

**COMMUNICATION STRATEGIES OF EFL STUDENTS
MAJORING IN TOURISM**



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**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

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กลวิธีการสื่อสารของนักศึกษาวิชาเอกการท่องเที่ยวที่เรียนภาษาอังกฤษ
ในฐานะภาษาต่างประเทศ



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COMMUNICATION STRATEGIES OF EFL STUDENTS

MAJORING IN TOURISM

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การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการใช้กลวิธีการสื่อสารของนักศึกษามหาวิทยาลัย
วิชาเอกการท่องเที่ยวจำนวน 814 คน ในภาคตะวันออกเฉียงใต้ของประเทศสาธารณรัฐประชาชนจีน
และศึกษาความสัมพันธ์ระหว่างการใช้กลวิธีการสื่อสารกับเพศของนักศึกษา (ชายและหญิง),
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บริบทในการใช้ภาษาอังกฤษในการสื่อสาร (จำกัดเฉพาะในห้องเรียนและไม่จำกัดเฉพาะในห้องเรียน)
และทัศนคติต่อภาษาอังกฤษและการพูดภาษาอังกฤษ (ทัศนคติเชิงบวกและทัศนคติเชิงลบ)

เครื่องมือที่ใช้ในการวิจัยครั้งนี้ ได้แก่ แบบสอบถามความคิดเห็น และการสัมภาษณ์
กึ่งโครงสร้าง ซึ่งการเก็บรวบรวมข้อมูลแบ่งออกเป็น 2 ช่วง ได้แก่ ช่วงที่ 1 แบบสอบถามความ
คิดเห็น และช่วงที่ 2 แบบสัมภาษณ์กึ่งโครงสร้าง ในการสัมภาษณ์ผู้วิจัยได้เลือกนักศึกษาจำนวน
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เพื่อหาข้อมูลในการอธิบายเหตุผลที่นักศึกษาใช้กลวิธีการสื่อสารบ่อยและไม่บ่อย การตรวจสอบ
ความเที่ยงตรงของแบบสอบถามมีค่าดัชนีความสอดคล้องโดยเฉลี่ยที่ระดับ .90 ข้อมูลที่เก็บ
รวบรวมได้จากแบบสอบถามผู้วิจัยนำมาวิเคราะห์เชิงปริมาณ โดยใช้สถิติเชิงพรรณนาวิเคราะห์
ระดับความถี่ของการใช้กลวิธีการสื่อสาร ขณะที่สถิติการวิเคราะห์ความแปรปรวนและการทดสอบ
ไค-สแควร์ใช้ในการวิเคราะห์หาความสัมพันธ์ระหว่างความถี่ของการใช้กลวิธีการสื่อสารกับตัว
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ผลการวิจัยพบว่านักศึกษามหาวิทยาลัยวิชาเอกการท่องเที่ยวในภาคตะวันออกเฉียงใต้ของประเทศ
สาธารณรัฐประชาชนจีน ใช้กลวิธีการสื่อสารภาษาอังกฤษอยู่ในระดับปานกลาง นอกจากนี้ยัง
พบว่า ความถี่ของการใช้กลวิธีการสื่อสารของนักศึกษามีความสัมพันธ์อย่างมีนัยสำคัญกับทัศนคติ
ของนักศึกษาที่มีต่อภาษาอังกฤษและการพูดภาษาอังกฤษ แต่ไม่พบความแตกต่างของความสัมพันธ์
ระหว่างความถี่ของการใช้กลวิธีการสื่อสารของนักศึกษา กับเพศของนักศึกษาระดับความสามารถ
ทางภาษาตามการรับรู้ของนักศึกษา และบริบทในการใช้ภาษาอังกฤษในการสื่อสาร ทั้งนี้ผู้วิจัยได้
สอบถามเหตุผลที่นักศึกษาใช้กลวิธีการสื่อสารบ่อยหรือไม่บ่อยจากการสัมภาษณ์ จากผลการวิจัย
ผู้วิจัยได้เสนอการอภิปรายผลความสัมพันธ์กับตัวแปรที่ทำการศึกษา การนำกลวิธีการสื่อสารไป

ประยุกต์ใช้ในการจัดการเรียนการสอนสำหรับนักศึกษาวิชาเอกการท่องเที่ยวในอนาคต ตลอดจน
ข้อจำกัดของการศึกษาวิจัยในครั้งนี้



สาขาวิชาภาษาต่างประเทศ
ปีการศึกษา 2556

ลายมือชื่อนักศึกษา _____
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TAO ZHAO : COMMUNICATION STRATEGIES OF EFL STUDENTS

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The present study has been conducted to investigate the communication strategy employment by 814 university tourism-oriented EFL learners in the Southwest China, as well as the relationship between communication strategy use and students' gender (male and female), perceived language ability (good, fair and poor), exposure to oral communication in English (limited exposure to classroom English only and non-limited exposure to classroom English), and attitude towards English speaking and English language (positive attitude and negative attitude towards English speaking and English language).

To conduct the study, questionnaire and semi-structured interview were the main methods used to collect data for the present study, i.e. Step 1) questionnaires; and Step 2) semi-structured interviews. In addition, the researcher purposively selected 48 students from the questionnaire respondents for the semi-structured interviews in order to explore, describe and explain the reasons why they reported employing certain strategies frequently and certain strategies infrequently. The internal consistency of the reliability estimate of the communication strategy questionnaire (CSQ) was .90. The data obtained through the questionnaires were analyzed quantitatively, in which the simple descriptive statistics were used to describe the levels of frequency of communication strategy use, while the Analysis of

Variance (ANOVA) and the Chi-square tests (χ^2) were used to seek the relationship between the frequency of communication strategy use and the four variables. Moreover, the data obtained through the semi-structured interview were analyzed qualitatively.

The results show that the university tourism-oriented EFL learners in the Southwest China reported employing communication strategies at the moderate level. Furthermore, significant variations were found in relation to students' attitude towards English speaking and English language, and significant variations were not found with reference to students' gender, perceived language ability and exposure to oral communication in English. The reasons why students reported employing certain strategies frequently and certain strategies infrequently emerged from the interview data. Based on the research findings, the researcher presents discussion in relation to the investigated variables, pedagogical implications of communication strategies to tourism-oriented EFL learners in the future, and limitations of the present study.

School of Foreign Languages

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Student's Signature_____

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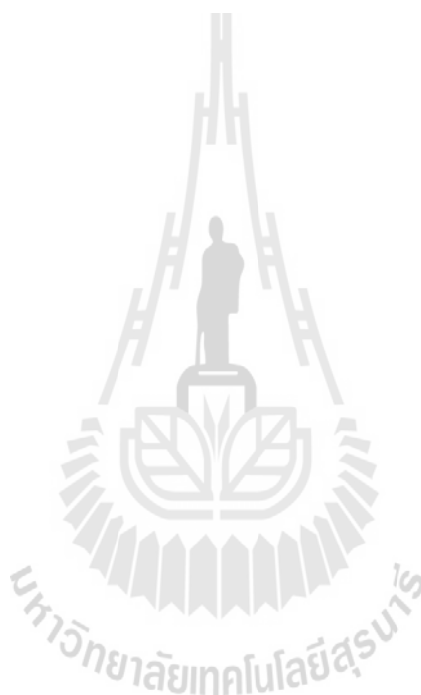


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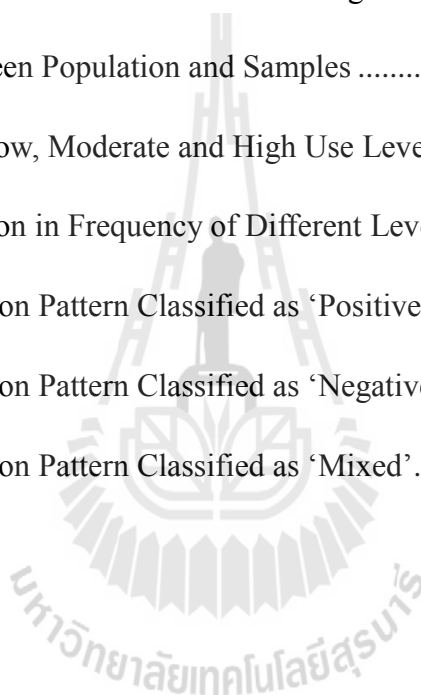
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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 Introduction and Purposes of the Chapter

This chapter first introduces the background to and context for the present investigation. Then, it presents the operational definitions of terms used in the present study, the background of tourism English teaching and learning in China's education system, and the background of tourism-oriented EFL learners at the university level in China. This is followed by the research objectives and benefits of the present study. This chapter ends with the outline of the thesis.

According to Alptekin (2002), it was estimated that as early as 1985, the number of people who used English worldwide either as their native or non-native language was one and half billion. English truly links the world together. If not for English, the whole world may not be as united as it is today (Kumar, 2009). Crystal (2003) estimates that approximately a quarter of the world's population has only "reasonable" competence in conversation. Therefore, the need for English language learners to be able to communicate effectively in real-life situations has been and should be a concern of English language teaching and learning.

To meet the needs of communication development, communication language teaching became popular which claims to help develop language learners'

communication ability. Lightbown and Spada (1999) hold that taught by communicative language teaching, EFL learners are expected to efficiently express what they mean in the target language and develop their communicative competence which includes factors required for communication: grammar competence, discourse competence, sociolinguistic competence and strategic competence, is expected to improve under this approach (Dörnyei and Thurrell, 1991).

Mariani (2010) states that strategic competence plays a decisive role in the communication competence. It also functions when the learners want to enhance the effectiveness of their communication (Swain, 1983). According to Tarone and Yule (1989), strategic competence is closely related to communication strategies (CSs). It can be observed through the use of communication strategies, i.e. strategic competence is considered as the ability to use communication strategies in communication either to deal with communication breakdowns or to promote communication effectiveness. Dörnyei (1995) brings up an important and interesting point in his study on the teachability of CSs. He suggests that “Some people can communicate effectively in an L2 with only 100 words. How do they do it? They use their hands, they imitate the sound or movement of things, they mix languages, they create new words, they describe or circumlocute something they don’t know the word for...in short, they use communication strategies” (p. 56).

According to Dörnyei and Scott (1997), since the early 1970s the mismatch between second language learners’ knowledge of the target language and

communicative intentions has been taken into consideration. This mismatch results in the occurrence of a great number of language phenomena aiming at managing and overcoming oral communication breakdowns or difficulties. Váradi (1983) initiated the empirical study on communication strategies discussing the systematic analysis of strategic language behavior, and message adjustment.

Terrel (1977, p. 334) asserts that “communication strategies are crucial at the beginning stages of second language learning”. Similarly, Bialystok (1990, p. 116) views that “communication strategies are an undeniable event of language use, their existence is a reliable documented aspect of communication, and their role in second language communication seems particularly salient”. Furthermore, Larsen-Freeman and Long (1991) point out that all communication strategies are helpful for language acquisition because they enable learners to keep the conversation going and thereby provide more opportunities for input. Similarly, O’Malley and Chamot (1990, p. 43) support that communication strategies are particularly important “in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language”. They also state that communication strategies are used to promote communication. That is, communication strategies are employed not only to repair oral communication breakdowns but also to improve the effectiveness of communication.

In addition, there were substantial research works related to teaching or training communication strategies to learners. Most findings were positive in terms of

advantages of employing communication strategies whether the learners could maintain spoken communication in a foreign language, improve in speech rate, or become more confident and successful communicators (e.g., Gabriellatos, 1992; Dörnyei, 1995; Brett, 2001; Lam, 2006).

The importance of communication strategies has been recognized and attracted many researchers' interests. A great number of research works on communication strategies have been conducted. The first group mainly focuses on the nature of communication strategies, namely, the definitions, identifications and classifications (e.g. Tarone, 1977; Poulisse, 1987 and 1993; Bialystok, 1983 and 1990; Dörnyei, 1995; Lam, 2006; Nakatani, 2006; Mariani, 2010; Somsai and Intaraprasert, 2011). Then, there are empirical studies which investigate the use of communication strategies in relation to different factors, such as communicative tasks, learners' general language proficiency, types of programs (e.g. Carrales and Call, 1985; Liskin-Gasparro, 1996; Wannaruk, 2003; Rabab'ah and Bulut, 2007; Paramasivam, 2009; Dong and Fang, 2010).

However, the available research on communication strategies has shown that although the role of communication strategies in developing learners' ability is important, very few studies have been conducted with Chinese students. Besides, no empirical works on communication strategy use have been carried out with tourism-oriented EFL learners in China. Finally, it is revealed that research on the relationship between communication strategies and four factors: gender, perceived

language ability, exposure to oral communication in English and attitudes towards English speaking and English language has been sparse. Thus, the present investigation aims to fill the gaps.

1.2 Working Definitions for the Present Investigation

The following statements are the working definitions to be used in the present investigation:

1.2.1 Communication Strategies

The term ‘communication strategies’ (CSs and Communication Strategy for CS) for the present investigation refers to knowledge or ability used by tourism-oriented EFL learners to cope with oral communication problems due to their inadequate linguistic knowledge and sociocultural knowledge in an oral communication in English as well as learning techniques employed by the students in an oral interaction in order to improve, and maintain their oral communication in English. Communication strategies may occur in either pseudo communication or real-life communication both inside and outside language classroom settings. In the present study, ‘communication strategies’ and ‘strategies for coping with oral communication problems’ will be used interchangeably.

1.2.2 Students

‘Students’ for the present study refers to Chinese undergraduate students who are tourism-oriented EFL learners in Guizhou Province, Yunnan Province and Guangxi Province which are in the southwest of China.

1.2.3 Perceived Language Ability

In the present investigation, ‘Perceived Language Ability’ refers to students’ language proficiency based on their own evaluation in the questionnaire. The perceived language ability, meaning self-evaluation for their overall English ability, was perceived to be poor, fair or good according to the conventional self-evaluated English proficiency level in China’s university EFL classroom.

1.2.4 Exposure to Oral Communication in English

‘Exposure to Oral Communication in English’ in this study refers to opportunities students could use English to communicate orally, whether with native English speakers or with their teachers, friends and other non-native English speakers. The students were classified as: limited exposure to classroom English only and non-limited exposure to classroom English.

1.2.5 Attitude towards English Speaking and English Language

‘Attitude towards English Speaking and English Language’ indicates the students’ thoughts, feeling and emotion towards English. ‘Attitudes towards English Speaking and English Language’ in the present study were divided into two groups: ‘positive attitude’ and ‘negative attitude’ based on the responses to the Attitude towards English Speaking and English Language Questionnaire (AESEL).

1.3 Background of Tourism English Teaching in China

China Daily (2004) claims that according to predictions of the World Tourism Organization (WTO), China will be the world's largest tourist destination by

the year 2020. According to Feng (2011), with the rapid development of tourism industry these years, at present, China still needs thousands of people with a working command of English in a variety of tourism fields, including hotels, travel agencies and tour guides.

Wang, Huyton, Gao, and Ayres (2010) describe that due to political reasons, some universities in China have just started to offer tourism-oriented bachelor degree program at tertiary level since the late 1970s. The teachers of English for the tourism-oriented bachelor degree program are native speakers of Chinese from English departments for non-majors. The textbooks generally are published by Beijing Tourism Education Press. The graduates of this major are expected to be highly qualified personnel for tourism enterprises in tourism industry. They have tourism-oriented knowledge as their major. As a teacher of tourism-oriented EFL learners, the researcher has been teaching English for many years and observed that a large number of students feel it difficult for them to communicate even with their classmates in the group work. Almost all the students are aware of the importance of oral communication for their future career and spend a lot of time on it. However, as a result of it, the progress is slow and they lose interest in communicating orally with others when they have communication problems.

Based on the National Curriculum (2000), this program shares the same in English courses as non-English majors. English learning for them, covering intensive reading, extensive reading, listening, speaking, writing as a whole, is a compulsory

course for this program. They have the course of English for two hours per week, 18 weeks every term, two terms a year from the first year to the second year, generally instructed by a native Chinese teacher of English. Totally, they have 144 learning hours particularly for English in the first two years of their college life. In the third and fourth years, they take an English course as an elective course, but universities vary from one to another in offering English to the third and fourth year tourism-oriented EFL learners. For example, the elective course of English offered for the third and fourth year tourism-oriented students in Guizhou Normal University is Tourism English Speaking, focusing on English communication (The National Curriculum, 2000). English is still a required course in the third and fourth years in some universities. In sum, it is widely accepted that English covers a high percentage among the tourism-oriented EFL learners' courses in Chinese universities and these tourism-oriented EFL learners are the population for the present research.

Based on Su (2006), compared with those students of developed areas in China, a great number of tourism-oriented EFL learners in the southwest of China find it difficult to communicate orally with English-speaking people, in particular, most of them have a lot of communication problems to make themselves understood when the context and topics are flexible or they encounter with English speakers. In English classroom, teaching in Chinese is always popular in the southwestern universities of China. They treat English as a kind of knowledge, i.e. a good command of English linguistic knowledge can help them pass the exams. However, the

tourism-oriented EFL learners are aware of the importance of English communication because they need to orally communicate with English speaking people when they go to an internship in their fourth year before graduation. However, when they encounter the communication problems, they choose to give it up and turn to speak their mother tongue – Chinese, instead. Actually, they still have a long way to go to reach the good communication in English if they are expected to meet the needs of rapid development of international tourism industry in the local area.

1.4 Objectives of the Present Investigation

The main objectives of the present investigation were to examine frequency of communication strategies Chinese tourism-oriented EFL learners employ in their oral communication in English, and to explore how they are related to four variables including 1) gender of students: male and female; 2) perceived language ability: good, fair and poor; 3) exposure to oral communication in English: limited exposure to classroom English only and non-limited exposure to classroom English; 4) attitude towards English speaking and English language: positive attitudes and negative attitudes. To be precise, the objectives of the present study are fourfold:

1. To investigate frequency of strategies for coping with oral communication problems which Chinese tourism-oriented EFL learners employ when communicating in English;
2. To examine whether the choices of communication strategy vary

significantly by student's gender, perceived language ability, exposure to oral communication in English, and attitude towards English speaking and English language;

3. To examine patterns of significant variations in the frequency of students' report of communication strategy use at different levels with reference to the four variables mentioned above, if they exist at all;

4. To explore why students report employing certain strategies frequently and others infrequently; and

5. To explore the possibilities for promotion of CS use.

1.5 Expected Outcomes of the Present Investigation

Up to present time, several empirical research works on communication strategies have been conducted all over the world. However, to the researcher's best knowledge through an extensive review of the available previous research works on communication strategies, it revealed that attitude towards English language and exposure to oral communication in English have never been investigated in China. In addition, the other two factors: gender and perceived language ability have ever been explored by very few researchers. They had been conducted among the English majors whose size of participants is very small. It can hardly represent the real situation of communication strategy employment.

Furthermore, the study conducted by Somsai and Intaraprasert (2011) explored the variables of gender, perceived language ability, attitude towards English

speaking, and exposure to oral communication in English in the context of Thailand. Consequently, there still exists the need for exploration of the relationship among these factors, namely, gender, the perceived language ability as well as attitude towards the English language, and communication strategy use in other contexts, especially in China.

The present investigation is crucial and useful for both language teachers and learners in terms of increasing a better understanding of communication strategy use. In other words, it may increase language teachers and related persons' better understanding on learners' use of communication strategies while they are communicating in English both inside and outside the language classrooms. This study could be considered to be the first to explore the use of communication strategies by tourism-oriented EFL learners in China in a large scale, specifically among non-English majors.

To sum up, firstly, the present study could shed some light on the language teachers' making use of the findings for their oral communication and teaching, conceptions and misconceptions of communication strategies. Secondly, they would gain new insights into the way in which could be used to improve their oral communication teaching and teaching efficiency. After that, they would also carefully consider communicative tasks each of which encourages different types of communication strategies in their teaching in order to help their students become as much successful communicators as possible. Finally, language learners could take the

right conceptions about communication strategies into their consideration for the fulfillment of their oral communication in English improvement.

Moreover, according to the variables to be investigated in the present study which are different from the variables investigated in the past research works, the investigation would help language teachers learn what factors affected the selection of communication strategies. Language teachers could also see which variables are related to the effectiveness of communication strategies, and try to keep such variables in their teaching contexts.

1.6 The Outline of the Thesis

The thesis includes six chapters to achieve the research objectives:

Chapter 1 provides the background of the present investigation. It offers the definitions of some related terms used for this present investigation; and some background of tourism English teaching in China. The research objectives and the benefits of the present investigation are also introduced.

Chapter 2 includes the review of related literature and available previous research works on communication strategies. The chapter covers the significant aspects of communication strategies, including their definitions and classifications. Finally, some research works on communication strategies conducted in other countries and China are presented.

Chapter 3 mainly describes the research methodology in communication strategies which would be applied for the present investigation. It consists of the

theoretical framework and the rationale for selecting and rejecting variables for the present investigation. It also includes the research questions; the framework for data collection; the sampling methods; the rationale for selection of subjects; as well as the characteristics of the research subjects. The chapter ends with how to analyze, interpret, and report the obtained data.

Chapter 4 describes the research results of the present study by the quantitative method at the three different levels of data analysis, i.e., 1) overall CSs use, 2) categories of (communication strategies for coping with communication problems CCP), (communication strategies for understanding interlocutor's messages UIM) and (communication strategies for carrying on the conversation as intended CCI) use of CSs for coping with communication problems and 3) individual CSs use. In addition, this chapter aims at examining the relationship between the communication strategy use of 814 tourism-oriented university EFL learners and the four variables, i.e. students' gender, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language. Finally, factor analysis has been used to determine the nature of underlying patterns among the thirty five communication strategies.

Chapter 5 reports the results of the qualitative data from 48 students' semi-structured interviews from university tourism-oriented EFL learners in the Southwest China in order to explore why students reported employing certain strategies frequently and certain strategies infrequently and what should be done to promote the use of communication strategies.

Chapter 6 summarizes the principal findings of the present investigation in response to Research Questions 1 to 4 mentioned earlier in Chapter 3. Then, a discussion of the research findings is followed by and as well as the implications arising from the research for the teaching and learning of English communication for tourism-oriented EFL learners in the Chinese context. At last, the limitations of the present investigation and proposals for further research are presented.

1.7 Summary

In this chapter, the researcher gives a general description of the background to the present investigation. It first describes the introduction and the purpose of the chapter and gives the definitions of the related terms for the present study, and then introduces the background of tourism English teaching and tourism-oriented bachelor degree program in China. This is followed by the objectives of the present investigation and the benefits of the study. Finally, this chapter ends with the outline of the proposal and the summary. In the next chapter, a review of the related theories and research studies on the aspects of communication strategies, including the definitions and classifications. Besides, the previous research of communication strategies in the world and in China extensively reviewed is presented as the theoretical and practical reference for the present research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction and Purposes of the Chapter

This chapter mainly focuses on the review of related literature on communication strategies in seeking both theories and practice for the academic support of the present investigation. It first presents general aspects of communication strategies, and then the definitions of communication strategies, followed by the classifications and the importance of communication strategies. Finally, the previous research on communication strategies conducted inside and outside China as well as a summary of the chapter are presented respectively.

The term ‘communication strategy’ was introduced by Selinker in 1972, and the first systematic analysis of communication strategies was made by Váradi in 1973, and later Corder (1983), Dörnyei and Scott (1997) notice the disparity between L2 learners’ linguistic knowledge and communicative intentions which causes a great number of language phenomena aiming at handling difficulties or breakdowns in oral communication. Both research and applications of communication strategies to the foreign language teaching (FLT) in terms of the earliest research works mainly focus on the nature of communication strategies including CS definitions, identifications, and classifications have become the focus of increasing interest. Then, a substantial

number of empirical studies have been carried out to answer questions on learners' CS use in relation to learner characteristics, and on the practical implications of CSs, namely teaching and training CSs to language learners. The researchers in the communication strategy field suggest that language learners can use communication strategies to resolve their linguistic problems and talk more comprehensibly (Faerch and Kasper, 1983).

