findings of the present study also revealed that the students were motivated to learn what they needed to know, particularly their familiarity with the tasks, such as new vocabulary items, pronunciation, and how to ask and answer the questions. One advantage of the negotiation of meaning process is that the

teachers could closely monitor their student's mistakes or progress made while they are doing task. This could give a good chance for teachers to know the good or the weak points of their students individually and the teacher could note the highlights from the students' performance in order to give them feedback in terms of the correct forms, pronunciation, and the right way to say it.

6.9.7. Based on the present study, another advantage of dyadic interaction is the increase in the students' motivation in cooperative learning because it helped the shy students, who do not want to speak English in front of the whole class, to speak out and express themselves in front of their interlocutors. In addition, the teachers are freed from the usual role of instructor-corrector-controller (Ur, 1981), because they act as helpers or monitors to assist individual students' performance.

6.9.8. As discussed above, if Thai teachers of English use the classroom interaction activities, it would be a useful practice for their class because the students could learn from each other, particularly, the high students could teach the low students some vocabulary items, pronunciation and forms through negotiated interactions in spot-the difference tasks.

6.9.9. In the light of the tasks used for classroom interactions, the research findings suggested that the negotiation of meaning process matched the "Spot the Differences" tasks because it helped the students develop communication skills. Evidence from the students participating activities in the tasks confirmed that the "Spot the Differences" tasks were useful in helping them learn new vocabulary items and take opportunities for pronunciation practice. The students also reported whatever they had learnt from the classroom activities useful in real life situations. Their claims are a challenge for Thai teachers of English who teach in primary and

secondary schools to design the “Spot the Differences” tasks for their classroom activities. Thus, teachers should take into consideration the tasks used in their classroom. Indeed, in order to benefit from the tasks, teachers should design the tasks based on students’ interests, Thai culture and events, festivals, and daily life, because the characteristics of the tasks were anticipated as prior knowledge of the students which enabled them learn English language quickly.

6.9.10. The findings from the classroom observation checklist suggested that every student took an equal opportunity for interacting in conversation in order to reach comprehensible input. The data show that the interlocutors played their roles in helping each other to complete the tasks. The claims above contribute to language learning and teaching because teachers could take an opportunity to teach their students individually and to help them individually in their classroom. Thus, the negotiation of meaning process through dyadic interactions will enable teachers to know more about their students. This point of view is an important factor in the learning process,. For example, student A may need to learn how to form questions such as “Is there / Are there.....?”, while student B may not. Thus, if teachers know the students’ background knowledge, they could give help where needed for further remedial language learning plans.

6.9.11 As the study was carried out in the Thai context, the participants were from the same language background. Their mother tongue is original I-san (northeastern) dialect. The learning environment of the participants did not contribute to students’ English language learning because they use their mother tongue in everyday life and they came from poor families and low in-come group. Thus, they also have no opportunities for using English language in real life situations. Their

English language background was low because the students viewed the English language as difficult for them; as a result, the students have bad attitudes towards the English language, particularly for communication. Also the Thai teachers of English who take care of English classes lack knowledge in pronunciation, grammatical structures, functions and teaching techniques because they were not educated English majors and were not trained to teach English; nevertheless, they have to teach English. Consequently, the students had negative attitudes towards English and had no chance to use English. Consequently, before being trained negotiation strategies, the students really needed to practice pronunciation, learn new vocabulary items, the use of prepositions and expressions, and questions forms. As a result, a couple of periods per week of training was not enough. This was caused by the students' lack of background knowledge, so a lot of time was wasted, in my view.

To sum up, it could be said that if Thai teachers of English plan to train their students using negotiation strategies in "Spot the Differences" tasks, their students will take the opportunities to develop their English language for communicative competence, as found in the present study.

6.10 Implications for Further Research

At present, communication research has been increasingly conducted because the field results in one of the greatest changes to people's everyday lives. Consequently, the methodology investigated in this study could be applied to address the following issues:

6.10.1. A number of studies (e.g., Chun, 1994; Beauvois, 1992; and Fernandez-Garcia, 2002) on negotiation of meaning through conversational

interactions dealing with computer-mediated communication such as the Internet, World Wide Web, and email focused on forms; it was found that the electronic communication made a greater success in the language acquisition. On the other hand, little research has been conducted by face-to-face-interaction in the classroom, particular in NNS-NNS interactions. Evidence from the findings in the present study revealed that the NNS-NNS interaction in the classroom was effective in facilitating English communicative competence. However, further research could extend this present study by investigating the effects of negotiated interactions on the development in asking and answering questions, pronoun references, and singular and plural nouns. It should be noted that although the present study did not focus on form, the students were able to identify some errors. Therefore, the teaching of form is worth investigating.

6.10.2. Further research could extend the study by adding more dyads per group which is typical in the Thai EFL context of a large class in order to arrive at more generalizable results.

6.10.3. Further research should study many more different types of communicative tasks used through negotiated interactions, for example, picture sequence, odd man out and so on in order to see which type of task will be more effective in promoting English communicative competence.

6.10.4. Further research should be conducted with students' high proficiency level students such as high school or university students in order to see how negotiation of meaning strategies facilitate English language acquisition, not only for communicative competence.

6.10.5. Since the methodology investigated could be applied as a basic communicative competence practice, further research should investigate the methodology to employ as the best practice for EFL learners.

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APPENDIX A

TRANSCRIPTS

The Patterns of Negotiation of Meaning Used for this Study

1) **Comprehension Checks (CPC):** an utterance which shows an effort on the part of the speaker to anticipate and prevent a breakdown in communication, such as:

- **Understand?**
- **You understand?**
- **Do you understand?**
- **Do you understand me?**
- **You know?**
- **You know what I mean?**

2) **Confirmation Checks (CFC):** any expressions immediately following an utterance by the interlocutor which is designed to elicit confirmation that the utterance has been correctly heard or understood by the speaker, including all a part of the statements accompanied by rising intonation, such as:

- **The man?**
- **The man, right?**

3) **Clarification Requests (CRR):** any utterances to elicit clarification of the interlocutor's preceding utterance (s), such as:

- **What?**
- **What do you mean?**
- **What do you mean by that?**
- **Could you repeat / say that again?**
- **Again please**
- **Please say that again**
- **I don't understand**
- **I don't follow**

4) **Appeal for Help (APH):** any expression which shows the speaker is having trouble and asking for help, such as:

- **Sorry, I don't understand**
- **Excuse me, I don't understand**

5) **Asking for Repetition (AFR):** any utterances used when interlocutors do not hear or understand what each interlocutor said, such as:

- **Sorry?**
- **Pardon?**
- **Pardon me?**
- **I beg your pardon?**

Conversational Transcription Notation Used for this Study

Symbol	Name	Function
[]	brackets	beginning or ending of overlapping utterances
()	parentheses	unclear words / sounds
?	question mark	rising intonation
.	period	falling intonation
..	2 dots	a pause less than 5 seconds
...	3 dots	a pause more than 5 seconds
,	comma	indicates continuation

Transcripts from the Post-test of Experimental Group: 17 dyads

(1) Niwet-Manirat (N-M): 10.24 minutes

- 1 M: Is there the is there the toy car in your picture? **Understand?** —→
comprehension checks
- 2 N: No **sorry, I don't understand** —→ *appeal for help*
- 3 M: I mean is there the toy car in your picture?
- 4 N: No
- 5 M: I mean toy car is there toy car in your picture?
- 6 N: No (), and you? ..
- 7 M: Yes
- 8 N: How many how many toy car in your picture?
- 9 M: Yes
- 10 N: Where it is.
- 11 M: It it toy car in front of .. In front of the boy is there the family picture in your picture?
- 12 N: Yes, and you?
- 13 M: Yes how many family picture are there in your picture. **understand?** —→

- Comprehension Checks** 14 N: Yes .. there is one family picture in my picture?, and you?
- 15 M: There is family there is one family picture in my picture where is where is family picture in your picture?
- 16 N: It .. it .. it next to the wall, and you?
- 17 M: Is hanging the wall is there the stand in your picture?
- 18 N: **Sorry, I don't understand** —→ *Appeal for Help*
- 19 M: I mean the stand in your picture
- 20 N: No, and you? ..
- 21 M: Yes
- 22 N: How many the stand in your picture?
- 23 M: There is stand in my picture
- 24 N: Where it is ..
- 25 M: In behind sofa
- 26 N: Is there the umbrella in your picture?
- 27 M: Yes
- 28 N: How many umbrella in your picture?
- 29 M: **Sorry, I don't understand** —→ *Appeal for Help*
- 30 N: I mean how many umbrella in your picture?
- 31 M: Yes there is umbrella there is one umbrella in my picture
- 32 N: Where it is.
- 33 M: In .. next to umbrella table
- 34 N: Is there plug in in your picture?
- 35 M: What?
- 36 N: I mean is there plug in in your picture?
- 37 M: Yes .. , and you?
- 38 N: Yes how many plug in in your picture?
- 39 M: There is there is one plug in my picture
- 40 N: Where it is ...
- 41 M: In .. between telephone and basket is there the window in your picture?
- 42 N: Yes, and you?
- 43 M: Yes how many window are there in your picture ...
- 44 N: It ...
- 45 M: **Again please** —→ *Clarification Requests*
- 46 N: Yes it next to picture? the picture, and you?
- 47 M: Is there is there one window in my picture where is where is the window in my in your picture?
- 48 N: **Sorry, I don't understand** —→ *Appeal for Help*
- 49 M: I mean where is window in your picture? **understand?** —→ *Comprehension Checks*
- 50 N: No no **sorry, I don't understand** —→ *Appeal for Help*
- 51 M: I mean where is the window in your picture in in in room in hanging the wall
- 52 N: Yes () in room
- 53 M: Is there the telephone in your picture?

54 N: Yes, and you?

55 M: Yes how many telephone are there in your picture? [**understand?** —→

Comprehension Checks

56 N:

[**Sorry, I don't understand**—→

Appeal for Help

57 M: I mean how many telephone are there in your picture?

58 N: Yes .. is is there one the telephone in my picture?, and you?

59 M: Yes is is there one telephone in my picture where is it the telephone in your picture?

60 N: The telephone is on the sofa, and you?

61 M: The telephone is on the table in my picture

62 N: There is a picture in your picture?

63 M: Yes

64 N: How many picture in your picture?

65 M: **Again please** —→ ***Clarification Requests***

66 N: I mean how many picture in your picture?

67 M: Yes there is picture in one picture ..

68 N: There is the boy in your picture?

69 M: Yes

70 N: How many the boy in your picture?

71 M: There in one boy in my picture

72 N: Where it is?

73 M: The boy in front of the table ..

74 N: Is there the television in your picture?

75 M: **Sorry, I don't understand** —→ ***Appeal for Help***

76 N: I mean is your the television in your picture?

77 M: Yes, and you?

78 N: Yes how many picture in your picture sorry how many television in your picture?

79 M: There is one television in my picture, and you?

80 N: Yes there is one television in my picture where it is?

81 M: **Again please** —→ ***Clarification Requests***

82 N: I mean where it is?

83 M: The television on the on the desk

84 N: Where is the cat in your picture?

85 M: Yes, and you?

86 N: Yes how many the cat in your picture?

87 M: There are there are cat there are two cat in my picture, and you?

88 N: Yes there is one cat in my picture where it is?

89 M: The cat the cat in front of the () in my picture is there the umbrella in your picture?

90 N: Yes, and you?

(2) Ninlawan-Kittikun (N-K): 9.18 minutes

1 K: Is there a cat in your picture?

- 2 N: Yes, and you?
 3 K: Yes how many a cat in your picture?
 4 N: One I have one too, and you?
 5 K: I have two .. is .. is .. it is where is?
 6 N: On the table, and you? ...
 7 K: Is there a television in your picture?
 8 N: Yes, and you?
 9 K: Yes how many television in your picture?
 10 N: I have one too, and you?
 11 K: I have one where it is?
 12 N: On the desk, and you?
 13 K: On the table .. how many television in your picture? ..
 14 N: One .. , and you?
 15 K: One .. where it is?
 16 N: On the desk, and you?
 17 K: On the table it is .. er it is .. it is the book in your picture? ..
 18 N: Yes, and you? ..
 19 K: Yes how many a book in your picture?
 20 N: I have one too, and you?
 21 K: I have one where it is? ... **understand?** —→ *Comprehension Checks*
 22 N: No ..
 23 K: How many a book in your picture?
 24 N: One, and you?
 25 K: One where it is?
 26 N: () Next a book next to the desk, and you?
 27 K: On the desk .. it is a .. it is a cat in your picture?
 28 N: Yes, and you?
 29 K: Yes how many a cat in your picture?
 30 N: I have one, and you?
 31 K: I have two where it is?
 32 N: On the table, and you?
 33 K: Next to the desk .. it is telephone in your picture?
 34 N: Yes .. , and you?
 35 K: Yes how many telephone in your picture?
 36 N: I have one, and you?
 37 K: I have one where it is?
 38 N: On the sofa, and you?
 39 K: On the desk .. it is a sofa in your picture?
 40 N: Yes, and you?
 41 K: Yes how many sofa in your picture?
 42 N: I have two, and you?
 43 K: I have one too too where it is? .. **you understand?** —→ *Comprehension Checks*
 44 N: No, and you?

- 45 K: Next to the desk it is television in your picture?
 46 N: Yes, and you?
 47 K: Yes how many television in your picture?
 48 N: One, and you?
 49 K: One where it is?
 50 N: On the desk, and you?
 51 K: On the desk .. it is a picture in your picture?
 52 N: Yes, and you?
 53 K: Yes how many picture in your picture?
 54 N: One, and you?
 55 K: Two where it is? .. **understand?** —→ *Comprehension Checks*
 56 N: No, and you? ..
 57 K: Next to room is there a football in your picture?
 58 N: Yes, and you?
 59 K: Yes how many football in your picture?
 60 N: One, and you?
 61 K: One where it is?
 62 N: On the table, and you? ..
 63 K: Under the room .. is there a .. is there a book in your picture?
 64 N: Yes, and you?
 65 K: Yes how many a book in your picture?
 66 N: One, and you?
 67 K: One where it is? **you understand?** —→ *Comprehension Checks*
 68 N: No, and you?
 69 K: On the desk is there a cat in your picture?
 70 N: Yes, and you?
 71 K: Yes how many a cat in your picture? .. **you understand?** —→ *Comprehension Checks*
 72 N: No, and you?
 73 K: One two where it is?
 74 N: On the table, and you?
 75 K: Next to the sofa .. is there a .. telephone in your picture?
 76 N: Yes
 77 K: How many telephone in your picture?
 78 N: One, and you?
 79 K: One where it is?
 80 N: On the sofa, and you?
 81 K: On the desk .. is there a desk in your picture?
 82 N: Yes, and you?
 83 K: Yes how many a desk in your picture?
 84 N: One .. , and you?
 85 K: Two where it is?
 86 N: Next next to the table, and you?
 87 K: Next to the table .. is there a sofa in your picture?

- 88 N: Yes, and you?
 89 K: Yes how many a sofa in your picture?
 90 N: Two, and you?
 91 K: Two where it is? .. **understand?** —→ *Comprehension Checks*
 92 N: No, and you?
 93 K: Next to the desk .. is there a television in your picture?
 94 N: Yes, and you?
 95 K: Yes how many television in your picture?
 96 N: One, and you?
 97 K: One where it is?
 98 N: On the desk, and you?
 99 K: On the table

(3) Chanphen-Suradin (Ch-S): 9.40 minutes

- 1 S: Is there .. is there the telephone .. in your picture.
 2 Ch: Yes
 3 S: How many telephone are there in your picture.
 4 Ch: I have one
 5 S: Where it is.
 6 Ch: On the sofa .. , and you? ..
 7 S: Telephone on the desk
 8 Ch: Is there the clock in your picture?
 9 S: Yes
 10 Ch: How many clock are there in your picture.
 11 S: I have clock I have two
 12 Ch: Where it is ... () ... is there the ball in your picture.
 13 S: Yes
 14 Ch: How many ball are there in your picture.
 15 S: One I have one
 16 Ch: Where it is .. is there the umbrella in your picture? **understand?**—→
Comprehension Checks
 17 S: No no
 18 Ch: Umbrella ... how many umbrella are there in your picture.
 19 S: Yes
 20 Ch: How many umbrella.
 21 S: I have one umbrella
 22 Ch: Where it is ... what is the umbrella like your picture? **understand?** —→
Comprehension Checks .. **understand?** —→ *Comprehension Checks*
 23 S: No ... **again please** —→ *Clarification Requests*
 24 Ch: What is the umbrella like your picture ... is there a book in your picture?
 25 S: Yes
 26 Ch: How many book are there in your picture.
 27 S: I have one book

- 28 Ch: Where it is.
 29 S: A book on on the desk, and you?
 30 Ch: Near a book near near ... is there the remote control in your picture?
 31 S: Yes ..
 32 Ch: How many remote control are there in your picture.
 33 S: I have one remote control
 34 Ch: Where it is ... **understand?** .. —→ *Comprehension Checks*
 35 S: No ...
 36 Ch: Where it is ...
 37 S: Remote control on the .. sofa, and you?
 38 Ch: Between the sofa () is there the family picture in your picture?
 39 S: Yes
 40 Ch : How many family picture are there in your picture ...
 41 S: I I have two family
 42 Ch: Where it is ...

(4) Wuttiphong-Suphattra (W-S): 12.14 minutes

- 1 W: Is there a tv I is there a television in your picture.
 2 S: Yes, and you.
 3 W: Yes how many television are there in your picture.
 4 S: I have one, and you.
 5 W: I have one where it is.
 6 S: On the desk, and you.
 7 W: On the desk is there a remote control in your picture.
 8 S: Yes
 9 W: How many remote control in your picture.
 10 S: I have one, and you.
 11 W: I have one where it is ...
 12 S: **Sorry, I don't understand ...** —→ *Appeal for Help*
 13 W: Is there is there remote control .. where it is ...
 14 S: In the sofa, and you.
 15 W: On the desk .. is there a umbrella in your picture.
 16 S: Yes
 17 W: How many umbrella are there in your picture.
 18 S: I have two, and you.
 19 W: I have one where it is ...
 20 S: **Sorry, I don't understand** —→ *Appeal for Help*
 21 W: Where it is umbrella ... **do you understand?** —→ *Comprehension Checks*
 22 S: No ..
 23 W: Umbrella .. where it is ...
 24 S: On the sofa ..
 25 W: Is there a a cat are there is there a cat in your picture.
 26 S: Yes

- 27 W: How many a cat are there in your picture.
 28 S: I have one, and you.
 29 W: I have two .. where it is.
 30 S: On the desk, and you.
 31 W: Next to sofa .. is there there a book in your picture.
 32 S: Yes
 33 W: How many a book are there in your picture.
 34 S: I have one, and you.
 35 W: I have one where it is.
 36 S: In front of television, and you.
 37 W: On on the coffee table ...
 38 S: Is there a telephone in your picture?
 39 W: Yes
 40 S: How many telephone in your picture?
 41 W: I have one
 42 S: Where it is.
 43 W: On the desk
 44 S: Is there behind in your picture? ...
 45 W: **Sorry?** .. —→ *Asking for repetition*
 46 S: Is there behind in your picture? ...
 47 W: Ex excuse me ... **sorry?** ... —→ *Asking for Repetition* again please —→
 Clarification Requests
 48 S: Is there behind in your picture?
 49 W: Yes
 50 S: How many behind in your picture?
 51 W: I have one ..
 52 S: Where it is.
 53 W: On the desk, and you.
 54 S: On the desk .. is there .. television in your picture?
 55 W: Yes
 56 S: How many television in your picture?
 57 W: I have one .. , and you.
 58 S: I have one where it is.
 59 W: On the desk ...
 60 S: Is there flower vase in your picture?
 61 W: Yes
 62 S: How many flower vase in your picture?
 63 W: I have one, and you.
 64 S: I have one where it is.
 65 W: On the on the flower vase, and you ...
 66 S: On the desk .. how many umbrella in your picture?
 67 W: I have one
 68 S: How many umbrella in your picture?
 69 W: I have one

70 S: Where it is.
71 W: Between the desk of sofa

(5) Chakaphan-Thiti (Ch-T): 10.15 minutes

1 T: How many is there a toy car in your picture.
2 Ch: I **don't know** .. —→ *Clarification Requests*
3 T: It toy car
4 Ch: **Sorry, I don't understand** —→ *Clarification Requests*
5 T: Is there a toy car in your picture ..
6 Ch: **Sorry?** ... —→ *Asking for Repetition*
7 T: A toy car ... a toy car ...
8 Ch: Yes
9 T: How many a toy car in your picture.
10 Ch: I have one
11 T: Where is it.
12 Ch: Toy car near people **understand?** —→ *Comprehension Checks*
13 T: No
14 Ch: I mean a toy car near a people **understand?** —→ *Comprehension Checks*
15 T: Yes
16 Ch: And you?
17 T: A toy car near a boy ..
18 Ch: Is there flower vase in your picture? **understand?** —→ *Comprehension Checks*
19 T: No
20 Ch: A .. a flower vase ...
21 T: Yes
22 Ch: How many a flower vase are there in your picture?
23 T: I have one
24 Ch: Where is it.
25 T: It a flower vase it is on the stand for, and you?
26 Ch: A flower vase is on the table .. is there a cat in your picture?
27 T: Yes
28 Ch: How many cat are there in your picture.
29 T: I have two, and you.
30 Ch: I have one where is it.
31 T: Is a cat near a sofa .. , and you.?
32 Ch: A cat sleep is on the desk **understand?** —→ *Comprehension Checks*
33 T: Yes is there a telephone in your picture.
34 Ch: Yes
35 T: How many a telephone in your picture.
36 Ch: I have one, and you?
37 T: I have one where is it.
38 Ch: A telephone a telephone is on the sofa **understand?** —→ *Comprehension*

- Checks** a telephone **understand?** —→ *Comprehension Checks*
- 39 T: Yes
- 40 Ch: And you?
- 41 T: A telephone is on the desk
- 42 Ch: **Again please** —→ *Clarification Requests*
- 43 T: A telephone is on the desk ..
- 44 Ch: Is there rubbish basket in your picture?
- 45 T: No
- 46 Ch: **You know a basket.** —→ *Comprehension Checks*
- 47 T: Yes
- 48 Ch: How many rubbish basket are there in your picture?
- 49 T: I have one, and you.
- 50 Ch: I have one where is it.
- 51 T: A rubbish basket a near the ball
- 52 Ch: **Say again please** —→ *Clarification Requests*
- 53 T: A rubbish basket a near the ball yes, and you.
- 54 Ch: Basket behind a sofa **understand?** —→ *Comprehension Checks*
- 55 T: Yes is there the book in your picture.
- 56 Ch: Yes
- 57 T: How many a book in your picture.
- 58 Ch: I have one
- 59 T: Where is it.
- 60 Ch: Book under the table
- 61 T: **Again please** —→ *Clarification Requests*
- 62 Ch: Book un under the table **understand?** —→ *Comprehension Checks*
- 63 T: Yes
- 64 Ch: And you?
- 65 T: A book is on the table ..
- 66 Ch: **Again please** —→ *Clarification Requests*
- 67 T: A book is on the table ..
- 68 Ch: Is there television in your picture?
- 69 T: Yes
- 70 Ch: How many television are there in your picture?
- 71 T: I have one ..
- 72 Ch: Where is it. is the television on the ... is the television is on the table ..
television is on the table, right? —→ *Confirmation Checks*
- 73 T: Yes .. how many is there a ball in your picture.
- 74 Ch: Yes
- 75 T: How many a ball in your picture.
- 76 Ch: I have one, and you?
- 77 T: I have one where is it.
- 78 Ch: The ball is on the desk **understand?** —→ *Comprehension Checks*
- 79 T: No, **again please** —→ *Clarification Requests*
- 80 Ch: The ball is on the desk **understand?** —→ *Comprehension Checks*