Based on the "psycholinguistic" definition suggested by Færch and Kasper (2006), communication strategies are related to individual language users' experience of communication problems and the solutions (cooperative or noncooperative) they pursue. Besides, communication strategies are characterized in discourse terms, invoking the notion of "conditional relevance." It is demonstrated that interactionally defined communication strategies constitute a subset of psycholinguistically defined strategies, though this subset in many respects represents an important area of strategy use. Significant similarities to other types of strategy use are obscured by defining communication strategies in interactional terms exclusively.

Smith (2003) states that there are two broad theoretical approaches to dealing with communication strategies. In the first approach, they can be viewed as discourse strategies and devices of conversation maintenance occurring in interactions involving learners (Ellis, 1994). During inter-ethnic communication these discourse management techniques are often employed as an attempt to simplify the discourse and avoid communication problems. Long (1983) suggests a number of strategies for

avoiding communicative breakdowns, including limiting the amount and type of information conveyed, the use of questions, employing a “here and now” orientation, using confirmation checks, and using self-repetition. These are distinguished from tactics, which are used for dealing with a problem after it occurs.

On the other hand, in the second broad approach, communication strategies are treated as cognitive processes involved in the use of the target language in reception and production. Tarone, Cohen, and Dumas (1976, p. 5) provide an early definition of communication strategies as “a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed”.

Furthermore, Tarone (1983, p. 419) defines communication strategies as “mutual attempt[s] of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared”. As these strategies reflect learners’ attempts to make themselves understood to their interlocutors, they are considered interactional in nature. Moreover, Tarone (1983, p. 65) offers the following necessary criteria for communication strategies, in which she explicitly distinguishes production strategies from learning strategies:

1. A speaker desires to communicate meaning to a listener;
2. The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning and the structure is unavailable or is not shared with the listener;

3. The speaker chooses to:

- a) avoid—not attempt to communicate meaning; or
- b) attempt alternate means to communicate meaning.

The speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning.

It is accepted that communication strategies are alternate means to express a concept or an intention, the correct way of saying which does not exist in learners' interlanguage system. The three criteria need to be fulfilled for a strategy to be called communication strategy. The absence of any criterion would result in another kind of strategy. For example, Tarone uses the presence of (3b) to distinguish between communication strategies and production strategies. "The speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning." is defined as 'an attempt to use one's linguistic system efficiently and clearly with a minimum of effort' (Tarone, 1983, p. 289). The use of prefabricated patterns belongs to production strategy because it simplifies the task of speaking in a particular situation. According to Tarone, production strategies are similar to communication strategies in that they attempt to use one's linguistic system to solve the problems. They nevertheless differ in that production strategies lack the negotiation of meaning. Tarone's separation of production strategies from communication strategies is insightful because not all attempts to compensate for the gap of the target language involve interactional negotiation. It illustrates a very clear framework of communication strategies for the present research.

Other approaches to communication strategy research attempt to distinguish strategies from processes, procedures, plans, tactics, etc. This psycholinguistic approach is best illustrated by the work of Færch and Kasper (1980). From this perspective, communication strategies are located within a general model of speech production, in which two phases are identified, i.e. the planning phase and the execution phase. Communication strategies are part of the planning phase and are utilized when learners are prevented from executing their original plan because of an imminent problem.

In conclusion, communication strategies typically occur during an oral interaction either between the L2 and L2 learners or the L2 and target language interlocutors. Normally, communication strategies are used by the L2 learners when the linguistic or sociolinguistic knowledge of a message is unavailable. There are two options of communication strategies for them to use, i.e. message adjustment strategies and resource expansion strategies. As the restriction of classroom-based EFL learning, the knowledge the tourism-oriented EFL learners have learned is so limited that they cannot deal with more practical communication problems outside classroom. It shows that how important for tourism-oriented EFL learners to use communication strategies when they have communication problems. The definitions of communication strategies are provided in the following section.

2.2 Definitions of Communication Strategies

Several definitions of communication strategies have been proposed by different researchers in the early studies of communication strategies (e.g, Tarone, Cohen and Dumas, 1976; Tarone, 1980, 1983; Corder, 1983; Bialystok, 1983, 1990; Canale, 1983; Færch and Kasper, 1983b; Stern 1983; Paribakht, 1985; Bygate, 2000; and Lam, 2006). However, the agreement on definition of communication strategies has not come to the final decision for the universal acceptance yet. Below are the different researchers' definitions for communication strategies.

- Tarone, Cohen and Dumas (1976, p. 78) define communication strategies as “a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed”;
- Tarone (1980, p. 420; 1983, p. 65) defines communication strategies as “a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared”;
- Bialystok (1983, p. 102) defines communication strategies as “all attempts to manipulate a limited linguistic system in order to promote communication”;
- Canale (1983, p. 10) defines communication strategies as “verbal and non-verbal strategies that may be called into action to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more of other areas of communicative competence, and to enhance the effectiveness of communication”;

- Corder (1983, p. 16) defines communication strategies as “a systematic technique employed by a speaker to express his meaning when faces with some difficulty”;
- Færch and Kasper (1983a, p. 36) define communication strategies as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”.
- Stern (1983, p. 411) defines communication strategies as “techniques of coping with difficulties in communicating in an imperfectly known second language”;
- Paribakht (1985, p. 132) defines communication strategies as “the means that speakers use to solve their communicative problems”;
- Bygate (2000, p. 115) defines communication strategies as “ways of achieving communication by using language in the most effective way”; and
- Lam (2006, p. 142) defines communication strategies as “tactics taken by L2 learners to solve oral communication problems”.

Through the observation on CS definitions, we have found that the past researchers have defined the term ‘communication strategies’ differently. Although communication strategies have been defined in various ways, they apparently share some similarities, i.e. the purpose and the function of communication strategies. Regarding the purpose of communication strategies, CSs are used in order to prevent communication problems and keep the conversation flowing in the target language. As Dörnyei and Scott (1997, p. 186) suggest, “researchers generally agree that the main purpose of CS use is to manage oral communication problems”. For the

functions of communication strategies, CSs are seen as the tools that can be used to manage oral communication problems. The tools can refer to as any techniques, attempts, means, or plans the second-language speakers use to manage oral communication problems. As Tarone (1980, p. 420) states, “communication strategies are seen as tools used in a joint negotiation of meaning, in situations where both interlocutors are attempting to agree as to communicative goal”.

Generally, communication strategies are defined based on two main perspectives: the interactional and the psycholinguistic. Communication strategies under the interactional perspective (e.g., Tarone, 1980, 1983) have been treated as elements of discourse with their attention focusing on the linguistic realization of communication strategies (Dobao and Martínez, 2007). Tarone’s definition shows that the interlocutors also play a role in a communication. Meaning negotiation and repair mechanisms between the interlocutors are crucial to the concept of communication strategies. With regard to the psycholinguistic perspective (e.g., Færch and Kasper, 1983a), communication strategies have been defined as internal and individual mental plans as ‘potentially conscious plans’ in the definition proposed by Færch and Kasper.

Based on Færch and Kasper, (1983a), communication strategies are defined based on a model of speech production which comprises two phases: a planning phase and an execution phase. In the planning phase, the speaker selects rules and items which he/she considers most appropriate for establishing a plan, the execution of which will lead to verbal behavior which is expected to satisfy the intended

communicative goal; and in the execution phase, it consists of neurological and physiological processes, leading to articulation of the speech organs, the use of gestures and signs, etc”. Communication strategies take place in the planning phase when learners have a problem with their initial plan preventing them from expressing the intended message in the execution phase. Since the psycholinguistic scholars are interested in the cognitive production processes and try to explain CS use on cognitive models of speech production, the role of communication strategies in terms of interaction function is not considered.

Furthermore, some CS definitions are proposed in the traditional view, ‘problem-oriented’ (e.g., the definitions of Stern’s 1983; Paribakht’s 1985; Færch and Kasper’s 1983a). Communication strategies are seen as verbal or non-verbal first-aid devices or problem-solving devices used to compensate for gaps in the speaker’s L2 knowledge. These definitions seem to restrict communication strategies to problem-solving devices. That is, communication strategies are used when the L2 speaker is confronted with a problem or difficulty in getting the intended meaning across in an oral communication.

Finally, Dörnyei (1995) proposes an extension of the existing definitions including non-strict meaning-related devices (i.e., fillers and hesitation devices). Several researchers have highlighted the empirical significance of using fillers and hesitation devices as a conscious means to maintain communication in the difficult situations (Canale, 1983; Ellis, 1994; Haastруп and Phillipson, 1983). The devices are

used to gain time to think of words and keep the communication channel open at times of difficulty during the course of oral communication.

According to the definitions of communication strategies given by Canale (1983) and Bygate (2000), communication strategies are used not only to cope with any language-related problems of which the speaker was aware during the course of communication, but also to enhance the effectiveness of communication even if there is no problem or difficulty involved in an oral communication. Communication strategies could involve any attempt to accomplish and enhance the effectiveness of communication.

In conclusion, communication strategies are strategies used by the second-language learners in an attempt either to manage problems in expressing their intended meaning to their interlocutors due to their linguistic deficiencies in an oral communication, or to promote and enhance the effectiveness of their oral communication.

2.3 Classifications of Communication Strategies

Typologies of communication strategies have been developed in the past years. The conceptual differences among CS researchers lead to the diversity of typologies and classifications of communication strategies resulting in various existing CS taxonomies. Two main approaches can be classified: the first can have a linguistic basis and the second a cognitive/psychological basis. In another respect, one is product-oriented and the other is process-oriented (Bou-Franch, 1994; Dörnyei and

Scott, 1997). Within the linguistic approach, Tarone and Faerch and Kasper's works are the most influential. Within the cognitive approach, Poulisse's and Bialystok's works must be taken into account (Dörnyei and Scott, 1995).

An example of a linguistic or product oriented CS typology is the one proposed by Dörnyei (1995) which is based on the most common and important CS found in Varadi's, Tarone's, Faerch and Kasper's, and Bialystok's typologies. This typology consists of three strategy types of avoidance or reduction, achievement or compensatory, and stalling or time-gaining strategies. The first type involves alternation, reduction or abandonment of message. Strategies in the second type present alternative plans so that the original communicative goal can be carried out by compensating for the linguistic deficiencies. The third type which is functionally different from the other strategies is used to gain time and to keep the communication channel open but not to compensate for any linguistic deficiencies.

The following description is a summary of CS taxonomies proposed by thirteen researchers, namely Tarone, Cohen and Dumas (1976), Tarone (1977), Bialystok (1983, 1990), Corder (1983), Faerch and Kasper (1983c), Paribakht (1985), Poulisse (1987, 1993), Willems (1987), Dörnyei (1995), Dörnyei and Scott (1997), Nakatani (2006), Mariani (2010), and Somsai and Intaraprasert (2011).

2.3.1 CS Classification by Tarone, Cohen and Dumas (1976)

The following strategies are what Tarone, Cohen and Dumas (1976) have classified dealing with communication difficulties:

CS Classification	Examples
1. Transfer from NL	<i>e.g. 'the book of Jack' for 'Jack's book'</i>
2. Overgeneralization	<i>e.g. 'I don't know what is it.', 'He goed.'</i>
3. Prefabricated pattern	<i>e.g. 'What do you doing? For 'What are you doing?'</i>
4. Overelaboration	<i>e.g. 'Buddy, that's my foot which you're standing on', 'The people next door are rather indigent.'</i>
5. Epenthesis	<i>e.g. /sətərel/ for /streɪ/ (stray)</i>
6. Avoidance	
a) Topic avoidance	<i>e.g. Avoiding using certain sounds, like /l/ and /r/ in pollution problems, Avoiding talking about what happened yesterday.</i>
1. Change topic	
2. No verbal response	
b) Semantic avoidance	<i>e.g. 'It's hard to breathe' for 'air pollution', 'I like to swim' in response to 'What happened yesterday?'</i>
c) Appeal to authority	<i>e.g. 'How do you say "staple" in French?'</i>
1. Ask for form	
2. Ask if correct	
3. Look it up	
d) Paraphrase	<i>e.g. 'tool' for 'wrench', 'airball for 'balloon'(Word coinage), 'a thing you dry your hands on' for 'towel' (Circumlocution)</i>
e) Message abandonment	<i>e.g. 'If only I had a ...'.</i>
f) Language switch	<i>e.g. 'Je ne pas go to school. (French-L2).</i>

Tarone, Cohen and Dumas (1976) have classified strategies for handling communicative problems into six main types including transfer from native language, overgeneralization, prefabricated pattern, overelaboration, epenthesis, and avoidance. These CS were identified based on the tradition of error analysis. In other words, the researchers tried to explain the communicative behavior phenomena from errors made by language learners.

2.3.2 CS Classification by Tarone (1977)

Tarone (1977) has introduced the CS taxonomy including the five main categories as follows:

CS Classification	Examples
1. Avoidance	
Topic avoidance	<i>e.g. Occurring when the learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known.</i>
Message abandonment	<i>e.g. Occurring when the learner begin to talk about a concept but is unable to continue due to lack of meaning structure, and stop in mid-utterance.</i>
2. Paraphrase	
Approximation	<i>e.g. 'pipe' for 'water pipe'</i>
Word coinage	<i>e.g. 'airball' for 'balloon'</i>
Circumlocution	<i>e.g. 'She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of'.</i>
3. Conscious Transfer	
Literal translation	<i>e.g. 'He invites him to drink' for 'They toast one another'.</i>
Language switch	<i>e.g. 'balon' for 'balloon' or 'tirtil' for 'caterpillar'</i>
4. Appeal for assistance	<i>e.g. 'What is this?'</i>
5. Mime	<i>e.g. clapping one's hands to illustrate applause</i>

Tarone's (1977) classification includes avoidance, paraphrase, conscious transfer, appeal for help, and mime strategies. She has classified the strategies with the recognition of a basic duality in strategy use: strategies are used either (a) to try and convey the intended message in spite of the linguistic deficiencies by extending or manipulating the available language system (achievement strategies); or (b) to tailor one's message to one's resources by altering, reducing, or completely abandoning the original content (avoidance strategies) (Dörnyei and Scott, 1997). Paraphrase, conscious transfer, appeal for help, and mime strategies are considered as 'achievement strategies' whereas the other one is already named 'reduction strategies'.

2.3.3 CS Classification by Bialystok (1983, 1990)

Bialystok has proposed two different taxonomies of communication strategies. The first classification of communication strategies was proposed in 1983 and the second one in 1990.

Bialystok (1983) has developed the taxonomy of communication strategies used in her study on ‘Some factors in the selection and implementation of communication strategies’. The communication strategy classification is based especially on the existing typologies of Tarone (1977) resulting in the following three main categories:

CS Classification	Examples
1. L1-based strategies	
Language switch	<i>e.g. Il y a deux candles sur la cheminée</i>
Foreignizing	<i>e.g. Il y a une cloche (for clock) sur la cheminée</i>
Transliteration	<i>e.g. place de feu for English ‘fireplace’ or piece de temps for ‘timepiece’</i>
2. L2-based strategies	
Semantic contiguity	<i>e.g. ‘tabouret’ frequently replaced by chaise (chair) or table (table), and ‘horloge’ (clock) by montre (watch)</i>
Description	<i>e.g. ‘it is round’, ‘it is something that hangs on the wall.’, ‘it has four legs.</i>
Word coinage	<i>e.g. ‘heurot’ (clock), the noun suffix -ot was attached to ‘heure’ meaning ‘time’</i>
3. Non-linguistic strategies	<i>e.g. Any non-linguistic or contextual information that are given with the situation.</i>

Three main categories of communication strategies classified by Bialystok (1983) are L1-based strategies, L2-based strategies, and non-linguistic strategies. The L1-based strategies are related to the learner’s source language, or any language other than the target language. The L2-based strategies are about the target language itself. Lastly, the non-linguistic strategies refer to any non-linguistic or contextual information given with the situation.

In 1990, Bialystok’s classification of communication strategies was developed under the psychologically plausible system of communication strategies. With regard to the cognitive theory of language processing, Bialystok (1990) has classified communication strategies into two main classes as follows:

CS Classification	Descriptions
1. Analysis-based strategies	<i>Conveying the structure of the intended concept by making explicit the relational defining features such as giving a definition.</i>
2. Control-based strategies	<i>Choosing a representational system that is possible to convey and that makes explicit information relevant to the identity of the intended concept such as resorting to L1.</i>

Bialystok (1990) characterizes the two classes of communication strategies as analysis-based strategies and control-based strategies. Analysis-based strategies are used to “examine and manipulate the intended concept” (p. 131). “Circumlocution, paraphrase, transliteration, and word coinage (where the attempt is to incorporate distinctive features into the expression), and mime (where the attempt is to convey important properties)” (p. 133) are the examples included in analysis-based strategies. Control-based strategies are employed to “examine and manipulate the chosen form or means of expression” (p. 132) through attention to different sources of information such as using another language (L1), other objects, symbols, or gestures as well as appealing to other for assistance, or consulting dictionaries to convey the intended concept.

2.3.4 CS Classification by Corder (1983)

Corder (1983) pointed out that the learner sometimes does not have the linguistic means to express the intended messages in communication. If the learner found himself/herself faced with this situation during the interaction, he/she is likely to make use of the strategies as follows:

CS Classification	Descriptions
1. Message adjustment / Risk avoidance strategies	
Topic avoidance	<i>A refusal to enter into or continue a discourse within some field or topic because of a feeling of total linguistic inadequacy.</i>
Message abandonment	<i>Trying but giving up in mid-utterance due to linguistic inadequacy.</i>
Semantic avoidance	<i>Saying something slightly different from what you intended but still broadly relevant to the topic of discourse.</i>
Message reduction	<i>Saying less, or less precisely, what you intended to say. This is often seen as rather vague general talk.</i>
2. Resource expansion / Risk-running strategies	
Borrowing	<i>Using linguistic resources other than the target language (switching).</i>
Paraphrase / Circumlocution	<i>Getting round your problem with the knowledge you have.</i>
Paralinguistic devices	<i>Using nonverbal strategies in place of a meaning structure, typically gesture.</i>
Appeal for help	<i>Asking for help from the interlocutor for a word or expression.</i>

Corder (1983) has offered two main categories of CS as message adjustment strategies or risk avoidance strategies and resource expansion strategies or risk-running strategies. He suggests that good language teaching should encourage resource expansion strategies in part of teaching so that the learner would know how to use the resource expansion strategies which are the successful strategies of communication and eventually lead to language learning.

2.3.5 CS Classification by Færch and Kasper (1983c)

Færch and Kasper (1983c) also offer the categorization of CS based on the two different fundamental ways. That is to say, when language learners faced with problems in communication, they would either try to avoid the problem, or attempt to tackle the problem directly by developing an alternative plan named achievement behavior. In the CS classification suggested by Færch and Kasper (1983c), the categories of formal reduction strategies and functional reduction strategies are served as the attempt to avoid the problem, and the achievement strategies category would fit the attempt to tackle the problem directly by developing an alternative plan.

CS Classification	Examples
1. Formal reduction strategies	
Phonological level	<i>e.g. by over generalizing the use of /d/ for /ð/ or by borrowing an L1 phone</i>
Morphological level	<i>e.g. avoiding subordinate clauses containing the subjunctive, using an infinitival verbal complement instead</i>
Syntactic level	<i>e.g. using active sentence structure for passive sentence structure</i>
Lexical level	<i>e.g. avoiding using words which are difficult to pronounce, irregular, no direct translation-equivalent exists in L1, and so on</i>
2. Functional reduction strategies	
To avoid a communication problem	
Actional reduction	<i>e.g. reducing interlanguage performance when having problems in performing specific speech acts used in communicative tasks</i>
Modal reduction	<i>e.g. reducing interlanguage performance when experiencing problems in performing specific speech acts and/or in marking utterances appropriately for politeness /social distance</i>
Reduction of propositional content	<i>e.g. avoiding formulating goals which include topic that are perceived as problematic from a linguistic point of view</i>
- Topic avoidance	<i>e.g. communication on a topic is initiated but then cut short because the learner runs into difficulty with a target language form or rule. The learner stops in mid-sentence, without asking help.</i>
- Message abandonment	<i>e.g. Learner, when confronted by a planning or retrieval problem, operates within the intended propositional content and preserves the 'topic' but refers to it by means of a more general expression.</i>
- Message replacement	<i>e.g. Learner attempts to solve communicative problem by expanding his communicative resources.</i>
3. Achievement strategies	
Compensatory strategies	
- Code switching	<i>e.g. using the German Zinsen for 'interests'</i>
- Interlingual transfer	<i>e.g. using an L1/L3 word by adjusting it to L2 phonology and/or morphology (foreignizing), and translating compounds or idiomatic expressions from L1 verbatim into L2</i>
- Inter/intralingual transfer	<i>e.g. L1: Danish svømme – svømmede, L2: English swim - swummed</i>
- Interlanguage based strategies	<i>e.g. generalizing in using an alternative-and less appropriate- item without changing the communicative goal including lexical substitution and approximation</i>
* Generalization	<i>e.g. describing the intended referent focusing on its characteristic, properties, or functions (circumlocution)</i>
* Paraphrase	<i>e.g. using 'rounding' for 'curve'</i>
* Word coinage	<i>e.g. For the word 'daughter', the learner's utterance: '... my parents has I have er four elder sisters...'</i>
* Restructuring	<i>e.g. signaling to the learner's interlocutor that he is experiencing a communication problem and that he needs assistance (appealing)</i>
- Cooperative strategies	<i>e.g. using non-linguistic strategies such as mime, gesture, and sound-imitation to solve a communication problem or to support other-verbal- strategies</i>
- Non-linguistic strategies	<i>e.g. knowing that the term of word is there, and the learner would have to retrieve it in some way such as waiting for the term to appear, appealing to formal similarity, retrieval via semantic fields, searching via other language, etc</i>
Retrieval strategies	

2.3.6 CS Classification by Paribakht (1985)

Paribakht's CS classification (1985) was derived from the data obtained through a concept-identification task used in the study. As a result, the strategies have been classified into four major communicative approaches. These include:

CS Classification	Examples
1. Linguistic approach	
Semantic contiguity	
- Superordinate	e.g. 'This is a fruit.' for 'pomegranate', 'This is a quality.' for 'honesty'.
- Comparison	e.g. strategy of exploiting similarities between the two items
* Positive comparison	
Analogy	e.g. 'Is the same like lamp?' for 'lantern', 'It is like the victory.' for 'success'.
Synonymy	e.g. 'Caravan' for 'palanquin', 'Synonym for wait' for 'patience'
* Negative comparison	
Contrast & opposite	e.g. 'It's not a same as computer.' for 'abacus', 'When you don't have it, you scared.' for 'courage'.
Antonymy	e.g. 'This is the opposite of failure.' for 'success', 'Opposite it's exactly hurry.' for 'patience'.
Circumlocution	e.g. strategy of attempting to describe the characteristics of the concept.
- Physical description	
* Size	e.g. 'It would fit into your hand.' for 'pomegranate'.
* Shape	e.g. 'This fruit have a shape like earth.' for 'pomegranate'.
* Color	e.g. 'Its color is red.' for 'pomegranate'.
* Material	e.g. 'It's made of metal.' for 'thimble'.
- Constituent features	e.g. referring to different parts of the object
* Features	e.g. 'There is a handle on it.' for 'lantern', 'Someone who dies for a cause.' for 'martyrdom'.
* Elaborated features	e.g. 'has always little juicy seeds inside and they are red, and they're really tart.' for 'pomegranate', 'being filled in, usually in --- for a good cause.' for 'martyrdom'.
- Locational property	e.g. 'It was used maybe in Arab countries.' for 'palanquin', 'Tie with two, two trees, we tie to two trees.' for 'hammock'
- Historical property	e.g. 'It belongs to many years ago.' for 'abacus', 'Ancient people used this.' for 'palanquin'.
- Other features	e.g. 'It's workmate to a broom.' for 'dust-pan', 'It's the passion fruit.' for 'pomegranate', 'It's honorable.' for 'martyrdom'.
- Functional description	e.g. 'When you finish sweep—ah—you use—you used for collect garbage.' for 'dust-pan'.
Metalinguistic clues	e.g. 'It's actually a noun with a suffix.' for 'martyrdom'.
2. Contextual approach	
Linguistic context	e.g. 'When you sweep the floor, you gather up the dust with ...' for 'dust-pan', 'if the wife fools around with somebody else, she is not this to the husband' for 'faithfulness'.
Use of L2 idioms and proverbs	e.g. 'It comes before a fall.' for 'pride', 'It gets you nowhere.' for 'flattery'.
Transliteration of L1 idioms and proverbs	e.g. 'Some say, it's written on your forehead.' for 'fate', 'When somebody is so good—the heart is so clean.' for 'honesty'.
Idiomatic transfer	e.g. 'I take an examination and I fail, O.K.? and one of my adjectives has been broken.' ('to break one's pride'), 'You say, O.K. "good luck". What's another word for "good luck"? for 'success'.
3. Conceptual approach	
Demonstration	e.g. 'Suggest that you are a teacher and I am a student; and I don't take the —for —pass and I fail; and I come and say something, for example, you teach very well, you are a good man and —what's the name of my action?' for 'flattery'.
Exemplification	e.g. 'You may use it in camping.' for 'lantern', 'A soldier in a war definitely needs it.' for 'courage', 'The servants especially do, for example, to their masters.' for 'flattery'.
Metonymy	e.g. 'It's symbolized by a dog.' for 'faithfulness', 'peacock' for 'pride'.
4. Mime	
Replacing verbal output	e.g. 'It is this size.' for 'pomegranate', 'You always think are higher than me and you look me like this.' (mime for a snobbish look) for 'pride'.
Accompanying verbal output	e.g. 'It goes up and down.' (mime for the movement) for 'seesaw', 'This fruit have a shape like earth.' (mime for a round shape) for 'pomegranate'.

Four major communicative approaches classified by Paribakht (1985) are 1)

linguistic approach which students employ communication strategies dealing with the

semantic features of the target items; 2) contextual approach which students employ communication strategies on the basis of their contextual knowledge; 3) conceptual approach which students employ communication strategies related to their world knowledge; and 4) mime which students employ communication strategies regarding their knowledge of meaningful gestures.

2.3.7 CS Classification by Poulisse (1987, 1993)

Poulisse (1987), working under the Nijmegen group, has proposed two main categories of communication strategies as conceptual strategies and linguistic/code strategies, both of which are considered as under compensatory strategies.

CS Classification	Descriptions
1. Conceptual strategies	
Analytic	<i>spelling out characteristic features of the concept. (Circumlocution)</i>
Holistic	<i>using a substitute referent which shares characteristics with the target item. (Approximation)</i>
2. Linguistic/code strategies	
Morphological creativity	<i>grammatical word coinage</i>
Transfer	<i>literal translation, code-switching, and foreignizing</i>

The CS classification of compensatory strategies of Poulisse (1987) distinguishes between two basic strategy types: conceptual strategies and linguistic/code strategies, depending on the predominant use between the two of the strategies of the speaker's. Conceptual strategies comprise analytic strategies and holistic strategies. When the speaker refers to the intended concepts by talking about its criterial properties, he/she uses an analytic strategy. In the case of a holistic strategy, the intended concept is referred to by using the concept related word which shares some of the characteristics with the intended concept. Linguistic/code

strategies are subdivided into morphological creativity strategies and transfer strategies. The speaker creating non-existing L2 words based on L2 grammatical rule is considered as using a morphological creativity strategy. The intended concept that is referred to by using literal translation, code-switching, or foreignizing is classified as using transfer strategies.

Poulisse (1993) has further modified the taxonomy proposed by the Nijmegen Group. The modified taxonomy of compensatory strategies comprises three different subtypes of strategies as follows:

CS Classification	Examples
1. Substitution strategies	<i>e.g. animal for 'rabbit', Dutch voorwoord for 'preface'.</i>
2. Substitution plus strategies	<i>e.g. using L1 or L2 morphological and/or phonological encoding procedures in combination with the substitution strategy (foreignizing and morphological creativity).</i>
3. Reconceptualization strategies	<i>e.g. cooking apparatus for 'cooker'. A speaker may also add further background information to the message.</i>

The modified taxonomy of compensatory strategies suggested by Poulisse (1993) comprises three major types of strategies as 1) substitution strategies --- omitting or changing one or more features of a lexical chunk in the search for a new lexical item (e.g., approximation or code-switching), 2) substitution plus strategies---substitution strategies accompanied by the unusual application of L1 or L2 morphological and/or phonological encoding procedures (e.g., foreignizing or word-coinage), and 3) reconceptualization strategies --- a change in the preverbal message involving more than one chunk (e.g., circumlocution).

2.3.8 CS Classification by Willems (1987)

Willems (1987) has built a typology of communication strategies culling liberally from a variety of CS scholars' taxonomies e.g., Tarone et al. (1976), Faerch and Kasper (1983), and Paribakht (1985).

CS Classification	Examples
1. Reduction strategies	
Formal reduction	
- Phonological	<i>e.g. avoidance of words containing "difficult" segments or clusters of segments</i>
- Morphological	<i>e.g. avoidance of talking about yesterday to avoid past tense forms</i>
- Syntactic	<i>e.g. avoidance of speaking about what might happen for fear of using conditionals</i>
- Lexical	<i>e.g. avoidance of certain topics because the necessary vocabulary is lacking</i>
Functional reduction	
- Message abandonment	<i>e.g. "Oh I can't say this, let's talk about something else."</i>
- Meaning replacement	<i>e.g. saying almost what you want to say; saying something less politely than you would in your L1 ("Modality reduction")</i>
- Topic avoidance	<i>e.g. saying nothing at all.</i>
2. Achievement strategies	
Paralinguistic strategies	<i>e.g. use of mimetic gestures, facial expression etc. to replace speech.</i>
Interlingual strategies	
- Borrowing/code-switching	<i>e.g. "Please sir, have you a 'krijtje'" (Dutch for "piece of chalk").</i>
- Literal translation	<i>e.g. "Make it a little" (Du. For "Come off it); "nighttable" (for Ger. "Nachtisch" = "bedside table"); "greens" (for "vegetables" from Du. "groente").</i>
- Foreignizing	<i>e.g. "/knælə/" from Da. "knallert" for "moped"</i>
Intralingual strategies	
- Approximation (generalization)	<i>e.g. use of an L2 word which shares essential semantic features with the target word: "bird" for "duck", "animals" for "rabbits", "flower" for "rose" or "lorry" for "van".</i>
- Word coinage	<i>An L2 word is made up on basis of supposed rule: "intonate" form "intonation", "inonded" for "flooded".</i>
- Paraphrase	
* Description	<i>1. Physical properties: color, size, spatial dimensions;</i>
* Circumlocution	<i>2. Specific features: "It has a motor...";</i>
	<i>3. Functional features: "It is used in ...";</i>
	<i>4. Locational features: "You find it in a factory";</i>
	<i>5. Temporal features: "It's between summer and autumn".</i>
* Exemplification	<i>e.g. subordinate terms used instead of unavailable superordinate terms like: trade names: "Puch" for "moped"</i>
- Smurfing	<i>e.g. use of empty or meaningless words to fill gaps in vocabulary command like: "thing", "whatsit", "what-do-you-call-it"</i>
- Self-repair (restructuring)	<i>e.g. setting up a new speech-plan when the original one fails.</i>
- Appeal for assistance	
* Explicit	<i>e.g. "What'd you call?"; "Speak more slowly"; "I am foreign"; "Do you understand?"</i>
* Implicit	<i>e.g. pause, intonation, drawl, repetition, or "I don't know what to call this" and the like.</i>
* Checking questions	<i>e.g. to make sure something is correctly understood: questions: "Do I hear you say..."; "Are you saying that ...".</i>
- Initiating repair	<i>e.g. "I am sorry, there must be some misunderstanding. Does...mean...?"</i>

Willems's CS typology falls into two main categories: reduction strategies and achievement/ compensatory strategies. Paralinguistic strategies, interlingual strategies, and intralingual strategies are subgroups of achievement/compensatory strategies. Paralinguistic strategies are the use of mimetic gestures, facial expression etc. to replace verbalization; interlingual strategies are dealing with L1 or another foreign language; and in intralingual strategies monolingual (L2) plays a role. Formal reduction and functional reduction are subdivisions of reduction strategies which, according to Willems (1987, p. 354), "is obviously a major obstacle in language learning development".

2.3.9 CS Classification by Dörnyei (1995)

Dörnyei (1995) has collected a list and descriptions of communication strategies he considers most common and important in this core group, based on Tarone (1977), Færch and Kasper (1983c), and Bialystok (1990). The collection of CS classification is presented below.

CS Classification	Examples
1. Avoidance or Reduction Strategies	
Message abandonment	<i>e.g. leaving a message unfinished because of language difficulties</i>
Topic avoidance	<i>e.g. avoiding topic areas or concepts which pose language difficulties</i>
2. Achievement or Compensatory Strategies	
Circumlocution	<i>e.g. 'the thing you open bottles with' for 'corkscrew'.</i>
Approximation	<i>e.g. 'ship' for 'sail boat'</i>
Use of all-purpose words	<i>e.g. the overuse of 'thing, stuff, make, do, as well as using words like 'thingie, what-do-you-call-it?'</i>
Word-coinage	<i>e.g. 'vegetarianist' for 'vegetarian'</i>
Use of nonlinguistic means	<i>e.g. mine, gesture, facial expression, or sound imitation.</i>
Literal translation	<i>e.g. translating literally a lexical item, an idiom, a compound word or structure from L1 to L2</i>
Foreignizing	<i>e.g. with a L2 pronunciation and/or morphologically, adding to it a L2 suffix.</i>
Code switching	<i>e.g. using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2</i>
Appeal for help	<i>e.g. 'What do you call...?' or indirectly rising intonation, pause, eye contact, puzzled expression</i>
3. Stalling or Time-gaining Strategies	
Use of fillers/hesitation devices	<i>e.g. 'well, now let me see, as a matter of fact'</i>

Based on Dörnyei's (1995, p. 57) classification system, communication strategies are classified into three main categories. They are avoidance or reduction strategies, achievement or compensatory strategies, and stalling or time-gaining strategies. Message abandonment and topic avoidance are referred to as avoidance or reduction strategies. They involve "an alteration, a reduction, or complete abandonment of the intended message". Achievement or compensatory strategies include strategies such as circumlocution, approximation, word-coinage, and foreignizing that are alternative plans the speaker manipulate to reach an original communicative goal. Using of fillers/hesitation devices is considered as the stalling or time-gaining strategies which help the speaker gain time and keep the communication channel open at times of difficulty in oral communication.

2.3.10 CS Classification by Dörnyei and Scott (1997)

Dörnyei and Scott (1997) have divided communication strategies into three main categories as direct, indirect, and interactional strategies. The description follows:

CS Classification	Examples
1. Direct strategies	
Resource deficit-related strategies	
* Message abandonment	e.g. leaving a message unfinished because of language difficulty
* Message reduction	e.g. reducing the message by avoiding certain language structures or topic considered for a lack of linguistic resources.
* Message replacement	e.g. substituting the original message with a new one because of not feeling capable of executing it.
* Circumlocution	e.g. Exemplifying or describing the properties of the target object
* Approximation	e.g. using a single alternative lexical item, which shares semantic features with the target word or structure
* Use of all-purpose words	e.g. extending a general, "empty" lexical item to contexts where specific words are lacking
* Word-coinage	e.g. creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word
* Restructuring	e.g. abandoning the execution of a verbal plan because of language difficulties
* Literal translation	e.g. translating literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2
* Foreignizing	e.g. using a L1/L3 word by adjusting it to L2 phonology, i.e., with a L2 pronunciation and/or morphology
* Code switching	e.g. including L1/L3 words with L1/L3 pronunciation in L2 speech
* Use of similar sounding words	e.g. compensating for a lexical item whose form the speaker is unsure of with a word
* Mumbling	e.g. swallowing or muttering inaudibly a word
* Omission	e.g. leaving a gap when not knowing a word and carrying on as
* Retrieval	e.g. in an attempt to retrieve a lexical item
* Mime	e.g. describing whole concepts non-verbally
Own-performance problem-related strategies	
* Self-rephrasing	e.g. repeating a term by adding something or using paraphrase
* self-repair	e.g. Making self-initiated corrections in one's own speech.
Other-performance problem-related strategies	
* Other-repair	e.g. correcting something in the interlocutor's speech.
2. Indirect strategies	
Processing time pressure-related strategies	
* Use of fillers	e.g. using gambits to fill pauses to gain time and maintain discourse at times of difficulty
* Repetitions	
** Self-repetition	e.g. repeating a word immediately after they were said
** Other-repetition	e.g. repeating something the interlocutor said to gain time
Own-performance problem-related strategies	
* Verbal strategy markers	e.g. using verbal marking phrases
Other-performance problem-related strategies	
* Feigning understanding	e.g. trying to carry on the conversation by pretending to understand.
3. Interactional strategies	
Resource deficit-related strategies	
* Appeal for help	e.g. trying to elicit help from the interlocutor indirectly
Own-performance problem-related strategies	
* Comprehension check	e.g. asking questions to check that the interlocutor can follow you.
* Own-accuracy check	e.g. checking by asking a concrete question or repeating a word
Other-performance problem-related strategies	
* Asking for repetition	e.g. requesting repetition when not hearing something properly
* Asking for clarification	e.g. requesting explanation of an unfamiliar meaning structure
* Asking for confirmation	e.g. requesting confirmation that one understood something correctly
* Guessing	e.g. guessing implies a greater degree of certainty
* Expressing	e.g. expressing that one did not understand something properly
* Interpretive summary	e.g. paraphrase to check that the speaker has understood correctly
* Response	
** Response: repeat	e.g. repeating the original trigger (after an other-repair).
** Response: repair	e.g. providing other-initiated self-repair
** Response: rephrase	e.g. rephrasing the trigger
** Response: expand	e.g. putting the problem word/issue into a large context
** Response: confirm	e.g. confirming what the interlocutor has said or suggested.

Dörnyei and Scott (1997) classify the strategies based on the problem management manner. That is, both communication problem solving and mutual

understanding achievement are the underlined themes. Direct strategies are the first CS category in which involves all alternative, manageable, and self-contained means of conveying the meaning. Indirect strategies are the second category of communication strategies which does not take problem-solving devices into account. Using fillers, feigning understanding, and hedging to prevent communication breakdown and keep communication channel open are examples of the indirect strategies. Their third CS category is called interactional strategies in which trouble-shooting exchange is performed cooperatively between the pair, like appealing for and granting help, or requesting for and providing clarification.

2.3.11 CS Classification by Nakatani (2006)

Apart from the CS classification system shown previously, Nakatani (2006) shows another way to classify learners' communication strategies. In his study, he generated his own CS inventory called Oral Communication Strategy Inventory (OCSI) derived from the result of student statement completion in an open-ended questionnaire. In the inventory, the reported strategies were classified into two main CS categories including strategies for coping with speaking problems and strategies for coping with listening problems.

1. Strategies for Coping with Speaking Problems

- Thinking first of what one wants to say in one's native language and then constructing the English sentence.
- Thinking first of a sentence one already knows in English and then trying to change it to fit the situation.
- Using words which are familiar to oneself.
- Reducing the message and using simple expressions.
- Replacing the original message with another message because of feeling incapable of executing one's original intent.
- Abandoning the execution of a verbal plan and just saying some words when one doesn't know what to say.
- Paying attention to grammar and word order during conversation.
- Trying to emphasize the subject and verb of the sentence.
- Changing one's way of saying things according to the context.
- Taking one's time to express what one wants to say.
- Paying attention to one's pronunciation.
- Trying to speak clearly and loudly to make oneself heard.
- Paying attention to one's rhythm and intonation.
- Paying attention to the conversation flow.
- Trying to make eye-contact when one is talking.
- Using gestures and facial expressions if one can't communicate how to express oneself.
- Correcting oneself when one notices that one has made a mistake.
- Noticing oneself using an expression which fits a rule that one has learned.
- While speaking, one pays attention to the listener's reaction to one's speech.
- Giving examples if the listener doesn't understand what one is saying.
- Repeating what one wants to say until the listener understands.
- Making comprehension checks to ensure the listener understands what one wants to say.
- Trying to use fillers when one cannot think of what to say.
- Leaving a message unfinished because of some language difficulty.
- Trying to give a good impression to the listener.
- Don't mind taking risks even though one might make mistakes.
- Trying to enjoy the conversation.
- Trying to relax when one feels anxious.
- Actively encouraging oneself to express what one wants to say.
- Trying to talk like a native speaker.
- Asking other people to help when one can't communicate well.
- Giving up when one can't make oneself understood.

2. Strategies for Coping with Listening Problems

- Paying attention to the first word to judge whether it is an interrogative sentence or not.
- Trying to catch every word that the speaker uses.
- Guessing the speaker's intention by picking up familiar words.
- Paying attention to the words which the speaker slows down or emphasizes.
- Paying attention to the first part of the sentence and guessing the speaker's intention.
- Trying to respond to the speaker even when one doesn't understand him/her perfectly.
- Guessing the speaker's intention based on what he/she has said so far.
- Don't mind if one can't understand every single detail.
- Anticipating what the speaker is going to say based on the context.
- Asking the speaker to give an example when one is not sure what he/she said.
- Trying to translate into native language little by little to understand what the speaker has said.
- Trying to catch the speaker's main point.
- Paying attention to the speaker's rhythm and intonation.
- Sending continuation signals to show one's understanding in order to avoid communication gaps.
- Using circumlocution to react the speaker's utterance when one doesn't understand his/her intention well.
- Paying attention to the speaker's pronunciation.
- Using gestures when one has difficulties in understanding.
- Paying attention to the speaker's eye contact, facial expression and gestures.
- Asking the speaker to slow down when one can't understand what the speaker has said.
- Asking the speaker to use easy words when one has difficulties in comprehension.
- Making a clarification request when one is not sure what the speaker has said.
- Asking for repetition when one can't understand what the speaker has said.
- Making clear to the speaker what one hasn't been able to understand.
- Focusing only on familiar expressions.
- Especially paying attention to the interrogative when one listens to WH-questions.
- Paying attention to the subject and verb of the sentence when one listens.

According to Nakatani (2006), the CS classification comprises two main categories. The first category includes strategies used for dealing with speaking problems while doing oral communication. The purposes of employing these strategies are not only to communicate smoothly, maintain the interaction, avoid communication breakdown; but also to give up the attempt to communicate, or leave the message unfinished. The second category includes various strategies used for handling listening problems in interaction. These strategies are employed to maintain the conversational goal with speaker, for example, by repeating what the speaker said or making clarification requests in order to understand the speakers' intentions, sending continuation signal to show understanding in order to avoid conversation gaps, and paying attention to general information contained in speech rather than to specific utterances in order to get the gist of a speaker's utterance.

2.3.12 CS Classification by Mariani (2010)

Mariani (2010) introduced her taxonomy with five main categories which consist of (1) meaning expression strategies, (2) meaning negotiation strategies, (3) conversation management strategies, (4) para- and extra-linguistic strategies, and (5) (intercultural) interaction-monitoring strategies.

CS Classification	Examples
1. Meaning expression strategies	
Using an all-purpose word	e.g., thing, stuff, object, machine..., or person, human being
Using more general word	e.g., 'animal' instead of 'pet'
Using a synonym / an antonym	e.g., 'very small' instead of 'tiny'
Using examples instead of the category	e.g., 'shirts, jeans, skirts, jackets...' instead of 'clothing'
Using definition or description	e.g., 'person who cuts your hair' instead of 'hairdresser'
Using approximations	e.g., 'It's like a very tall building' instead of 'skyscraper'
Paraphrasing	e.g., 'I didn't expect her call. I was so surprised.' Instead of 'She called out of the blue.'
Self-correcting, rephrasing, repairing incorrect and inappropriate utterances or when spotting a misunderstanding	e.g., 'It's at the front ... no, at the back of the room. Sorry, I'll try to say that again.'
Asking for help,	e.g. Put it in the oven
Giving help by doing what the 'helping' interlocutor does	e.g. adjusting to one's partner language level by speaking slowly or giving examples, asking if he/she has understood
2. Meaning negotiation strategies	
3. Conversation management strategies	
Opening and closing a conversation,	e.g., 'Lovely day, isn't it?'; I must be off now!
Trying to keep conversation by showing interest and encouraging one's interlocutor to talk	e.g., 'Oh, dear. were you scared?'
Avoiding or changing a topic, going back to the original topic	e.g., 'By the way,...'
Using tactics to 'gain time' and keep the conversation channel open	e.g., 'Umming', 'erring', mumbling
4. Para- and extra-linguistic strategies	
Using intonation patterns	
Using non-verbal language	e.g. pointing at things
5. (Intercultural) Interaction-monitoring strategies	
Asking one's interlocutor to correct if comment on what one has said	
Noticing the words that the others use and remember to use them	e.g., 'Did I use the right word?'
Checking the reaction of other people when deciding to use new words and expressions	
Checking if one's interpretation is correct	e.g., 'So it means that ...'
Apologizing if one has said or done something inappropriate and trying to correct (cultural) misunderstandings	e.g., 'I hope you don't mind if I have ...'; 'I'm sorry if I asked you a personal question.'
Dealing with uncertainty as to the acceptable behavior	e.g., by asking one's interlocutor to explain her/his culture

Based on the five categories classified by Mariani (2010), the research of the communication strategies comes to a deeper and further achievement which helps to generalize an overall picture from using the words, phrases of communication strategies to the sentences, including the intercultural understanding for communication strategies.

2.3.13 CS Classification by Somsai and Intaraprasert (2011)

A latest research of communication strategies conducted by Somsai and Intaraprasert (2011) generated an inventory of communication strategies used by Thai

students for coping with communication problems. Based on the data collected from the semi-structured interview, the following typology has been derived.

1. Strategies for conveying a message to the interlocutor

1.1 Continuous interaction strategies for conveying a message to the Interlocutor

- Switching some unknown words or phrases into Thai
- Correcting his/her own pronunciation, grammar and lexical mistakes
- Using familiar words, phrases, or sentences
- Using circumlocution
- Using non-verbal expressions such as mime, gestures, and facial expressions
- Referring to objects or materials
- Drawing a picture
- Repeating words, phrases, or sentences a few times
- Spelling or writing out the intended words, phrases, or sentences
- Using fillers
- Appealing for assistance from the interlocutor

1.2 Discontinuous interaction strategies for conveying a message to the interlocutor

- Keeping quiet while thinking about how to get a message across to the interlocutor
- Speaking more slowly to gain time to think
- Talking about something else to gain time to think
- Appealing for assistance from other people around
- Making a phone call to another person for assistance
- Consulting a dictionary, a book, or another type of document
- Thinking in Thai before speaking

2. Strategies for understanding the message

- Trying to catch the interlocutor's main point
- Noticing the interlocutor's gestures and facial expression
- Asking the interlocutor for a repetition
- Asking the interlocutor to slow down
- Appealing for assistance from other people around to clarify the interlocutor's message
- Asking the interlocutor to simplify the language

According to Somsai and Intaraprasert (2011), the objective of the study was to investigate how Thai students deal with their face-to-face oral communication problems. The findings show different emergent strategies were reportedly employed to handle communication problems due to the students' limited linguistic knowledge. In this case, they relied on various strategies to cope with the problems and get the intended message across to the interlocutor.