- 81 T: Yes ..
- 82 Ch: And you?
- 83 T: The ball near is the rubbish basket
- 84 Ch: **Sorry, I don't understand** —→ *Clarification Requests* again please —→
Clarification Requests
- 85 T: The ball near the ball is near the rubbish basket
- 86 Ch: **The ball near rubbish basket, right?** —→ *Confirmation Checks*
- 87 T: Yes
- 88 Ch: Is there sofa in your picture?
- 89 T: Yes
- 90 Ch: How many sofa in your picture?
- 91 T: I have two
- 92 Ch: **Two, right?** —→ *Confirmation Checks*
- 93 T: Yes
- 94 Ch: Where is it.
- 95 T: A sofa ...
- 96 Ch: **Again again** —→ *Clarification Requests*
- 97 T: A sofa is a near table
- 98 Ch: **Sorry, I don't understand** —→ *Appeal for Help* again please —→
Clarification Requests
- 99 T: A sofa the near the table
- 100 Ch: Yes

(6) Phongsak-Chutharat (P-Ch): 10.57 minutes

- 1 Ch: Is there a flower vase in the picture?
- 2 P: **No I don't understand** —→ *Appeal for Help*
- 3 Ch: I mean flower vase
- 4 P: **Again please** —→ *Clarification requests*
- 5 Ch: Is there a flower vase in the picture?
- 6 P: Yes, and you?
- 7 Ch: Yes how many flower vase in the picture.
- 8 P: **Again please** —→ *Clarification Requests*
- 9 Ch: How many a this is a number how many
- 10 P: **No I don't understand** —→ *Appeal for Help*
- 11 Ch: Ok I mean how many flower vase in the picture.
- 12 P: I have one, and you?
- 13 Ch: I have one too where it is.
- 14 P: A flower vase is on the television table, and you?
- 15 Ch: The flower vase is is the desk is on the desk ok and is there a telephone in the picture?
- 16 P: **Again please** —→ *Clarification Requests*
- 17 Ch: I mean telephone is there a telephone in the picture?
- 18 P: **No I don't understand** —→ *Appeal for Help*

19 Ch: Ok telephone telephone is there a telephone in the picture? you have telephone in the picture in your picture

20 P: **Sorry, I don't understand** —→ *Appeal for Help*

21 Ch: Uhm telephone is there telephone uhm telephone in your the picture?

22 P: **Telephone, right?** —→ *Confirmation Checks*

23 Ch: Yes telephone

24 P: Yes

25 Ch: Ah how many telephone in the picture.

26 P: **Again please** —→ *Clarification Requests*

27 Ch: How many telephone in the picture.

28 P: I have one, and you?

29 Ch: I have one too uhm is there a ban is there a rubbish basket in the picture? [**do you understand?** —→ *Comprehension Checks*

30 P: [sorry,

I don't understand —→ *Appeal for Help*

31 Ch: Ah a basket rubbish basket

32 P: Oh yes

33 Ch: Ok is there a rubbish basket in the picture?

34 P: Yes, and you?

35 Ch: Yes how many rubbish basket in the picture.

36 P: **Sorry, I don't understand** —→ *Appeal for Help*

37 Ch: I mean how many rubbish basket in the picture.

38 P: I have one, and you?

39 Ch: I have one too .. is there a toy car in the picture?

40 P: **Again please** —→ *Confirmation Checks*

41 Ch: A toy car toy car

42 P: **Pardon?** —→ *Asking for Repetition*

43 Ch: Ah ok?

44 P: **Pardon?** —→ *Asking for Repetition*

45 Ch: Toy car?

46 P: Yes, and you?

47 Ch: Yes ah how many toy car in the picture. [do you

48 P: [sorry, **I don't understand** —→

Appeal for Help

49 Ch: I mean how many toy car in the picture.

50 P: I have one, and you?

51 Ch: I have one too ah where it is.

52 P: A toy car .. is beside the boy, and you?

53 Ch: The toy car ah is in front of the boy is there a cat in the picture?

54 P: **Again please** —→ *Clarification Requests*

55 Ch: I mean is there a a cat in the picture?

56 P: Yes, and you?

57 Ch: Yes how many a cat in the picture.

58 P: **Again please** —→ *Clarification Requests*

59 Ch: How many a cat in the picture.

60 P: I have one, and you?

61 Ch: I have two is there a family picture? and the sorry is there a family picture in your picture?

62 P: **No I don't understand** —→ *Appeal for Help*

63 Ch: Family picture? family picture you have? is there a family picture in your picture.

64 P: Yes, and you?

65 Ch: Yes how many family picture? family picture in your picture?

66 P: **No I don't understand** —→ *Appeal for Help*

67 Ch: I mean how many ah how many how many family picture. **do you understand?**—→

Comprehension Checks

68 P: **No I don't understand** —→ *Appeal for Help*

69 Ch: Is how how many how many ah number how many how many family picture in your picture.

70 P: I have one, and you?

71 Ch: I have one too where it is.

72 P: The family picture () .. the family picture hanging on the wall, and you?

73 Ch: () The family picture hanging on the wall too is there a umbrella in the picture?

74 P: **Again please** —→ *Clarification requests*

75 Ch: Is there a umbrella in the picture?

76 P: Yes, and you?

77 Ch: Yes how many umbrella in the picture.

78 P: I have two, and you?

79 Ch: I have one where it is umbrella in the picture.

80 P: The umbrella between sofa, and you?

81 Ch: Ah the umbrella between sofa and table is there a is there a remote control in the picture

82 P: **Again please** —→ *Clarification Requests*

83 Ch: Ah I mean is there a remote control in the picture.

84 P: Yes, and you?

85 Ch: Yes how many remote control in the picture.

86 P: **Again please** —→ *Clarification Requests*

87 Ch: How many how many remote control in the picture.

88 P: I have one, and you?

89 Ch: I have one where is it.

90 P: A remote control is under sofa, and you?

91 Ch: Remote control the remote control is between no sorry remote control is on television table .. ah is there a glass in the picture?

92 P: **Sorry, I don't understand** —→ *Appeal for Help*

93 Ch: Ah I mean a glass or a glass a glass of water

94 P: No no **sorry, I don't understand** —→ *Appeal for Help*

95 Ch: I mean ah is there a glass in the picture?

96 P: Yes, and you?

97 Ch: Ah yes how many a glass in the picture. **do you understand?**—→

Comprehension Checks

98 P: **No, I don't understand** —→ ***Appeal for Help***

99 Ch: Ah how many a glass how many a glass in the picture.

100 P: I have one, and you?

101 Ch: I have one too where it is?

102 P: The glass is the glass is on the coffee table, and you?

103 Ch: A glass is on coffee table too .. and is there a [eye glass

104 P: [eye glasses

105 Ch: Eye glasses in the picture?

106 P: **Again please** —→ ***Clarification Requests***

107 Ch: Is there a glass oh no no sorry is there a eye glass in the picture?

108 P: Yes, and you?

109 Ch: Yes how many eye glasses in the picture. **do you understand?**—→

Comprehension Checks

110 P: **No I don't understand** —→ ***Appeal for Help***

111 Ch: Ah I mean how many a glass how many eye glasses in the picture?

112 P: I have one, and you?

113 Ch: I have one too ah where it is eye glasses.

114 P: The eye glasses is on the .. on the ... on the desk

(7) Wannisa-Chanchira (W-Ch): 11.21 minutes

1 W: Is there telephone in your picture?

2 Ch: Yes

3 W: How many telephone in your picture? **you understand?** —→ ***Comprehension Checks***

4 Ch: No

5 W: I mean how many telephone in your picture? **you understand?** —→ ***Comprehension Checks***

6 Ch: Yes one

7 W: Where is telephone in your picture? **you understand?** —→ ***Comprehension Checks***

8 Ch: No

9 W: I said how where is telephone in your picture? **you understand?** —→ ***Comprehension Checks***

10 Ch: Yes on the on on the so on the telephone on the telephone of the so sofa

11 W: Is there umbrella in your picture? **you understand?** —→ ***Comprehension Checks***

12 Ch: No

13 W: I said is there umbrella in your picture? **you understand?** —→ ***Comprehension Checks*** umbrella .. **you understand?** —→ ***Comprehension Checks***

14 Ch: No

- 15 W: Is there I i mean is there umbrella in your picture?
 16 Ch: Yes
 17 W: How many umbrella in your picture? **you understand?** → *Comprehension Checks*
 18 Ch: No
 19 W: How many umbrella in your picture? **you understand?** → *Comprehension Checks*
 20 Ch: No ()
 21 W: I said how many umbrella in your picture?
 22 Ch: Ah one ah one two three
 23 W: **You understand?** → *Comprehension Checks*
 24 Ch: Yes one
 25 W: Where is it. **you understand?** → *Comprehension Checks*
 26 Ch: No
 27 W: I I said where is umbrella in your picture? **you understand?** → *Comprehension Checks*
 28 Ch: No
 29 W: I I mean where is umbrella in your picture? **you understand?** → *Comprehension Checks*
 30 Ch: No
 31 W: I I mean where is umbrella in your picture? **you understand?** .. → *Comprehension Checks* **you understand?** → *Comprehension Checks* .. **you understand?** → *Comprehension Checks*
 32 Ch: No
 33 W: I said where is umbrella in your picture?
 34 Ch: Yes ()
 35 W: I mean is where is umbrella in your picture? **you understand?** → *Comprehension Checks* **you understand?** → *Comprehension Checks*
 36 Ch: No
 37 W: I I ask that is where is umbrella in your picture? **you understand?** → *Comprehension Checks* **you understand?** → *Comprehension Checks*
 38 Ch: No
 39 W: I mean where is umbrella in your picture? **you understand?** → *Comprehension Checks*
 40 Ch: Yes .. on ..
 41 W: I I said is where is umbrella in your picture? **you understand?** → *Comprehension Checks*
 42 Ch: **Excuse me, I don't understand** → *Appeal for Help*
 43 W: I ask that where is umbrella in your picture? **you understand?** → *Comprehension Checks*
 44 Ch: Yes near .. near .. near the near the sofa

- 45 W: Is there a book in your picture?
 46 Ch: Yes
 47 W: How many books in your picture?
 48 Ch: One, and you?
 49 W: I have one too how many sorry where is book in your picture?
you understand? —→ Comprehension Checks
 50 Ch: No
 51 W: Where is where is book in your picture?
 52 Ch: Down down the shelf down the shelf, and you?
 53 W: Book on the table is there television in your picture?
 54 Ch: Yes
 55 W: How many television in your picture?
 56 Ch: One
 57 W: Where is television in your picture? **you understand? —→ Comprehension Checks**
 58 Ch: No
 59 W: I mean where is television in your picture? **you understand? —→ Comprehension Checks**
 60 Ch: Yes on the .. on the shelf
 61 W: Is there remote control in your picture?
 62 Ch: Yes
 63 W: How many remote control in your picture?
 64 Ch: One
 65 W: Where where is remote control in your picture? **you understand? —→ Comprehension Checks**
 66 Ch: No
 67 W: I said it where is remote control in your picture?
 68 Ch: Down the down the sofa down the sofa, and you?
 69 W: Remote control on the shelf is there a plug in in your picture?
 70 Ch: Yes
 71 W: How many plug in in your picture? **you understand? —→ Comprehension Checks**
 72 Ch: No
 73 W: I said how many plug in in your picture?
 74 Ch: One
 75 W: Where where is plug in in your picture? **you understand? —→ Comprehension Checks**
 76 Ch: No on
 77 W: I said I said where is plug plug in in your picture?
 78 Ch: On .. near near the wall
 79 W: **You understand? —→ Comprehension Checks you understand? —→ Comprehension Checks**
 80 Ch: No

- 81 W: I said where is plug in in your picture? **you understand?** —→ *Comprehension Checks you understand?* —→ *Comprehension Checks*
- 82 Ch: No
- 83 W: I I mean where is plug in in your picture?
- 84 Ch: On near the ..
- 85 W: **You understand?** —→ *Comprehension Checks*
- 86 Ch: Yes near near the wall, and you?
- 87 W: Near the wall is is there ball in your picture?
- 88 Ch: Yes
- 89 W: How many ball in your picture?
- 90 Ch: One
- 91 W: Where is ball in your picture?
- 92 Ch: On the ..
- 93 W: **Again please** —→ *Clarification Requests*
- 94 Ch: On the .. on the desk, and you?
- 95 W: Be beside beside the shelf is is there flower vase in your picture? **you understand?** —→ *Comprehension Checks*
- 96 Ch: Yes one no
- 97 W: Is there flower vase in your picture?
- 98 Ch: Yes
- 99 W: How many flower vase in your picture? **you understand?** —→ *Comprehension Checks*
- 100 Ch: Yes one
- 101 W: Where is flower vase in your picture? **you understand?** —→ *Comprehension Checks*
- 102 Ch: No on
- 103 W: I I said where is flower vase in your picture? **you understand?** —→ *Comprehension Checks you understand?* —→ *Comprehension Checks*
- 104 Ch: No
- 105 W: I said flower vase where is flower flower vase in your picture? .. **you understand?** —→ *Comprehension Checks*
- 106 Ch: No
- 107 W: I I said I said where where is flower vase in your picture?
- 108 Ch: On on the
- 109 W: On under the table on the sofa on the on the desk, and you?
- 110 Ch: Yes on the sofa

(8) Suriya-Bang-on (S-B): 10.05 minutes

- 1 S: Is there a umbrella in your picture?

- 2 B: **Umbrella?** —→ *Confirmation Checks*
- 3 S: Yes
- 4 B: Yes there are, and you?
- 5 S: Yes there are too .. how many umbrella in your picture?
- 6 B: There are two .. , and you?
- 7 S: There are one too where it is umbrella in your picture? ..
- 8 B: **I'm sorry, I don't understand** —→ *Appeal for Help*
- 9 S: I mean where it is umbrella in your picture?
- 10 B: In front of the sofa .. what is umbrella like in your picture?
- 11 S: It right side, and you?
- 12 B: It upside down
- 13 S: Is there a telephone in your picture?
- 14 B: Yes, and you?
- 15 S: Yes there are .. how many telephone in your picture?
- 16 B: There are one, and you?
- 17 S: There are one too .. where it is?
- 18 B: It on the sofa, and you?
- 19 S: It on the desk
- 20 B: Is there the stripped ball in your picture.
- 21 S: Yes there is, and you?
- 22 B: Yes there is too where how many stripped ball in your picture.
- 23 S: There are one, and you?
- 24 B: There are one too where it is? ..
- 25 S: Near the desk, and you?
- 26 B: On the desk ..
- 27 S: Is there a remote control in your picture?
- 28 B: **Remote control?** —→ *Confirmation Checks*
- 29 S: Yes
- 30 B: Yes there is
- 31 S: How many remote control in your picture?
- 32 B: There are one, and you?
- 33 S: There are one too where it is?
- 34 B: Front of the sofa, and you?
- 35 S: On the desk
- 36 B: Is there the cat in your picture?
- 37 S: Yes there are .. , and you?
- 38 B: Yes there is how many cat in your picture.
- 39 S: Two, and you?
- 40 B: There are one where is it.
- 41 S: Near the sofa, and you?
- 42 B: On the desk
- 43 S: Is there a eye glass in your picture?
- 44 B: Yes there is, and you?
- 45 S: Yes there is too how many a eye glass in your picture?

- 46 B: There are one, and you?
 47 S: There are one too where it is the where it is eye glass in your picture?
 48 B: It on the file, and you?
 49 S: It on the table
 50 B: Is there the rubbish basket in your picture.
 51 S: **Rubbish basket?** —→ *Confirmation Checks*
 52 B: Yes
 53 S: Yes there is
 54 B: How many rubbish basket in your picture.
 55 S: One
 56 B: Where it is ..
 57 S: On the table
 58 B: Is there the book in your picture.
 59 S: **The book?** —→ *Confirmation Checks*
 60 B: Yes
 61 S: Yes there is
 62 B: How many book in your picture.
 63 S: One, and you?
 64 B: There are one too where it is.
 65 S: On the table, and you?
 66 B: Front of the desk
 67 S: Is there .. glass in your picture?
 68 B: **Glass?** —→ *Confirmation Checks*
 69 S: Yes
 70 B: Yes there is
 71 S: How many glass in your picture?
 72 B: There are one, and you?
 73 S: There one too where it is?
 74 B: On the table, and you?
 75 S: On the table is there a a television in your picture?
 76 B: **I'm sorry, I don't understand** —→ *Appeal for help*
 77 S: I mean television in your picture?
 78 B: Yes there is
 79 S: How many television in your picture?
 80 B: There are one, and you?
 81 S: There are one too where it is?
 82 B: Near the vase, and you?
 83 S: On the desk
 84 B: Is there the plug in in your picture.
 85 S: Yes, and you?
 86 B: Yes how many plug in in your picture.
 87 S: One, and you?
 88 B: There are too where it is? ..
 89 S: Near the table [and you? and you?

- 90 B: [Is there there the vase i'm sorry front of the desk is there the vase in your picture.
- 91 S: Yes
- 92 B: How many the vase in your picture.
- 93 S: One
- 94 B: Where it is?
- 95 S: On the table .. is there a .. boy in your picture?
- 96 B: **Boy?** —→ *Confirmation Checks*
- 97 S: Yes
- 98 B: Yes there is ..
- 99 S: How many boy in your picture?
- 100 B: There are one, and you?
- 101 S: There are one too where it is? **do you understand?** —→ *Comprehension Checks*
- 102 B: **No I don't understand** —→ *Appeal for Help*
- 103 S: I mean where it is? the boy in your picture?
- 104 B: It between the desk and the toy car, and you?
- 105 S: It next to the sofa
- 106 B: Is there the clock in your picture.
- 107 S: Yes
- 108 B: How many clock in your picture.
- 109 S: One
- 110 B: Where it is?
- 111 S: Next next to the picture, and you?
- 112 B: It on the wall

(9) Waruni-Vasan (W-V): 10.54 minutes

- 1 V: Is there a cat in your picture.
- 2 W: Yes, and you?
- 3 V: Yes how many
- 4 W: I have one, and you?
- 5 V: Yes I have two where is it.
- 6 W: The cat on the table, and you?
- 7 V: The cat the cat near sofa
- 8 W: Is there the bin in your picture? .. **understand?** —→ *Comprehension Checks*
- 9 V: **I don't know** —→ *Appeal for Help*
- 10 W: I mean the bin
- 11 V: Yes .. , and you?
- 12 W: Yes I have how many
- 13 V: I have one, and you?
- 14 W: I have one too where is it.
- 15 V: Bin .. bin behind a boy, and you?
- 16 W: The bin near the stand

- 17 V: Is there a telephone in your picture.
 18 W: Yes I have, and you?
 19 V: Yes I have how many
 20 W: I have one, and you?
 21 V: I have one where is it.
 22 W: The telephone on the sofa, and you?
 23 V: The telephone on the desk
 24 W: Is there the flower vase in your picture?
 25 V: I don't flower vase
 26 W: The flower vase flower .. I i mean the the flower
 27 V: Ok ok ..
 28 W: You have?
 29 V: Yes I have, and you?
 30 W: Yes I have how many
 31 V: I have one, and you?
 32 W: I have one too
 33 V: Where it is?
 34 W: The flower vase on the desk, and you?
 35 V: The flower vase on the stand flower vase ... is there a book in your picture.
 36 W: **Again please** —→ *Clarification requests*
 37 V: Is there a book in your picture.
 38 W: Yes I have, and you?
 39 V: yes I have one how many
 40 W: I have one, and you?
 41 V: Yes I have one where is it.
 42 W: The book behind the boy, and you?
 43 V: The book on the coffee table
 44 W: Is there the family picture in your picture? [**understand?** —→ *Comprehension Checks*
 45 V: [Sorry sorry I don't
 46 W: The family the picture ... the family .. mother father the boy the girl picture [Yes
 47 V: [Yes
 48 W: How many
 49 V: I have one
 50 W: Where is it ...
 51 V: The family picture picture near window, and you? ..
 52 W: No I i don't have
 53 V: The family picture near the .. window, and you?
 54 W: The family picture .. near the flower vase .. is there the umbrella in your picture?
 [**understand?**—→ *Comprehension Checks*
 55 V: [Yes yes .. , and you?
 56 W: Yes I have how many the umbrella in your picture .. **do you understand?** —→
Comprehension Checks umbrella I mean the umbrella the the rain the
 umbrella ... how many

- 57 V: Ok yes
 58 W: How many
 59 V: I have one, and you?
 60 W: I have two where is it.
 61 V: Umbrella .. umbrella near near the desk, and you?
 62 W: The umbrella behind the sofa ..
 63 V: Is the sofa in your picture.
 64 W: Yes I have one, and you?
 65 V: Yes I have too how many
 66 W: I have two, and you?
 67 V: Yes where is it.
 68 W: How many the sofa
 69 V: I have two where is it.
 70 W: The sofa near the stand, and you?
 71 V: The sofa near near the stand
 72 W: Oh .. is there the toy car in your picture? toy car **you understand?** —→
Comprehension Checks
 73 V: No I don't
 74 W: The I i mean I mean the toy car the boy play the toy car
 75 V: Yes
 76 W: **You understand?** —→ *Comprehension Checks*
 77 V: Yes
 78 W: How many
 79 V: I have one, and you?
 80 W: I have one too where is it.
 81 V: A toy car a toy car near the boy, and you?
 82 W: The toy car near the boy too ...
 83 V: Is there a television in your picture.
 84 W: Yes I have, and you?
 85 V: Yes I have one how where is it .. sorry how many
 86 W: Oh I have one too
 87 V: Where it is.
 88 W: The television on the desk, and you?
 89 V: The television on the desk
 90 W: Oh is there the ball in your picture? ..
 91 V: Yes
 92 W: How many
 93 V: I have one, and you?
 94 W: Yes I have one .. where is it. **understand?** —→ *Comprehension Checks*
 where is it ..
 95 V: No
 96 W: Football where is it.
 97 V: Football where is it.
 98 W: () On under near

99 V: The ball behind behind the bin, and you?

100 W: Oh the ball [on the desk

101 V: [On the desk

(10) Praphatson-Parinya (Pr-P): 10.42 minutes

1 Pr: Is there a cat are there in your picture?

2 P: Yes

3 Pr: Uhm is there umbrella are there in your picture?

4 P: Yes

5 Pr: How many umbrella are there in your picture?

6 P: I have one

7 Pr: Is there family picture are there in your picture? .. **understand?** .. —→

Comprehension Checks

8 P: Yes

9 Pr: Ah how many the boy are there in your picture?

10 P: I have one

11 Pr: Is there the book are there in your picture?

12 P: Yes

13 Pr: Is there television are there in your picture?

14 P: Yes

15 Pr: Is there ah telephone are there in your picture?

16 P: Yes

17 Pr: How many telephone are there in your picture?

18 P: I have one

19 Pr: Where is it ... **understand?**—→ ***Comprehension Checks***

on under ah between .. on the sofa? on the desk on the tv **you know?** —→

Comprehension Checks .. **do you understand?** —→ ***Comprehension Checks***

20 P: No

21 Pr: Ah on the desk on the sofa on the tv ... **you know?** —→ ***Comprehension Checks*** .. on the desk ah ah ok ah I is there ah sofa are there in your picture?