Classified by Somsai and Intaraprasert (2011), the communication strategies are divided into two categories: one is to convey a message to the interlocutor and the

other one is to understand the message. Strategies for conveying a message has two categories: continuous interaction strategies for conveying a message to the interlocutor and discontinuous interaction strategies for conveying a message to the interlocutor.

To sum up, communication strategies have been classified differently according to the principles of terminology and categorization of different researchers. Although some of these categories have been named differently, they happen to have some strategies in common. Among the thirteen classifications mentioned above, the core groups of communication strategies seem to be shown in Dörnyei's (1995) classification as avoidance or reduction strategies, achievement or compensatory strategies, and stalling or time-gaining strategies. Additionally, in terms of purpose of strategy use, communication strategies have been categorized as strategies for dealing with speaking difficulties and strategies for dealing with listening difficulties. Since the aim of the part is at exploring the related theories and practice on CSs, different researchers' works in the past decades contributed much richer research findings which will enlighten the present investigation.

2.4 Previous Research on Communication Strategies

Since communication strategies are included in a model of communicative competence (Canale, 1983) in the last years, there are a considerable number of research studies on the nature of communication strategies, CS taxonomies, variation in CS use, and the practical implications of CS research. The first priority of the study

seems to focus on investigating the nature and types of communication strategies (e.g., Tarone, Cohen and Dumas, 1976; Tarone, 1977; Corder, 1983; Færch and Kasper, 1983c; Bialystok, 1983; Willems, 1987; Poullisse, 1987 (Nijmegen group); Bialystok, 1990; Poullisse, 1993). Then, there are a rising number of CS researches focusing on variation in CS use and the practical implications of CS research (e.g., Váradi, 1983; Paribakht, 1985; Corrales and Call, 1985; Dörnyei, 1995; Huang and Van Naerssen, 1987; Poullisse and Schils, 1989; Chen, 1990).

The focal point of this section is on past research works on communication strategies. These past research studies are reviewed based on two main reasons. The first reason is to see how past researchers devise methods for data collection to serve the purposes of their studies. The second reason is to enhance the understanding of communication strategies employed by tourism-oriented EFL Learners, that is, the results of previous research works can contribute to a better understanding of how and what communication strategies L2 language learners use to handle problems they encounter in an oral communication due to their linguistic knowledge deficiencies.

2.4.1 Communication Strategies Research in the Global Context

The purpose of the section is to make a wide range of survey on communication strategies research in the global context other than China to see what and how past researchers had done to serve the purposes of their studies for contributing to the further research design of the present investigation.

Table 2.1 Previous Research of CS in the Global Context

1) Haastrup, K. and Phillipson, R. (1983). Achievement Strategies in Learner/Native Speaker Interaction.	
Language Learners (LL)	- NNSE learning EFL
Focus of Study	- Achievement strategies
Participants	- 8 secondary Danish learners of ESL
Educational Level	- Secondary level
Methods of Data Collection	- Conversation and video recorded
Methods of Data Analysis	- Coding - Descriptive statistics
Investigated Variable	- Types of school / academic goal
Results	1. The distribution of compensatory strategies varies considerably; appeals are widely used; non-linguistic strategies are common; and learners in the less academic school context are over-dependent on their mother tongue. 2. L1-based strategies nearly always lead to partial or non-comprehension and IL-based strategies often lead to full comprehension.
Implications	- It would be wrong to assume that a low figure of communication disruptions indicates a high degree of communication success. - Different school types do not influence the use of communication strategies.
2) Váradi, T. (1983). Strategies of Target Language Learner Communication: Message Adjustment.	
Language Learners (LL)	- NNSE learning ESL
Focus of Study	- Message adjustment
Participants	- 19 Hungarian adult learners of ESL
Educational Level	- Adult learners
Methods of Data Collection	- Communicative task: translation of picture story description
Methods of Data Analysis	- Coding - Descriptive statistics
Investigated Variable	- First language (L1) and Second language (L2)
Results	1. The learners can write longer descriptions in L1 than in L2. 2. The characteristic of the English versions (L2) by contrast with the Hungarian versions (L1) is extreme stylistic economy and simplicity. 3. Reference to circumstance attending the actions defined in the picture is apparently sacrificed early in the process of meaning adjustment, namely intentional reduction and extensional reduction.
Implications	- The target language learners rely more on their L1 than L2 to express their ideas and thoughts to others. - Intentional reduction and extensional reduction seem to be trend for these EFL learners to employ when they want to communicate with others.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

3) Bialystok, E. (1983). Some Factors in the Selections of Implementation of Communicative Strategies.	
Language Learners (LL)	- NSE learning French as FL
Focus of Study	- L1-based and L2-based strategies
Participants	- 16 grade-12 th students and 14 adult students learning French as FL
Educational Level	- Secondary level: grade 12 /- Adult learners
Methods of Data Collection	- Communicative task: picture reconstruction
Methods of Data Analysis	- Coding - Descriptive statistics
	- Correlation coefficient - Analysis of variance
Investigated Variable	- Language proficiency level
Results	1. The grade 12 advanced students used significantly fewer L1-based strategies than did the grade 12 regular French class students and adult students. 2. For the adults, there was a significant negative relationship between cloze test performance and the proportion of L1-based strategies used. 3. For the students, there was a negative relationship between cloze test performance and the proportion of L1-based strategies used (no significance). 4. For the two groups of separated students, there was a positive relationship between cloze test performance and the proportion of L1-based strategies used (no significance) which led to a difficult interpretation.
Implications	Not Found.
4) Corrales, O. and Call, M. S. (1985). At a Loss for Words: The Use of Communication Strategies to Convey Lexical Meaning.	
Language Learners (LL)	- NNSE learning ESL
Focus of Study	- Overall communication strategy (CS) use
Participants	- Spanish speaking adult students learning ESL in the USA
Educational Level	- Tertiary
Methods of Data Collection	-Communicative tasks: structured questions and simulated conversation and tape recorded
Methods of Data Analysis	- Coding - Descriptive statistics - Analysis of variance (ANOVA, pos hoc test)
Investigated Variable	- Language proficiency level /-Types of tasks /- Time 1 and 2
Results	1. The simulated conversation task elicited significantly more transfer strategies from both groups of students. 2. The advanced group used a greater mean proportion of task-influenced strategies than the intermediate group at Time 1, while the intermediate group used a greater mean proportion of this type of strategy at Time 2. 3. A post hoc analysis shows that students of a language may go through a period of maximum exploitation of task-influenced strategies which peaks and then drops off as they become more proficient in the language.
Implications	Not found.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

5) Paribakht, T. (1985). Strategies Competence and Language Proficiency.	
Language Learners (LL)	- NNSE learning ESL /- One group of NSE
Focus of Study	- Overall CS use
Participants	- Two groups of Persian students and 20 native speaker students/each group
Educational Level	- Tertiary
Methods of Data Collection	- Communicative task: concept-identification
Methods of Data Analysis	- Coding - Descriptive statistics - Analysis of variance (ANOVA)
Methods of Data Analysis	- Coding - Descriptive statistics
Investigated Variable	- Language proficiency level
Results	1. All three groups used the same four communication approaches and differed only in the use of a few of their constituent strategies. The low proficiency group used two L1-based strategies – idiomatic transfer, and transliteration of L1 idioms and proverbs; and the high proficiency group used only transliteration of L1 idioms and proverbs for L1-based strategies. 2. The linguistics approach was used relatively more often by the native speakers and the advanced students than by the low-proficiency students. 3. The conceptual approach was used relatively more often by the low-proficiency students than by the native speakers and the advanced students. 4. The contextual approach did not produce any significant inter-group differences. 5. The mime approach was used adopted more frequently by the learner groups than by the native speakers.
Implications	- In order to avoid communication problems, speakers not only rely on their target language specific knowledge, but also utilize their knowledge sources, such as contextual world knowledge and paralinguistic.
6) Poulisse, N. and Schils, E. (1989). The Influence of Task-and Proficiency-related Factors on the Use of Compensatory Strategies: A Qualitative Analysis.	
Language Learners (LL)	- NNSE learning ESL
Focus of Study	- Compensatory strategy use
Participants	- 3 groups of Dutch students learning EFL. They include: - 15 university students/ - 15 fifth year VWO pupils / - 15 third-year VWO pupils
Educational Level	- Tertiary - Fifth-year VWO pupils - Third-year VWO pupils
Methods of Data Collection	- Communicative tasks: picture description, story retelling, video recording of students' performance and interview
Methods of Data Analysis	- Coding - Descriptive statistics - Analysis of variance (ANOVA)
Investigated Variable	- Language proficiency level - Types of tasks
Results	1. The most advanced students used fewer compensatory strategies than did the least proficiency ones. 2. The type of compensatory strategy chosen by the students was not to any large extent related to their proficiency level. 3. The students used analytic strategies in the picture description task and used holistic strategies and transfer strategies in the story retelling task and the oral interview.
Implications	Not found.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

7) Dörnyei, Z. (1995). On Teachability of Communication Strategies.	
Language Learners (LL)	- NNSE learning EFL
Focus of Study	- Quality of CS use - Speech rate - Perceived usefulness of training - Attitudes towards the training
Participants	- 108 Hungarian secondary students learning EFL
Educational Level	- Secondary level
Method of Data Collection	- A written test - Pre and posttest of an oral test and recorded - Questionnaire (only for E group)
Methods of Data Analysis	- Coding/Descriptive statistics/Correlation coefficient/ - Analysis of variance (Chi-square, ANOVA, T-test)
Investigated Variable	- CS training [Experimental (E) and Control (C) group] - Language proficiency level
Results	1. In the treatment group there is an improvement in the quality of the definitions after the training, whereas in both types of control group the quality score decreases. 2. In the treatment group the use of both circumlocutions and fillers increased. In both types of control group there was only a minimal change in the frequency of circumlocutions, whereas the number of fillers actually decreased in the posttest. 3. The speech rate gained after the training is unrelated to the students' language proficiency. 4. In the treatment group the improvement in the students' speech rate is highly significant. 5. Students found that the strategies in the training were useful and their general attitude toward the training was very favorable.
Implications	- Examines whether or not communication strategies can be taught and suggests reasons for the controversy surrounding the teachability of CS. - Suggest that quantity and quality of learners' use of CS does improve with focused instruction.
8) Liskin-Gasparro, J. E. (1996). Circumlocution Communication Strategies and the ACTFL Proficiency Guidelines: An Analysis of Student Discourse.	
Language Learners (LL)	- NSE learning Spanish as FL
Focus of Study	- Overall CS use
Participants	- 10 NNS speakers of Spanish
Educational Level	- Secondary level
Methods of Data Collection	- Communicative task: interviews and recorded
Methods of Data Analysis	- Coding - Descriptive statistics
Investigated Variable	- Language proficiency level
Results	Advanced speakers, more than Intermediate High speakers, rely on a range of L2-based strategies that included, but was not limited to, circumlocution.
Implications	Not found.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

9) Flyman, A. (1997). Communication Strategies in French as a Foreign Language.	
Language Learners (LL)	- NNSE learning EFL
Focus of Study	- Overall CS use
Participants	- 10 Swedish students learning French as FL
Educational Level	- Secondary level
Methods of Data Collection	- Communicative tasks: picture, translation, and discussion and recorded
Methods of Data Analysis	- Coding- Descriptive statistics
Investigated Variable	- Types of tasks
Results	
1. <i>Compensatory strategies</i>	
- Analytic strategies were employed most in the translation task, and the picture task.	
- Holistic strategies were mostly found in the oral translation task.	
- A transfer strategy was especially frequent in the discussion task.	
- Appeal for assistance strategies were most frequently employed in the picture task, and the	
10) Brett, A. G. (2001). Teaching Communication Strategies to Beginners.	
discussion task.	
2. <i>Reduction strategies</i>	
- Abandonment strategies were frequent in the picture task.	
- A lexical avoidance strategy was most frequently employed in the translation task.	
- A morphological avoidance strategy was most frequently employed in the picture task.	
- A syntactic avoidance strategy was not very common and was only used in the oral translation task.	
Implications	- It appears that the translation task gave rise to the highest number of compensatory strategies. It is important to find the exact words in this kind of task, while in the other two situations greater flexibility in word choices is possible.
Language Learners (LL)	- NSE learning German as FL
Focus of Study	- Taught CS Use
Participants	- 29 German secondary pupils learning EFL
Educational Level	- Secondary level
Method of Data Collection	- Pre and post questionnaire - Class work and recorded - Oral test and recorded
Methods of Data Analysis	- Coding - Descriptive statistics
Investigated Variable	- CS teaching: turn-taking phrases, request for help, clarification and repetition, greeting, and pause fillers
Results	1. A range of strategic phrases could be successful taught to most learners. 2. Pupils have used a wide selection of phrases as communication strategies depending on task and context. 3. Pupils did not use L2 pause fillers. 4. Pupils used devices like repetition and they talked to themselves in English, possibly to gain additional thinking time.
Implications	- It was concluded that a range of strategic phrases could be successfully taught to most learners, although their use might be dependent on task and context. - It was also concluded that beginners employ various problem-solving skills to maintain spoken communication in a foreign language. - Finally, it is suggested that a number of difficulties exist in reconciling the use of CSs with the existing National Curriculum model for progression in Speaking.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

11) Wannaruk, A. (2003). Communication Strategies Employed by EST Students.	
Language Learners (LL)	- NNSE learning EFL
Focus of Study	- Overall CS use
participants	- 75 Thai university EFL students
Educational Level	- Tertiary
Methods of Data Collection	- Communicative tasks: oral interview, conversation, picture description, word meaning explanation and recorded - Observation
Methods of Data Analysis	- Coding - Descriptive statistics - Analysis of variance (ANOVA; post hoc test)
Investigated Variable	- Oral proficiency level
Results	1. Students employed all five types of CSs: modification devices, target language-based strategy, non-linguistics strategy, L1-based strategy, and avoidance strategy. 2. The significant difference was found between the frequency of more able and less able speaking ability students' use of each type of CSs. 3. The less able group employed CSs more than did the more able one, except the L2-based strategy.
Implications	- The most frequently used communication strategy was the use of 'modification devices'. - The other strategies used in order of frequency were 'nonlinguistic strategies', 'L1-based strategies', 'target language-based strategies', and 'avoidance strategies'. - It showed that students used different communication strategies with varying degrees according to their language levels.
12) Smith, B. (2003). The Use of Communicative Strategies in Computer-Mediated Communication.	
Language Learners (LL)	- NNSE learning ESL
Focus of Study	- Overall CS use
Participants	- 18 students studying ESL in the USA
Educational Level	- Tertiary
Methods of Data Collection	- Communicative tasks: jigsaw and decision making through on-line chatting and recorded
Methods of Data Analysis	- Coding - Descriptive statistics - Analysis of variance (ANOVA; T-test)
Investigated Variable	- Types of tasks (in computer-mediated communication)
Results	1. Capitalization and punctuation were used to enhance meaning, tone, etc. 2. There was a high degree of self-correction, use of fillers, and comprehension checks. 3. The four most frequently used communication strategies included substitution, politeness, framing, and fillers. 4. Learners employed almost twice as many compensatory strategies while completing the decision-making tasks than during the jigsaw tasks. 5. Orientation/use strategies were almost exclusively used during the jigsaw task. 6. Any of the compensatory strategies considered are about equally effective in facilitating "mastery" of the target lexical items.
Implications	- Strategy use was also examined relative to communicative task type. The study suggests that learners use a wide array of communication strategies during task-based computer mediated communication (CMC), and that the CMC environment shapes this use.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

13) Kazuo, W. and Akira, G. (2004). Types of Communication Strategies Used by Japanese Learners of English	
Language Learners (LL)	- NNSE learning EFL
Focus of Study	- Overall CS use
Participants	- 30 Japanese EFL Learners
Educational Level	- Tertiary
Methods of Data Collection	- Communicative tasks: picture description and story-telling - (Retrospective) Interview
Methods of Data Analysis	- Coding - Descriptive statistics - Analysis of variance (ANOVA)
Investigated Variable	- English proficiency level - L1 and L2
Results	1. Students tried to overcome their difficulties by using different types of CS in L2 from those used in L1 (Japanese) regardless of their English proficiency. 2. Moderate English proficiency (ME) and low English proficiency (LE) groups employed the number of Holistic Conceptual (HOCOs) noticeably increased in English. 3. There is no relationship between students' English proficiency and types of CS used in Japanese and the relationship between English proficiency and CS used within the English versions revealed no significant differences, either.
Implications	- Two interesting tendencies were discovered: the ME and LE groups had a tendency to rely more on HOCOs in English than in Japanese. - The total number of conceptual Analytic (ANCOs) the LE group used in English was much smaller than in Japanese. These tendencies seem to imply that linguistic proficiency may influence CS choice.
14) Nakatani, Y. (2005). The Effects of Awareness-Raising Training Oral Communication Strategy	
Language Learners (LL)	- NNSE learning EFL
Focus of Study	- Learners' oral communication abilities - Learners' perceive of oral communication strategy (OCS) use
Participants	- 62 female Japanese university students learning EFL
Educational Level	- Tertiary
Methods of Data Collection	- Pre and post oral communication test: conversation tasks and recorded - Retrospective) Interview
Methods of Data Analysis	- Coding - Descriptive statistics - Analysis of variance (ANOVA; T-test)
Investigated Variable	- OCS use training (E and C group)
Results	1. The participants in the strategy training group significantly improved their oral proficiency test scores, whereas improvements in the control group were not significant. 2. The participants' success was partly due to an increased general awareness of OCSs and to the use of specific OCSs, such as maintenance of fluency and negotiation of meaning to solve interactional difficulties.
Implications	- The present study suggests that EFL learners who lack metacognitive skills need to learn to recognize and analyze specific linguistic and sociolinguistic cues in order to comprehend and integrate input into their schemata. - They should consciously use their interlanguage system to control their performance and to maintain interaction. In order to achieve these goals, learners' strategic competence can be developed through raising their awareness of managing and supervising specific strategy use.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

15) Nakatani, Y. (2006). Developing an Oral Communication Strategy Inventory.	
Language Learners (LL)	- NNSE learning EFL
Participants	- Phase 1: 400 EFL Japanese university students - Phase 2: 62 EFL Japanese university students
Focus of Study	- Oral communication strategy inventory (OCSI) - Overall CS use
Educational Level	-Tertiary
Methods of Data Collection	- Open-ended questionnaire - OCSI
Methods of Data Analysis	- Coding - Factor analysis - Correlation coefficient - Analysis of variance (ANOVA)
Investigated Variable	- Oral proficiency level
Results	<i>Phase 1:</i> The OCSI consists of 32 items of strategies for coping with speaking problems and 26 items of strategies for coping with listening problems during communicative tasks. <i>Phase 2:</i> - Significant correlations were found between the total use of the strategies on Strategy Inventory of Language Learning (SILL) and OCSI. 1. In speaking part, the high oral proficiency (HOP) group reported more use of three categories—social affective strategies, fluency-oriented strategies, and negotiation for meaning while speaking strategies—than the low oral proficiency (LOP) group. 2. In listening part, the HOP group reported more use of fluency-maintaining strategies than the LOP group.
Implications	- The higher level learners also reported using strategies for maintaining conversational flow and controlling affective factors. - The lower level learners, however, used these positive strategies infrequently. Therefore, we can conclude that it is important to introduce for future curriculum development specific strategy training that focuses on raising learners' awareness of such positive strategies. - Students of EFL will be able to make use of the OCSI for diagnostic purposes.
16) Lam, W. Y. K. (2006). Gauging the Effects of ESL Oral Communication Strategies Teaching: A Multi-Method Approach.	
Language Learners (LL)	- NNSE learning ESL
Participants	- Two groups of Hong Kong secondary students learning ESL (20 students/each)
Focus of Study	- Learners' performance - CS use
Educational Level	- Secondary level
Methods of Data Collection	- Task rating - Questionnaire - Observation - (Retrospective) Interview
Methods of Data Analysis	- Coding - Descriptive statistics
Investigated Variable	- OCST (E and C group)
Results	1. The E class, which had received training in the use of eight target strategies, generally outperformed the C class. 2. There were overall gains in effect size in favor of E over C especially for 'Resourcing' of target strategies (T). As for non-target strategies (NT), there were gains in effect size in favor of E over C especially for 'Attentive listening' and 'Focusing on content'. 3. There was a clearly upward trend in the use of 'Resourcing' by the E groups. In contrast, the C groups did not show such a consistent upward trend.
Implications	- Young L2 learners tend to rely on 'bedrock strategies' in oral communication tasks. - The distinct advantages of using a multi-method approach to gauging the effects of OCST are appraised.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

17) Rabab' ah, G. and Bulut, D. (2007). Compensatory Strategies in Arabic as a Second Language.	
Language Learners (LL)	- NNSE learning ESL
Participants	- 24 male learning Arabic as second language. They were high school graduates from 8 different countries
Focus of Study	- The use of compensatory strategies
Educational Level	- Adult learners
Methods of Data Collection	- Communicative tasks; interview and role play - Audio-recording of students' performance
Methods of Data Analysis	- Coding - Descriptive statistics
Investigated Variable	- Types of tasks - Native languages
Results	1. Three major categories: reduction strategies, achievement strategies and other- performance problem-related strategies (interactive) were found. 2. There were differences of the two tasks in the frequency of use of each type of CpSs. 3. In the review task, the students' most widely used strategies included paraphrase, restructuring, retrieval, and repetition. 4. The role play task recorded the lowest number of strategy use. 5. The frequency of CpSs varied for each individual, according to the individual learners' nationality and native language.
Implications	- ASL learners were risk-takers, and they expanded their limited linguistic resources to achieve their communicative goals. - The present study suggests that strategic competence as reflected in the CpSs used by ASL learners should be integrated into the ASL curriculum.
18) Kongsom, T. (2009). The Effects of Teaching Communication Strategies to Thai Learners of English.	
Language Learners (LL)	- NNSE learning EFL
Participants	- 62 Thai EFL students
Focus of Study	- The use of 9 instructed CSs - Perceived usefulness of CSs - Attitudes towards the teaching of CSs
Educational Level	-Tertiary
Methods of Data Collection	- Self-reported strategy questionnaire - Attitudinal questionnaire - Communicative tasks: oral interview, conversation, cartoon strip description- Video-recording of students' performance - Retrospection
Methods of Data Analysis	- Coding- Descriptive statistics- Correlation coefficient - Analysis of variance (T-test)
Investigated Variable	- The teaching of CSs
Results	1. The use of CSs From questionnaire a. The students reported a higher significance of frequency levels of use of CSs after Css instruction. b. There were changes in the rank of use of CSs (except for word coinage and foreignizing) between pre and post instruction. c. There was a statistically significant increase in the perception of the overall level of CS usefulness after instruction. d. All the CSs changed their rank position after instruction. e. Significant correlation was found between students' reports of use and usefulness of CSs. From tasks observation a. There was a greater higher use of taught CSs of the students 2. The attitude a. Positive attitude towards teaching CSs was reported by the students.
Implications	- The explicit teaching of communication strategies raised students' awareness of strategy use and promoted the greater use of taught communication strategies. - Communication strategy instruction is useful, especially pause fillers and hesitation devices, approximation, self-repair and circumlocution.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

19) Paramasivam, S. (2009). Language Transfer as a Communication Strategy and a Language Learning Strategy in a Malaysian ESL Classroom.	
Language Learners (LL)	- NNSE learning EFL
Participants	- 4 Malaysian students of English of first year in university
Focus of Study	- Transfer Strategies use
Educational Level	-Tertiary
Methods of Data Collection	- Tasks involving (A) static, (B) dynamic and (C) abstract relationships - Attitudinal questionnaire- recording of students' performance - Comparison between L1 and L2 performance- Interview (retrospection)
Methods of Data Analysis	- Coding
Investigated Variable	- Task types
Results	1. The transfer strategies of language switch and literal translation were used in all the three task-types. However, there were differences in the communicative intent conveyed. In Task A, the strategy was used to refer to objects used in the task and to express the non-verbal aspects of the task. In Task B, the strategy was employed to refer to and describe the objects and characters in the story. In task C, it was used to convey words in relation to the opinions of the function of the items specified for the survival situation and their necessity. 2. The linguistic configurations of language switch and literal translation were similar across the task-types. Language switch involved use of an L1 word to convey the target concept and in literal translation; problem words and phrases were translated word for word from the L1. There were similarities and differences in the communicative functions of these strategies across the task-types.
Implications	- The study supports language transfer as a useful tool for effective and successful L2 communication with the possible added advantage of a subsidiary effect with regard to second language learning. Teachers must be receptive and sensitive to the place of the learner's first language in the teaching and learning of SL.
20) Lam, W. Y. K. (2010). Implementing Communication Strategy Instruction in the ESL Oral Classroom: What Do Low-Proficiency Learners Tell Us?	
Language Learners (LL)	- NNSE learning EFL
Participants	- 62 Japanese EFL students
Focus of Study	- Overall CSs use
Educational Level	-Tertiary
Methods of Data Collection	- Pre- and post-tests (Two-way task)- Questionnaire (OCSI) - Retrospective think-out protocol on the video recording of task performance
Methods of Data Analysis	- Coding- Descriptive statistics
Investigated Variable	- Oral proficiency level
Results	From questionnaire a. Three variables that predicted students' posttest performance were the response for maintenance strategies, the production rate, and signals for negotiation. From tasks observation. b. Higher scoring students tended to report more use of strategies for negotiation to avoid communication disruptions. c. Students who reacted smoothly to speakers' utterances and made use of nonverbal information to support their understanding were to obtain better scores on the conversation test. However, there was no correlation between learners' posttest scores and the negotiation for meaning while listening strategies. From retrospection a. High-proficient students showed clear awareness of using strategies to fill communication gaps and to enhance mutual understanding. b. Low-proficient students lacked sufficient strategic knowledge to maintain their interaction or linguistic knowledge for spontaneous communication. (Note: OCSI: Oral Communicative Strategy Inventory)
Implications	- The research indicates that strategy instruction might affect low-proficiency students more than high-proficiency students in terms of both strategy use and task performance.