22 P: Yes

23 Pr: Is there ah flower vase are there in your picture? .. **do you understand?** —→

Comprehension Checks

24 P: No

25 Pr: Flower vase ah flower rose yes ...

26 P: Yes

27 Pr: Ah ok how many a cat are there in your picture?

28 P: I have two .. , and you?

29 Pr: I have one is there ah remote control are there in your picture?

30 P: Yes

31 Pr: How many remote control

32 P: I have one, and you?

- 33 Pr: I have one too is ah where is it ... on under
 34 P: On on the television
 35 Pr: Ok ah is there a () are there in your picture?
 36 P: Yes
 37 Pr: Is there plug in are there in your picture? plug in
 38 P: Yes
 39 Pr: Is there the glass are there in your picture? glass ... use for a () of water? use for
 a () of water
 40 P: Yes
 41 Pr: Is there a basket are there in your picture?
 42 P: Yes .. , and you?
 43 Pr: Yes ah is there the stand are there in your picture?
 44 P: **I not understand** —→ *Appeal for Help*
 45 Pr: Ah use for a piece of paper ah book ah flower vase **you know?** —→
Comprehension Checks stand ... stand
 46 P: Yes
 47 Pr: Ok is there the boy play toy car play toy car.
 48 P: Yes, and you?
 49 Pr: Yes ah is there the ... is there the picture in your picture? picture? ...
 50 P: **I don't understand** —→ *Appeal for Help*
 51 Pr: Picture? ..
 52 P: Yes
 53 Pr: How many picture?
 54 P: I have two, and you?
 55 Pr: I have two too is there the desk are there in your picture? .. is there the desk are
 there in your picture?
 56 P: **I not understand** —→ *Appeal for Help*
 57 Pr: A desk use for a paper for television for .. **you know the desk?** —→
Comprehension Checks
 58 P: Yes
 59 Pr: How many the desk are there in your picture?
 60 P: I have one
 61 Pr: Is there the umbrella are there in your picture?
 62 P: Yes
 63 Pr: Where is it .. ah next to sofa between sofa on the sofa **you know?** —→
Comprehension Checks
 64 P: Yes .. , and you?
 65 Pr: And between sofa ... where is it the book ... where is it the book .. on the tv on
 the desk on the sofa
 66 P: On the desk
 67 Pr: Ok

11) Chaiyut-Sappasit (Ch-S): 9.26 minutes

- 1 S: What do you have in your picture ...
- 2 Ch: Television ... bin .. car cat umbrella picture window, and you.
- 3 S: I have television remote control stripped ball bin car a cat sofa glass a book flower vase telephone window family picture clock is there a cat in your picture.
- 4 Ch: Yes
- 5 S: How many?
- 6 Ch: One, and you?
- 7 S: Two ..
- 8 Ch: Where where it is ...
- 9 S: Is there a clock in your picture.
- 10 Ch: Yes
- 11 S: How many
- 12 Ch: One, and you?
- 13 S: One where it is ...
- 14 Ch: It on the window, and you?
- 15 S: It between family picture and window ...
- 16 Ch: Is there umbrella in your picture.
- 17 S: Yes
- 18 Ch: How many
- 19 S: One, and you.
- 20 Ch: Two ...
- 21 S: Is there a telephone in your picture.
- 22 Ch: Yes
- 23 S: How many
- 24 Ch: One .. , and you?
- 25 S: One where it is telephone in your picture ...
- 26 Ch: It on the sofa, and you?
- 27 S: It on the table ...
- 28 Ch: Is there a remote control in your picture.
- 29 S: Yes
- 30 Ch: How many
- 31 S: One, and you.
- 32 Ch: One where where it is.
- 33 S: It on the .. television table, and you ...
- 34 Ch: It under a sofa ...
- 35 S: Is there a book in your picture.
- 36 Ch: Yes
- 37 S: How many a book in your picture.
- 38 Ch: One
- 39 S: Where it is ...
- 40 Ch: **Sorry?** —→ *Asking for Repetition*
- 41 S: I mean where it is ... where it is a book .. **understand?** ... —→ *Comprehension Checks*
- 42 Ch: Yes .. is in front of a table, and you?

43 S: It on the table

(12) Suphattra-Tinnakon (S-T): 10.52 minutes

1 S: Is there a television in your picture?

2 T: **Pardon?** —→ *Asking for Repetition*

3 S: Television televi .. is there a television in your picture?

4 T: Yes

5 S: How many television are there in your picture ...

6 T: **Pardon?** —→ *Asking for Repetition*

7 S: How many television in are there in your picture. how many .. how many

8 T: One, and you?

9 S: I have I have one too where it is? **do you understand?** —→ *Comprehension Checks* yes or no

10 T: Yes

11 S: Where it is? ...

12 T: **Pardon?** —→ *Asking for Repetition*

13 S: Where it is? where where it is? ... where it is where it is.

14 T: On the table

15 S: **On the table, right?** —→ *Confirmation Checks*

16 T: Yes .. is there a cat are there in your picture?

17 S: **What?** —→ *Clarification requests* .. **what?** .. —→ *Clarification Requests*

18 T: Is there a cat .. are there in your picture?

19 S: Yes

20 T: How many a cat are there in your picture?

21 S: I have two, and you?

22 T: I have one where it is?

23 S: It it next to sofa, and you?

24 T: Cat sleep on the table ..

25 S: Is there a basket in your picture?

26 T: Yes

27 S: What basket like.

28 T: **Pardon?** —→ *Asking for repetition*

29 S: What basket like ... () **understand?** .. —→ *Comprehension Checks*

30 T: No

31 S: Basket .. basket but up down or upside down ()

32 T: Up down

33 S: How many basket are there in your picture.

34 T: I have one, and you?

35 S: I have one too where it is? ...

36 T: **Pardon?** —→ *Asking for Repetition*

37 S: Where it is? ... where it is? ... **understand?** —→ *Comprehension Checks*

38 T: No

39 S: Where where where where ... () where ...

- 40 T: Basket ...
 41 S: Where it is? ... where where where ()
 42 T: Basket ... on sofa ... is there a feather feather is a feather are there in your picture?
 43 S: Yes, and you?
 44 T: Yes .. how many a feather are there in your picture?
 45 S: **Excuse me?** —→ *Asking for Repetition* .. **excuse me?** —→ *Asking for Repetition*
 46 T: How many a how many a feather are there in your picture?
 47 S: There is one feather in my picture, and you?
 48 T: I have one
 49 S: What what feather like.

13) Wichan-Adisak (W-A): 8.49 minutes

- 1 W: What do you have in your picture.
 2 A: I have a cat .. stripped ball umbrella ..
 3 W: Is a cat in your picture.
 4 A: Yes
 5 W: How many a cat in your picture.
 6 A: One, and you?
 7 W: I have two where is it a cat.
 8 A: On the desk, and you?
 9 W: The cat next next the cat near a sofa
 10 A: Is a umbrella in your picture.
 11 W: Yes
 12 A: How many umbrella umbrella in your picture.
 13 W: **Again please** —→ *Clarification Requests*
 14 A: How many umbrella in your picture.
 15 W: I have one, and you?
 16 A: I have two where it is umbrella in your picture.
 17 W: It between a sofa and desk .. is a telephone in your picture. telephone
 18 A: **What?** —→ *Clarification Requests*
 19 W: It a call call call call
 20 A: Yes
 21 W: How many
 22 A: One, and you?
 23 W: I have one too where is it.
 24 A: On the sofa, and you?
 25 W: I am on the desk
 26 A: It a .. tele telephone in your picture.
 27 W: Yes
 28 A: How many telephone in your picture.
 29 W: **Again please** —→ *Clarification Requests*

- 30 A: How many telephone in your picture.
31 W: I have one, and you?
32 A: I have one where it is telephone in your picture.
33 W: A telephone is on the desk, and you?
34 A: On the sofa
35 W: Is television .. in your picture.
36 A: Yes
37 W: How many television in your picture?
38 A: One, and you?
39 W: I have one too where is it.
40 A: On the desk, and you?
41 W: I on television on television table is is eye glasses in your picture.
42 A: Yes
43 W: How many eye glasses in your picture.
44 A: I have one, and you?
45 W: I have one too where is it.
46 A: On the desk, and you?
47 W: It on the desk too .. is a boy in your picture. boy
48 A: **What?** —→ *Clarification requests*
49 W: Boy baby boy
50 A: Yes
51 W: How many boy in your picture.
52 A: One, and you?
53 W: I have one too where is it ...
54 A: It a play car, and you?
55 W: It a play toy car too
56 A: It a stripped ball in your picture.
57 W: Yes
58 A: How many stripped ball in your picture.
59 W: I have one, and you?
60 A: I have one where it is stripped ball in your picture.
61 W: Next a basket next a basket, and you?
62 A: Next a next to a cat yes
63 W: It remote control in your picture?
64 A: Yes
65 W: How many remote control in your picture?
66 A: I have one, and you?
67 W: I have one too where is it ..
68 A: Under sofa, and you?
69 W: I on television table ..
70 A: It a cat in your picture.
71 W: Yes
72 A: How many a cat in your picture.
73 W: I have one, and you? no no I have two, and you?

- 74 A: I have one too where it is in your picture.
 75 W: It next the sofa it a vase in your picture.
 76 A: **What?** —→ *Clarification requests*
 77 W: Flower flower flower flower in ...
 78 A: Yes
 79 W: How many the vase in your picture.
 80 A: I have one, and you?
 81 W: I have one too where is it.
 82 A: Next to television, and you?
 83 W: I on the vase table it a clock in your picture .. watch clock ()
 84 A: Yes
 85 W: How many a clock in your picture.
 86 A: One, and you?
 87 W: I have one too where is it ...
 88 A: On the wall, and you?
 89 W: I I between a picture family picture and a boy picture

(14) Poramin-Chatri (P-Ch): 9.51 minutes

- 1 P: Is there umbrella are there in your picture ... is there umbrella are there in your picture ..
 2 Ch: Yes
 3 P: How many umbrella are there in your picture.
 4 Ch: I have two, and you?
 5 P: I have one .. where it is. where it is umbrella ... where it is umbrella
 6 Ch: It is .. is is there is there a cat in your picture?
 7 P: Yes ..
 8 Ch: How how many a cat in your picture?
 9 P: I have two, and you?
 10 Ch: I have one .. how how many a book in your picture?
 11 P: I have one .. , and you? and you?
 12 Ch: Yes ..
 13 P: Is there a toy car are there in your picture.
 14 Ch: Yes
 15 P: How many a toy car are there in your picture.
 16 Ch: And and one .. I have one, and you?
 17 P: I have one .. where it is a toy car ..
 18 Ch: Next to () next to a boy, and you? ..
 19 P: Next to a boy
 20 Ch: Yes .. is there is there television in your picture?
 21 P: Yes ..
 22 Ch: How .. how many television in your picture?
 23 P: I I have one ..
 24 Ch: Where it is where it is television in your picture?

- 25 P: **Again please** —→ *Clarification Requests*
- 26 Ch: Is there .. where it is television in your picture? ...
- 27 P: **Sorry?** —→ *Asking for Repetition*
- 28 Ch: It is where it is where it is television in your picture?
- 29 P: Next to in plug in plug .. it is .. a bowl of fruit are there in your picture ..
- 30 Ch: Yes
- 31 P: How many a bowl of fruit are there in your picture ..
- 32 Ch: I have one ..
- 33 P: Where it is a bowl of fruit.
- 34 Ch: **Sorry?** —→ *Asking for repetition*
- 35 P: Where it is a bowl of fruit ...
- 36 Ch: **Sorry?** —→ *Asking for Repetition*
- 37 P: Where it is a bowl of fruit ...
- 38 Ch: Next to a glass next to a glass, and you? ...
- 39 P: **Sorry?** —→ *Asking for Repetition* **sorry? ...** —→ *Asking for Repetition*
- 40 Ch: Is there ... where it is where it is a book. ()
- 41 P: Next to a glass

(15) Wuttiiphong-Chiraphon (W-Ch): 10.02 minutes

- 1 Ch: Is there umbrella are there sorry is there umbrella in your picture.
- 2 W: Yes, and you?
- 3 Ch: Yes how many umbrella are there in your picture.
- 4 W: I have two, and you.
- 5 Ch: I have one where is umbrella are there in your picture.
- 6 W: Umbrella umbrella .. the next to umbrella the next to
- 7 Ch: Behind behind it it it umbrella behind the sofa **the umbrella behind the sofa, right?** —→ *Confirmation Checks*
- 8 W: Yes .. is there a book in your picture.
- 9 Ch: Yes, and you.
- 10 W: Yes how many a book are there in your picture.
- 11 Ch: I have, and you.
- 12 W: I have one
- 13 Ch: **The one, right?** —→ *Confirmation Checks* **the one, right?** —→ *Confirmation Checks* **the one, right?** —→ *Confirmation Checks*
yes or no
- 14 W: Yes where where is a book are there in your picture.
- 15 Ch: It on the coffee table is there a flower vase in your picture.
- 16 W: Yes, and you.
- 17 Ch: Yes where is a flower vase are there in your picture.
- 18 W: A flower vase on the shelf, and you.
- 19 Ch: A flower vase on the stand is there a cat in your picture.
- 20 W: Yes, and you?

- 21 Ch: Yes how many cat are there in your picture.
 22 W: I have one, and you.
 23 Ch: I have two is there telephone in your picture.
 24 W: Yes
 25 Ch: Where is telephone are there in your picture.
 26 W: The telephone on the so sofa .. , and you?
 27 Ch: The telephone on the desk
 28 W: Is there a .. stripped ball in your picture.
 29 Ch: Yes, and you?
 30 W: Yes how many a stripped are there in your picture.
 31 Ch: I have one, and you?
 32 W: I have one
 33 Ch: **The one, right? —→ Confirmation Checks**
 34 W: Yes where a stripped ball a are there in your picture.
 35 Ch: Stripped ball between shelf and the basket .. is there a television in your picture.
 36 W: Yes, and you?
 37 Ch: Yes where is television are there in your picture ... where is television are there in your picture.
 38 W: Television on the shelf, and you.
 39 Ch: Television on the shelf too is there remote control in your picture.
 40 W: Yes
 41 Ch: How many remote control are there in your picture.
 42 W: I have one, and you.
 43 Ch: I have one too where is remote control are there in your picture?
 44 W: Remote control under sofa sofa, and you.
 45 Ch: Remote control on the shelf .. is there a toy car in your picture.
 46 W: Yes, and you?
 47 Ch: Yes how many toy car are there in your picture.
 48 W: I have one, and you.
 49 Ch: I have one where is toy car are there in your picture. **do you understand me? —→**
Comprehension Checks
 50 W: No
 51 Ch: Behind between under on in front of in front of behind under on in front of in front of or behind
 52 W: Toy car
 53 Ch: In front of .. in front of .. toy car the toy car in front of boy ..
 54 W: Toy car in front of boy, and you?
 55 Ch: The toy car in front of boy is there umbrella sorry what is the curtain like in your picture. **do you understand me? —→ Comprehension Checks**
 56 W: No ()
 57 Ch: I ask you that what is the curtain like in your picture. er it open it close
 58 W: It open, and you.
 59 Ch: It open too .. is there a glass of water in your picture.
 60 W: Yes, and you?

- 61 Ch: Yes where is a glass of water are there in your picture.
- 62 W: A glass of water on the table, and you.
- 63 Ch: The the glass of water on the table coffee sorry coffee table .. is there a clock in your picture. er 8 pm er ()
- 64 W: Yes, and you?
- 65 Ch: Yes where is a clock are there in your picture ... wall on the wall on the wall
- 66 W: On the wall, and you?
- 67 Ch: The clock between family picture and and portrait .. is there a sofa in your picture.
- 68 W: Yes
- 69 Ch: How many sofa in your are there in your picture.
- 70 W: I have two, and you?
- 71 Ch: I have two .. is there book is there book in your picture.
- 72 W: Yes, and you?
- 73 Ch: Yes where is book are there in your picture .. on between on under behind in front of **you understand me?** —→ *Comprehension Checks*
- 74 W: Book in front of the shelf, and you?
- 75 Ch: The book on the table coffee is there a bowl is there a bowl of fruit in your picture?
- 76 W: Yes, and you?
- 77 Ch: Yes where is where is a bowl of fruit are there in your picture?
- 78 W: A bowl of fruit on the table, and you?
- 79 Ch: A bowl of fruit on the table coffee
- 80 W: Is there a cat are there in your picture.
- 81 Ch: Yes, and you?
- 82 W: Yes how many a cat are there in your picture?
- 83 Ch: **Pardon?** —→ *Asking for Repetition*
- 84 W: How many a cat are there in your picture.
- 85 Ch: I have two, and you?
- 86 W: I have one where is a cat are there in your picture.
- 87 Ch: A cat a cat between toy car and sofa is there a family picture in your picture. family family er family
- 88 W: Yes, and you?
- 89 Ch: Yes where is family are there in your picture?
- 90 W: Family on the wall, and you.
- 91 Ch: The family on the wall too is there stand in your picture?
- 92 W: Yes
- 93 Ch: How many stand are there in your picture?
- 94 W: I have one I how many, and you?
- 95 Ch: I have one too where is where is stand are there in your picture?
- 96 W: Stand .. stand next to the sofa, and you?
- 97 Ch: The stand next to the sofa too

(16) Metta-Loetsak (M-L): 8.26 minutes

- 1 M: Is there the picture in your picture.
- 2 L: **I don't understand** —→ *Appeal for Help*
- 3 M: I mean the picture is er the boy the girl in picture
- 4 L: Yes
- 5 M: How many picture are there in your picture.
- 6 L: **Sorry, I don't understand** —→ *Appeal for Help*
- 7 M: Er you have one or you have two? **understand?** —→ *Comprehension Checks*
- 8 L: Yes I have two, and you?
- 9 M: I have two too is there the umbrella in your picture.
- 10 L: **Sorry, I don't understand** —→ *Appeal for Help*
- 11 M: Umbrella is er rainy **understand?** —→ *Comprehension Checks*
- 12 L: Yes
- 13 M: How many umbrella are there in your picture .. er **do you understand?** —→ *Comprehension Checks*
- 14 L: No
- 15 M: Er you have one or you have two. **understand?** —→ *Comprehension Checks*
- 16 L: Yes I have two, and you?
- 17 M: I have one is there the flower vase are there in your picture.
- 18 L: Yes, and you?
- 19 M: Yes I have how many flower vase are there in your picture.
- 20 L: I have one, and you?
- 21 M: I have one too is there the cat are there in your picture.
- 22 L: **I don't understand** —→ *Appeal for Help*
- 23 M: The cat is animal .. **understand?** —→ *Comprehension Checks*
- 24 L: Yes
- 25 M: How many cat are there in your picture.
- 26 L: I have one, and you?
- 27 M: I have two .. is there the telephone in your picture.
- 28 L: **Sorry, I don't understand** —→ *Appeal for Help*
- 29 M: The telephone is number one two three hello **understand?** —→ *Comprehension Checks*
- 30 L: Yes
- 31 M: How many telephone are there in your picture.
- 32 L: I have one, and you?
- 33 M: I have one too where is it.
- 34 L: On the sofa, and you?
- 35 M: On the desk is there the glass eye glasses are there in your picture.
- 36 L: **Sorry, I don't understand** —→ *Appeal for Help*
- 37 M: Eye glasses is wearing wearing eye **understand?** —→ *Comprehension Checks*
- 38 L: Yes
- 39 M: How many eye glasses are there in your picture.
- 40 L: I have one, and you?

- 41 M: I have one too where is it.
- 42 L: On the sofa, and you?
- 43 M: On the desk is there the tele television are there in your picture.
- 44 L: **I don't understand** —→ *Appeal for Help*
- 45 M: The television is .. 5 7 er the news **understand?** —→ *Comprehension Checks*
- 46 L: Yes yes
- 47 M: How many television are there in your picture.
- 48 L: I have one, and you?
- 49 M: I have one too is there the remote control are there in your picture.
- 50 L: **Again please** —→ *Clarification Requests*
- 51 M: I mean is there the remote control in your picture.
- 52 L: Yes
- 53 M: How many remote control are there in your picture.
- 54 L: I have one, and you?
- 55 M: I have one too is there the ball are there in your picture.
- 56 L: Yes
- 57 M: How many ball are there in your picture.
- 58 L: **Again please** —→ *Clarification Requests*
- 59 M: I said how many ball are there in your picture. **do you understand?** —→
Comprehension Checks
- 60 L: Yes I have one, and you?
- 61 M: I have one too where is it.
- 62 L: On the desk, and you?
- 63 M: Next to the shelf is there the toy car are there in your picture.
- 64 L: **Sorry, I don't understand** —→ *Appeal for Help*
- 65 M: The toy car is er the boy player **understand?** —→ *Comprehension Checks*
- 66 L: Yes
- 67 M: How many toy car are there in your picture.
- 68 L: I have one, and you?
- 69 M: I have one too is there the glass are there in your picture.
- 70 L: **Sorry, I don't understand** —→ *Appeal for Help*
- 71 M: The glass is er water the put water **understand?** —→ *Comprehension Checks*
- 72 L: Yes
- 73 M: How many the glass are there in your picture.
- 74 L: I have one, and you?
- 75 M: I have one where is it.
- 76 L: On the table, and you?
- 77 M: On the table too is there the book are there in your picture.
- 78 L: **Again please** —→ *Clarification requests*
- 79 M: I said is there the book in your picture. **do you understand?** —→
Comprehension Checks
- 80 L: Yes
- 81 M: How many book are there in your picture.
- 82 L: I have one, and you?

- 83 M: I have one too is there the sofa are there in your picture.
 84 L: **Sorry, I don't understand** —→ *Appeal for Help*
 85 M: The sofa is sitting .. the sofa use for sitting
 86 L: Yes
 87 M: How many sofa are there in your picture.
 88 L: I have one I have two, and you?
 89 M: I have two too is there the clock are there in your picture.
 90 L: **Sorry, I don't understand** —→ *Appeal for Help*
 91 M: The clock is uhm time time is er am or pm
 92 L: Yes
 93 M: How many the clock are there in your picture.
 94 L: I have one, and you?
 95 M: I have one too where is it.
 96 L: On the wall, and you?
 97 M: On the wall too is there the feather duster. **understand?** —→ *Comprehension Checks*
 98 L: No
 99 M: Er use for cleaner cleaner ..
 100 L: Yes
 101 M: How many feather duster.
 102 L: I have one, and you?
 103 M: I have one too where is it.
 104 L: On the wall, and you?
 105 M: Er the feather duster is hanging the shelf .. is there the stand are there in your picture.
 106 L: **Sorry, I don't understand** —→ *Appeal for Help*
 107 M: Er the stand is er flower vase put put the stand **understand?** —→ *Comprehension Checks*
 108 L: No
 109 M: The flower vase is put under the stand .. the flower vase is put on stand **understand?** —→ *Comprehension Checks*
 110 L: Yes
 111 M: How many stand are there in your picture.
 112 L: I have one, and you?
 113 M: I have one too

(17) Sayan-Wirayut (S-W): 9.05 minutes

- 1 S: Is there a ball are there in your picture.
 2 W: Yes
 3 S: How many ball are there in your picture.
 4 W: One
 5 S: Where it is.
 6 W: Is ball .. on the desk, and you?