Table 2.1 Previous Research of CS in the Global Context (Cont.)

21) Somsai, S. and Intaraprasert, C. (2011). Use of Communication Strategies by English majors at Rajamangala University of Technology.	
Language Learners (LL)	- NNSE learning EFL
Participants	- interview 48; questionnaire 811
Focus of Study	- Overall use of CSs
Educational Level	-Tertiary
Methods of Data Collection	- Interview - Questionnaire - Communicative tasks: oral interview, conversation, cartoon strip description - Video-recording of students' performance - Retrospection
Methods of Data Analysis	- Coding- Descriptive statistics - Analysis of variance (ANOVA; Chi-square)
Investigated Variable	- Gender- Exposure to oral communication in English - Perceived Language Ability - Location of institution
Results	1. There was medium frequency of students' use of all CSs derived from the interview. 2. 'Using familiar words, phrases, or sentences to convey the message to the interlocutor continuously' was employed with highest frequency while the least frequency used strategy was 'making a phone call to another person for assistance to convey the message to the interlocutor'. 3. There was a relationship between the students' overall CS use and gender of students. Female students reported using more overall CSs than did male students. 4. There was a relationship between the students' overall CS use and exposure to oral communication in English. Students with Non-limited exposure to classroom instruction reported using CSs more frequently than did those with limited exposure to classroom instructions.
Implications	- For language teachers, who are seen as the most important resource persons in the Thai learning culture (Intaraprasert, 2006), in order to raise their students' awareness, the teachers should set up a mini-conference for the English staff members, probably at least once a semester, to brain-storm and discuss CSs to enhance their students' communicative competence. - For language students, a mini-seminar on CSs should be held for them in order to encourage them to become aware of the potentials of CSs in their oral communication in English. During the seminar, the students should be provided opportunities to use CSs based on the CS classification for the present study.

As shown in Table 2.1, NNSE stands for non-native speaker of English and NSE stands for native speaker of English. VWO means a type of Dutch Secondary School Test for Entering Universities. Every research of the survey shown above includes 9 items, covering language learners, focus of study, participants, educational level, methods of data collection, methods of data analysis, investigated variable, results and implications. However, not every research offers a particular part for

implications. Therefore, the researcher does not offer when they are unavailable. The summary of the following tables illustrate an overall picture about the previous research works.

The available previous works on communication strategies carried out in the global context from the early 1980s up to the early 2000s. Through the extensive review of the research works on communication strategies, the researcher recognizes that the past research works on communication strategies mainly focused on the relationship between CS use and learner related factors such as proficiency level (Bialystok 1983; Corrales and Call, 1985; Paribakht, 1985; Huang and Van Naerssen, 1987; Poulisse and Schils, 1989; Liskin-Gasparro, 1996; Kazuo and Akira, 2004; and Nakatani, 2006); L1 and L2 (Váradi 1983; Kazuo and Akira, 2004); task types (Corrales and Call, 1985; Poulisse and Schils, 1989; Flyman, 1997; and Smith, 2003); time difference (Corrales and Call, 1985); and types of school (Haastrup and Phillipson, 1983). Some researchers made attempts to investigate CS use through CS training or teaching in quasi-experimental research (Dörnyei, 1995; Brett, 2001; Nakatani, 2005; and Lam, 2006).

With regard to the research methodology, the data were collected, from language learners in various educational levels from secondary level to tertiary, by means of a variety of elicitation techniques ranging from semi-natural to strictly experimental. The methods included questionnaires, observation, interviews, and communicative tasks as well as tape recorded. When compared with the low-proficiency level students, the high-proficiency level students relied more on

L2-based strategies. In experimental research works, CS training and teaching showed an improvement of students' CS use after the training and teaching. The available implications of the research have been reviewed.

However, there have been a very few empirical research studies in the field of communication strategies carried out to investigate tourism-oriented EFL learners' use of communication strategies employing their own communication strategy inventory questionnaire and investigate learners' use of communication strategies in relation to another variable of the present study such as gender, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language. The present study attempts to fill up this gap.

2.4.2 Communication Strategies Research in the Chinese Context

Based on An (2010), college English students (or non-English major students) in China are considered a large group who are studying English and need to use CSs to facilitate their communication because they do not have enough exposure to English in daily life. Therefore, they may have formed their own interlanguage language system that can provide them with various CSs in English interactions.

As for the empirical work on second language acquisition (SLA), the study of CSs has achieved much more success in western countries. After the study conducted by Chen (1990) on CSs used by Chinese EFL learners, some other CS research have been conducted in China. The available researches regarding communication strategies almost at university level in the Chinese context are introduced in the following table:

Table 2.2 Previous Research of CS in China

1) Huang, X. and Van Naerssen, M. (1987). Learning Strategies for Oral Communication.	
Language Learners (LL)	- NNSE learning EFL
Focus of Study	- Learning strategy use for oral communication
Participants	- 60 Chinese graduating students majoring in English at university level
Educational Level	- Tertiary
Method of Data Collection	- Oral test / - Questionnaire /- Interview
Methods of Data Analysis	- Descriptive statistics - Analysis of variance (T-test)
Investigated Variable	- Oral proficiency level
Results	1. The more successful students in oral communication reported employing functional practice strategies more frequently than the less successful one. 2. Several successful students in oral communication commented that one of the basic tricks for improving their oral abilities was to talk a lot and not be afraid of losing face when making mistakes. None of the students in the other two groups made such comments.
Implications	- Memorization and recitation have deep roots in Chinese education. The use of functional strategies contributes to oral communicative skills. -The effect of reading techniques strongly influenced the oral communication ability and even stronger than speaking techniques.
2) Chen, S. Q. (1990). A Study of Communication Strategies in Interlanguage Production by Chinese EFL Learners	
Language Learners (LL)	- NNSE learning EFL
Focus of Study	- Overall CS use
Participants	- 12 Chinese University students learning EFL
Educational Level	- Tertiary
Method of Data Collection	- Communicative tasks: concept-identification and recording of performance - (Retrospective) Interview
Methods of Data Analysis	- Coding- Descriptive statistics - Analysis of variance (T-test)
Investigated Variable	- Language proficiency level
Results	1. The low-proficiency (LP) group employed significantly more CSs than did the high-proficiency (HP) group. 2. Linguistic-based CSs are more often employed by the HP learners whereas the knowledge-based CSs and repetition CSs are used more frequently by LP learners. 3. Learners of HP are more efficient in their use of CSs.
Implications	- The frequency, type, and effectiveness of communication strategies (CSs) employed by the learners vary according to their proficiency level. - The language distance between the learners' LI and L2 is also found to affect their choice of communication strategies.

Table 2.2 Previous Research of CS in China (Cont.)

3) Yang, D. and Gai, F. P. (2010). Chinese Learners' Communication Strategies Research: A Case Study in Shandong Jiaotong University.	
Language Learners	- NNSE learning EFL
Focus of Study	- Overall CSs Use
Participants	- 89 Chinese students majoring in English
Educational Level	- Tertiary
Method of Data Collection	- Questionnaire for attitude towards CSs and for frequency of use of CSs in actual communication - An in-depth interview
Methods of Data Analysis	- Factor analysis - Descriptive statistics- Analysis of variance (ANOVA)
Investigated Variable	- students' attitude towards CSs - Level of language proficiency
Results	1. Most learners had positive attitude towards achievement strategies and negative attitudes towards reduction strategies. 2. Both the learners of higher level of language proficiency and the learners of lower level of language tended to hold negative attitudes towards reduction strategies. 3. The students who could fully recognize the achievement strategies' communicative potential had a positive attitude towards strategies, while the students with negative attitude either never realized the role achievement strategies play or they had already formed the wrong concept. 4. Students with low language proficiency used reduction strategies more often.
Implications	- It is claimed that, during the teaching process, learners how to compensate for insufficient linguistic competence by employing their own communicative resources properly and creatively, teachers could get a better understanding of students' learning process and then follow students' progress more closely. - Teachers will encourage learners to use communication strategies in communication.
4) Lai, H. (2010). Gender Effect on the Use of CSs.	
Language Learners	- NNSE learning EFL
Focus of Study	- Overall CS use
Participants	- 36 senior English majors studying at a Chinese university
Educational Level	- Tertiary
Method of Data Collection	- Communicative tasks: concept-identification - Observation- Audio recording of students' performance- Retrospection
Methods of Data Analysis	- Coding - Descriptive statistics- Analysis of variance (Chi-square)
Investigated Variable	- Gender
Results	1. There was no significant difference between females and males in their frequency of strategy use. 2. The strategies which male students adopted most often were much the same as those used most often by female students. 3. Female learners are more efficient than male learners in their use of CSs.
Implications	- Chinese male and female learners tend to use the same frequency and types of strategies. However, they show the difference in the effectiveness of CSs. - FL teachers should attend to this and offer the male students the help to improve their oral English.

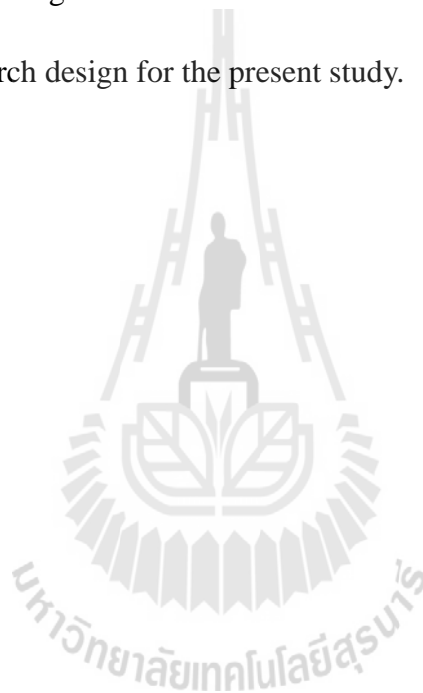
Table 2.2 Previous Research of CS in China (Cont.)

5) An, M. and Nathalang S, S. (2010). Use of Communication Strategies by Chinese EFL Learners.	
Language Learners	- NNSE learning EFL
Focus of Study	- CS use with and without interactions with interlocutors
Participants	- 117 Chinese university students majoring in Arts and Science
Educational Level	- Tertiary
Method of Data Collection	- Tests - Recording of students' task performance - Frequency form of CSs checking- Questionnaire
Methods of Data Analysis	- Coding - Descriptive statistics- Analysis of variance (Chi-square)
Investigated Variable	- Types of tasks- Language proficiency level- Academic major
Results	1. Students' use of CSs was influenced by task types, level of English proficiency and academic major.
Implications	- Students are likely to use different communication strategies for different types of tasks. EFL teachers should consider the purpose of each lesson and reinforce EF learners' use of CSs.

Table 2.2 shows that CS research conducted by Chinese scholars is limited (Dai and Shu, 1994; Wang, 2000). Few empirical studies have been conducted to advance CS research in China (Gao, 2000). There are just a few cases of the empirical studies of CS conducted in the recent years, however, it has been widely accepted that communication strategies have a direct impact on communication, i.e. can enhance the effectiveness of communication. From the table above, the studies on Chinese learner's communication strategies have been conducted since the 1980s. Researches on communication strategies in the history of past decades witnessed the progress of CSs research in China. However, the quantities of empirical research in this area are inadequate in terms of the types of CSs and the fields of Chinese EFL learners because there are a large number of EFL learners in China. To the best knowledge of the researcher, no case has been found in using of communication strategies by tourism-oriented EFL learners to enhance their communication competence.

2.5 Summary

This chapter has reviewed the related literature regarding to communication strategies employment. It starts from the theoretical background in communication strategies. This included definitions, framework and the classifications of communication strategies. Finally, the chapter ended with a survey of previous CSs research conducted in the global context and in the Chinese context. The next chapter will describe the research design for the present study.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction and Purposes of the Chapter

The purpose of this chapter is to discuss the research methodology for the present study, followed by the conceptual framework of the research, general principles of research design as well as the theoretical framework for the present study. Besides, research methods which included questionnaires and interviews have been discussed with respect to the reviewed research works in communication strategy use. The methods for obtaining and analyzing the data are described at the end of this chapter.

Robson (1993) points out that research must be guided by a research design from the very beginning, meanwhile, research design is concerned with turning research questions into projects. Cohen and Manion (1994) and Robson (2002) further state that research design is influenced and determined by the research purposes and research questions. Seliger and Shohamy (1989) hold that a coherent plan from the hypotheses to the research questions and answers can lead to a good research; furthermore, there is no one single plan for conducting all the research but there are many possible plans and different research types. Regarding the research types, Robson (1993) has suggested the appropriate use of the following three types of research:

- Experimental studies: they are appropriate for explanatory studies with the ‘how’ and ‘why’ type of research questions. They are used to measure the effects of manipulating one variable on another variable as well.
- Survey studies: they are appropriate for descriptive studies with the ‘who, what, where, how many and how much’ type of research questions. These studies are used for collecting data from several groups of people, usually employing questionnaires or interviews.
- Case studies: they are appropriate for exploratory work with the ‘how’ and ‘why’ type of research questions. They are used for development of detailed, intensive knowledge about a single ‘case’, or of a small number of related ‘cases’.

Moreover, Robson (2002) states that the purposes of research works are classified in explanatory, descriptive and exploratory. For the explanatory purpose, a researcher seeks an explanation of a situation or problem. Besides, the researcher tried to identify the relationships between aspects of the phenomenon. This type of research may be qualitative and/or quantitative. For the descriptive purpose, a researcher tried to portray an accurate profile of person, events or situations. The extensive previous knowledge or the situation was required to be researched or described, so that a research knew appropriate aspects on which to gather information. This type of research may be qualitative and/or quantitative. For the exploratory purpose, a researcher tried to find out what was happening in order to seek new sights, or to generate ideas and hypotheses for future research. This type of research is usually qualitative.

Since the purpose of the study was to investigate communication strategy used by tourism-oriented English learners who study English as a foreign language in the southwestern universities of China, the survey study was considered to be the most appropriate research type for the investigation. Based on the characteristics of research purposes mentioned above, the present research was also exploratory and descriptive.

3.2 Methods and Instruments in Communication Strategies Research

In a study, it is possible to have more than one research question and a proper method of data collection to each of the research questions is needed. As Punch (2005) states that different research questions require different methods to answer them. Besides, Robson (1993) points out that not only the research strategies, but also research methods must be appropriate for the questions a researcher wants to answer. So, the matching or fit between the research questions and research methods should be as close as possible; and a good way to achieve a fit between questions and methods is to ensure that the methods we use follow from the questions we seek to answer (Punch, 2005).

According to Johnson (1977), research methods are procedures a researcher follows in attempting to achieve the goal of a study. Intaraprasert (2000, p. 53) further states that “the research methods used to investigate language learning strategies are procedures a researcher follows in attempting to achieve the goals of a study of language learning strategies, i.e. to elicit information about language learning

strategies employed by students or language learners when they learn a language, especially the target language”.

Additionally, Cohen and Scott (1996) hold that no single research method in the field is perfect. There are, nevertheless, a few methods which a researcher can use to investigate how communication strategies are employed by students or language learners in order to deal with problems of oral communication that have arisen in interaction, or to improve the effectiveness of their oral communication in English. Whatever method a researcher uses, the main purpose of the study must be taken into consideration because each method has both weak and strong points (Robson, 1993).

According to Hubbard and Power (1993), when a researcher knows how the particular methods of data collection fit into the research questions and research design, he or she then starts to consider how to use the data-collection tools. They further affirm that “the more data-collection tools you have, the better equipped you are to answer any questions”. Additionally, Gillham (2000, p. 1) states that “the essential point is that good research cannot be built on poorly collected data...”

In the subsequent sections, the main research methods and instruments used for data collection on communication strategies have been reviewed and discussed in order to consider the appropriate research instruments for the present investigation. These research instruments include: 1) Written Questionnaires; 2) Interview: introspective and retrospective; 3) Observation; and 4) Communicative Task Recordings.

3.2.1 Written Questionnaire

Dörnyei (2003) holds that the questionnaire has become one of the most popular research instruments applied in the social sciences, because asking questions is one of the most natural ways of gathering information. Questionnaire has been used as a predominant research tool together with protocols or interviews in learning strategy use research (Barnett, 1988; Carrell, 1989a; Sheorey et al., 2001; Sariçoban, 2002; Anderson, 2003; Mokhtari and Reichard, 2004; Yigiter et al., 2005; Yang and Zhang, 2002; Meng, 2004; Liu, 2004).

Richards and Renanadya (2002) define questionnaires as a research instrument consisting of a set of questions on a research topic and other purposes of gathering information from respondents. Similarly, Brown (2001, p. 6) defines questionnaires as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” Similar to oral interviews, questionnaires are used to elicit learner responses to a set of questions, and they require the researcher to make choices regarding question format and research procedures (Cohen and Scott, 1996).

Nunan (1992) states that there are two types of questionnaires: closed-ended form (or structured questionnaire) and open-ended form (or unstructured questionnaire). A closed-ended form is one in which the range of possible responses is determined by the researcher. An open-ended form is one in which the subject can

decide what to say and how to say it. The main advantage of closed-ended form is that the structure imposed on the respondents' answers provides the researcher with information which is of uniform length and in a form that lends itself nicely to being quantified and compared. On the other hand, the advantage of open-ended questionnaire is that the information gathered by way of the responses is more likely to reflect the full richness and complexity of the views held by the respondent (Denscombe, 2003). Generally, question items in written questionnaires can range from those asking for 'yes' or 'no' responses or indications of frequency to less structured items asking respondents to describe or discuss language learning strategies they employ in detail. They are also almost non-threatening when administered using paper and pencil under conditions of confidentiality (Oxford and Burry-Stock, 1995).

Over the past two decades, the questionnaire has become one of the most widely used data-elicitation tools in language learning strategy research. Questionnaires have helped to generate a broad picture of strategy use across different learner populations and to establish relationships between various learner factors and learners' strategy use (Oxford and Burry-Stock 1995). The written questionnaire, as the most popular data collection method has been adopted by language learning strategy researchers (e.g. Ehrman and Oxford 1989; Gu and Johnson 1996; Fan 2003) to prove that it is really a cost-effective data collection method.

However, no single method in the field has been reported as the perfect method (Cohen and Scott, 1996). Like any other instrument, there are a few weak

points with written questionnaires. For example, informants have little or no freedom in providing their own responses to the questions as choices for responses are normally provided, or the data may be superficial, even there is little or no check on honesty or seriousness of responses (Robson, 2002). Additionally, it is time-consuming to analyze the raw data from the open-ended questionnaire; but the close-ended questionnaires allow for less subtlety in the answers (Denscombe, 2003). More importantly, while analysis may be easy, but time-consuming, interpretation can be problematic (Robson, 2002). This may be seen as a challenge for a novice researcher with regards to his or her own ability to deal with such limitations.

3.2.2 Semi-Structured Interview

The interview is generally used as one of the main data collection tools in qualitative research and it is also one of the most powerful ways for a researcher to better understand the participants (Punch, 2005). Nunan (1989) and Robson (1993) both define interview as a kind of conversation with a purpose, a directed conversation between an investigator and an individual or groups of individuals in order to gather useful information for the study. Ellis (1994) states that interview is one way that researchers can use as an instrument to investigate students' language learning strategies by asking students to explain and describe what language learning strategies they use and how they use it when they dealing with language learning.

The use of interviews as an instrument begins with the assumption that the participants' perspectives are meaningful, knowable, and able to be made explicit, and

that their perspectives affect the success of the task (Chamot, 2001). In addition, Denscombe (2003) states that interviews involve a set of assumptions and understandings about situation which are not normally associated with a casual conversation. Punch (2005) also indicates that interview is regarded as one of the most powerful ways that researchers employ to understand others. According to Nunan (1992), the oral interview has been widely used as a research tool in applied linguistics and it can be characterized in terms of their degree of formality, and most can be placed on a continuum ranging from unstructured through semi-structured to structured.

An unstructured interview is guided by the responses of the interviewee and the interviewer exercises little or no control over the interview. The interviewer does not enter the interview with a list of predetermined questions. This makes the direction of the interview relatively unpredictable. While in a semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it. In a structured interview, the agenda is totally predetermined by the interviewer. Whatever type of interview a researcher wants to use as a method for data collection, he or she should consider the nature of the research and the degree of control he or she wishes to exert. Of the three types of interview mentioned above, the semi-structured interview has been favoured by many researchers, particularly those working within an interpretative research tradition (Nunan, 1992).

In investigating a learner's communication strategies, a researcher can interview the speaker to describe what communication strategies have been used and how they are used to deal with aspects of language communication. Through the extensive literature review with regard to communication strategy employment, the researcher has found that of the four types of interview mentioned above, the semi-structure interview seems to be popular among researchers (Ahmad and Asraf, 2004; Kong, 2006). It is likely because that flexibility of semi-structured interview is one of the reasons for its popularity, in addition, the semi-structured interview also gives the interviewee a degree of power and control over the course of the interview (Nunan, 1992).

3.2.3 Observation

Based on Punch (2005), observation methods have a long tradition in the social sciences; they have been extensively employed by psychologists and educational researchers. Observation methods are often used in studying language use and classroom events (Richards, Platt and Platt, 1992). In real world research, "it is commonly used in an exploratory phase, typically in an unstructured form, to seek to find out what is going on in a situation as a precursor to subsequent testing out of the insight obtained" (Robson, 2002, p. 311).

Ellis (1994, p. 533) points out that observation methods are that "attempts have been made to identify different learning strategies by observing learners performing a variety of tasks, usually in classroom settings". So, it is conveyed by the

assumption that observation technique is often used in an attempt to identify different communication strategies while learners are doing a variety of communicative tasks in classroom settings. Generally, the data that is collected from this procedure, usually accompanied by audio or video recordings, focuses on the frequency and duration with which specific behaviors, and/or types of behaviors occurred in the classroom (Wragg, 1999). It can be said that, in the field of communication strategies, observation has been extensively used as one of the data collection methods in a research (e.g., Lam, 2006; Weerarak, 2003).