- 7 S: Is ball next to the desk is there a telephone are there in your picture?
8 W: Yes
9 S: How many telephone are there in your picture?
10 W: One
11 S: Where it is.
12 W: Is telephone on sofa, and you?
13 S: Is telephone on the table is there a book are there in your picture?
14 W: Yes
15 S: How many book are there in your picture?
16 W: One
17 S: Where it is.
18 W: Is book .. next to desk, and you?
19 S: Next on next is book on the table is there a cat are there in your picture?
20 W: Yes
21 S: How many a cat are there in your picture?
22 W: One
23 S: Where it is.
24 W: A cat on the table
25 S: Is there a television are there in your picture?
26 W: Yes
27 S: How many television are there in your picture?
28 W: One
29 S: Where it is.
30 W: Is telephone .. is telephone on the desk, and you?
31 S: Is television on the desk is there a toy car are there in your picture?
32 W: Yes
33 S: How many toy car are there in your picture?
34 W: One
35 S: Where it is ..
36 W: Is .. is .. between .. between a cat, and you?
37 S: Is toy car between a cat is there a remote remote control are there in your picture?
38 W: Yes
39 S: How many remote control are there in your picture?
40 W: One
41 S: Where it is.
42 W: Is remote control .. under under sofa .. , and you?
43 S: Is remote control next to television is there a umbrella are there in your picture?
44 W: Yes
45 S: How many umbrella are there in your picture.
46 W: Two
47 S: Where it is.
48 W: Is umbrella behind sofa the sofa, and you?
49 S: Is umbrella .. next to .. next to table is there a picture are there in your picture.
50 W: Yes

- 51 S: How many picture are there in your picture.
52 W: Two
53 S: Where it is ...
54 W: Is picture next to the window .. is there a cat are there in your picture?
55 S: Yes
56 W: How many a cat are there in your picture?
57 S: Two
58 W: Where it is.
59 S: Is a cat between toy car ..
60 W: Is there .. a book are there in your picture?
61 S: Yes
62 W: How many a book are there in your picture?
63 S: One
64 W: Where it is.
65 S: Is a book on the table
66 W: Is there remote control are there in your picture?
67 S: Yes
68 W: How many remote control are there in your picture?
69 S: One
70 W: Where it is.
71 S: On the desk ...
72 W: Is there tv television are there in your picture?
73 S: Yes
74 W: How many tv are there in your picture?
75 S: One
76 W: Where it is.
77 S: On the desk ..
78 W: Is there telephone are there in your picture?
79 S: Yes
80 W: How many telephone are there in your picture?
81 S: **Again please** —→ *Clarification Requests*
82 W: How many telephone are there in your picture?
83 S: One
84 W: **Again please** —→ *Clarification Requests*
85 S: Is telephone one
86 W: Where it is.
87 S: On the table
88 W: **On the table?** —→ *Confirmation Checks*
89 S: Yes

APPENDIX B

LESSON PLANS

Lesson Plan 1

Topic: Loy Krathong Festival

Level: M.3

Time: 120 minutes (2 periods)

Aims of the lesson:

- 1) To motivate students to practice conversations about “Loy Krathong Festival” by giving them opportunities to use their own words.
- 2) To practice how to negotiate meaning in conversational interactions when some misunderstanding occurs, such as the use of comprehension checks, confirmation checks, clarification requests, appeal for help, and asking for repetition.
- 3) To practice using appropriate grammar such as prepositions, expressions of place, and question forms in conversations.
- 4) To practice exchanging information from “Spot the Differences” tasks through negotiation strategies in order to meet mutual understanding.

It's.../ They are..."

3) Negotiation strategies:

3.1 Comprehension checks (CPC)

- Understand?
- Do you understand?
- You know what I mean?

3.2 Confirmation checks (CFC)

- The man right?
- The man?

3.3 Clarification requests (CRR)

- What?
- What do you mean by that?
- What do you mean?
- Could you repeat/say that again?
- Again please
- Please say again
- I don't understand
- I don't follow

3.4 Appeal for help (AFH)

- Sorry / Excuse me. I don't understand

3.5 Asking for repetition (AFR)

- Sorry?

- Pardon?
- Pardon me?
- I beg your pardon?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up / Review:

- Teacher gives students handout “Living room” and helps the students to name and describe pictures.

- Let the students practice pronunciation of new language.

- Teacher illustrates the new language.

- Teacher asks the students to fill preposition based on the handout in the blank and then checks the correct prepositions.

- The students practice using the prepositions following the exercise in the given handout.

-The teacher asks questions about the pictures and the students answer the questions.

For example:

T: Where is the TV?

S: The TV is between the stereo and the VCR.

- Teacher lets the students practice conversations in pairs.

- Teacher introduces the topic of Loy Krathong Festival and gives the classroom exposure the language and relative vocabulary items.
- Tell the students to think about what they know the topic.
- Brainstorm words and phrases related to the topic onto the board.
- The students pronounce new words and give the meanings in Thai.
-

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- The Students are asked to work in pairs and each pair gets paired pictures of Loy Krathong Festival.

- Students A and Students B get different versions and they are not allowed to see each other's pictures.

- Let students name and describe the pictures in the given task and practice pronunciation.

- Tell the students to discover 5 differences from the given task and mark them with "X".

- Students do activities by practicing conversations and starting with questions, for example:

S1: What do you have in your picture?

S2: I have a jumping fish, coconut palm, and you?

S1: I have...

S2: How many jumping fish are there in your picture?

S1: There are...

S2: Where are they?

S1: They are...

- Teacher walks around and acts as an advisor or helper.

3) Follow-up activity:

- Let students check the differences marked by each participant.

- Ask the Students A and Students B to tell the differences discovered

in the 2 versions and to write them down on the board. For example:

Version A

- two jumping fish
- the tree is between the temple
and the moon

Version B

- three jumping fish
- the tree is between the temple
and the coconut palm

- The teacher writes the total number of differences from the given

task on the board and asks 2-4 volunteers to perform the task again.

4) Feedback:

- The teacher highlights words/phrases, pronunciation, and forms emerged from the students' conversational interactions in order to practice the right way to say it.

- The students note down the relevant language use in which they could remember in real-life situation.

- Ask the students to write a short paragraph dealing with what they like most on Loy Krathong Festival

5) Evaluation:

- An observation checklist (Classroom interactions)

6) Problems:

.....
.....
.....

7) Suggestions:

.....
.....
.....

Lesson Plan 2

Topic: Songkran Festival

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to speak and exchange information about Songkran Festival in order to complete the task.

2) To practice negotiation of meaning in the given task through 5 interactional features: comprehension checks, confirmation check, clarification requests, appeal for

help, and asking for repetition when some misunderstanding occurs in order to meet mutual understanding.

3) To practice using appropriate grammar such as prepositions, expressions of place, and question forms in conversational interactions.

4) To practice conversations about Songkran Festival in their own words.

Language skill: Speaking and listening

Materials required: Paired pictures of Songkran Festival

New language:

culture		children game		general		
(v)	(n)	(v)	(n)	(v)	(adj)	(n)
build	sand-castle	play	to be a horse	fly	small	jar
decorate	bowl	shoot	with water gun	stand		bush
hold	scented-water			sit		bucket
carry	flag-pole					cat
sprinkle	stupa					bird
add	temple					tree
pole	festival					
	pagoda					
				phrase:		
				-sprinkling water on		
				each other		
				-playing to be a horse		

Language link:

1) Prepositions: in, on under, above, between, behind, next to, in front of, in the middle, on the left, on the right, near

2) Questions-answers:

“Is there/Are there...in your picture?”

Yes, there is/ there are. No, there isn't/ there aren't”.

“What do you have in your picture?”

I have..."

"Do you have...in your picture?

Yes, I do. No, I don't. And you?"

"How many...are there in your picture?

There are..."

"Where is it/ are they?

It's.../They are..."

3) Negotiation strategies:

3.1 Comprehension checks (CPC)

- Understand?
- Do you understand?
- You know what I mean?

3.2 Confirmation checks (CFC)

- The man right?
- The man?

3.3 Clarification requests (CRR)

- What?
- What do you mean by that?
- What do you mean?
- Could you repeat/say that again?
- Again please
- Please say again

- I don't understand

- I don't follow

3.4 Appeal for help (AFH)

- Sorry / Excuse me. I don't understand

3.5 Asking for repetition (AFR)

- Sorry?

- Pardon?

- Pardon me?

- I beg your pardon?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up/ Review:

- Teacher gives students handout "Living room and Bathroom" and asks the students to review the use of appropriate grammar (prepositions, expressions of place, and question forms) and negotiation patterns by filling the correct prepositions in an exercise. For example:

A. The dog is...the table.

B. Jimmy is...the shower.

- Ask the students to work in pairs by practicing conversations through negotiation of meaning. For example:

S1: How many people are there in your picture?

S2: Four

S1: Four?

S2: Yes, four.

- Introduce the topic of Songkran festival and give the classroom exposure the language and relative vocabulary items, for example:

“sprinkling water on each other”

“sand-castle”

- Ask the students to tell what they know about the topic, for example, the date of the festival, and what activities people actually do on Songkran festival.

- Brainstorm new words/phrases related to the topic onto the board.

- Let the students practice pronunciation and the use of the new words in sentences.

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- Students are divided to work in pairs with paired pictures of Songkran festival, each of whom gets a different version.

- The students are not allowed to see each other's pictures.

- Let the students name and describe the pictures in the given task and then practice pronunciation in order to make sure they are able to pronounce correctly and to understand the meanings clearly.

- The students are asked to discover 5 differences from the given task and to mark with “X”.

- Each dyad practices conversations by starting questions-answers and choosing the language link like:

S1: What do you have in your picture?

S2: I have jumping fish, and you?

S1: I have too, how many jumping fish are there in your picture?

S2: I have two, and you?

S1: I have three.

S2: You have three, right?

S1: Yes, three.

- The teacher walks around and acts as an advisor or helper and notes down the mistakes made by the students to highlight in the feedback stage.

3) Follow-up activity:

- The teacher lets the students check the differences found from their performance of the given task.

- The teacher asks Students A and Students B to tell the differences discovered between the two – paired picture versions from the given task and writes them down onto the board, for example:

Version A

jar - on the right hand of the temple

Version B

- on the left hand of the temple

- three flying birds

- two flying birds

- Give the students opportunities to ask about the language use in which they do not understand and what they need to know more while doing activity.

- Ask 2-3 dyads to perform the given task again then the teacher gives the right way to say it.

4) Feedback:

- The teacher highlights pronunciation and the language use based on the students' conversational interactions and writes down on the board.

- The students practice pronunciation and the language use in order to make sure for the next tasks.

- The students note the highlights in their note-book if necessary to remember in real-life situation.

- Ask the students to write a paragraph what activities they have done on Songkran festival.

5) Evaluation:

- An observation checklist (classroom interactions)

6) Problems:

7) Suggestions:

Lesson Plan 3

Topic: Temple scene

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about “Temple scene” in their own words.

2) To be able to exchange information from the given task in order to complete the task.

3) To be able to negotiate meaning in the interactional task employing negotiation strategies: comprehension checks, confirmation checks, clarification requests, appeal for help, and asking for repetition when some misunderstanding occurs.

4) To be able to use appropriate grammar in conversational interactions such as prepositions, expressions of place, and question forms.

5) To be able to modify conversational interactions through negotiation strategies.

Language skill: Speaking and listening

Materials required: Paired pictures of Temple Scene

New language:

Temple activity		Temple	General
(v)	(n)	(n)	(n)
give	alms	stupa	dust-pan
offer	food	pagoda	yard-broom
feed	money	temple	bin
clean		temple-wall	trash
throw		a bucket of sand	garbage
use		potted plant	broom-stick
sweep		joss-stick	pathway
pray (for)		temple-roof	window
		monk	basket
		temple-gate	bird
			dog

Language link:

1) Prepositions: in, on, next to, behind, between, in front of

2) Expressions of place: at the corner, in the middle of, on the left hand, on the right hand

3) Question forms:

“What do you have in your picture?”

“Do you have...in your picture?”

“Is there/ Are there...in your picture?”

“How many...are there in your picture?”

“Where is the...in your picture?”

“Where is it/ are they?”

4) Negotiation strategies:

4.1 Comprehension checks (CPC)

- Understand?

- Do you understand?

- You know what I mean?

4.2 Confirmation checks (CFC)

- The man right?
- The man?

4.3 Clarification requests (CRR)

- What?
- What do you mean by that?
- What do you mean?
- Could you repeat/say that again?
- Again please
- Please say again
- I don't understand
- I don't follow

4.4 Appeal for help (AFH)

- Sorry / Excuse me. I don't understand

4.5 Asking for repetition (AFR)

- Sorry?
- Pardon?
- Pardon me?
- I beg your pardon?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up/ Review:

- Teacher asks students to draw a stupa, a temple, a temple-wall, monks, plotted plant, joss-stick, a bucket of sand.

- Let the students name and describe the drawing pictures in English and then practice pronunciation.

- Let the students work in pairs and practice conversations based on their drawing pictures by choosing the appropriate language link.

- The teacher introduces the topic of “Temple scene” and gives the classroom exposure the language and relative vocabulary items.

- The teacher and the students brainstorm new language related to the topic onto the board.

- Let the students practice pronunciation and learn how to use the new language in sentences.

- The students note down the new language in their note-book to remember for doing activities.

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- Students are divided into pairs and work with paired pictures of temple scene.

- Each of whom gets a different version.

- Students A and Students B are not allowed to see each other's pictures.

- Let the students name and describe pictures in the given task.

- Let the students practice pronunciation based on the relative vocabulary items and use them in sentences.

- Let students discover 5 differences from the given task and mark them with "X".

- Each dyad practices conversations following the differences marked from the given task and choosing negotiation strategies when some misunderstanding occurs.

- If any dyads were finished early, let them discover the differences left.

- The teacher walks around and acts as a helper or an advisor.

- The teacher notes the mistakes made by the students, for example, pronunciation, appropriate grammar (prepositions, expressions of place, question forms), and negotiation strategies.

3) Follow-up activity:

- Let each dyad check the differences they have marked and compare between the 2 differences versions to see the corrections.

- Teacher asks Students A and Students B to tell how many differences they have discovered.

- The teacher writes down the 2 difference versions onto the board, for

example:

Version A

Version B

- four birds

- two birds

- three monks

- two monks

- 2 dyads are asked to volunteer in performing the given task again.

- The teacher gives the right way to say it and let the students

practice conversations again.

4) Feedback:

- Teacher highlights words/phrases, appropriate grammar, pronunciation, and negotiation patterns onto the board.

- Let the students practice the highlights again.

- Let the students note down the highlights in their notebook if necessary to remember in real-life situation.

- Ask the students to write a short paragraph about what the temple activity they like to do.

5) Evaluation:

- An observation checklist (Classroom interactions)

6) Problems:

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7) Suggestions:

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Lesson Plan 4

Topic: Rocket Festival

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about “Rocket Festival” in their own words.

2) To practice the question forms and answers in conversational interactions:

“Do you have...in your picture?”

Yes, I do. No, I don't.”

“What do you have in your picture?”

I have...”

“Is there/Are there...in your picture?”

Yes, there is/there are. No, there isn't/there aren't.”

“How many... are there in your picture?”

There are...”

“Where is it/are they?”

It's.../They are...”

3) To practice how to negotiate meaning while doing task when some misunderstanding occurs, for example:

-Comprehension checks: Understand? Do you understand?

You know what I mean?

-Confirmation checks: The_____, right?

_____ Is it right?

-Clarification requests: What?

What do you mean?

-Appeal for help: Sorry/Excuse me. I don't understand

-Asking for repetition: Sorry?

Pardon?

4) To practice the language link such as appropriate grammar, question forms, and negotiation patterns in conversational interactions.

Language skill: Speaking and listening

Materials required: Paired pictures of rocket festival

New language:

Rocket		Onlookers		General	
(v)	(n)	(v)	(n)	(v)	(n)
rise	festival	look	people	fly	cloud
fall	fire	watch	children	wear	hill
come out	rocket	carry	man	point	palm
tie	stand	use	woman		tree
	bamboo	hold	motor-bike		cap
	ladder	ride			plane
	lashing	stand			umbrella
		sit			bush
				phrases:	
				-fire coming out the rocket	
				-stand for the rocket	

Language link:

1) Prepositions: above, between, behind, next to, beside, in front of, in the middle, on the right, on the left

2) Question forms:

“What do you have in your picture?”

I have...”

“Is there/Are there...in your picture?”

Yes, there is/there are. No, there isn't/ there aren't.”

“How many...are there in your picture?”

There are...”

“Where is it/are they?”

It's.../They are...”

3) Negotiation strategies:

3.1 Comprehension checks (CPC)

- Understand?

- Do you understand?

- You know what I mean?

3.2 Confirmation checks (CFC)

- The man right?

- The man?

3.3 Clarification requests (CRR)

- What?

- What do you mean by that?
- What do you mean?
- Could you repeat/say that again?
- Again please
- Please say again
- I don't understand
- I don't follow

3.4 Appeal for help (AFH)

- Sorry / Excuse me. I don't understand

3.5 Asking for repetition (AFR)

- Sorry?
- Pardon?
- Pardon me?
- I beg your pardon

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up/Review:

- Teacher chooses a student to practice conversations using the question forms and prepositions:

T: Do you have a book?

S: Yes, I do.

T: Where is it?

S: It's in my school bag.

- Teacher asks the students to work in pairs and to practice

conversations, for example:

S1: Do you have a piece of paper?

S2: Yes, I do.

S1: Where is it?

S2: It's under the table.

- Ask each dyad to practice conversational interactions through 5

interactional features such as:

Do you understand? (CPC)

The..., right? (CFC)

What? What do you mean? (CRR)

Sorry/Excuse me. I don't understand. (AFH)

Sorry? Pardon? (AFR)

For example:

S1: Do you have cats in your house?

S2: Yes, I do.

S1: How many cats do you have?

S2: I have four.

S1: Four? (CFC)

S2: Yes, I have four.

- Introduce the topic of “Rocket Festival” and give the classroom exposure the language and relative vocabulary items.

- Ask the students to tell what they know about the topic.

- Brainstorm new words/phrases related to the topic onto the board

- Let the students practice pronunciation of the new words and use them in sentences, for example:

“The rocket is rising”

“The rocket is falling”

“The fire is coming out the rocket”

Period 2: Doing task (60 minutes)

2) Student-student interactions:

- Students are asked to work in pairs with paired pictures of rocket festival and to name and describe the pictures then practice pronunciation.

- Students are not allowed to see each other’s pictures.

- The students are asked to discover 5 differences from the given task and mark them with “X”.

- Partner A and partner B practice conversations through question forms, for example:

A: what do you have in your picture?

B: I have a rocket, clouds, and a plane. And you?

A: I have sugar palm, people, and bush.

B: How many rockets do you have?

A: I have one.

B: What is the rocket like?

A: It goes rising, and you?

B: It goes falling.

- The teacher suggests the students choose the language link for conversational interactions when some misunderstanding occurs.

- The teacher walks around to help the students when facing difficulties in conversations.

- The teacher notes down the mistakes made by the students in order to highlight in the feedback stage.

3) Follow-up activity:

- Let each dyad check the differences from the given task.

- Teacher asks the Students A and Students B to tell the differences discovered during the activity and writes them on the board based on the two versions:

Version A

the plane- over the palms

Version B

- over the hill

- Teacher writes the total number of differences and asks the students practice conversations of what they have discovered in the given task.

- Ask 2-4 volunteers to do the activity again.

4) Feedback:

- Teacher highlights words /phrases, pronunciation, question forms, and negotiation of meaning emerging from the students' conversational interactions in order to see the corrections.

- Students note down in their notebook in order to use the highlights in real-life situations.

- Assign students to do homework (write a paragraph of what activity they like most in rocket festival).

5) Evaluation:

- An observation checklist (Classroom interactions)

6) Problems:

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7) Suggestions:

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Lesson Plan 5

Topic: Kite Flying Festival

Level M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about “Kite Flying Festival” in their own words.

2) To practice how to negotiate meaning while doing task when some misunderstanding occurs in order to meet mutual understanding.

3) To be able to exchange information from the given task employing appropriate grammar such as prepositions, expressions of place, question forms, and negotiation strategies in dyadic interactions.

4) To be able to complete the task by using simple words or phrases, for example, “what?”, “on the right?”

Language skill: Speaking and listening

Materials required: Paired pictures of Kite Flying Festival

New language:

Kite-flying		Kite		General	
(v)	(n)	(v)	(n)	(v)	(n)
fly	festival	spin	shape	run	temple
hold	countryside	float	size	stand	cloud
	rice harvesting season	soar	color	sit	mat
	February	swoop	style	wear	cap
	March	crash	kite-string		flowering-plant
	April	watch			bush
	craft	decorate			temple-wall
	skill				stupa
	contest				coconut palm
					dog
					children
					insulated-jug
				(adj)	
				small	

Language link:

1) Prepositions: behind, between, next to, above, over, in the middle, in front of, on the right, on the left

2) Question forms:

“What do you have in your picture?”

I have...”

“Is there/Are there...in your picture?”

Yes, there is/there are. No, there isn't/ there aren't.”

“How many...are there in your picture?”

There are...”

“Where is it/are they?”

It's.../They are

3) Negotiation strategies:

3.1 Comprehension checks (CPC)

- Understand?
- Do you understand?
- You know what I mean?

3.2 Confirmation checks (CFC)

- The man right?
- The man?

3.3 Clarification requests (CRR)

- What?
- What do you mean by that?
- What do you mean?
- Could you repeat/say that again?
- Again please
- Please say again
- I don't understand
- I don't follow

3.4 Appeal for help (AFH)

- Sorry / Excuse me. I don't understand

3.5 Asking for repetition (AFR)

- Sorry?
- Pardon?

- Pardon me?

- I beg your pardon

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up/Review:

- Teacher asks students to draw a scene of kite-flying festival by their imagination and to describe the pictures.

- Ask the students to tell what they have drawn about, for example,

S1: I have two small kites.

S2: My kite is big and has several colors.

- Teacher demonstrates how to ask questions and chooses 2 volunteers to answer the questions:

T: Do you have children in your picture?

S1: Yes, I do. I have three children.

T: How many kites do you have?

S1: I have three kites.

T: Where are they?

S1: They are flying above the temple and the coconut palm.

- Ask students to work in pairs and to practice conversations based on their drawing pictures employing the patterns of negotiation of meaning, for example:

S1: Are there children flying kites?

S2: um...what?

S1: Are there children flying kites in your picture? Do you understand?

S2: Yes, four children are flying kites.

S1: Four children?

S2: Yes, four

- Ask students to tell what they know more about kite-flying festival.
- Give the classroom exposure the language and relative vocabulary items.
- Brainstorm new words/phrases onto the board and let students practice pronunciation.
- Students are asked to use the new words in sentences.

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- Students are divided into pairs and work with kite-flying festival, each of whom gets a different version.
- The students are not allowed to see each other's pictures.
- Tell the students to discover 5 differences from the given task and to mark them with "X".
- Each dyad practices conversations through the language link (prepositions, expressions of place, question forms, negotiation patterns).

- Teacher walks around to help students in relation to the language use and notes the mistakes made by the students for the feedback stage.

3) Follow-up activity:

- Let each dyad check the differences done while doing task and compare them.

- Teacher asks Students A and Students B to tell the differences found from each version and writes on the board:

Version A	Version B
7 people	6 people
three temples	two temples

- Ask 2 dyads to perform the given task again.
- Teacher gives the right way to say it.

4) Feedback:

- Teacher highlights the language use and pronunciation based on the students' conversational interactions and lets them practice those again.

- Teacher writes the highlights onto the board and asks students to note them in their notebook in order to make use if necessary to remember in real-life situation.

- Ask students to write a paragraph about what activity they like most on kite-flying festival.

5) Evaluation:

- An observation checklist (Classroom interactions)

6) Problems:
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7) Suggestions:
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Lesson Plan 6

Topic: The Country Scene

Level: M.3

Time: 120 minutes

Aims of the lesson:

- 1) To motivate students to practice conversations about “The Country Scene” in their own words.
- 2) To be able to exchange information from the given task in order to complete the task.
- 3) To be able to talk about real-life skills by exchanging information and checking understanding while doing task.
- 4) To be able to link language practice in conversational interactions.
- 5) To be able to negotiate meaning in the “Spot the Differences” task when some misunderstanding occurs employing negotiation strategies: comprehension checks, confirmation checks, clarification requests, appeal for help, and asking for repetition.

6) To be able to use appropriate grammar such as prepositions, expressions of place, and question forms in dyadic interactions.

7) To be able to imagine interlocutors in the situation and to modify their conversational interactions.

Language skill: speaking and listening

Materials required: Paired pictures of The Country Scene

New language:

Farmer activity		Animals		General	
(v)	(n)	(v)	(n)	(v)	(n)
plant	rice	sit	water-buffalo	wear	sugar-palm
collect	sickle	jump	bird	hold	shelter
harvest	shock	fly	jumping frog		shelter-roof
carry	bundles		frog		roof-thatch
	rice-hay				tree
					sun
					farmer
					hat
					hill
				phrase:	
				-ridge	between plots

Language link:

- 1) Prepositions: in, on, under, behind, between, next to
- 2) Expressions of place: on the left hand, on the right hand, in the middle
- 3) Question forms:

“What do you have in your picture?”

I have...”

“Is there/Are there...in your picture?”

Yes, there is/there are. No, there isn't/ there aren't."

"How many...are there in your picture?"

There are..."

"Where is it/are they?"

It's.../They are

4) Negotiation strategies:

4.1 Comprehension checks (CPC)

- Understand?
- Do you understand?
- You know what I mean?

4.2 Confirmation checks (CFC)

- The man right?
- The man?

4.3 Clarification requests (CRR)

- What?
- What do you mean by that?
- What do you mean?
- Could you repeat/say that again?
- Again please
- Please say again
- I don't understand
- I don't follow

4.4 Appeal for help (AFH)

- Sorry / Excuse me. I don't understand

4.5 Asking for repetition (AFR)

- Sorry?
- Pardon?
- Pardon me?
- I beg your pardon

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up/Review:

- Teacher asks students to draw “water buffaloes, birds, farmers, shelter, farmers are harvesting the rice with sickle”, but each can draw any different number of those depending on their needs and imagination.

- Let students name and describe the drawing pictures, teacher walks around to help them practice pronunciation and spellings.

- Let the students practice conversations in dyadic interactions following their drawing pictures through appropriate grammar, question forms, and negotiation strategies when they encounter communication breakdown.

- Two volunteers are asked to practice conversations relating to their drawing pictures.

- Teacher corrects the two students' conversational interactions.

- Teacher introduces the topic of “The Country Scene” and gives the classroom exposure the language and relative vocabulary items.

- Teacher and students brainstorm new language relating to the topic onto the board.

- Let the students practice pronunciation and use the new language in sentences.

- Students note down the new language in their note-book.

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- Students are asked to work in pairs with paired pictures of the country scene, each of whom gets a different version.

- Students are not allowed to see each other's pictures.

- Each dyad performs the given task through speech only.

- Let students name and describe pictures from the given task then practice pronunciation.

- Tell the students to remember where each picture appears in the given task.

- Let students discover 5 differences from the task by marking them with “X”.

- Each dyad practice conversations following the differences marked.

- Each dyad must use negotiation strategies such as comprehension checks, confirmation checks, clarification requests, appeal for help, and asking for repetition when some misunderstanding occurs.

- If any dyads were finished early, they are allowed to discover the differences left.

- Teacher walks around while the students doing the task and acts as an advisor or helper.

- Teacher notices what the mistakes made by the students, for example, language use and pronunciation.

- Teacher keeps in mind in selecting the one who is the best dyad while doing task in order to volunteer in the follow-up activity.

3) Follow-up activity:

- Let each dyad check the differences and compare between the 2 versions in order to see the number of its positions involved.

- Teacher asks Students A and Students B to tell how many differences they have discovered.

- T writes down the 2 different versions onto the board:

Version A	Version B
- 2 flying birds	- 1 flying bird
- 3 sugar palms	- 2 sugar palms
bird – sitting on the water buffalo	- sitting on the shelter-roof

- 2 to 4 volunteers are asked to perform the given task again.

- Teacher gives the right way to say it and lets the students practice conversations again involving the misunderstood point.

4) Feedback:

- Teacher highlights the language use and pronunciation based on the students' conversational interactions.

- Let the students practice the highlights again.

- Let the students note down the highlights if necessary to remember in real-life situation.

- Ask students to write a short paragraph about the country scene they like most.

5) Evaluation:

- An observation checklist (Classroom interactions)

6) Problems:
.....
.....

7) Suggestions:
.....
.....

Lesson Plan 7

Topic: Long-boat Racing

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about Long-boat Racing in dyadic interactions in their own words.

2) To practice appropriate grammar such as prepositions and questions in conversational interactions.

3) To be able to negotiate meaning in conversations through negotiation strategies: comprehension checks, confirmation checks, clarification requests, appeal for help, and asking for repetition in order to solve communication breakdown.

4) To be able to use the language link in conversational interactions in order to meet mutual understanding.

Language skill: Speaking and listening

Materials required: Paired pictures of Long-boat Racing

New language:

Long-boat Racing		General	
(v)	(n)	(v)	(n)
row	river	jump	onlookers
pole	boat	fly	temple
wear	racing	stand	stupa
sit	rowers		pagoda
	oar		school
	paddle		cap
	flag-pole		hat
			bird
			fish
			temple-wall
			palm-tree

Language link:

1) Prepositions: between, behind, next to, near, in the front of, in the back of, in the middle, on the left, on the right, above

2) Questions:

“Do you have...in your picture?”

“What do you have in your picture?”

“Is there / Are there...in your picture?”

“How many are there...in your picture?”

“Where is it / are they?”

3) Negotiation strategies:

CPC: Understand? Do you understand?

CFC: The _____, right?

CRR: What? What do you mean?

AFH: Sorry / Excuse me. I don't understand

AFR: Sorry? Pardon?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up / Review:

- Teacher gives students handout “Living room” and let them work in pairs to find out the correct prepositions.

- Teacher checks the answers by asking each pair:

T: What is number 1?

Pair No1: outside

- Teacher gives the sentence patterns for asking questions and giving answers, for example,

A: Where is the bush?

B: The bush is outside the window.

A: Where is the clock?

B: The clock is between the candles.

- Teacher divides students into pairs and lets them practice questions-answers following the given patterns.

- Teacher introduces the topic of Long-boat Racing and asks students to tell what they know about the topic.

- Brainstorm new language onto the board.

- Let students pronounce the new language and teacher illustrates them.

- Teacher asks volunteers to practice conversations employing negotiation strategies, for instance,

A: Where is the clock?

B: Pardon? (AFR)

A: The clock, understand?

B: Oh yes, I understand.

Period 2: Doing activity (60 minutes)

2) Student-students interactions:

- Students are divided to work in pair with paired pictures of “Long-boat Racing.”

- Students A and Student B get different versions.

- Students are not allowed to see each other’s pictures.

- Tell students to discover 5 differences from the given task and to mark them with “X.”

- Each dyad practices conversations and completes the task according to the differences marked through negotiation strategies when some misunderstanding occurs.

- Teacher walks around to help students dealing with the language use and pronunciation and acts as an advisor or helper.

- Teacher notes some mistakes made by the students for the feedback stage.

3) Follow-up activity:

- Let students check the differences what they have done while doing activity.

- Teacher asks Students A and Students B to tell the differences between two versions and writes them onto the board.

- Ask volunteers to perform the given task again.

- Let students ask teacher questions about the language use they don't understand.

4) Feedback:

- Teacher highlights pronunciation and appropriate grammar based on students' conversational interactions.

- Teacher lets students practice the highlights again.

- Ask students to note down the highlights in their note-book if necessary to remember in real life situation.

5) Evaluation:

- An Observation checklist (Classroom interactions)

6) Problems:
.....
.....

7) Suggestions:
.....
.....

Lesson Plan 8

Topic: Floating Market

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about “Floating Market” in their own words.

2) To be able to exchange information from the given task employing appropriate grammar such as prepositions, expressions of place, and question forms.

3) To be able to negotiate meaning that each participant needs to find something out from the other participant in order to complete the task.

4) To be able to check understanding what interlocutors are talking about in order to meet mutual understanding.

5) To have equal opportunity to negotiate and follow up other participant’s contributions.

6) To be able to use negotiation strategies in conversational interactions such as comprehension checks, confirmation checks, clarification requests, appeal for help, and asking for repetition.

Language skill: Speaking and listening

Materials required: Paired pictures of Floating Market

New language:

Fresh food		Prepared food		General	
(v)	(n)	(v)	(n)	(v)	(n)
	green vegetable		beef	wear	pot
	papaya		pork	sit	noodle
	pineapple		chicken	pole	chop-stick
	banana		duck	row	spoon
	mango		condiment	boil	shelf
	mango -steen		sauce	sell	fish
				open	boat
				close	hat
				Phrase:	
				-display case	
				-boiling pot for noodle	
				-jumping fish	
				(adj)	
				right way up	
				upside down	

Language link:

1) Prepositions: in, on, behind, between, under

2) Expressions of place: on the left, on the right, in the back of, in the front of, in the middle of, at the top of, at the bottom of

3) Question forms:

“What do you have in your picture?”

“Do you have...in your picture?”

“Is there / Are there...in your picture?”

“How many...are there in your picture?”

“Where is it / are they?”

4) Negotiation strategies:

CPC: Do you understand?, Understand?, You know what I mean?

CFC: The_____, right?

CRR: What? What do you mean?

AFH: Sorry / Excuse me. I don't understand

AFR: Sorry? Pardon? Pardon me?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm up / Review:

- Students are asked to draw three boats at the floating market, the first boat is about a woman selling noodle, the second is about a woman selling vegetables, the third is about a woman selling fruits.

- After finishing drawing the boats, students name and describe the pictures.

- Students are asked to work in pairs and practice conversations by exchanging information based on what they have drawn employing the language link.

- Teacher introduces the topic of "Floating Market" and gives the classroom exposure the language and relative vocabulary items.

- Teacher and students brainstorm new language relating to the topic onto the board.

- Students practice pronunciation and spellings and use them in sentences.

- Students note down the new language in their notebook.

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- Students are divided into dyads and work with paired pictures of floating market, each of whom gets a different version.

- Students are not allowed to see each other's pictures.

- Let students name and describe the pictures from the given task.

- Students practice pronunciation and spellings of the new language.

- Students are asked to discover 5 differences from the given task.

- Each student marks the differences with "X".

- Each dyad practices conversations through negotiation strategies and appropriate grammar, for instance:

A: What do you have in your picture?

B: I have a boiling pot for noodle, and you?

A: I do, too. Is there a condiment in your picture? Do you know what I mean?

B: Sorry, I don't understand

A: It's salt or pepper that is used to give flavor to food, understand?

B: um...I see

- If any dyads were finished early, they are allowed to discover the differences left in order to continue practicing conversational interactions.

- Teacher walks around and acts as a helper or advisor.

- Teacher notes some mistakes made by the students in order to highlight in the feedback stage.

3) Follow-up activity:

- Let each dyad check the differences marked with “X” and compare the answers.

- Teacher asks Students A and Students B to tell how many differences found there are from the given task.

- Teacher writes down the 2 different versions onto the board:

Version A	Version B
-5 papaya	-3 papayas
-jumping fish: on the right	- on the left

- 2 dyads are volunteered to perform the given task again.
- Teacher gives comments and the right way to say it.
- Let students practice conversations again.

4) Feedback:

- Teacher highlights words / phrases, question forms, pronunciation, and negotiation patterns where the mistakes made by the students onto the board.

- Students practice the highlights again.

- Students note down the highlights in their notebook if necessary to remember in real-life situation.

- Students write a paragraph about the floating market.

5) Evaluation:

- An Observation checklist (Classroom interactions)

6) Problems:

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7) Suggestions:

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Lesson Plan 9

Topic: Fresh Food Market Scene

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about “Fresh Food Market Scene” in their own words.

2) To be able to check interlocutors’ comprehension while doing task by choosing these features:

- Do you understand?

- Understand?

- You know what I mean?

3) To be able to confirm what messages that interlocutors hear are correct employing the feature:

- The..., right?

4) To be able to request clarity what interlocutors are talking about employing these features:

- What?

- What do you mean?

- What do you mean by that?

5) To be able to ask for help when interlocutors do not understand each other employing these features:

- Sorry! I don't understand

- Excuse me! I don't understand

6) To be able to ask for repetition when interlocutors are not sure what they heard, for example,

- Sorry?

- Pardon?

- Pardon me?

7) To be able to choose the language link for information exchange in conversational interactions when some misunderstanding occurs.

8) To be able to tell interlocutors about the number of differences appearing from paired pictures of the given task and the correct prepositions.

Language skill: Speaking and listening

Materials required: Paired pictures of Fresh Market Scene

New language:

Food items	non-food items	General
Vegetables (n)	Meat (n)	(v) (n)
squash (es)	beef	lead people
tomato (es)	chicken	hold man
cabbage (s)	pork	buy woman
pumpkin (s)	duck	sell child
potato (es)	fresh meat	hang poodle
green vegetable (s)		put shoe
green-egg plant (s)		wear cap
fresh chili (s)		point collar
		leash
		knife
		chopping block
		florist
		basket
		shoulder bag
		hanger

Language link:

1) Prepositions: in, on, between, behind, in front of, next to, on the left, on the right

2) Question forms:

“What do you have in your picture?”

I have...”

“Is there Are there...in your picture? Yes, there is / there are. No, there isn't / there aren't.”

“Do you have ...in your picture?”

Yes, I do. No, I don't.”

“How many...are there in your picture?

There are...”

“Where is it / are they?

It’s.../ They are...”

3) Negotiation strategies:

CPC: Do you understand? Understand? You know what I mean?

CFC: The....., right?

CRR: What? What do you mean?

AFH: Sorry / Excuse me! I don’t understand

AFR: Sorry? Pardon? Pardon me?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up / Review:

- Teacher asks students to play “Guessing Game” dealing with answering questions, for instance:

“What kind of meat does it begin with “B”?

It’s beef.”

“What kind of meat does it begin with “D”?

It’s duck.”

- Students practice conversations employing the language link such as prepositions, expressions of place, question forms, and negotiation strategies, for example:

A: What kinds of vegetable do you like most?

B: I like cabbage. Understand? (CPC)

A: No.

- After the conversations, teacher introduces the topic of Fresh Food Market Scene and gives the classroom exposure the language and relative vocabulary items.

- Teacher and students brainstorm new language relating to the topic onto the board.

- Students practice pronunciation and spellings of the new language.

- Students note down the new language in their notebook.

Period 2: Doing activity (60 minutes)

2) Students-student interactions:

- Students work in pairs with paired pictures of Fresh Market Scene, each of whom gets a different version.

- Students are not allowed to see each other's pictures.

- Teacher and students review relative vocabulary items and practice pronunciation again in order to make students confident.

- Students name and describe pictures from the given task.

- Students are to discover 5 differences from the given task.
- Each student marks the differences with “X”.
- Each dyad practices conversations by exchanging information through the language link.
- If any dyads were finished early, they are allowed to find out the differences left.
- Teacher walks around and acts as an advisor or helper.
- Teacher notices the mistakes made by the students and highlights them for the feedback stage.

3) Follow-up activity:

- Let each dyad check the differences and compare the answers.
- Teacher asks Students A and Students B to tell how many differences there are.
- Teacher writes down the 2 different versions onto the board:

Version A

- 1 pumpkin
- 3 kinds of meat

Version B

- 2 pumpkins
- meat

- 2 dyads are volunteered to perform the given task again.
- Teacher suggests the right way to say it if some mistakes are found.

4) Feedback:

- Teacher highlights words / phrases, appropriate grammar, and negotiation strategies based on the students' conversational interactions.

- Teacher writes the highlights onto the board.

- Students practice pronunciation and question forms again.

- Students note down the highlights in their notebook.

- Students are to write a paragraph about what they like most in the fresh food market.

5) Evaluation:

- An Observation checklist (Classroom interactions)

6) Problems:

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7) Suggestions:

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Lesson Plan 10

Topic: Thai Kitchen Scene

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about “Thai Kitchen Scene” in their own words.

2) To be able to exchange information from the given task through negotiation strategies such as comprehension checks, confirmation checks, clarification requests, appeal for help, and asking for repetition.

3) To be able to link appropriate grammar such as prepositions, expressions of place, and question forms in conversational interactions.

4) To be able to tell their interlocutors about the number of things appearing in paired pictures and the positions of the items.

5) To be able to use new language from the given task for asking questions and giving answers while doing task.

Language skill: Speaking and listening

Materials required: Paired pictures of Thai Kitchen Scene

New language:

Cooking tools		Utensils	General	
(v)	(n)	(n)	(v)	(n)
to hang	a stove	pot	cook	refrigerator
to cover	a burner	spoon		shelf
to open	control	kettle		hook
to close	a spatular	hot-pot		lid
to place	a knife	chopping block		cord
to put	a scoop	knife-rack		plug
to turn on	a mortar	electric plug		stacked
to turn off	a pestle	rice cooker		cat
to turn	a plate	gas tank		chair
	a bowl	hand towel		table
		tube for the gas		fridge
		local charcoal stove		stove knob
				ice box

Language link:

- 1) Prepositions: in, on, under, next to, behind, between, above
- 2) Expressions of place: In the middle of, on the right, on the left
- 3) Question forms:

“What do you have in your picture?”

I have...”

“How many...are there in your picture?”

There are...”

“Where is the...in your picture?”

It's ...”

“Do you have...in your picture?”

Yes, I do. No, I don't.”

- 4) Negotiation strategies:

CPC: Do you understand? Understand?

You know what I mean?

CFC: The..., right?

CRR: What? What do you mean?

What do you mean by that?

AFH: Sorry! / Excuse me! I don't understand

AFR: Sorry? Pardon? Pardon me?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up / Review:

- Teacher asks students to draw a kitchen with cooking tools and utensils.

- Students name and describe the pictures they have drawn.

- Teacher walks around the class to help students describe the drawing pictures.

- Students to work in pairs to practice conversations dealing with their drawing pictures.

- Teacher chooses a student to be a partner to demonstrate conversational interactions through the language link, for example:

T: What do you have in your picture?

S: I have a stove, a knife, rice cooker, and a fridge.

T: How many knives are there in your picture?

S: There are three

T: You have three knives?

S: Yes, I have three

T: Is there a mortar in your picture?

S: um...what?

T: mortar is used for cooking Somtam. Understand?

S: Oh...I see. I have one.

- After demonstration, each dyad practices conversations and teacher walks around to help students.

- Teacher introduces the topic of Thai Kitchen Scene and gives the classroom exposure the language and relative vocabulary items.

- Teacher and students brainstorm new language and relative vocabulary items onto the board.

- Students practice pronunciation and spellings of the new language.

- Students note down the new language in their notebook.

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- Students are divided into dyads and work with paired pictures of Thai Kitchen Scene, each of whom gets a different version.

- Students are not allowed to see each other's pictures.

- Let students review the new language and practice pronunciation again in order to make sure in conversational interactions.

- Let students name and describe the pictures from the given task and remember where things they are.

- Students are asked to discover 5 differences by marking them with "X".

- Each dyad practices conversations through the language link.

- Teacher walks around to help students if they need.

- If any dyads finish early , they are allowed to discover the differences left.

- Teacher note down some mistakes made by the students in order to highlight them in the feedback stage.

3) Follow-up activity:

- Each dyad checks the differences found while doing task and compare the answers.

- Students A and Students B tell each other how many differences there are and teacher writes down the 2 different versions onto the board:

Version A

- 3 knives
- a fridge: left opened

Version B

- 2 knives
- fridge: closed

- 2 dyads are volunteered to perform the given task again.

- Teacher suggests the right way to say it.

4) Feedback:

- Teacher highlights words / phrases, pronunciation and forms based on the students' conversational interactions.

- Teacher writes down the highlights onto the board.

- Let students practice pronunciation and forms again.

- Students write down the highlights in their notebook if necessary to remember in real-life situation.

- Students write a paragraph about the favorite food they like to cook.

5) Evaluation:

- An Observation checklist (Classroom interactions)

6) Problems:

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7) Suggestions:

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Lesson Plan 11

Topic: Living room Scene

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about Living room Scene in their own words.

2) To be able to communicate with their interlocutors in the given task by using words / phrases.

3) To be able to exchange information employing prepositions, expressions of place, question forms, and negotiation strategies in order to complete the task.

4) To be able to modify conversational interactions focusing on meaning.

5) To be able to choose the appropriate language link while doing task.

Language skill: Speaking and listening

Materials requires: Paired pictures of Living Room Scene

New language:

Furniture	Accessories	General
(n) sofa coffee table cabinet television table	(n) curtain portrait vase shelf television telephone a flower-vase family picture	(v) (n) play mobile phone sleep cat put umbrella plug in striped ball sit toy-car stand a bowl of fruit a glass of water remote-control table desk stand

Language link:

- 1) Prepositions: in, on, under, next to, behind, between
- 2) Expressions of place: at the edge of, in the front of, in the back of, on the right, on the left
- 3) Questions-answers:
 - What do you have in your picture?
 - I have...
 - Do you have...in your picture?
 - Yes, I do. No, I don't.
 - Is there / Are there...in your picture?
 - Yes, there is / there are. No, there isn't / there aren't.
 - How many... are there in your picture?

- There are...

4) Negotiation strategies:

CPC: Do you understand? Understand?

You know what I mean?

CFC: The..., right?

CRR: What? What do you mean?