Robson (2002, p. 310) holds that “a major advantage of observation as a technique is its directness”. A researcher does not have to ask language learners about their views, feelings, or attitudes; instead, he or she watches they do and listens to what they say. This means that observation always includes listening and looking on both verbal and visual behaviors that occur in the natural settings. With the observation technique, a researcher can obtain the primary data which is the real facts from the participants. However, Rubin (1981) has found that observation method is not very productive because it cannot provide any information regarding the mental operations of strategic language use of learners. Lam (2006, p. 146) holds the same view affirming “surface evidence from observations does not yield insight into covert strategic thinking”. Observation technique, nevertheless, can also be used as a supportive method to collect data used to validate or corroborate the data obtained through other means (Robson, 2002). Based on the description above, the method of observation is not considered to be appropriate in the present investigation.

3.2.4 Communicative Task Recordings

In the studies of communication strategies, video and audio recordings are the popular data-gathering tools used when students are performing communicative tasks (e.g., Haastrup and Phillipson, 1983; Corrales and Call, 1985; Chen, 1990; Dörnyei, 1995; Flyman, 1997; Smith, 2003; Nakatani, 2005). Flyman (1997), for example, asked the subjects to perform three tasks of oral communication: translation, story telling, and topic discussion. While performing the tasks, the subjects' speech would be video recorded for further analysis. Nakatani (2005) is another researcher in the field who also utilized video recording as a tool to collect the data in his research work. He asked the participants to do the simulated authentic conversation tasks on both a pretest and posttest. The participants' performances were videotaped which were later transcribed and analyzed.

According to Hubbard and Power (1993), when compared with audiotapes, videotapes can be used to collect the data which has some unique opportunities. That is videotapes can serve the recording of the actions as well as the sounds of classroom life, and also the non-verbal interaction, which adds an often-neglected element to the data of a research. Similarly, DuFon (2002) points out that gestures, facial expressions, and other visual interaction cues which provide important information on communication strategies can be worth being recorded by videotapes for a later thorough analysis with accurate interpretations.

Another advantage of video recording is repeatability. A researcher can view the videotape repeatedly by playing it back in order to see new things that he/she had not seen at the previous viewing, or to check what has already been seen (Fetterman, 1998). DuFon (2002, p. 44) states, "Replaying the event also allows us more time to contemplate, deliberate, and ponder the data before drawing conclusions, and hence serves toward off premature interpretation of the data".

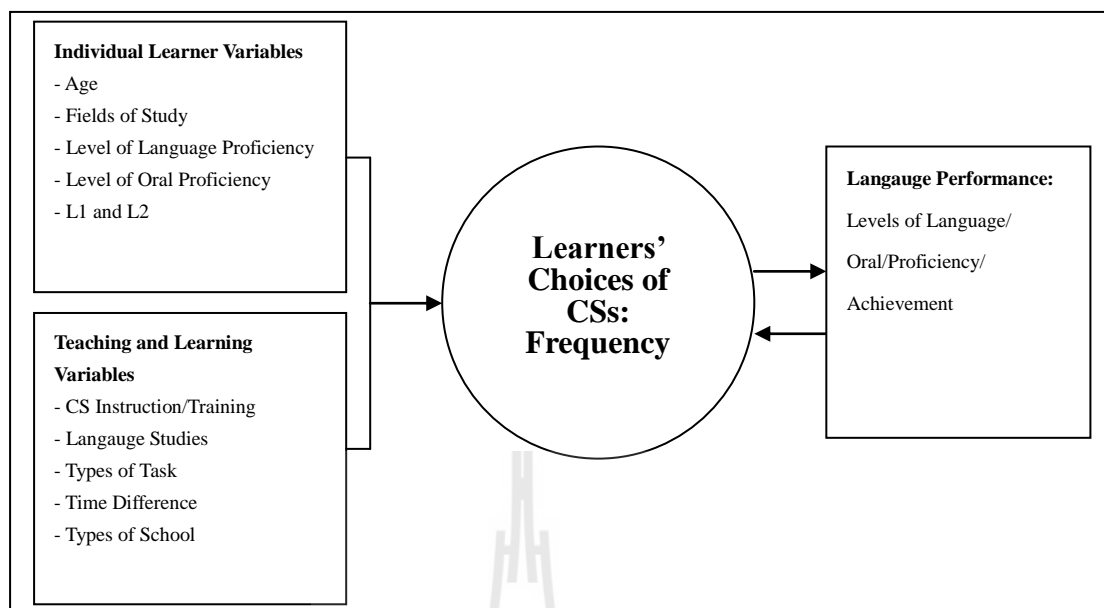
However, since the transcription involved in video analysis is time-consuming and many layered, the researchers are suggested to better begin transcribing the tapes after they have begun to form categories so that they can deal selectively with the wealth of data in transcription (Hubbard and Power, 1993).

As illustrated earlier, the research methods should be appropriate for the research purposes; and the purposes of the present investigation would investigate types and frequency of strategies for coping with oral communication problems reported being employed by tourism-oriented EFL learners, and examine the relationship between strategy use and the four independent variables. The investigation has been considered as exploratory and descriptive in nature. Therefore, the semi-structured interview and communication strategy questionnaire were used as the main data collection instruments in the present investigation.

3.3 Theoretical Framework and Rationale for Selecting and Rejecting Variables for the Present Investigation

This section aimed to discuss the development of the theoretical framework of the present investigation. According to Intaraprasert (2000), it is necessary and helpful to carry out the review of related research literature and other materials in the field of communication strategies in developing the theoretical framework, locating the present study in the context of past research works and other researchers' ideas, and creating the rationale for selecting and rejecting variables for the present investigation.

The present study mainly focused on how learners' choices of communication strategy use have been related to the four proposed variables including 1) gender of students; 2) perceived language ability; 3) exposure to oral communication in English; and 4) attitude towards English speaking and English language. Before discussing the theoretical framework of the present investigation, it is necessary to describe the theoretical framework based on the empirical past research works in the area of communication strategies. This would help the researcher and readers get a clear picture on what variables have been hypothesized to influence types and frequency of the communication strategy use of language learners.

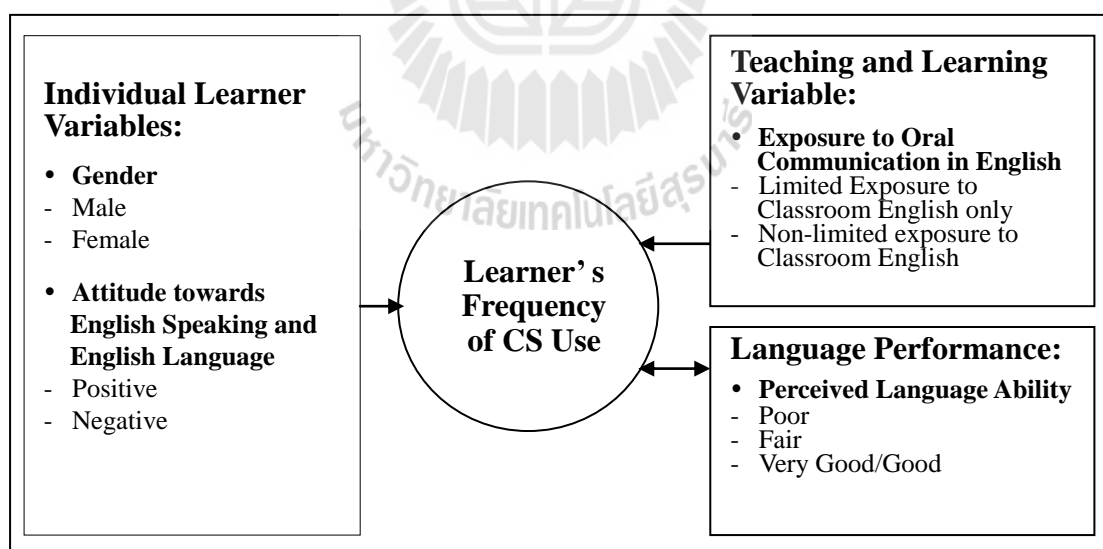


(Source: Adapted from Ellis, 1994, p. 530)

Figure 3.1 Factors Related to Communication Strategies and Language Performance in Past Research Works

The theoretical framework has been adapted from Ellis (1994), indicating that types of communication strategies and learners' frequency of communication strategy use have been hypothesized to be influenced by two major categories of variables: 1) individual learner variables; and 2) teaching and learning variables in a single-direction relationship, while the relationship between frequency of communication strategy use of learners and language performance is bi-directional. This was described as learners' communication strategy use, and frequent use could be affected by learners' oral/language proficiency; or learners' oral/language proficiency could be a result of learners' communication strategy use.

As mentioned earlier, the purpose of the present study is to investigate the use of the frequency of CS use and their variations in relation to four variables: 1) gender of students: male and female; 2) perceived language ability: good, fair and poor; 3) exposure to oral communication in English: limited exposure to classroom English only and non-limited exposure to classroom English; and 4) attitude towards English speaking and English language: positive attitude and negative attitude. In doing so, the theoretical framework for the present investigation was proposed (see Figure 3.2). The framework originally suggested by Ellis (1994) for factors related to language learning has been modified for the present investigation because so far no other frameworks have been found directly involved with CSs. Further, the adapted framework served the purpose of the present study.



(Source: Adapted from Ellis, 1994, p. 530)

Figure 3.2 Theoretical Framework for the Present Investigation

The theoretical framework for the present investigation presented above has been adapted from Ellis (1994), which shows the relationship between frequency of CS use in one-directional relationship with the three indifferent variables: 1) gender (male or female), 2) exposure to oral communication in English (limited exposure to classroom English only or non-limited exposure to classroom English), and 3) attitude towards English speaking and English language (positive attitude or negative attitude); it also shows the relationship between frequency of CS use in two-directional relationship with the variable of perceived language ability (good, fair or poor). It means that among the four variables, individual learner variables of gender and attitude towards English speaking and English language as well as teaching and learning variable of exposure to oral communication in English have been hypothesized to have an effect on frequency of communication strategy use of learners. Language performance variable of perceived language ability has been hypothesized to be two-directional, i.e., to have effect on as well as be effected by frequency of communication strategy use.

Based on the literature review, the variables of gender and exposure to oral communication in English in the present investigation have been explored in the globalized EFL context, though there are just a few cases of research. Gender has been investigated in the research works by Huang (2010), Lai (2010), Margolis (2001), Somsai (2011), and Bui and Intaraprasert (2012), whose subjects are university EFL learners either in Korea, Vietnam, China or Thailand. Meanwhile, the variable of

exposure to oral communication in English and attitudes towards speaking English have been studied by Somsai (2011) and Bui and Intaraprasert (2013) in Thailand and Vietnam respectively. However, as Intaraprasert (2000) states, the relationship of variables may vary depending on the context of research.

Apart from the variables mentioned above, the variables of perceived language ability and attitude towards English speaking and English language which 'English language' is added have been hypothesized to have an effect on frequency of CS use of learners. However, very few past research works on CSs with reference to these two variables have been found. In addition, because tourism-oriented EFL learners are the population of the present study, therefore, it is of great research value to investigate the relationship between the choice of CSs by university tourism-oriented EFL learners in relation to the four variables in the Southwest China.

The following sections were the discussions of the basic assumptions about the relationships between learners' communication strategy use and the four variables, based on the theoretical framework, related literature, other researchers' opinions, and the researcher's own justification of the selected variables in the present investigation.

3.3.1 Gender

According to Ellis (1994), learner's gender is one of the factors which may influence their choice of strategy use to learn a foreign or second language. Intaraprasert (2000) holds that males and females have their own ways of using strategies to learn a foreign or second language. Based on the available previous

research works on language learning, we could find that gender has prominent impact on how students learn a language. The research works (Oxford, 1993; Oxford, 1995; Young and Oxford, 1997) reveal that females use learning strategies more often than males.

From the literature review, in the research works on communication strategies which have examined the relationship between gender and learners' use of communication strategies, several researchers assert that gender is hypothesized to have an effect on learners' strategy use (e.g., Green and Oxford, 1995; Intaraprasert, 2000; Gu, 2002). As pointed out by Siriwan (2007), gender is seen as one of the main factors that influence strategy use of language learners but it still has received little attention by most previous researchers.

Accordingly, it was interesting to examine whether or not gender differences among students are related to their use of communication strategies. The results of the study would provide a new insight concerning gender differences of learners to the researcher and other researchers on the employment of communication strategies.

3.3.2 Perceived Language Ability

A great number of Chinese universities offered English for university tourism-majored students as a compulsory course in the first two years and an elective course in their third and fourth year to meet the needs of international tourism service in local communities. Therefore, the students of the program were required to learn English as foreign language. In this study, the perceived language ability could be

classified into good, fair and poor at three levels: the good, fair and poor based on their self-evaluation in the Communication Strategy Questionnaire (CSQ).

Accordingly, several researchers in the field of communication strategies stated that there was a link between levels of language proficiency and communication strategy use of learners (e.g., Bialystok 1983; Corrales and Call, 1985; Paribakht, 1985; Chen, 1990). Therefore, in this study the researcher intended to simultaneously explore whether or not the perceived language ability had an influence on learners' choices of communication strategies.

3.3.3 Exposure to Oral Communication in English

It is possible to put it that the more the language learners exposed to oral communication in English, the better their oral communication would be. Allwright (1984) affirms that language learners learn by communicating. Through using the means of communication, language learners do not merely practice communicating but also extend their command of the means of communication, the language itself. That was why language teachers tried to encourage their students to use more and more English both inside and outside the classes.

According to Johnson (1995), having chances to use English to communicate either inside or outside classroom settings provides language learners opportunities to perform a range of language functions; and while communicating, language learners may use communication strategies to make themselves understood.

Thus, in this study, the researcher also attempted to examine the link between Chinese

tourism-oriented EFL learners' use of communication strategies and their exposure to the extent of oral communication in English, namely limited exposure to classroom English only and non-limited to classroom English. That is to say, the study aimed to investigate whether or not the students' exposure to the English language would affect the students' use of communication strategies.

3.3.4 Attitude towards English Speaking and English Language

Attitude is considered to be one of the factors that influences foreign language learning because how much effort students put on language learning depends partly on attitude (Gardner, Lanlonde and Moorcroft. 1985). Based on Oxford (1990), attitude is hypothesized to have an effect on learners' strategy use. In addition, positive attitude has positive effects on the choice of learners' strategy use. Meanwhile, negative attitude causes poor strategy use or lack of orchestration of strategy. Furthermore, according to Sadighi and Zarafshan (2006), students who hold positive attitude towards language learning tend to employ strategies more frequently than do learners with negative attitude. Moreover, Elyidirim and Ashton (2006) indicate that negative attitude towards foreign language can impede the learning. Accordingly, the students with negative attitudes may fail to progress and become even more negative in their language learning attitudes.

Bohner and Weinerth (2001, p. 1417) defines attitude as “a summary of evaluation of some object” and two main elements are included which are: the mental process of evaluation and the presence of an attitude object with attitude objective

referred to as “anything a person discriminates or holds in mind”. It is stimulated by cognitive, affective and behavioral responses. This is partly consistent with Brown (2000), who affirms that attitude is cognitive and affective; that is, they are related to thoughts, feelings and emotions. It could be inferred that learners with positive attitude towards the English language would be more involved in speaking activities and tried to make use of more strategies that helped them deal with their difficulties in the source of conversation. Meanwhile, learners with negative attitude would be less willing to participate in speaking activities. Consequently, the use of communication strategies of the two groups should be different.

Although the fact that ‘attitude’ towards English speaking and the English language’ has not been explored as a factor that might have a relationship with language learners’ choice of communication strategies, it has been hypothesized to be related to learners’ strategy use and language learning. Therefore, it was investigated in the present study.

3.4 Research Questions

The present investigation has been designed to explore the communication strategies employed by Chinese university tourism-oriented EFL learners to improve, and maintain their oral communication in English, to examine the relationship between the students’ communication strategy use and the four selected independent variables. Based on the purposes of the present investigation, the research questions have been formed as follows:

1. What is the overall frequency of communication strategies employed by Chinese tourism-oriented EFL learners?
2. Does the employment of strategies for coping with oral communication problems vary significantly according to the gender of students, the perceived language ability, the exposure to oral communication in English and the attitude towards English speaking and English language? If it does, what are the main significant variation patterns?
3. Why do the learners report employing certain strategies frequently and infrequently? Why not?
4. From the learners' perspective, what should be done to promote the use of communication strategies?

3.5 Data Collection Methods for the Present Investigation

According to Punch (2005), the design and methods are closely aligned with the research questions right after the research questions have been made clear. At this stage, it is necessary for the researcher to consider the suitability among the research questions, design, and methods. "When the questions, design and methods fit together, the argument is strong and the research has validity. When they do not fit together, the argument is weakened and the research lacks validity" (Punch, 2005, p. 247).

Regarding the research methods, Robson (2002, p. 370) states, "There is no rule that says that only method must be used in an investigation. Using more than one can have substantial advantages, even though it almost inevitably adds to the time

investment required. Studies may combine methods producing quantitative data with others yielding qualitative data.... One important benefit of multiple methods is in the reduction of inappropriate certainty”. In this sense, it is beneficial to use more than one method to collect data in a single research in order to validate the research findings. Robson (2002) further asserts that multiple methods can also help in the way that rather than focusing on a single, specific research question, they may be used to address different but complementary questions within a study. This can be done through the use of different methods for alternative tasks. For instance, the initial exploratory work is done by means of unstructured interviews, and subsequent descriptive and explanatory work employs a sample survey.

Accordingly, in the context of the present study, the researcher has carefully decided to use multiple methods for data collection. Since each method of data collection has its own strengths and weaknesses, the researchers should consider crucial aspects of each method and justify which method can best suit the purpose of the study. Through the literature review in the area of communication strategies, different methods of data collection have been used (e.g., communication strategy questionnaire, interview, classroom observation and communicative task recordings).

According to the four proposed research questions of the present investigation, some of them required one method for data collection whereas others needed another method to answer them. As suggested by Punch (2005, p. 19), “different research questions require different methods to answer them”. Moreover,

Creswell (2003) suggests that the sequential procedures of strategies associated with the mixed methods approach may begin with a qualitative method for exploratory purposes and followed by a quantitative method with a large sample so that it can generalize results to the target population. For this reason, the researcher employed multiple methods of data collection. With careful thought, the methods were both qualitative and quantitative including semi-structured interview and communication strategy questionnaire in the study.

Ellis (1994, p. 534) points out, "A method that has been found to be more successful involves the use of structured interviews and questionnaires, both of which call retrospective accounts of the strategies learners employ". Questionnaires are among the most efficient and comprehensive ways to assess the frequency of learners' strategy use (Oxford, 1996). Apart from questionnaires, interviews can require language learners to report on the strategies they use in general or in relation to a specific activity (Ellis, 1994).

Based on the proposed research questions, some of them aimed to explore types and frequency of strategies for coping with oral communication problems tourism-oriented EFL learners employed in their oral communication in English, and the others aimed to describe as well as explain the relationship between strategy use and the variables. Therefore, two data collection methods, questionnaire and semi-structured interview were selected as the main methods for data collection in the present investigation. The advantages and suitability of the two methods being used in the present study were discussed in the following section.

3.5.1 CS Questionnaire (CSQ)

As one of main purposes of the present investigation was to find out tourism-oriented EFL learners' types and the frequency use of strategies for coping with oral communication problems arising during their oral communication in English, a communication strategy questionnaire (hereafter, CSQ) was considered to be used as the main instrument in the first phase of data collection because the study obviously concerned about the strategic behaviors of the students. Behavior questions in the questionnaire were used to find out what the students were doing or had done in the past. Furthermore, the questionnaire is easily administered to a large group of participants. Scoring and data compilation are relatively simple; and precise quantitative measures can be derived (Bialystok, 1981).

For these reasons, the written communication strategy questionnaire (CSQ) was used as the other main data collection method in the present study. It was used to gather data in the first phase of data collection from tourism-oriented EFL learners with the purpose of finding out what types and the frequency use of strategies for coping with oral communication problems arising from their oral communication.

As described above, the strategies used for the CSQ items are those which so far have been proposed by different scholars. Besides, all of those strategies must be appropriate to the operational definition of CSs, the context and the population of the present investigation. Bearing these criteria in mind, the researcher has put all the CSs suggested by Dörnyei and Scott (1995), Nakatani (2006), and Mariani (2010) and

Somsai and Intaraprasert (2011) together. These typologies have been taken into consideration because Dörnyei and Scott (1995) was a synthesis of its previously developed classifications; whereas Nakatani (2006), Mariani's (2010), and Somsai and Intaraprasert (2011), which were suggested right after Dörnyei and Scott (1995), are the most recent ones.

3.5.1.1 Modifying the CSQ

The CSQ designed for the present investigation was a 4-point rating scale. It was valued as 1, 2, 3, and 4.

4-Point Rating Scale CSQ

Scale 1 = Never

Scale 2 = Sometimes

Scale 3 = Often

Scale 4 = Always or almost always

In order to generate the CS inventory for the CSQ, all the CSs from the four classifications above have been examined. A careful review of these CSs under those scholars' taxonomies has revealed that some strategies appear in more than one typology. Moreover, some CSs were not suitable for the present investigation in terms of operational definition of CSs, context and population. These CSs have been excluded from the list. Besides, some CSs have been modified to make them more comprehensible to the students. Consequently, the resulting CS inventory of 35 CS items which was used for the CSQ for the present study has been presented in Appendix G.

Based on Dörnyei (2003), a questionnaire may contain a short additional section in which such as researcher's telephone number, a nice gesture, or an invitation for a follow-up interview and a final thank-you will be addressed. Thus, the CSQ for the present investigation was ended with the researcher's contact information at the end for the required follow-up interview. Table 3.2 below showed an example of the questionnaire used as the main instrument for the first phase of data collection for the present study.

Table 3.1 A Sample of the Questionnaire (CSQ)

1. When communicating in English, have you encountered any problems at all? Yes ____ No ____ If no, go to No 2. If yes, how often do you solve the problem by using the following strategies?				
Communication Strategies	Frequency of Communication Strategy Use			
	Always or almost always	Often	Sometimes	Never
1. Using familiar words, phrases, or sentences				

3.5.1.2 Piloting the CS Questionnaire

The purpose of the piloting is what Short and Pigeon (1998) assures that pilot studies are small-scale rehearsals of larger data collections. Based on Oppenheim (2003), pilot study helps researchers increase the reliability, validity as well as practicality of the questionnaire. In addition, as for the CSQ, it needed to be carried out by piloting to ensure the quality of the designed CSQ. Besides, as Intaraprasert (2000) further suggests that piloting not only can help with wording of questions but also with procedural matters, for example, the ordering of question sequences and the reduction of non-response rates.

Having taken the theories into consideration, the researcher conducted a pilot study before the main study. Since the CSQ has been modified from the CS inventory, the items were checked for the content validity by the researcher's supervisor who is an expert in the field. The CSQ was written in English and then translated into Chinese by the researcher who is a native Chinese and the translation was across checked by other two Chinese experts who are the researcher's colleagues for the accuracy and wording of the translation, the Chinese version of the questionnaire was used for piloting.

The pilot study was carried out at College of International Tourism & Culture of Guizhou Normal University in May, 2012. In the piloting stage, 30 university EFL learners majoring in tourism from the research population were selected by the researcher by the purposive sampling method. Ten first-year tourism-oriented EFL beginners whose perceived English ability is very good/good, fair and poor, ten second- and third-year tourism-oriented EFL learners whose perceived English ability is very good/good, fair and poor, and ten fourth-year tourism-oriented EFL learners whose perceived English ability is very good/good, fair and poor participated the piloting who would not involve in the main stage of investigation. After the piloting, the comments on the CSQ were examined. The items were surely finalized based on the participants' evaluation by the percentage of participants' reporting used strategies. Items with twenty percent or less of the participants' reporting unfamiliar were reconsidered and six items were excluded from the questionnaire.