What do you mean by that?

AFH: Sorry! / Excuse me! I don't understand

AFR: Sorry? Pardon? Pardon me?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up activity/ Review:

- Teacher asks students to draw a living room following their house.

- Teacher helps students name and describe the drawing pictures.

- Students practice pronunciation and spellings.

- Students work in pairs with their drawing pictures and to practice

conversations through the language link in their own words.

-Teacher walks around to help students if they need, for example,

A: Is there a television in the living room?

B: Yes, there is, and you?

A: No, there isn't. Where is the TV in your picture?

B: It's on the shelf

A: What?

B: The TV is on the shelf. Understand?

A: Yes.

B: Is there a flower vase in your picture?

A: Yes, there is.

B: How many flower vases are there in your picture?

A: There are two.

- Teacher introduces the topic of Living room Scene and gives the classroom exposure the language and relative vocabulary items.

- Students tell each other what they know about the topic.

- Students brainstorm new language relating to the topic onto the board.

- Students practice pronunciation and spellings.

- Students note down the new language in their notebook.

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- Students work in pairs with paired pictures of living room scene, each of whom gets a different version.

- Students are not allowed to see each other's pictures.

- Students review the relative vocabulary items again by naming and describing pictures in order to make sure when performing task.

- Students practice pronunciation and spellings again
- Students are to discover 5 differences from the given task.
- Students mark the differences with “X”.
- Each dyad practices conversations through the language link in order to complete the task.
- If any dyads finish early, they are allowed to discover the differences left and to practice conversations.
- Teacher walks around to help students and acts as an advisor.
- Teacher notes down some mistakes made by the students in order to prepare for the feedback stage.

3) Follow-up activity:

- Each dyad checks the differences found while doing the task and compare the answers.
- Students A and Students B tell each other how many differences there are from the given task.
- Teacher writes down the 2 different versions onto the board:

Version A

- 1 umbrella

Version B

- 2 umbrellas

- Select 2 volunteers to perform the given task again
- Teacher suggests a better way to say it.

4) Feedback:

- Teacher highlights words / phrases, forms, and pronunciation found in students' conversational interactions.

- Teacher writes the highlights on the board.

- Students practice the highlights and then write down in their notebook if necessary to remember in real-life situation.

- Students write a paragraph about the living room they like most.

5) Evaluation:

- An Observation checklist (Classroom interactions)

6) Problems:
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7) Suggestions:
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Lesson Plan 12

Topic: Office Scene

Level: M.3

Time: 120 minutes

Aims of the lesson:

1) To motivate students to practice conversations about office scene in their own words.

2) To be able to negotiate meaning while doing task when some misunderstanding occurs.

3) To be able to exchange information in dyadic interactions employing the appropriate language link such as prepositions, expressions of place, question forms, and negotiation strategies in order to solve communication breakdown.

Language skill: Speaking and listening

Materials required: Paired pictures of Office Scene

New language:

Equipment		Decoration		General	
(v)	(n)	(v)	(n)	(v)	(n)
turn on	computer	hang	picture	write	chair
turn off	calculator	wear	tray	sit	woman
plug in	CPU	decorate	calendar	work	floor
	keyboard	put	file	use	
	screen		pen-holding	type	
	monitor		eye-glasses	print	
	telephone		feather-duster		
	desk		rubbish-basket		
	office		frame-certificate		
			a piece of paper		

Language link:

- 1) Prepositions: in, on, under, near, next to, over, between, behind
- 2) Expressions of place: in the middle of, at the edge, on the left, on the right
- 3) Questions-answers:
 - What do you have in your picture?

- I have...
- Do you have...in your picture?
- Yes, I do. No, I don't.
- Is there / Are there...in your picture?
- Yes, there is / there are. No, there isn't / there aren't.
- How many... are there in your picture?
- There are...

4) Negotiation strategies:

CPC: Do you understand? Understand?

You know what I mean?

CFC: The..., right?

CRR: What? What do you mean?

What do you mean by that?

AFH: Sorry! / Excuse me! I don't understand

AFR: Sorry? Pardon? Pardon me?

Period 1: Pre-task stage (60 minutes)

Procedure

1) Warm-up / Review:

- Teacher gives students handouts "Bedroom, Dining room, Living room, Bathroom, and Kitchen" and asks students to work in pairs and think about what they know in English about the items in the given pictures in the handout.

- Teacher and students brainstorm relevant vocabulary items onto the

board:

bedroom	garage	chair
bathroom	kitchen	table
shower	stove	armchair
mirror	refrigerator	couch
shelf	dining room	stereo
rug		

- Students practice pronunciation and spellings.

- Teacher asks the whole class questions and the students answer

together, for example:

T: How many chairs are there in the kitchen?

Ss: There are four.

T: Where's the computer?

Ss: It's on the desk.

T: Is there a mirror in the bedroom?

Ss: Yes, there is.

T: How many armchairs are there in the dining room?

Ss: There are two.

-Students work in pairs to practice conversations through negotiation strategies, for example,

A: Where's the couch?

B: What?

A: Do you understand? Where's the couch?

B: Sorry. I don't understand.

A: It's a chair. 2 or 3 people can sit on it

B: Oh...I see, it's next to the telephone table

A: Is there a mirror in the bedroom?

B: No, there isn't.

A: How many chairs are there in the kitchen?

B: Four.

A: There are four?

B: Yes, four.

- Teacher introduces the topic of Office Scene and gives the classroom the exposure to the language and relevant vocabulary items.

- Teacher asks students to tell what they know about the topic.

- Brainstorm new language relating to the topic onto the board.

- Let students practice pronunciation and spellings.

- Students work in pairs to practice conversations employing the appropriate language link.

Period 2: Doing activity (60 minutes)

2) Student-student interactions:

- Students work in pairs with paired pictures of office scene, each of whom gets a different version.

- Students name and describe the pictures from the given task and practice pronunciation and spellings.

- Students discover 5 differences from the given tasks and mark them with “X”.

- Students practice conversations employing the appropriate language link when some misunderstanding occurs while doing task.

- Teacher walks around the classroom to help students dealing with the language use and pronunciation when students encounter difficulties.

3) Follow-up activity:

- Students check the differences from the given task and compare the answers.

- Students A and Students B tell each other the differences from the 2 versions onto the board:

Version A

TV- off

woman- wearing eye-glasses

Version B

TV- on

woman- not wearing eye-glasses

- Students say the list of differences appearing in Version A on the board and Students B reverse roles and say the following differences in Version B.

- 2 or 4 dyads volunteer to perform the given task again.

- Teacher notes some mistakes made by the students in order to give the students comments in the feedback stage.

4) Feedback:

- Teacher highlights words / phrases, pronunciation and forms based on the students' conversational interactions onto the board.

- Students practice the highlights again in order to make sure in further activity.

- Students note down the highlights in their notebook if necessary to remember in real-life situation.

- Students write a paragraph what office scene they like most.

5) Evaluation:

- An Observation checklist (Classroom interactions)

6) Problems:
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7) Suggestions:
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APPENDIX C

SURVEY QUESTIONNAIRE ON STUDENTS’

ATTITUDES

The following questionnaire was translated into Thai by the current researcher and Ajan Somchit Srimuang, Huay Kok School, Mukdahan Province.

Attitude Questionnaire

The followings are 22 questions relating to your attitudes towards the effects of the patterns of negotiation of meaning strategies on the kind of language used in “Spot the Differences” tasks. All items are 5-point Likert Scales as follows:

- Strongly disagree = 1
- Disagree = 2
- No opinion = 3
- Agree = 4
- Strongly agree = 5

1. Personal information

- 1.1 Name.....
- 1.2 Sex.....
- 1.3 Age.....
- 1.4 Class.....
- 1.5 Academic year.....

2. Attitudes towards negotiation strategies in “Spot the Differences” tasks

Item	Strongly agree (5)	Agree (4)	No opinion (3)	Disagree (2)	Strongly disagree (1)
1. I believe that “Spot the Differences” tasks would provide me with an accurate idea of my ability to speak English.					
2. I felt nervous before doing “Spot the Differences” tasks.					
3. I felt nervous while I was doing “Spot the Differences” tasks.					
4. I believe I did well on “Spot the Differences” tasks.					
5. If I had done “Spot the Differences” tasks on another day, I would have done better.					
6. I believe that “Spot the Differences” tasks provide me an adequate opportunity to demonstrate my ability to Speak English.					
7. The time allowed for “Spot the Differences” tasks was too short.					
8. I like doing “Spot the Differences” tasks.					
9. I understood what I was supposed to do in “Spot the Differences” tasks.					
10. I thought that “Spot the Differences” tasks were related to what I learn in class.					

Item	Strongly agree (5)	Agree (4)	No opinion (3)	Disagree (2)	Strongly disagree (1)
11. If a different teacher had conducted the “Spot the Differences” tasks, I would have done better.					
12. I thought that the “Spot the Differences” tasks were too difficult.					
13. I thought that the “Spot the Differences” tasks were interesting.					
14. I thought that doing the “Spot the Differences” tasks were an unpleasant experience.					
15. I wish we had more English classes at school.					
16. I like the English classes.					
17. I have found the “Spot the Differences” tasks useful from an English language learning point of view.					
18. I have found the “Spot the Differences” tasks hard.					
19. I like the “Spot the Differences” tasks.					
20. I could do my language proficiency justice when doing the “Spot the Differences” tasks.					
21. We learn things in the English classes that will be useful in the future.					

Item	Strongly agree (5)	Agree (4)	No opinion (3)	Disagree (2)	Strongly disagree (1)
22. I have found the "Spot the Differences" tasks used in the classroom activity useful for EFL learners.					

3. Comments.....

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Thanks for your co-operation

APPENDIX D

SEMI-STRUCTURED INTERVIEW

Semi-structured Interviews

The purpose of the use of semi-structured interviews in this study is to probe deeply the interviewees' views and opinions about the patterns of negotiation of meaning used for "Spot the Differences" tasks in which the participants have already done the tasks in classroom interactions in order to support the completeness of data collection.

According to Creswell (2003), if the data collection comprises of interviews, it is believed that the researcher can be able to justify their use in his or her particular context. Additionally, the strength of semi-structured interviews can provide the researcher with an opportunity to prompt and probe deeper into the given situation (Kajornboon, 2005). As claims above, it is believed that if I gain the truth about the negotiation strategies used for "Spot the Differences" tasks from the participants, it could help make my study, qualitative analysis, more complete. This is because the interviewer could be able to probe or ask more detailed questions of interviewees' situations not adhere only to the questions for interviews guide. In order to ensure that conducting interviews are going smoothly and well-prepared, I follow a series of steps in Creswell's (2003, pp.123-125) procedure:

- identify the interviewees based on one of the purposeful sampling procedures mentioned in the preceding;
 - determine the type of interview protocol;
 - prepare the use of adequate recording procedures;
 - design the interview protocol with approximately five open-ended questions and ample space between the questions to write responses to the interviewees' comments;
- determine the place for conducting the interview;
- obtain consent from the interviewee to participate in this study;
- during the interview, stick to the questions, complete within the time specified and offer few questions and advice.

Interview Protocol

Project: The Effects of the Patterns of the negotiation of Meaning Strategies on the English Language Used in Communicative Information Gab Tasks by Thai Lower Secondary Students

Time of interview:

Date:

Place:

Interviewer: Researcher/Teacher

Interviewee: Student

Position of interviewee: Proximal

Questions:

1. Do you think "Spot the Differences" tasks are good for classroom interactions? If so, why?

2. What have you learned from the "Spot the Differences" tasks?

3. What are the patterns of negotiation strategies in which you have used very often when having communication breakdown?

4. Why do you have to use the patterns of negotiation strategies while doing “Spot the Differences” tasks?

5. Do you think the patterns of negotiation of meaning are useful for communication?

(Thank individual for participating in this interview)

APPENDIX E
INTERVIEW TRANSCRIPTS
(TRANSLATED FROM THAI TO ENGLISH)

Interview Transcript 1

Interviewer: Suwiat

Student: Chiraphorn

Interviewer: Hi, Chiraphorn

Student: Hi, Ajan Suwiat

Interviewer: How are you?

Student: I'm fine, and you?

Interviewer: I'm fine, thanks. Today I'm going to interview you about the activities that you did last semester. That is the "Spot the Differences" tasks. Is it right?

Student: Yes

Interviewer: All you did in pairs were the "Spot the Differences" tasks. Do you think the "Spot the Differences" tasks were good for classroom interactions?

Student: Yes, It's good because the "Spot the Differences" tasks helped me learn a lot of new vocabulary items and I was able to find spot the differences of the given paired pictures.

Interviewer: Anything else?

Student: I learned new words for interviewing and conversation and I got to know how to ask for confirmation and things like that.

Interviewer: Then Chiraphorn, what have you learned from the “Spot the Differences” tasks?

Student: Speaking skill and pronunciation and use of confirmation checks in order to see if my partner or I use English correctly or not.

Interviewer: What are the patterns of negotiation strategies you used very often when experiencing communication breakdown?

Student: I used confirmation checks in order to see if my partner or I used English correctly or not. I used asking for repetition in order to get my partner to repeat what he said when I couldn't keep up with him or when I didn't understand, for example, “pardon”. I asked my partner to repeat that again for comprehension.

Interviewer: For mutual understanding, right?

Student: Yes.

Interviewer: Why do you have to use the patterns of negotiation strategies while doing “Spot the Differences” tasks?

Student: Because it can help make conversation easy and quick. I am able to use gestures in conversation and it makes me understand easily.

Interviewer: So it doesn't take so long. Do you think the patterns of negotiation of meaning are useful for communication?

Student: It is very useful because when we don't understand our conversation we can use these techniques to explain what we said until we

Interviewer: All you did in pairs were the “Spot the Differences” tasks. Do you think the “Spot the Differences” tasks were good for classroom interactions?

Student: Yes, It’s good because I got to know how to ask for information, pronunciation and how to ask questions correctly. We then can use new words in conversation.

Interviewer: Anything else?

Student: As I said. Everything is OK.

Interviewer: Then Chakaphan, what have you learned from the “Spot the Differences” tasks?

Student: I learned how to find “Spot the Differences” and pronunciation of new words.

Interviewer: What are the patterns of negotiation strategies you used very often when experiencing communication breakdown?

Student: I used asking for repetition in order to help me understand.

Interviewer: What else?

Student: I used all of 5 techniques.

Interviewer: Why do you have to use the patterns of negotiation strategies while doing “Spot the Differences” tasks?

Student: Because it can help me understand conversation. I can pronounce words correctly. I got to know how to ask for help, to check comprehension in order to check my understanding.

Interviewer: For mutual understanding?

Student: Yes.

Student: Yes, It's good because I got to practice skills in using these techniques about how to answer questions and how to solve problems in communication.

Interviewer: For communication?

Student: Yes, because I got to know how to check comprehension when my partner or I do not understand. I can use these techniques to solve the problems.

Interviewer: Then Kittikun, what have you learned from the "Spot the Differences" tasks?

Student: I learned how to use English language in daily life by using these techniques in conversation in order to help understanding.

Interviewer: What are the patterns of negotiation strategies you used very often when experiencing communication breakdown?

Student: I used asking for repetition.

Interviewer: Asking for repetition?

Student: Yes, for mutual understanding.

Interviewer: Why do you have to use the patterns of negotiation strategies while doing "Spot the Differences" tasks?

Student: Because it can help me find the differences while doing the activities and also can help me check comprehension and ask for help.

Interviewer: Do you think the patterns of negotiation of meaning are useful in daily life?

Student: Yes, if foreigners were buying things and they could not communicate very well we can use these techniques to help understanding.

Interviewer: How good is pair work?

Student: My partner acted as a teacher because my partner worked as a tutor or gave me some advice while doing tasks.

Interviewer: Then Phongsak, what have you learned from the “Spot the Differences” tasks?

Student: I learned how to practice pronunciation and 5 techniques in asking questions correctly.

Interviewer: To practice asking questions and answer?

Student: Yes and I learned a lot of new words.

Interviewer: What are the patterns of negotiation strategies you used very often when experiencing communication breakdown?

Student: I practice using questions, asking for repetition and confirmation checks in order to see if the questions asked or pronunciation was correct or not.

Interviewer: Why do you have to use the patterns of negotiation strategies while doing “Spot the Differences” tasks?

Student: Because if we can use these techniques we can do our own business, for example, small business, particularly in festivals. There are lot of foreigners who visit Thailand for shopping so we can use these techniques for communication.

Interviewer: Do you think the patterns of negotiation of meaning are useful for communication?

Student: Yes, it can help in conversation.

Interviewer: OK. What else?

Interviewer: Then Metta, what have you learned from the “Spot the Differences” tasks?

Student: I learned a lot about the given paired pictures, for example, festivals: Loy krathong and Songkran. These activities made me understand how to do the task.

Interviewer: What are the patterns of negotiation strategies you used very often when experiencing communication breakdown?

Student: For example, if my listening skill is bad or I don’t understand I asked for repetition or more explanation.

Interviewer: Why do you have to use the patterns of negotiation strategies while doing “Spot the Differences” tasks?

Student: When we faced communication breakdown we need 5 techniques to help understanding. We can make modified interactions.

Interviewer: Do you think the patterns of negotiation of meaning are useful for communication?

Student: Yes, clearly, if foreigners visited Friendship Bridge 2 in Mukdahan we can use these techniques for communications when we misunderstand.

Interviewer: OK. What else?

Student: The foreigners who live in Thailand or our local friends need to use English we can use these techniques because English is used as an international language.

Interviewer: Thank you for your cooperation.

Student: Techniques?

Interviewer: Yes, 5 techniques.

Student: Confirmation checks, appeals for help when I don't understand I used asking for help.

Interviewer: Why do you have to use the patterns of negotiation strategies while doing "Spot the Differences" tasks?

Student: So we can communicate better with friends.

Interviewer: Do you think the patterns of negotiation of meaning are useful for communication?

Student: Yes, we can use these techniques to train our seniors and other people who can not use English communicatively and we need to use English in daily life.

Interviewer: If we don't use these techniques, do we understand conversation?

Student: No, er if people are talking and we don't understand, then we can't respond.

Interviewer: If we use these techniques, can we make modified conversation?

Student: Yes.

Interviewer: Thank you for your cooperation.

APPENDIX F

CLASSROOM OBSERVATION CHECKLIST

Observation Checklist

Date:.....

Time:.....

Name of student.....No.....

Instructor:.....

Class size:.....

Gender: Mixed

General items	Poor	Average	Good
1. Classroom atmosphere			
2. Classroom organization			
3. Task	Low	Average	High
3.1. Student's attention to introduction of lesson			
3.2. Student's appreciation to the task, get involved			
3.3. Student's level of interest in the task			
3.4. Student's active participation in the task			

Others.....
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APPENDIX G

CHECKLISTS FOR EVALUATING

“SPOT THE DIFFERENCES” TASK

1. Instruction for checklists

Following are a number of statements that we would like you to indicate your reflection from observation in classroom activities by putting a “✓” from 1 to 5.

1 = not at all

2 = not really

3 = so so

4 = quite a lot

5 = very much

2. Please give your answers sincerely as only this will guarantee the success of “Spot the Differences” tasks evaluation. Thank you very much for your help.

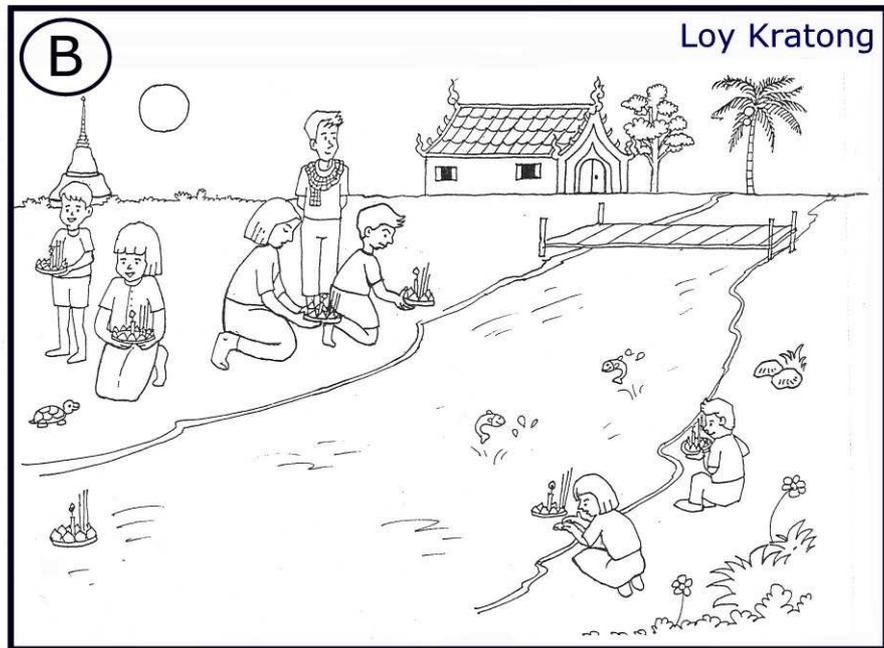
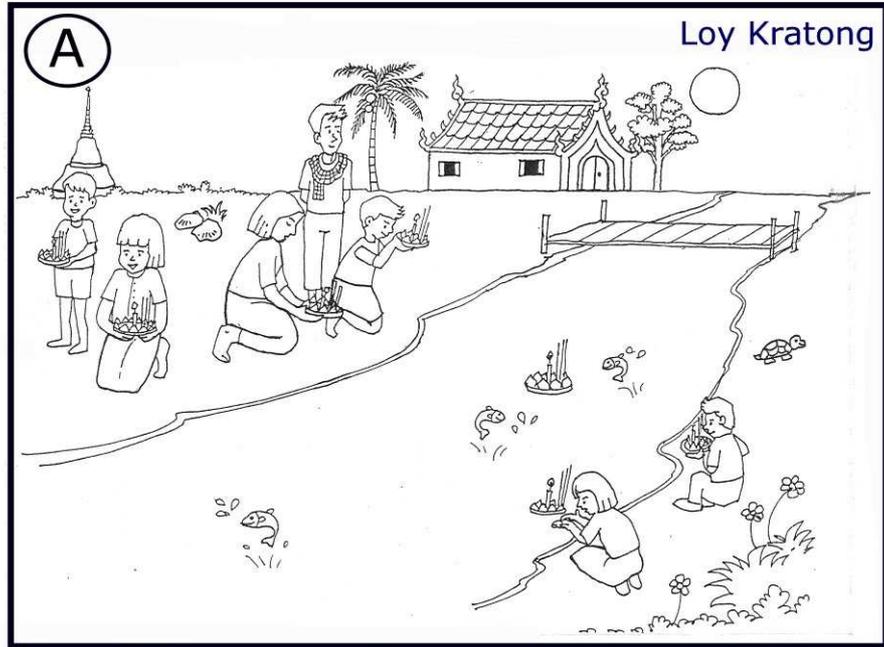
3. The list of statements consists of 7 sub-topics and 20 items.

Sub-topic and item	1	2	3	4	5
<p>3.1 Goals and rationale</p> <p>1) The task is appropriate to the learners' proficiency level.</p> <p>2) The task encourages learners to apply classroom learning to the real world.</p> <p>3) The task is likely to be interesting and motivating to the students.</p>
<p>3.2 Input</p> <p>4) Pairs of pictures in "Spot the Differences" task can encourage learners to make better understanding.</p> <p>5) Pairs of pictures in "Spot the Differences" task are authentic.</p> <p>6) Pairs of pictures in "Spot the Differences" task are appropriate to the goals of the task.</p>
<p>3.3 Activities</p> <p>7) The activities are appropriate to the communicative goals of the task.</p>

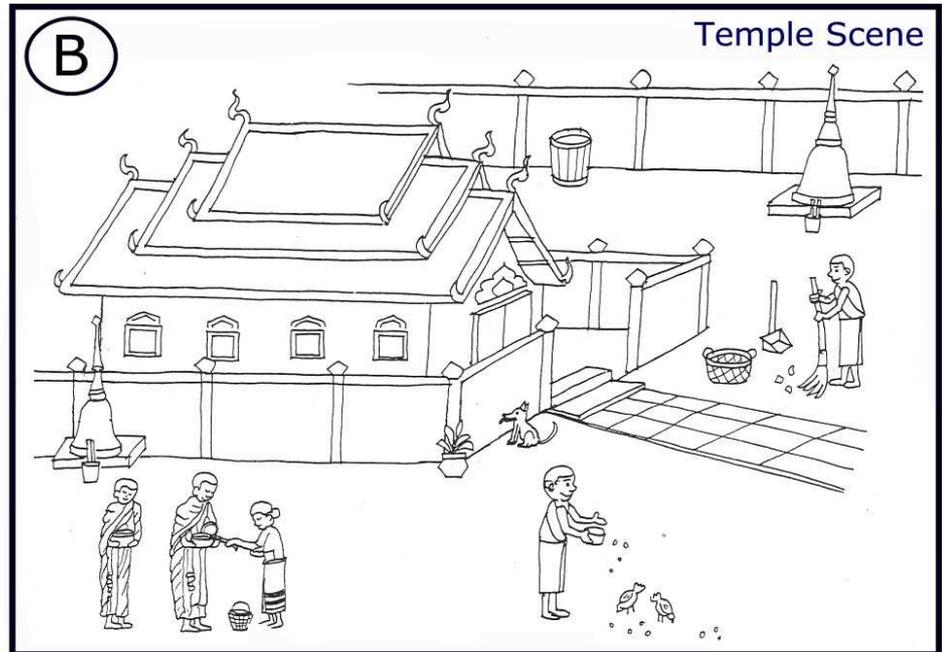
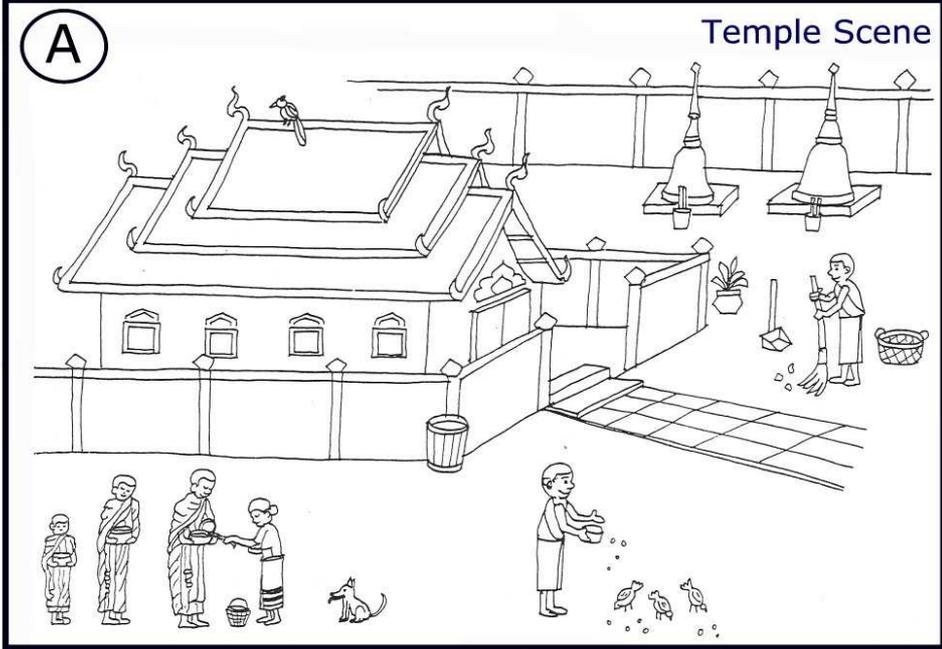
Sub-topic and item	1	2	3	4	5
8) There is a "Spot the Differences" task which might prompt a negotiation of meaning.
9) The activities are designed in a way which will allow learners to communicate and cooperate in pairs.
3.4 Roles and settings					
10) Learner and teacher roles are inherent in the task.
11) Learner and teacher roles are appropriate to the task.
12) The setting is confined to the classroom.
3.5 Implementation					
13) The task actually engages the learners' interests.
14) The activities prompt genuine communicative interaction among students.
15) Learners are encouraged to negotiate meaning.
3.6 Grading and integration					
16) The task is at the appropriate level of difficulty for the students.
17) At the level of a lesson, "Spot the Differences" task is integrated with other activities and exercises designed to provide learners with mastery of the linguistic system.

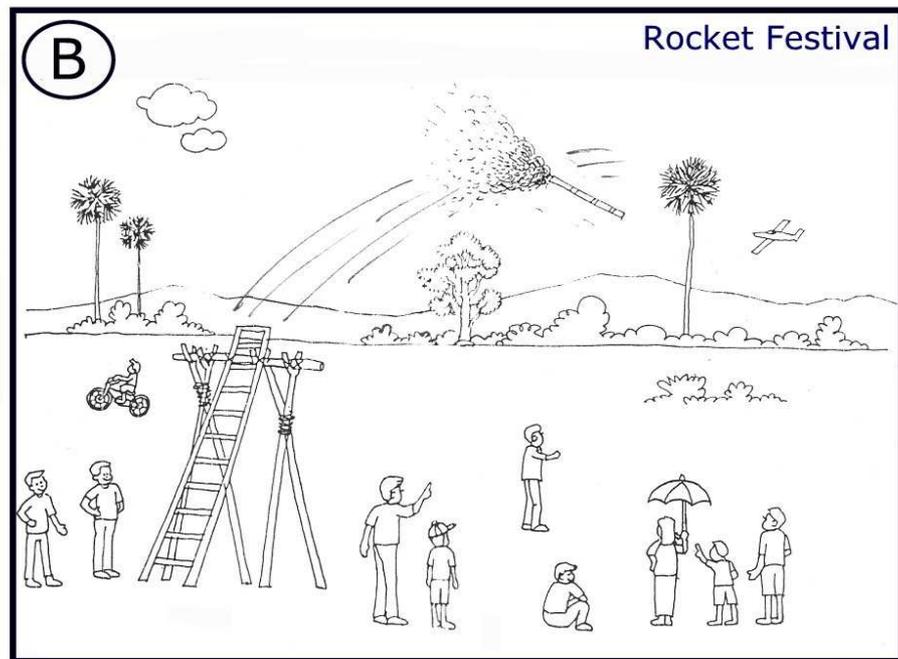
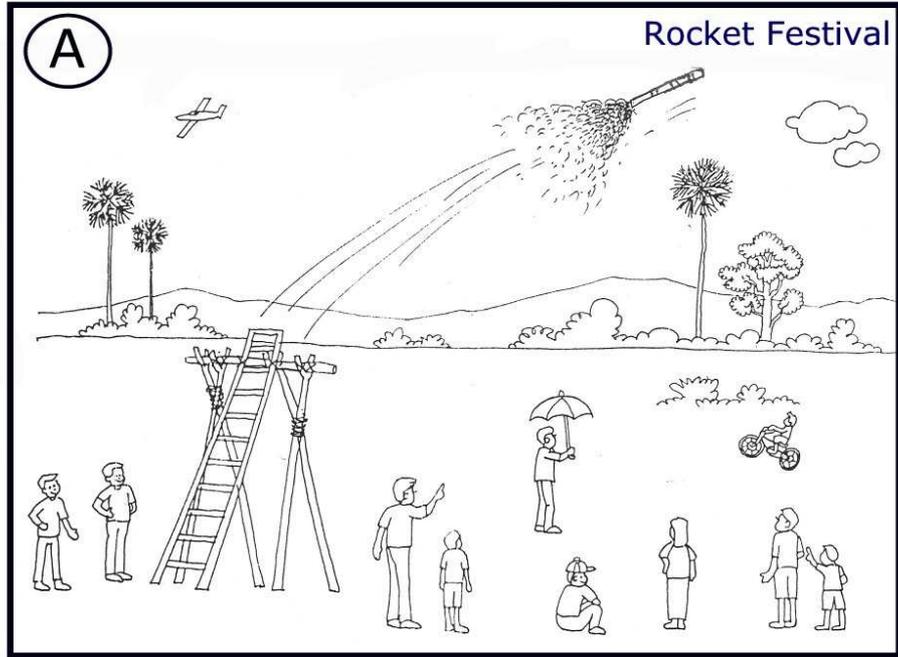
APPENDIX H

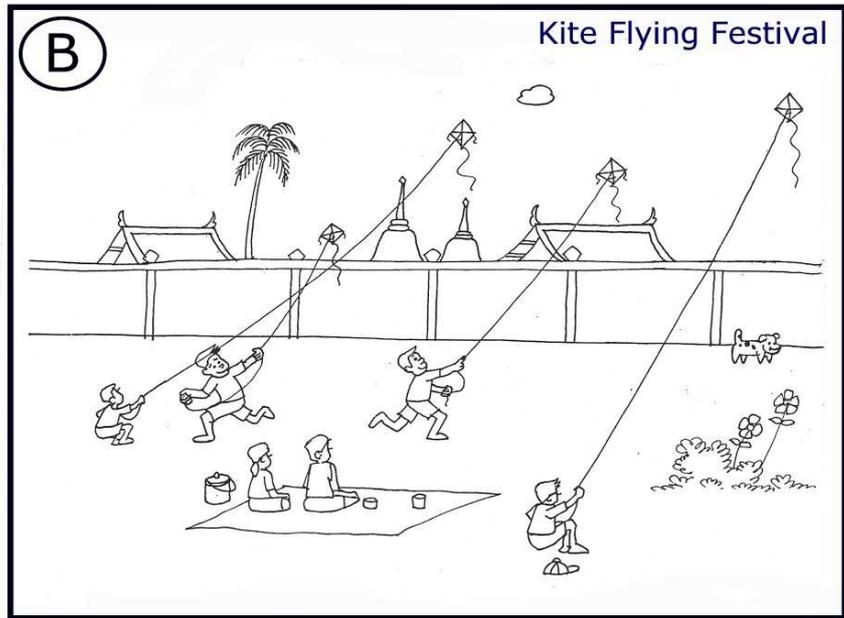
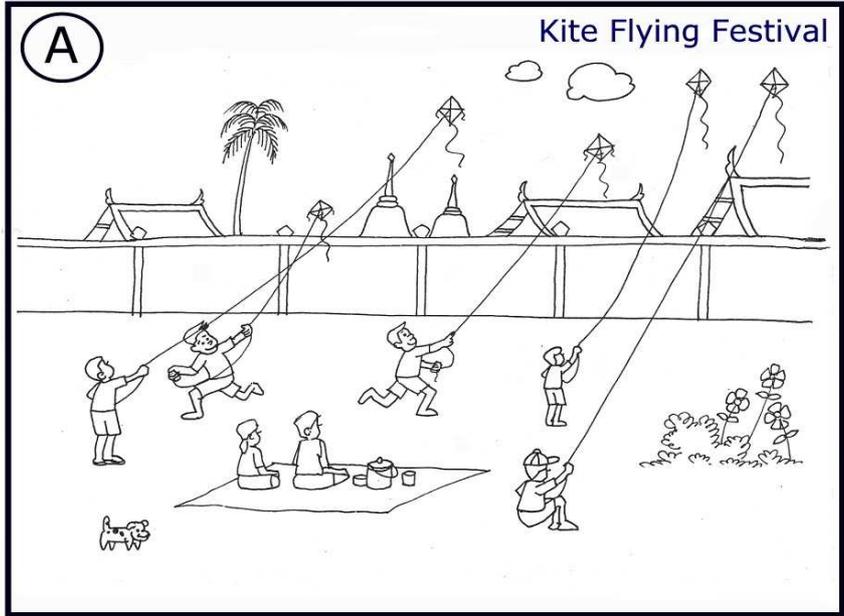
“SPOT THE DIFFERENCES” TASKS

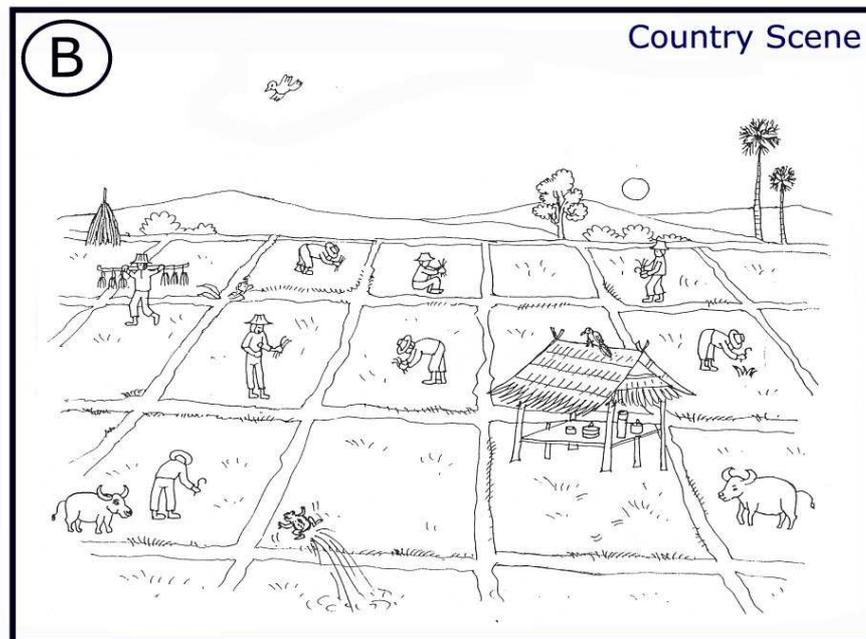
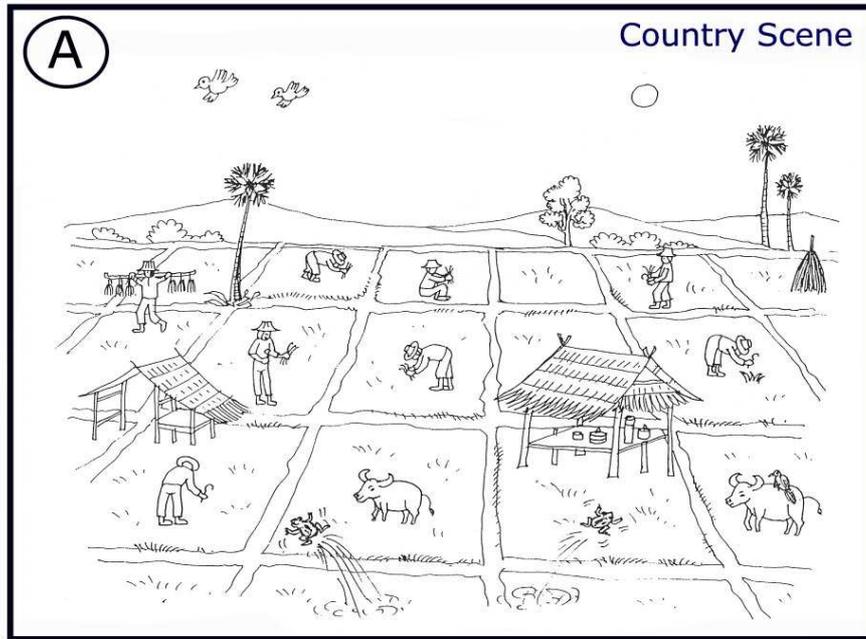


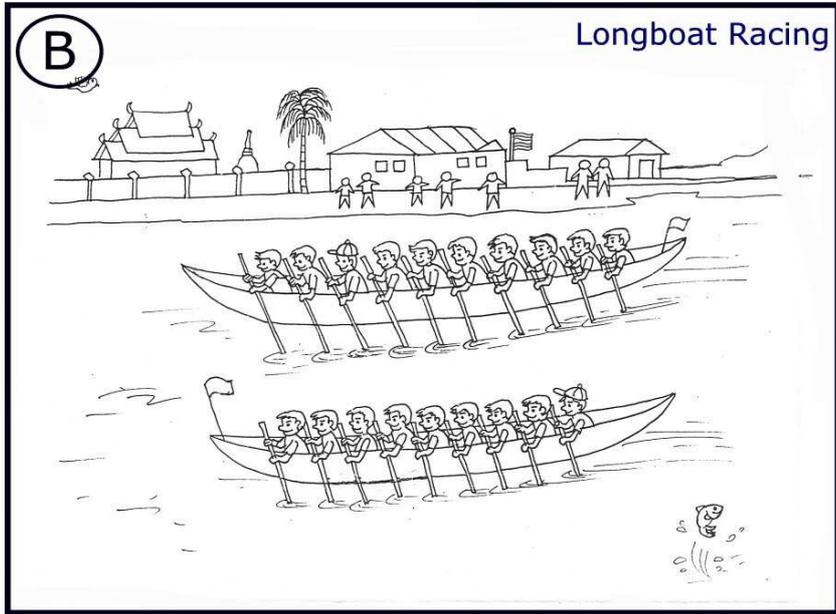
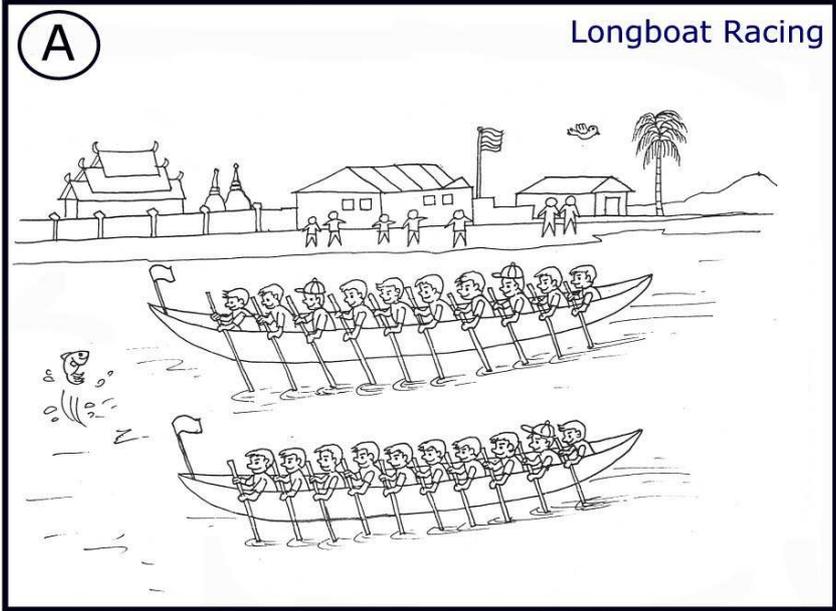






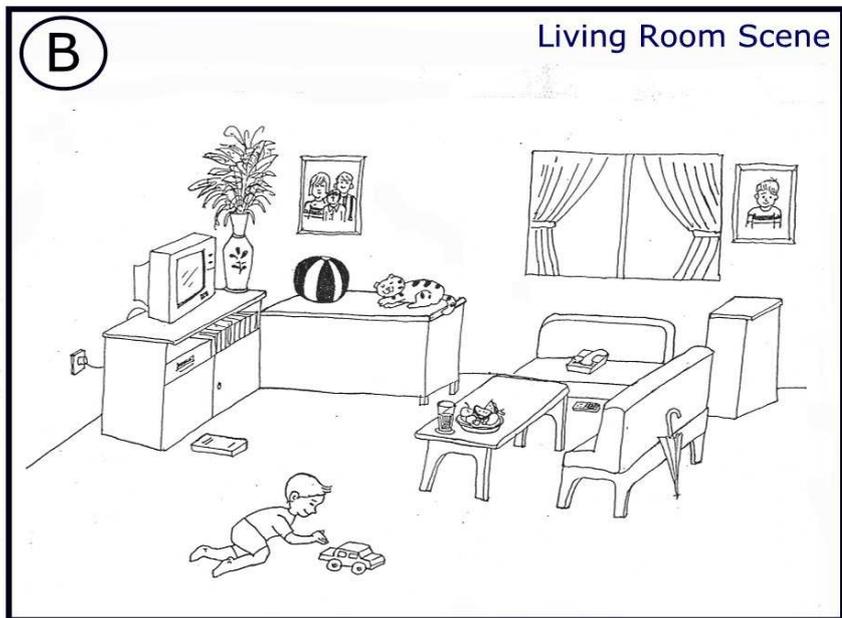
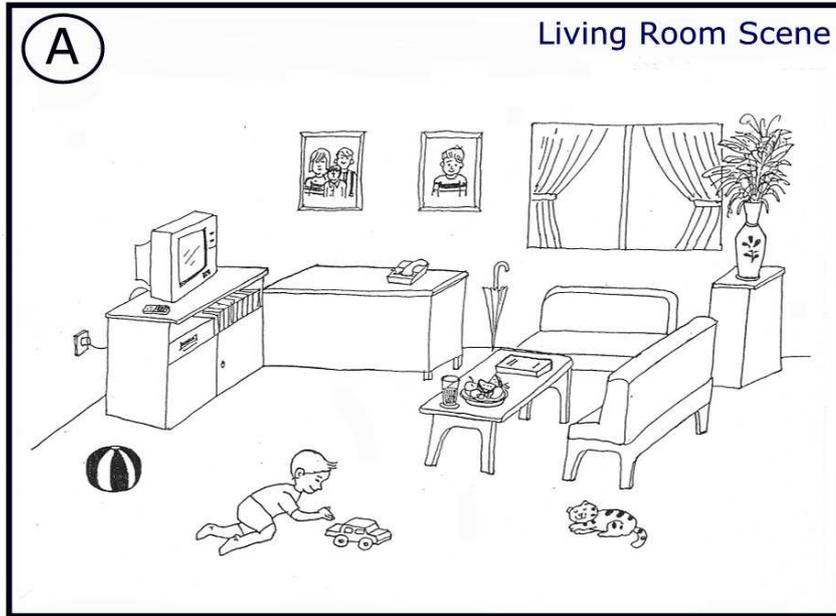