3.5.1.3 Reliability of the Communication Strategy Questionnaire

The reliability of the test is defined by Brown (1988) as the extent to which the results can be considered consistent or stable. A reliable test produces essentially the same results consistently on different occasions when the conditions of the test remain the same (Madsen, 1983). There are two ways of estimating test reliability: equivalent forms method, and internal consistency method (Fraenkel and Wallen, 1993; Davis, Brown, Hill, Lumley, and McNamara, 1999; Frankfort-Nachmias and Nachmias, 1996). The equivalent forms method needs two different but equivalent forms of the test administered to the same group of individuals during the same time period. Alternatively, the same test can be administered to the same group of subjects on two occasions (test-retest). The time between administrations is normally limited to no more than two weeks in order to minimize the effect of learning upon subjects' true scores (Davis et al, 1999). On the other hand, the internal consistency method or the split-half method, where reliability is established by comparing scores on the component parts of the test, requires only a single administration of an instrument. This method provides a measure of adequacy of item sampling. Davies et al (1999) note that it is important that two halves are comparable with regards to equivalent difficulty. It is a widespread approach to the assessment of reliability (Phillips, 1971).

To check the internal consistency of the reliability of the CSQ in the piloting stage, Alpha Coefficient (α) or Cronbach Alpha was used. The internal

consistency referring to the homogeneity of the items making up the various multi-item scales with the questionnaire is a figure ranging between zero and +1, with a higher value of .70 or greater indicating a scale with satisfactory degree of reliability. The reliability estimate based on 30 students was .84, which was high when compared with the acceptable reliability coefficient of .70, which is the rule of thumb for research purposes (Fraenkel and Wallen, 1993).

In the follow-up main study, the researcher again adopted the internal consistency methods of estimating reliability of the test. This method was found appropriate since the test was administered to the subjects only once. For the present investigation, the split-half procedure was employed with assistance of the SPSS program. The reliability of the communication questionnaire was .90 which was considered acceptable and was above the acceptable criterion of .70 as suggested in Fraenkel and Wallen (1993).

3.5.2 Attitude towards English Speaking and English Language (AESEL)

Questionnaire can yield three types of data about respondents: factual questions, behavioral questions, attitudinal questions like opinions, beliefs, interest, and values. Based on Dörnyei (2003), attitudinal questionnaire best suits investigation for language attitude, L2 learning strategy, and L2 learner's belief and is efficient in terms of research time, researcher effort and financial resources.

3.5.2.1 Modifying the AESEL

An Attitude towards English speaking and English language has been constructed on the basis of Ockert's (2010) language learning attitude questionnaire and the researchers' Language Learning Attitude Questionnaire (LLAQ). Given these two questionnaires for attitude towards language learning, all of the items were modified to be used for the AESEL.

Then, it was the modification of attitude towards English speaking and English language for the present investigation. The modification included: slightly changed items for being appropriate for the present study, covering 40 items. The first 20 items included the attitudes towards English speaking and the last 20 items included the attitudes towards English language. For example, the item 'I like to mimic other accents, and people say I do it well.' is slightly changed to be 'I like mimicking other people's accents or I can mimic other people's accents well'; and deleted items which were not realistic or suitable for the present study, opening greeting and additional information. In order to get the main idea of each item, some slight changes have to be made by adding or deleting some words in the original items for clearer meaning and more efficient application to the present research. As for the opening greeting and additional information, they were presented for better understand the questionnaire and for politeness.

Intaraprasert (2000) states that it is very important to ensure the respondents answer the questionnaire with knowing the purpose of investigation and

answer the questionnaire with less fear and honesty. Dörnyei (2003, p. 26) points out that the general instruction (or ‘opening greeting’) should cover the following points, which are the purpose and importance of the study; the organization responsible for conducting the study; requesting honest answers; promising confidentiality and appreciate. Therefore, what follows was the starting paragraph of designed AESEL.

This questionnaire is conducted to investigate the English speaking attitude held by tourism-oriented EFL students in the southwestern universities in China. For that purpose, we would like to ask for your help to answer the following questions based on your own personal opinions. This is not a test which is not evaluated to be right or wrong answers. Your answer will be only used for this research and will be treated with utmost confidentiality. We appreciate your contribution.

Besides, the designed AESEL for the present investigation was a 5-point rating scale. The scale was valued as 1, 2, 3, 4, and 5.

5-Point Rating Scale of AESEL

Scale 1 = Strongly Disagree

Scale 2 = Disagree

Scale 3 = Undecided

Scale 4 = Agree

Scale 5 = Strongly Agree

The questionnaire of Attitude towards English Speaking and English

Language (AESEL) has been modified (See Appendix H) and constructed. It consisted of 40 items, a few items were overlapping due to different angles for collecting participants' opinions of English speaking and English language. The sum of scores was taken to identify the students' attitudes towards speaking English and the English language. As the possible maximum score was 200 and the possible minimum score was 40, the respondents who got 120 scores (including 120) or over were considered to hold positive attitude, while those who got scores under 120 were considered to hold negative attitude.

With the 5-point rating scale, the below was a sample of AESEL.

Table 3.2 A Sample of the Attitude towards English Speaking and English Language (AESEL)

ITEMS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. Speaking English is fun.					

3.5.2.2 Piloting the AESEL

The piloting of the AESEL was conducted simultaneously with the piloting of the CSQ in order to see how the items worked in the actual practice. That was, to see whether the respondents responded to the items as intended by the researcher. Any comments from the pilot group were discussed with the researcher's supervisor and considered to implement the questionnaire for the actual administration. The questionnaire items were written in English and translated into

Chinese, cross checked by the researcher's colleagues, two native speakers of Chinese experts of tourism-oriented EFL teaching and research in Guizhou Normal University to ensure the validity. In addition, its reliability was ensured through the use of SPSS software. The reliability estimate based on 30 students in the piloting stage was .91, which was high when compared with the acceptable reliability coefficient of .70, which is the rule of thumb for research purposes (Fraenkel & Wallen, 2000). The students who participated in the AESEL were those who participated in the CSQ piloting. Implications from the piloting were used to improve the items so that they would not cause misunderstanding or confusion in the actual administration.

3.5.3 Semi-Structured Interview

A semi-structured interview was used as one of the main data collection instruments in the present investigation. It was used in the second phase of the study in order to elicit in-depth information about strategies for coping with oral communication problems employed by tourism-oriented EFL learners. The semi-structured interview questions were formulated from the CSQ and AESEL based on the research questions for the study.

There are many reasons why the researcher used the semi-structured interviews to elicit information about types of communication strategies students employed in their oral communication in English in the second phase of data collection. Firstly, this technique is effective in yielding a great deal of useful information on respondents' present and past behaviors as well as conscious reasons

for actions or feelings. Secondly, it gives the interviewer a great deal of flexibility. The interviewer can make use of ‘prompts’ and ‘probes’ in order to dig deep and get as much information as possible. That is to say, regarding ‘prompts’, the researcher can ask questions like “Anything else?”, “Do you have anything to add?” when the interviewer realizes that the information is still not enough. Concerning ‘probes’, the researcher can ask a respondent a follow-up question to clarify or elaborate on an incomplete or inappropriate answer, for instance, “Can you tell me more about that?”, “What do you mean?”, “Could you explain more for me?”, “Any other reason?”. In this sense, the interviewees can develop ideas and spoke more widely over the period of the interview on the issues raised by the researcher. Thirdly, it gives the researcher privileged access to informants’ lives. Finally the presence of the interviewer can be used as a check on the validity of the answers to questions by informants (Denscombe, 2003; Leedy and Ormrod, 2005; Neuman, 2006; Nunan, 1992; Robson, 2002; Williamson, Karp, and Dalphin, 1997). Therefore, the semi-structured interview has been expected to serve the purposes of this investigation.

3.5.3.1 Conducting the Semi-structured Interview

Regarding the semi-structured interview, it comprised two main parts: the personal information of the interviewee part and the communication strategy inquiry part. Questions 1 to 3 were in the first part asking the interviewees about their personal information and about their English language study. It showed a friendly intention between the interviewer and the interviewees, as well as to enhance trust and

confidence to the interviewees. Questions 4 to 10 were the inquiries focusing attention on strategies for coping with oral communication problems. The students were asked what difficulties they found in their oral communication in English and how they coped with the problems. The examples of the interview questions in the following Table 3.3 were used in the second phase of data collection.

In the actual interviews, all the interviewee from the selected universities were asked for permission to be tape-recorded during the interviews so that the researcher would not miss any points of the interview data. As what Minichiello; Aroni; Timewell; and Alexander (1990, p. 134) have stated that “Tape recording is one means of obtaining a full and accurate record of the interview. The interviewer was free to be an attentive and thoughtful listener. The raw data remains on the record. Therefore, all the material was available for analysis when the researcher had the time to concentrate fully”. Each interview lasted approximately fifteen minutes. The semi-structured interview was carried out by the following steps:

Step 1. Meeting each of the 48 participating students (8 students in each university and 6 universities in total) in Yunnan, Guizhou and Guangxi Province based on the appointment and informing them the objectives of the interviews.

Step 2. Interviewing them individually with the 10 prepared questions (see Table 3.3). The interviewing conversation was tape recorded.

Step 3. Transcribing the data obtained through the interviews.

Step 4. Doing content analysis to code the transcribed interview data / validating the coded categories and grouping them.

Step 5. Answering the research questions based on the data.

Table 3.3 A Sample of Interview Questions

The Sample of Interview Questions	
Part 1	01) What is your name?
	02) Do you think studying English is important? Why?
	03) Do you speak English with your friends? If yes, when do you use it?
Part 2	04) Do you have communication problems when you communicate with others? If yes, what communication problems do you have?
	05) Whenever you want to have a conversation in English, could you express yourself in English at once? If not, what communication strategies do you use frequently and infrequently to express in English? Why or why not?
	06) If someone does not understand what you are trying to say, do you try to make yourself understood? If so, what communication strategies do you use frequently and infrequently? Why or why not?
	07) When communicating in English, could you understand the interlocutors' messages? If no, what communication strategies do you use frequently and infrequently? Why or why not?
	08) Do you try to keep your oral communication in English with your interlocutors going on? If yes, what communication strategies do you use frequently and infrequently? Why or why not?
	09) Do you think what should be done to help promote the use of communication strategies in class? What suggestions do you have?
	10) Do you think what should be done to help promote the use of communication strategies after class? What suggestions do you have?

As mentioned earlier in the steps of carrying out the semi-structured interviews, after the interviews, the recorded interview data were transcribed. Then, the coded data were grouped and used for further analysis to answer the research questions.

3.5.3.2 Piloting the Semi-structured Interview

The purpose of the piloting is to see whether or not the interview questions work properly; there is anything wrong with the question items, question sequences, timing, recording, or other technical problems that may happen in the actual data collection scheme; and they are clear for the interviewees (Intaraprasert, 2000).

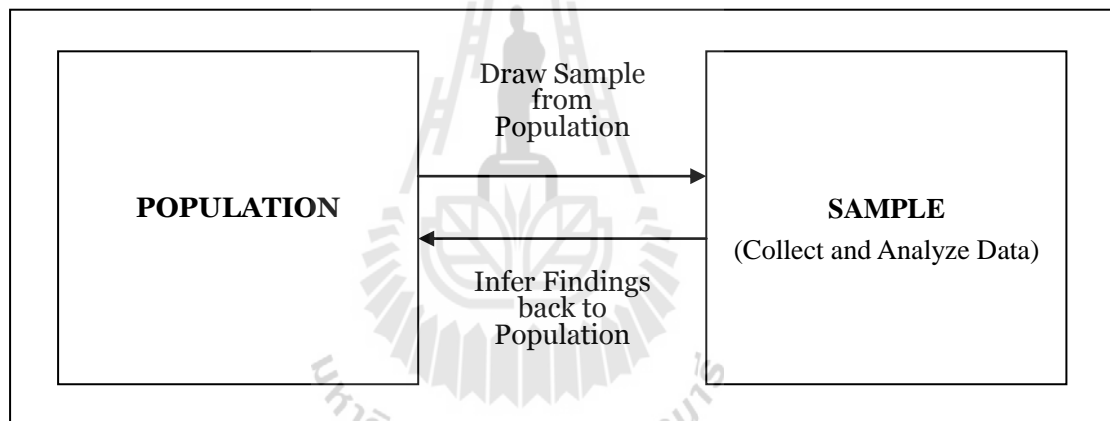
Since the interview questions were written in English, they needed to be discussed and rechecked with the supervisor before the actual use in a piloting stage. After that, the researcher translated them into Chinese in order to make the questions understandable. The Chinese version was cross-checked by other two native Chinese speakers of EFL experts to ensure the validity and reliability. The interview questions were piloted with the respondents of the questionnaire piloting.

The pilot study was carried out at College of International Tourism & Culture of Guizhou Normal University in May, 2012. There were six tourism-oriented EFL learners whose perceived English ability is 'poor', 'fair', or 'good' chosen purposively from Guizhou Normal University participating the pilot study. They had already finished the CSQ piloting and all of them were willing to participate the interview. Each interview was conducted within 15 minutes and tape-recorded with their permission.

After piloting, the interview recording was transcribed and analyzed. The researcher looked through the transcriptions in order to get the overall picture of the students' answers from the interviews and each transcription was looked through in details in order to look for similarities. Then the similar answers were grouped together. With the comments from the piloting interview and a discussion with the supervisor, the interview questions were refined for the use of the main study.

3.6 Sampling and Criteria for Selecting Participants

Punch (2005) holds that a sampling plan is not independent of the other elements in a research project, particularly its research purposes and questions. Robson (2002) and Dörnyei (2003) state that a sample is a subset of the population selected according to the needs and purposes of the study to which the researcher intends to generalize the results. In order to generalize from the findings of a survey, the sample must not only be carefully selected to be representative of the population, it also needs to include a sufficient number (Denscombe, 2003).



(Source: Punch 2005, p. 102)

Figure 3.3 Relationship between Population and Samples

According to Punch (2005), the logic of sampling (shown in Figure 3.3) is that the researcher analyses data collected from the sample, but wishes in the end to make statements about the whole target population from which the sample is drawn. The data are collected from the sample, and analyzed to produce the study's findings. But the findings are still about the sample, so the next step is generalizing the findings from the sample to the population.

Bell (1999) points out that the number of subjects in an investigation necessarily depends on the amount of time of a researcher has. Additionally, Robson (2002), Cohen, Manion and Morrison (2000) indicate that there is no a straightforward answer to the sample size as it depends on many factors, such as the research purpose, objectives, research time constraints, the nature of the population as well as the style of the research. For example, a survey style usually requires a large sample size, particularly if inferential statistics are to be calculated.

According to Cohen; Manion; and Morrison (2000), convenience and availability were the criteria used for the sampling procedure. According to Miles and Huberman (1994) and Cohen et al. (2000), it is impossible for a researcher to study the whole population. A common way is to select a sample from the whole population to study, hoping the findings achieved from the sample can be applied to the whole, and a research should use an adequate sample size to serve the objective while it should not be too big to manage or too small to be appropriate (Denscombe, 2003; Dörnyei, 2003). Consequently, in the present study, the sample for both answering the communication strategy questionnaire and the semi-structured interview was purposively selected on the basis of convenience and availability, considering about the appropriate sample size.

In relation to the research objectives and research questions, the researcher decided to select the participants from the universities in the southwest of China, i.e. Yunan Province, Guizhou Province and Guangxi Province (The three provinces

selected belong to the same area of tourism development geographically), of which 814 participants were involved in the present study. As the information about the number of current tourism-oriented EFL learners in the universities of Southwest China the researcher obtained, generally each university recruited about 80 to 90 students each year. Therefore, regarding the population, research objectives and research questions, the decision was made to select the participants from the universities below. Totally, 814 subjects were involved in the present study.

Table 3.4 Universities and Numbers of Participating Subjects

Provinces	Universities	Tourism-oriented EFL Learners	Number of Subjects
Yunnan	Yunnan University	Ability: 26 good /86 fair /20 poor Gender: 43 male/89 female	132
	Yunnan Normal University	Ability: 22 good /101 fair /23 poor Gender: 39 male/107 female	146
Guizhou	Guizhou University	Ability: 11 good /87 fair /48 poor Gender: 64 male/82 female	146
	Guizhou Normal College	Ability: 26 good /87 fair /37 poor Gender: 75 male/75 female	150
Guangxi	Guangxi University	Ability: 12 good /49 fair /38 poor Gender: 20 male/79 female	99
	Guangxi University for Nationalities.	Ability: 30 good/86 fair/25 poor Gender: 20 male/121 female	141
TOTAL: 814			

Table 3.4 showed the information of the representative universities and participants which were involved in the present study. In each province, there were two universities with good reputation in the field of tourism-oriented EFL teaching. Among them, the first university in each province is the leading university in the local area. Therefore, the number of tourism-oriented EFL learners as participants varying from 99 to 150 in the universities based on the criteria of convenience and availability (Cohen et al., 2000) was selected to participate in the study.

3.7 Data Collection Procedure

The data collection of the present investigation included two phases in which CSQ and AESEL questionnaires and the semi-structured interview were conducted. The participants were informed that the responses would not affect them personally so they should answer the questions honestly (Dörnyei, 2003). The following table is a framework for the data collection process.

Table 3.5 Framework of Data Collection Process

Data Collection Step 1: Conducting CSQ came first and then AESEL followed	
Samples	814 tourism-oriented EFL learners perceived their English ability as poor, fair, or good were purposively sampled from 6 universities in the Southwest China
Purpose:	to collect data about types and frequency of strategies for coping with oral communication problems used by tourism-oriented EFL learners
↓	
Data Collection Step 2: Conducting Semi-structured Interviews	
Samples	Among the respondents of the questionnaires, 48 students were purposively selected, considering about their gender and perceived language ability.
Purpose:	to elicit in-depth information about strategies based on the questionnaires for coping with oral communication problems employed by tourism-oriented EFL learners

To sum up, there were two steps for data collection in the present investigation: Step 1: administrating CSQ and AESEL questionnaires; and Step 2: conducting semi-structured interview. Based on the previous literature review of CSs research conducted by Dörnyei (1995), the two instruments for investigating the frequencies of CS to cope with communication problems have become more and more popular and effective. After conducting the CSQ and AESEL, the follow-up semi-structured interview was employed for gathering in-depth information.

3.8 Analyzing, Interpreting, and Reporting Data

As mentioned earlier, the present investigation is both quantitative (step 1 of data collection) and qualitative (step 2 of data collection). Qualitative data and quantitative data have been definitely obtained. So, different methods of data analysis for both qualitative data and quantitative data are considered and selectively used in order to answer the research questions correctly.

3.8.1 Quantitative Data Analysis: CS and AESEL Questionnaires

The SPSS software was applied to analyze the data obtained through the CS and AESEL questionnaires to examine the relationship between the participants' communication strategies use and the variables. The researcher analyzed the data to find out whether there were patterns of communication strategy use in relation to each of the four variables, i.e., gender, perceived language ability, exposure to oral communication in English and attitudes towards English speaking and English language. The following statistics were used for data analysis.

1. Descriptive Statistics

In the present study, descriptive statistics was used to show basic patterns in the data in terms of the frequency distributions of student-reported communication strategy use in general. Three levels of strategy use: 'high use', 'moderate use', and 'low use' based on the holistic mean score of frequency of strategy use by the participants were presented in the present study.

2. Analysis of Variance (ANOVA)

Analysis of variance (ANOVA) was used to compare and test the significant difference among the means of two or more groups on a dependent variable (Nunan, 1989; Punch, 2005). The independent variables were usually nominal. This statistics was used to examine the relationship between the overall use of learner-reported communication strategy and each of the selected independent variables, namely 1) gender of students: male and female; 2) perceived language ability: good, fair and poor; 3) exposure to oral communication in English: limited exposure to classroom English only and non-limited exposure to classroom English; and 4) attitudes towards English speaking and English language: positive and negative.

3. The Chi-square Test

The chi-square test was used when dealing with data in form of frequencies rather scores, or when a researcher was analyzing the frequency of a particular event (Nunan, 1989). It shows the strength of the relationship between two variables (Neuman, 2006). In the context of present study, this statistics was used to determine the significant variation patterns in the participants' reported strategy use at the individual item level by 1) gender of students; 2) perceived language ability; 3) exposure to oral communication in English; and 4) attitudes towards English speaking and English language. The chi-square test compared the actual frequencies with which students gave different responses on the 4-point rating scale, a method of analysis closer to the raw data than comparisons based on average responses for each item. For

the chi-square tests, responses of 1 and 2 ('Never' and 'sometimes') are consolidated into a single "low strategy use" category, response of 3 ('often') is consolidated into "moderate strategy use" category, and response of 4 ('always or almost always') is combined into a single "high strategy use" category. The purpose of consolidating the four response levels into three categories of strategy use (low, moderate, and high) is to obtain cell sizes with expected value to ensure a valid analysis (Green and Oxford, 1995, p. 271).

4. Factor Analysis

Factor analysis is a way of determining the nature of underlying relationship among a large number of variables (Cohen and Manion, 1994). It provides an empirical basis for grouping a large number of variables to a small number of factors, with each factor representing a set of variables that are moderately or highly correlated with each other (Gall, Gall and Borg, 2007). There are basically two types of factor analysis: exploratory and confirmatory. Exploratory factor analysis (EFA) attempts to discover the nature of the constructs influencing a set of responses. Confirmatory factor analysis (CFA) tests whether a specified set of constructs is influencing responses in a predicted way. Based on the research objectives, exploratory factor analysis (EFA) of factor analysis has been adopted in the present study to analyze data obtained through questionnaire in Step 1 in order to categorize the strategies in the CS inventory.

3.8.2 Qualitative Data Analysis: Semi-structured Interview

The transcribed data obtained through the semi-structured interviews was analyzed with ‘open and axial coding’ techniques in order to get conceptual categories with themes or concepts concerning communication strategies. Punch (2005, p. 205) briefly describes the functional characteristics of each procedure of coding techniques that “Open coding finds the substantive codes. Axial coding uses theoretical codes to interconnect the main substantive codes”.

As what Neuman (2006, pp. 461-464) holds that ‘open coding’ is “a first coding of qualitative data in which a researcher examined the data to condense them into preliminary analytic categories or codes”, and ‘axial coding’ is “a second stage of coding of qualitative data in which a researcher organizes the codes, links them, and discovers key analytic categories”. The aim of ‘open coding’ is to discover, name and categories phenomena and to develop categories in terms of their properties and dimensions. ‘Axial coding’ is a set of procedure whereby data are put back together in new ways after open coding paradigm involving conditions, context, action/ interactional strategies and consequences.

3.9 Summary

In this chapter, three important parts were presented: 1) an overall picture about the methods and instruments used in communication strategies; 2) theoretical framework and rationale for selecting and rejecting variables; and 3) research questions. The sampling, data collection methods, analysis, and interpreting of data

were further discussed in terms of providing a clear picture to conduct the research precisely and logically. The present study has been conducted in two phases. The data obtained from the questionnaires in the first phase was analyzed quantitatively and the data obtained from the semi-structured interview in the second phase was analyzed qualitatively.



CHAPTER 4

DATA ANALYSIS AND RESULTS FOR COMMUNICATION STRATEGY USE I

4.1 Introduction and Purposes of the Chapter

The purpose of this chapter is to describe the research results of the present study by the quantitative method at the three different levels of data analysis, which are: 1) overall use of communication strategies; 2) use of communication strategies by the three categories, i.e., strategies for coping with communication problems (CCP); strategies for understanding interlocutor's message (UIM); and strategies for carrying on conversation as intended (CCI) categories; and 3) use of individual communication strategies. In addition, this chapter aims at examining the relationship between the communication strategy use by 814 university tourism-oriented EFL learners and the four variables, i.e. students' gender, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language. The comparisons of the frequency of communication strategy use reported by 814 university tourism-oriented EFL learners in Southwest China based on the holistic mean scores obtained through the communication strategy questionnaires are determined. Then, the significant variations in frequency of students' reported use of communication strategies in relation to the four independent variables are also taken

into consideration. Finally, factor analysis has been used to determine the nature of underlying patterns among the thirty five items of communication strategies modified and used in the present study.