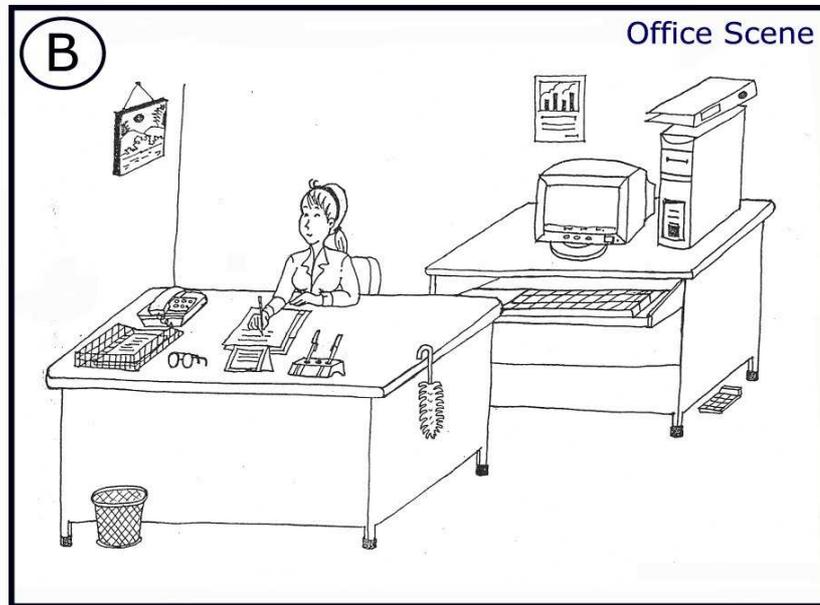
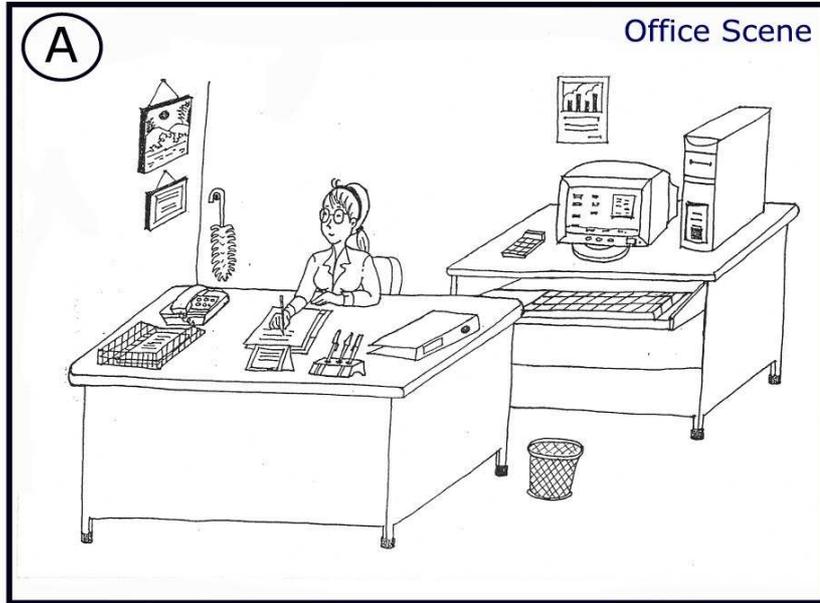


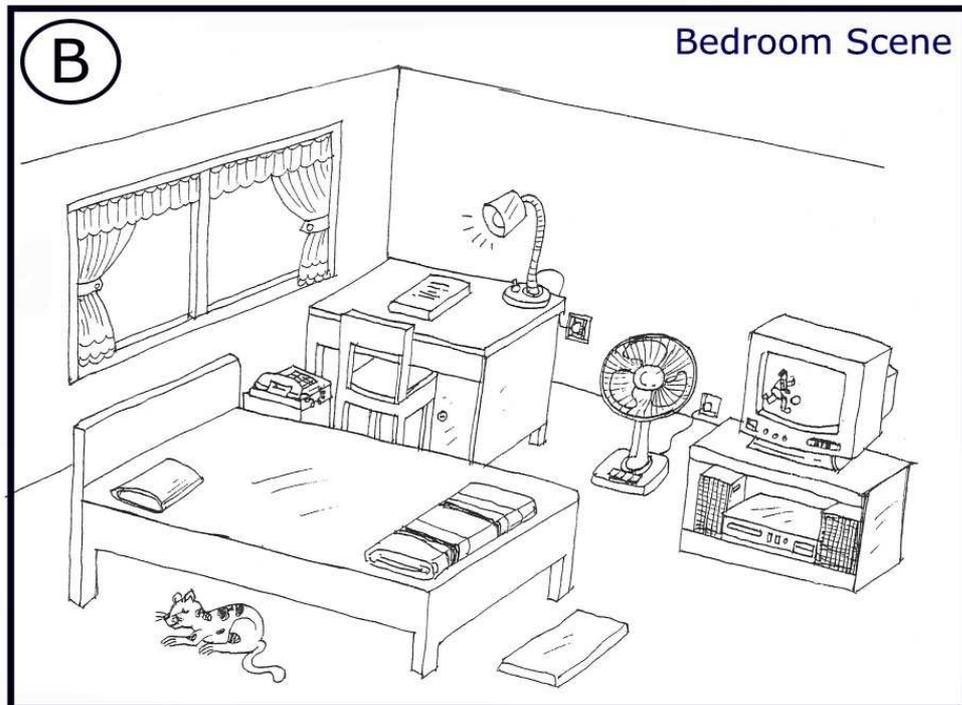
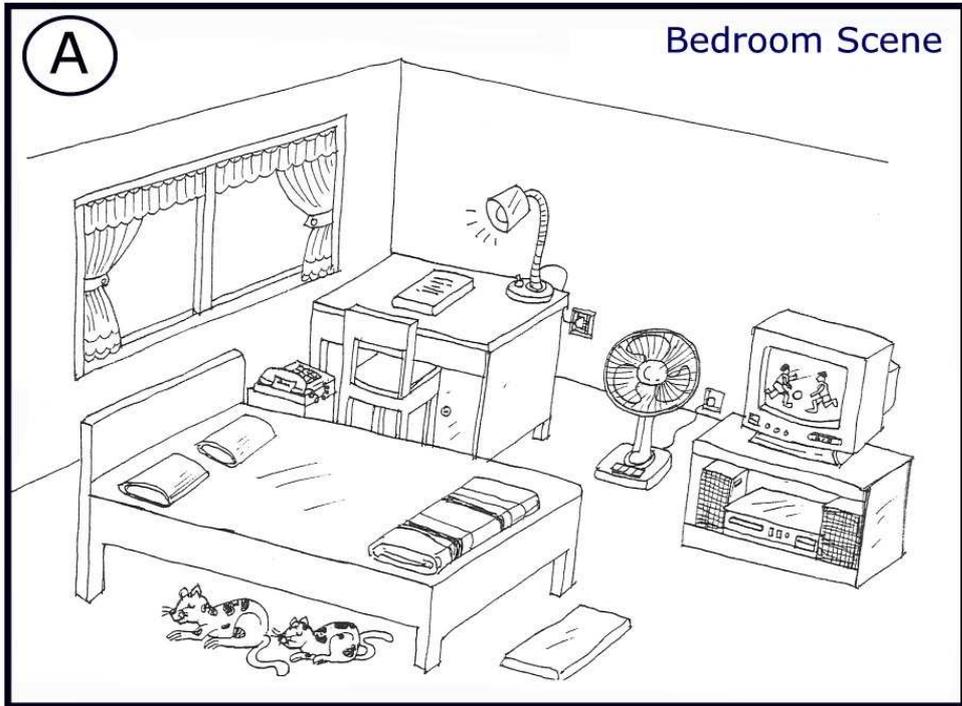


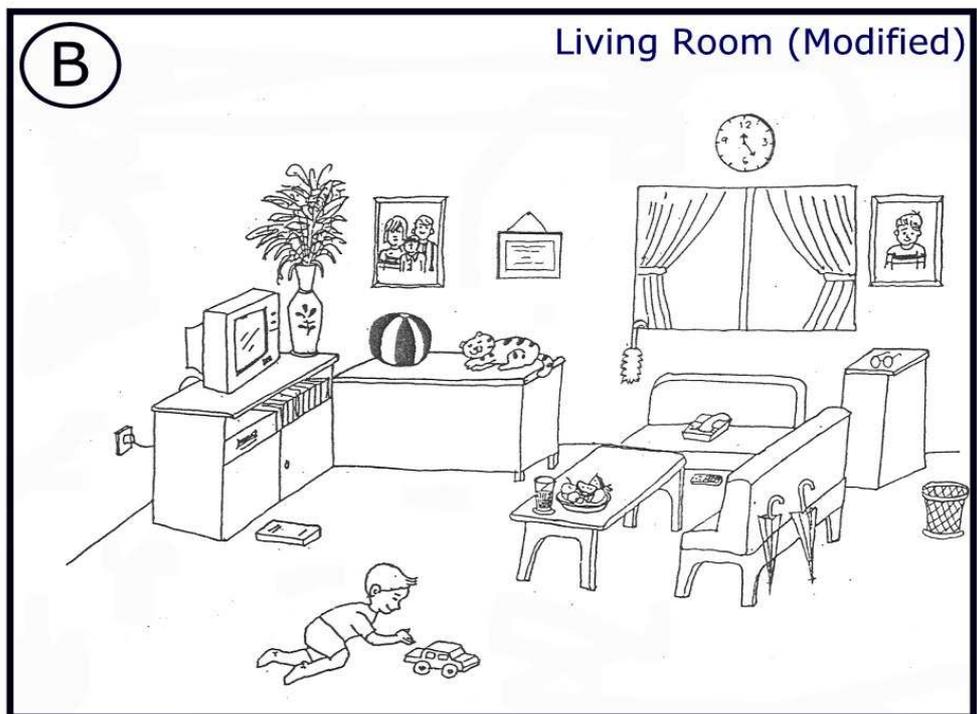
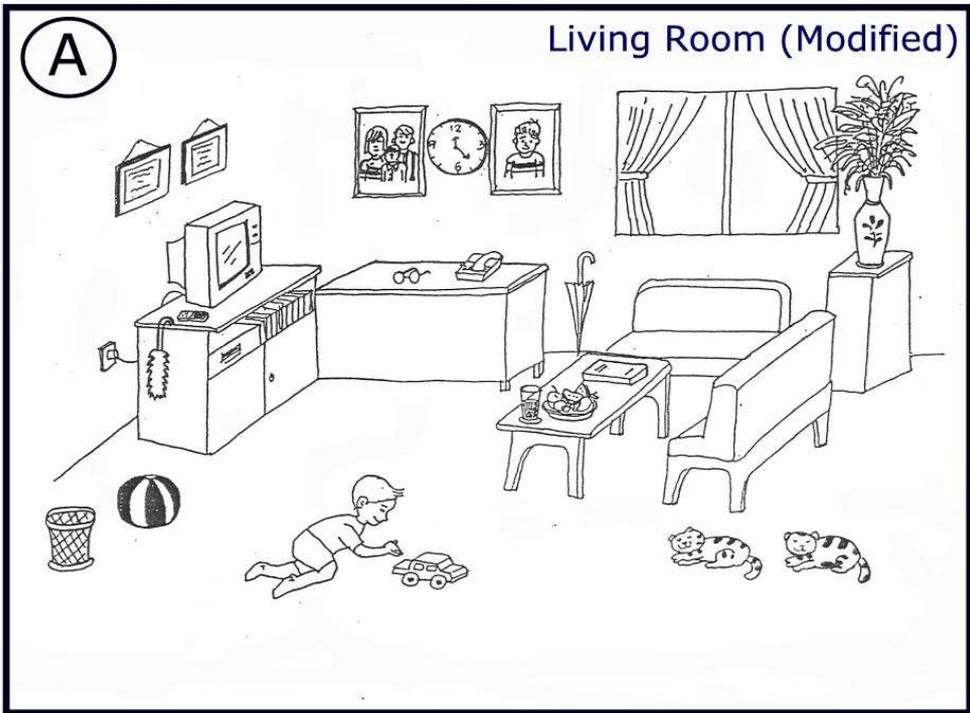






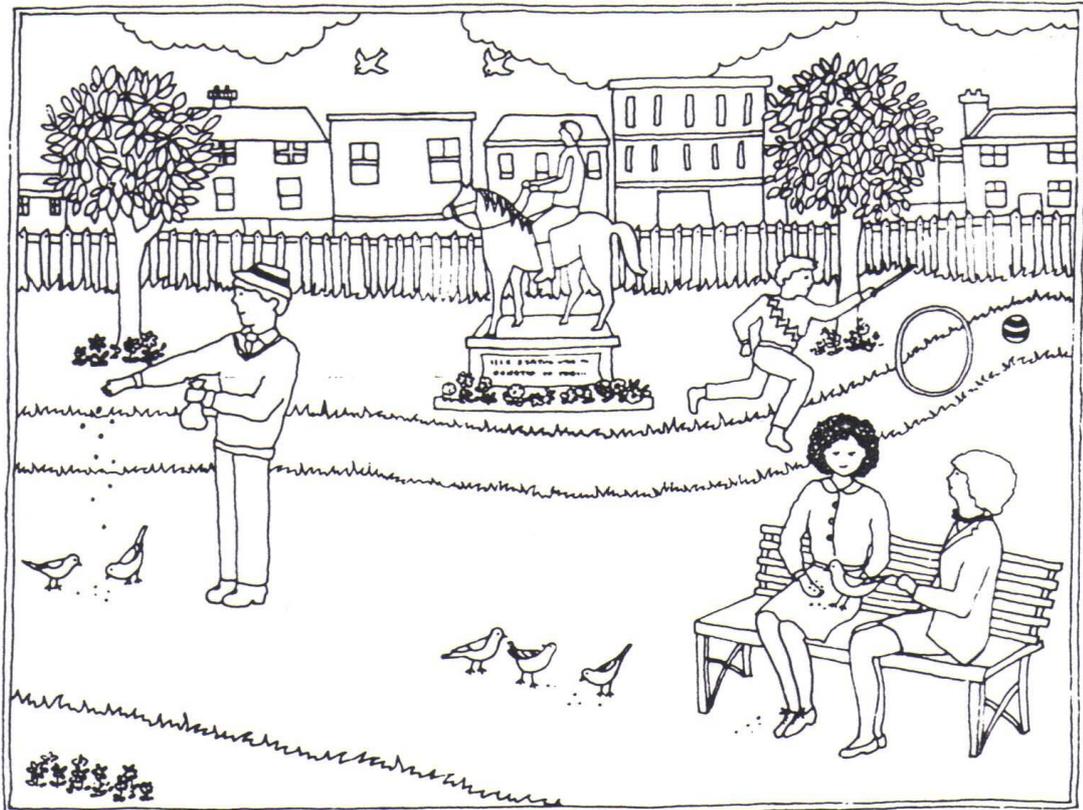
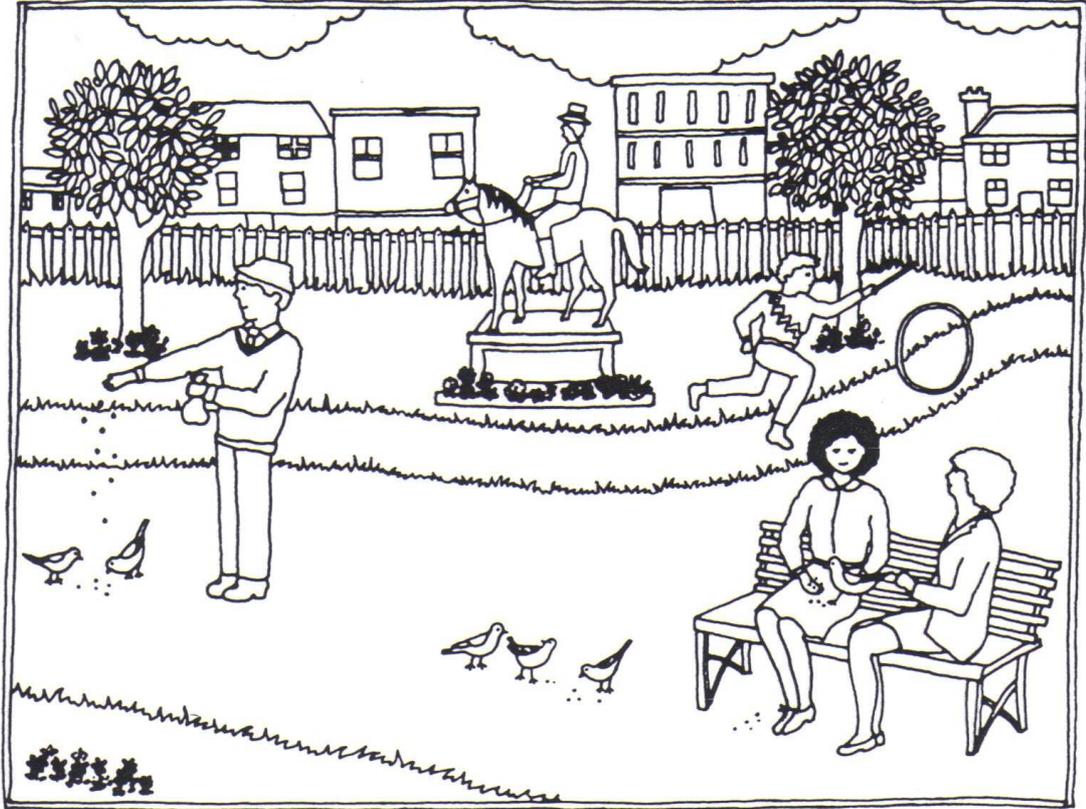






APPENDIX I

PARK SCENE



APPENDIX J

ATTITUDE QUESTIONNAIRE : THAI VERSION

แบบสอบถามผู้เข้าร่วมกิจกรรมการใช้สื่อการเรียนการสอนวิชาภาษาอังกฤษ
เรื่อง ผลของการใช้รูปแบบการต่อรองความหมายที่มีต่อภาษาที่ใช้ในกิจกรรมเพื่อการ
สื่อสารแบบมีช่องว่างด้านข้อมูลของนักเรียนไทย ระดับมัธยมศึกษาตอนต้น

1. ข้อมูลของผู้ร่วมกิจกรรม

- 1.1 ชื่อ – สกุล
- 1.2 เพศ
- 1.3 อายุ
- 1.4 ชั้น
- 1.5 ปีการศึกษา

2. ความคิดเห็นต่อกิจกรรม

กิจกรรม	ระดับความคิดเห็น				
	(5) เห็นด้วยอย่างยิ่ง	(4) เห็นด้วย	(3) ไม่มีความเห็น	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วยอย่างยิ่ง
2.1 ข้าพเจ้าเชื่อว่ากิจกรรม หาจุดแตกต่างของ ภาพวาดให้แนวคิดที่ ถูกต้องในความสามารถ ในการพูดภาษาอังกฤษ					
2.2 ข้าพเจ้ารู้สึกตื่นเต้น ก่อนทำกิจกรรมหาจุด แตกต่างของภาพวาด					

2. ความคิดเห็นต่อกิจกรรม (ต่อ)

กิจกรรม	ระดับความคิดเห็น				
	(5) เห็นด้วยอย่างยิ่ง	(4) เห็นด้วย	(3) ไม่มีความเห็น	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วยอย่างยิ่ง
2.3 ข้าพเจ้ารู้สึกตื่นเต้นระหว่างทำก่อนทำกิจกรรมหาจุดแตกต่างของภาพวาด					
2.4 ข้าพเจ้าเชื่อว่าได้ทำกิจกรรมหาจุดแตกต่างของภาพวาดได้ดี					
2.5 ถ้าข้าพเจ้าได้ทำกิจกรรมหาจุดแตกต่างของภาพวาดในวันอื่นๆอีกข้าพเจ้าจะทำได้ดีขึ้น					
2.6 ข้าพเจ้าเชื่อว่ากิจกรรมหาจุดแตกต่างของภาพวาด ให้โอกาสที่เพียงพอที่จะแสดงความสามารถในการพูดภาษาอังกฤษของข้าพเจ้า					
2.7 เวลาที่ใช้ในการทำกิจกรรมน้อยเกินไป					
2.8 ข้าพเจ้าชอบทำกิจกรรมหาจุดแตกต่างของภาพวาด					
2.9 ข้าพเจ้ามีความเข้าใจในกิจกรรมที่จัดให้ทำ					

2. ความคิดเห็นต่อกิจกรรม (ต่อ)

กิจกรรม	ระดับความคิดเห็น				
	(5) เห็นด้วยอย่างยิ่ง	(4) เห็นด้วย	(3) ไม่มีความเห็น	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วยอย่างยิ่ง
2.10 ข้าพเจ้าคิดว่ากิจกรรม หาจุดแตกต่างของ ภาพวาด มีส่วนเกี่ยวข้องกับ กับสิ่งที่ข้าพเจ้าได้เรียนใน ชั้นเรียน					
2.11 ถ้าครูผู้อื่นได้จัด กิจกรรมหาจุดแตกต่าง ของภาพวาด ข้าพเจ้าก็จะ ทำได้ดีขึ้น					
2.12 ข้าพเจ้าคิดว่ากิจกรรม หาจุดแตกต่างของ ภาพวาด มากเกินไป					
2.13 ข้าพเจ้าคิดว่าหาจุด แตกต่างของภาพวาดมี ความน่าสนใจ					
2.14 ข้าพเจ้าคิดว่ากิจกรรม หาจุดแตกต่างของ ภาพวาดเป็นประสบการณ์ ที่ไม่สนุก					
2.15 ข้าพเจ้าอยากเรียน ภาษาอังกฤษมากขึ้น					
2.16 ข้าพเจ้าชอบวิชา ภาษาอังกฤษ					

2. ความคิดเห็นต่อกิจกรรม (ต่อ)

กิจกรรม	ระดับความคิดเห็น				
	(5) เห็นด้วยอย่างยิ่ง	(4) เห็นด้วย	(3) ไม่มีความเห็น	(2) ไม่เห็นด้วย	(1) ไม่เห็นด้วยอย่างยิ่ง
2.17 ข้าพเจ้าคิดว่ากิจกรรม หาจุดแตกต่างของ ภาพวาดมีประโยชน์ต่อ การเรียนรู้ภาษาอังกฤษ					
2.18 ข้าพเจ้าคิดว่ากิจกรรม หาจุดแตกต่างของ ภาพวาดยากเกินไป					
2.19 ข้าพเจ้าชอบกิจกรรม หาจุดแตกต่างของ ภาพวาด					
2.20 ข้าพเจ้าสามารถแสดง ระดับความสามารถทาง ภาษาเมื่อข้าพเจ้าทำ กิจกรรมหาจุดแตกต่าง ของภาพวาด					
2.21 ข้าพเจ้าได้เรียนรู้สิ่ง ต่างๆในวิชาภาษาอังกฤษ ที่จะเป็นประโยชน์ใน อนาคต					
2.22 ข้าพเจ้าพบว่า กิจกรรมหาจุดแตกต่าง ของภาพวาดที่นำมาใช้มี ประโยชน์ต่อผู้เรียน ภาษาอังกฤษเป็น ภาษาต่างประเทศ					

3. ความคิดเห็นอื่นๆ

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ขอขอบคุณในความร่วมมือนะ

CURRICULUM VITAE

Mr. Suwivat Sommath was born in Ubon Ratchathani on June 1, 1961. He received a Bachelor's degree in English from Ramkhamhaeng University in 1985 and a Master's degree also in English from Naresuan University in 2002. Since 2003, he has joined the doctoral program in English Language Studies offered by Suranaree University of Technology (SUT). Upon the recommendation of the School of English here, he spent 6 months at the University of Dundee, United Kingdom developing his research skills under the supervision of Dr. Glen Fulcher. His research interests include teaching methodology, teaching speaking for young learners, classroom interactions, and materials design.