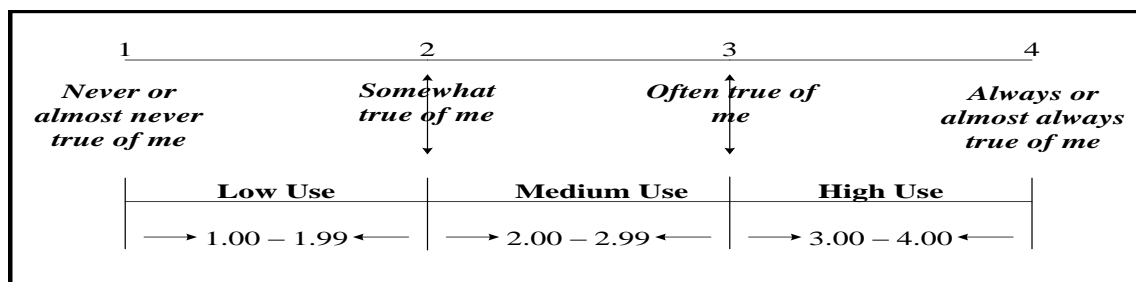
Communication strategies for the present study have been defined as “knowledge or ability used by tourism-oriented EFL learners to cope with oral communication problems due to their inadequate linguistic knowledge and sociocultural knowledge in an oral communication in English as well as learning techniques employed by the students in an oral interaction in order to improve, and maintain their oral communication in English.” As evidenced in Chapter 2, there are many variables affecting the language learners’ choices of communication strategy use. These variables include learners’ gender, language proficiency, and exposure to oral communication in English. The related research works have been conducted by Váradi (1983), Chen (1990), Dörnyei, (1995), Brett (2001), Nakatani (2005, 2006), Lam (2006, 2010), Somsai and Intaraprasert (2011) and Bui and Intaraprasert (2012). In relation to the research purposes and research questions, the present study aims to focus on examining the relationship between students’ use of communication strategies and students’ gender, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language. As mentioned earlier, different levels of communication strategy use reported by 814 university tourism-oriented EFL students in the Southwest China have been taken into consideration in order to examine the respondents’ strategy use

and the variation in frequency of students' reported strategy use at the three different levels of communication strategy use was analyzed.

4.2 Communication Strategy Use Reported by 814 Tourism-oriented University EFL Learners in the Southwest China

In this section, simple statistical methods were employed to analyze the data obtained from 814 university tourism-oriented EFL students in the Southwest China through the communication strategy questionnaires. Accordingly, the comparisons of students' reported frequency of strategy use in different levels and factor analysis are the focus of discussion.

As determined by students' responses to the communication strategy questionnaires, the frequency of students' communication strategy use has been categorized as 'high', 'moderate' and 'low'. The frequency of strategy use was indicated on a four-point rating scale, ranging from 1 to 4, i.e. 'Never' valued as 1, 'Sometimes' valued as 2, 'Often' valued as 3, and 'Always or almost always' valued as 4. Consequently, the possible average values of frequency of strategy use could be from 1.00 to 4.00. The mid-point of the minimum and the maximum values was 2.00. The mean frequency score of strategy use of any categories or items was valued from 1.00 to 1.99 as 'low use', from 2.00 to 2.99 as 'moderate use', and from 3.00 to 4.00 as 'high use'. Figure 4.1 below presents the applied measure.



(Source: Adapted from Intaraprasert, 2000, p. 1)

Figure 4.1 The Measure of Low, Moderate and High Use Level of Strategy Use

4.2.1 Frequency of Students' Overall Strategy Use

The results of the holistic mean frequency score across the communication strategy questionnaire responded to by 814 Chinese university tourism-oriented EFL learners are shown in Table 4.1 below.

Table 4.1 Frequency of Students' Reported Overall Strategy Use (n=814)

Strategy Use	Mean Score (\bar{X})	Standard Deviation (S.D.)	Frequency Category
Overall	2.57	.38	Moderate Use

As shown in Table 4.1, the mean frequency score of 2.57 indicated that as a whole, these students reported employing communication strategies at the moderate frequency level when communicating orally in English.

4.2.2 Frequency of Strategy Use in the CCP, UIM and CCI Categories

As mentioned earlier, communication strategies under the present study have been grouped into three main categories, i.e. 1) strategies for coping with communication problems, (CCP); 2) strategies for understanding interlocutor's

message (UIM); and 3) strategies for carrying on the conversation as intended (CCI).

Table 4.2 below demonstrates the frequency of strategy use in the three categories, together with the standard deviation and frequency category.

Table 4.2 Frequency of Strategy Use in CCP, UIM and CCI Categories (n=814)

Strategy Categories	Mean Score (\bar{X})	Standard Deviation (S.D.)	Frequency Category
CCP Category	2.53	.41	Moderate Use
UIM Category	2.68	.50	Moderate Use
CCI Category	2.52	.54	Moderate Use

Table 4.2 demonstrates that 814 Chinese university tourism-oriented EFL learners reported the moderate frequency of communication strategy use in the CCP, UIM and CCI categories, with the mean scores of 2.53, 2.68 and 2.52 respectively. These mean frequency scores indicated that 814 university tourism-oriented EFL students in the Southwest China reported different frequent strategy use at CCP, UIM and CCI categories.

Section 4.2.1 demonstrates the frequency of students' overall communication strategy use. Section 4.2.2 presents an overall picture of students' strategy use in the CCP, UIM and CCI categories in succession. The next section (Section 4.2.3) offers more information on students' reported strategy use in a more detailed manner, which is based on the frequency of individual communication strategy use.

4.2.3 Frequency of Students' Reported Individual Communication

Strategy Use

The frequency of individual strategy use, together with the mean scores and standard deviations has been demonstrated in Table 4.3. In order to make it easier to see the whole picture of students' reported frequency of each individual communication strategy use, these strategies were presented in order of their mean frequency scores based on the categories, ranging from the highest to the lowest. This enables readers to see a clearer picture of the strategies which had been reported being used the most and least frequently. The high mean frequency score of a strategy use implies that students claimed to employ that strategy frequently and vice versa.

Table 4.3 Frequency of Students' Reported Individual Communication Strategy Use (n=814)

Individual Strategy Use		Mean Score (\bar{X})	Standard Deviation (S.D.)	Frequency Category
Strategies for Coping with Communication Problems (CCP Category)				
1: CCP5	Using simple expressions	3.06	.77	High Use
2: CCP2	Using familiar words, phrases or sentences	3.05	.79	High Use
3: CCP12	Thinking in Chinese before speaking	2.81	.87	Moderate Use
4: CCP16	Referring to mobile phone dictionary or another type of document	2.75	.88	Moderate Use
5: CCP14	Asking the interlocutor to confirm that one's made oneself understood	2.72	.82	Moderate Use
6: CCP10	Speaking more slowly to gain time to think	2.71	.80	Moderate Use
7: CCP6	Using nonverbal language such as body language	2.62	.81	Moderate Use
8: CCP11	Correcting the incorrect and inappropriate utterances by oneself	2.61	.75	Moderate Use
9: CCP4	Speaking Chinese instead when one doesn't know how to say in English	2.58	.91	Moderate Use

Table 4.3 Frequency of Students' Reported Individual Communication Strategy Use (n=814) (Cont.)

Strategies for Understanding Interlocutor's Message (UIM Category) (Contd)				
Individual Strategy Use		Mean Score (X)	Standard Deviation (S.D.)	Frequency Category
10: CCP3	Correcting one's own pronunciation, grammar and lexical mistakes	2.56	.75	Moderate Use
11: CCP1	Using synonym or antonym	2.55	.80	Moderate Use
12: CCP15	Appealing help from the interlocutor either verbally or non-verbally	2.52	.78	Moderate Use
13: CCP13	Thinking first of a sentence one already knows in English and then trying to change it to fit the situation	2.48	.84	Moderate Use
14: CCP19	Making use of expressions found in some sources of media	2.40	.86	Moderate Use
15: CCP18	Appealing for assistance from other people around	2.38	.77	Moderate Use
16: CCP8	Referring to objects or materials	2.38	.79	Moderate Use
17: CCP7	Spelling or writing out the intended words, phrases, or sentences	2.33	.80	Moderate Use
18: CCP9	Repeating what the interlocutor has just said	2.29	.77	Moderate Use
19: CCP20	Making up a new word in order to communicate a desired concept	1.94	.90	Low Use
20: CCP17	Drawing a picture	1.83	.88	Low Use
1: UIM6	Trying to catch the interlocutor's main point	2.94	.78	Moderate Use
2: UIM10	Noticing the interlocutor's gestures and facial expressions	2.89	.83	Moderate Use
3: UIM1	Asking the interlocutor to slow down	2.89	.75	Moderate Use
4: UIM8	Guessing the meaning of what the interlocutor has said	2.84	.75	Moderate Use
5: UIM2	Asking the interlocutor for a repetition	2.77	.73	Moderate Use
6: UIM9	Trying to translate into Chinese little by little to understand what the interlocutor has said	2.73	.82	Moderate Use
7: UIM3	Asking the interlocutor to simplify the language	2.53	.80	Moderate Use
8: UIM7	Appealing for assistance from other people around	2.49	.79	Moderate Use
9: UIM5	Asking the interlocutor to give an example	2.44	.82	Moderate Use
10: UIM4	Asking the interlocutor to write out the key word	2.25	.88	Moderate Use

Table 4.3 Frequency of Students' Reported Individual Communication Strategy Use (n=814) (Cont.)

Strategies for Carrying on the Conversation as Intended (CCI Category)				
1: CCI 5	Responding to the interlocutor despite an imperfect understanding of the message	2.69	.76	Moderate Use
2: CCI2	Sending continuation signals to show one's understanding	2.59	.77	Moderate Use
3: CCI1	Trying to enjoy the conversation	2.59	.83	Moderate Use
4: CCI4	Feeling all right if the conversation does not go smoothly by keeping talking	2.43	.78	Moderate Use
5: CCI3	Feeling all right for taking risks while speaking	2.29	.80	Moderate Use

From above, Table 4.3 revealed that 2 strategies were reported being used at the high level; 31 strategies were reported being used at the moderate level and 2 strategies were reported being used at the low level. Using simple expressions (CCP 5) and Using familiar words, phrases or sentences (CCP 2) were the strategies that students reported employing the most frequently, with the mean score (\bar{X}) of 3.06 and 3.05 respectively. On the contrary, Making up a new word in order to communicate a desired concept (CCP 20) and Drawing a picture (CCP 17) were the least frequently used strategies, with the mean score of 1.94 and 1.83. The strategies in the categories which appear to be reported 'moderate use' were mainly those employed to cope with communication problems (CCP), and while understanding interlocutor's messages (UIM), and the strategies in the carry on the conversation as intended (CCI) were all reported 'moderate use'.

To summarize, this section presents the frequency of communication strategy use at the different levels reported by 814 Chinese tourism-oriented EFL learners. The description of this reported frequency of students' communication strategy use provided an overall picture of communication strategy use. Regarding the frequency level of overall strategy use, the frequency level of strategy use in the three categories, and the frequency of levels of the individual strategy, the mean frequency scores ranging from the highest to the lowest were presented. The next section would present the variations for communication strategy use in relation to the four independent variables, i.e. students' gender, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language.

4.3 Variation in Frequency of Students' Reported Strategy Use

In this section, the results were obtained through the Analysis of Variance (ANOVA) and the Chi-square tests regarding the research questions. As mentioned in 3.8.1, the ANOVA was used to determine the patterns of variation in students' overall reported strategy use, and the use of strategies in the CCP, UIM and CCI categories according to the four variables. The post hoc Scheffé test was used to help pinpoint which of the differences between particular pairs of means have contributed to the overall significant difference of students' communication problems. Furthermore, the Chi-square tests were used to determine the significant variations in frequency of students' reported use of the 35 individual strategies.

The researcher adopted the level of significance of alpha (α) smaller than .05 to present the research results. This means that the chances are 5 in 100 or less, that an observed difference could result when a variable is actually having no effect (Ferguson, 1976). A top down manner was adopted to present the results of the data analysis in this chapter. That is, at first, variation in frequency of students' overall reported strategy use according to the four variables as mentioned above has been explored. Secondly, variation in frequency of students' strategy use in the CCP, UIM and CCI categories was also presented as well as the use of individual strategy according to the four variables. The main levels of the data analysis for students' reported communication strategy use were illustrated in Figure 4.2.

Level 1:	Overall Reported Strategy Use
Level 2:	Use of Strategies in the CCP, UIM, CCI Categories
Level 3:	Use of Individual Communication Strategies

Figure 4.2 Analysis of Variation in Frequency of Different Levels of Communication Strategy Use

4.3.1 Variation in Frequency of Students' Overall Reported Strategy Use

This section involved variations in the frequency of students' reported communication strategy use as a whole based on the ANOVA. This statistical method demonstrated the significant variations found according to four variables, i.e. students' gender, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language and no

significant variations were found according to the students' gender, perceived language ability and exposure to oral communication in English.

The results of the first level from the ANOVA were summarized in Table 4.4 below. This table contained the independent variables hypothesized to influence students' communication strategy use, followed by mean frequency score of strategy use, standard deviation, level of significance, and the pattern of variation in frequency of students' strategy use, if a significant variation existed.

Table 4.4 A Summary of Variation in Frequency of Students' Overall Reported Strategy Use

Variables		N	Mean	S.D.	Sig. Level	Variation Pattern
Students' Gender	Male	261	2.57	.38	N.S	---
	Female	553	2.56	.37		
Perceived Language Ability	Good	127	2.56	.42	N.S.	---
	Fair	496	2.58	.36		
	Poor	191	2.56	.38		
Exposure to Oral Communication in English	Limited Exposure	638	2.56	.37	N.S.	---
	Non-limited Exposure	176	2.60	.39		
Attitude towards English Speaking and English Language	Positive	579	2.61	.37	P<.01	Positive>Negative
	Negative	235	2.46	.38		

Note: 'N.S.' stands for not significant.

According to Table 4.4, the results from the ANOVA revealed that the frequency of students' overall strategy use varied significantly according to the variable of attitude towards English speaking and English language. The mean frequency scores of each of which were 2.61 of the positive and 2.46 of the negative respectively. This means that in the overall use of communication strategies, the

students whose attitude towards English speaking and English language was more positive reported employing a wider range of communication strategies than those whose attitude towards English speaking and English language was negative.

As shown in Table 4.4, the frequency of students' overall strategy use did not vary significantly according to students' gender, perceived language ability and exposure to oral communication in English. The result from the ANOVA revealed no significant differences among the three variables mentioned above.

The next section would demonstrate the results from the ANOVA for the frequency of the use of strategies in the CCP, UIM and CCI categories.

4.3.2 Variation in Frequency of Students' Use of Strategies in the CCP, UIM and CCI Categories

As mentioned earlier, the communication strategies for the present study have been classified into three categories: 1) strategies for coping with communication problems (CCP); 2) strategies for understanding interlocutor's messages (UIM); and 3) strategies for carrying on the conversation as intended (CCI). The results below from the ANOVA demonstrated that the significant variations were found in the frequency of students' use of communication strategies in some certain CCP, UIM and CCI categories according to the three variables, i.e. perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language. However, the significant variations were not found in the frequency of students' use of communication strategies in the CCP, UIM and CCI categories according to students' gender.

4.3.2.1 Variation in Frequency of Students' Use of Communication Strategies in the CCP, UIM and CCI Categories according to Students' Gender

As shown in Table 4.5 below, no significant difference was found in the frequency of the use of communication strategies in the CCP, UIM and CCI categories according to gender of students.

Table 4.5 Variation in Frequency of Students' Use of Communication Strategies in the CCP, UIM and CCI Categories according to Students' Gender

Strategy Category	Male (n=261)		Female (n=553)		Sig. Level	Variation Pattern
	Mean	S.D.	Mean	S.D.		
CCP Category	2.54	.42	2.52	.41	N.S	---
UIM Category	2.66	.50	2.69	.49	N.S	---
CCI Category	2.60	.52	2.50	.50	N.S	---

4.3.2.2 Variation in Frequency of Students' Use of Communication Strategies in the CCP, UIM and CCI Categories according to Perceived Language Ability

The results from the ANOVA demonstrated that the significant difference was found in the use of strategies related to perceived language ability in the UIM and CCI categories (See Table 4.6). In the UIM category, the students who perceived their language ability as 'poor' employed the strategies more frequently than the students who perceived their language ability as 'good' and 'fair' did. In the CCI category, the students who perceived their language ability as 'good' employed the strategies

significantly more frequently than those who perceived their language ability as ‘fair’ did and the students who perceived their language ability as ‘fair’ employed the strategies significantly more frequently than those who perceived their language ability as ‘poor’ did. The result showed no significant difference in the CCP category.

Table 4.6 Variation in Frequency of Students’ Use of Communication Strategies in the CCP, UIM and CCI Categories according to Perceived Language Ability

Strategy Category	Good (n=127)		Fair (n=496)		Poor (n=191)		Sig. Level	Variation Pattern
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
CCP	2.53	.47	2.54	.39	2.50	.42	N.S.	–
UIM	2.59	.52	2.68	.47	2.7	.54	P<.05	Poor>Fair>Good
CCI	2.64	.55	2.51	.54	2.45	.54	P<.05	Good>Fair>Poor

4.3.2.3 Variation in Frequency of Students’ Use of Communication Strategies in the CCP, UIM and CCI Categories according to Exposure to Oral Communication in English

The results from the ANOVA shown in Table 4.7 demonstrated that the significant variations in use of the strategies in the CCI category have been found according to exposure to oral communication in English. It revealed that the students with non-limited exposure to oral communication in English reported more frequent use of these CCI strategies than those whose exposure to oral communication in English is limited did. However, in terms of students’ employment of communication strategies in the CCP and UIM categories, no significant variations were found according to this variable.

Table 4.7 Variation in Frequency of Students' Use of Communication Strategies in the CCP, UIM and CCI Categories according to Exposure to Oral Communication in English

Strategy Category	Limited Exposure to Classroom English Only (n=638)		Non-limited Exposure to Classroom English (n=176)		Sig. Level	Variation pattern
	Mean	S.D.	Mean	S.D.		
CCP Category	2.52	.40	2.56	.45	N.S.	–
UIM Category	2.68	.48	2.68	.53	N.S.	–
CCI Category	2.49	.53	2.64	.56	P<.05	Non-limited>Limited

4.3.2.4 Variation in Frequency of Students' Use of Communication Strategies in the CCP, UIM and CCI Categories according to Attitude towards English Speaking and English Language

As shown in Table 4.8 from the ANOVA, significant variations were found in frequency of students' use of strategies in the CCP, UIM and CCI categories in relation to attitude towards English speaking and English language. The students with positive attitude towards English speaking and English language reported employing the strategies significantly more frequently than the students with negative attitude towards English speaking and English language did.

Table 4.8 Variation in Frequency of Students' Use of Communication Strategies in the CCP, UIM and CCI Categories according to Attitude towards English Speaking and English Language

Strategy Category	Positive Attitudes (n=579)		Negative Attitudes (n=235)		Sig. Level	Variation Pattern
	Mean	S.D.	Mean	S.D.		
CCP Category	2.57	.40	2.42	.42	P<.01	Positive>Negative
UIM Category	2.70	.48	2.61	.53	P<.01	Positive>Negative
CCI Category	2.60	.52	2.31	.54	P<.01	Positive>Negative

Table 4.9 below shows the summary of the significant variations in frequency of communication strategy use in the CCP, UIM and CCI categories according to the four variables. The darker parts in the CCP, UIM and CCI categories indicate that significant variations exist.

Table 4.9 Summary of the Significant Variations in Frequency of Communication Strategy Use in the CCP, UIM and CCI Categories according to the Four Variables

Strategy Category	Students' Gender	Perceived Language Ability	Exposure to Oral Communication in English	Attitude towards English Speaking and English Language
CCP Category	N.S.	N.S.	N.S.	YES
UIM Category	N.S.	YES	N.S.	YES
CCI Category	N.S.	YES	YES	YES

Note: 'YES' means a significant variation exists whereas 'N.S.' stands for no significance.

4.3.3 Variation in Frequency of Students' Use of Individual Communication Strategies

Sections 4.3.1 - 4.3.2 discussed the significant variations in the frequency of students' overall strategy use, and the significant variations in the frequency of students' strategy use in the CCP, UIM and CCI categories. This section presented the results of the Chi-square tests (χ^2) employed to determine the patterns of the significant variations in students' reported strategy use at the individual strategy item level. The Chi-square tests were used to check all of the individual strategy items for the significant variations by the four independent variables. To demonstrate the significant variation, the percentage of students in terms of each variable reported the

high strategy use (3 and 4 in the strategy questionnaire), and the observed Chi-square value which shows the strength of variation in use of each individual strategy were identified. The individual strategies were presented in order of the percentage of students reporting the high use (3 and 4 in the strategy questionnaire), ranking from the highest to the lowest. This makes it easier to see an overall picture of the communication strategies which were reported to be frequently used, analyzed in terms of each of the four variables. The patterns of the significant variations of the particular strategy items were included in a brief discussion of each variable.

4.3.3.1 Variation in Frequency of Students' Use of Individual Communication Strategies according to Students' Gender

The results from the Chi-square tests (Table 4.10) revealed that there were 9 items of the individual communication strategies out of total 35 items varying significantly according to students' gender. Among them, there were six individual CCP strategies, two individual UIM strategies and one individual CCI strategy varying significantly according to this variable.

Table 4.10 Variation in Frequency of Students' Use of Individual Communication Strategies according to Students' Gender

Individual Communication strategies		% of high use (3 and 4)		Observed χ^2
Used more by female/male students		Male (n=261)	Female (n=553)	P<.05
CCP5	Using simple expressions	69.3	78.5	$\chi^2=9.06$ P<.05
CCP2	Using familiar words, phrases or sentences	65.1	77.6	$\chi^2=19.1$ P<.05
UIM6	Trying to catch the interlocutor's main point	65.9	74.5	$\chi^2=8.8$ P<.05
UIM10	Noticing the interlocutor's gestures and facial expressions	62.8	68.4	$\chi^2=13.89$ P<.01

Table 4.10 Variation in Frequency of Students' Use of Individual Communication Strategies according to Students' Gender (Cont.)

Individual Communication strategies		% of high use (3 and 4)		Observed χ^2
Used more by female/male students		Male (n=261)	Female (n=553)	P<.05
CCP15	Appealing help from the interlocutor either verbally or non-verbally	49.4	42.9	$\chi^2=10.13$ P<.05
CCI3	Feeling all right for taking risks while speaking	41.8	29.1	$\chi^2=14.67$ P<.01
CCP9	Repeating what the interlocutor has just said	37.2	33.3	$\chi^2=10.24$ P<.05
CCP20	Making up a new word in order to communicate a desired concept	33.3	20.6	$\chi^2=24.2$ P<.01
CCP17	Drawing a picture	26.8	15.2	$\chi^2=18.67$ P<.01

The results from the Chi-square tests showed that a significantly higher percentage of female students than male students reported high use of 4 strategies. Examples are, 'CCP 5 Using simple expressions' (78.5 % females and 69.3% males), 'UIM 6 Trying to catch the interlocutor's main point' (74.5 % females and 65.9 % males), 'UIM 10 Noticing the interlocutor's gestures and facial expressions' (68.4 % females and 62.8 % males), and 'CCP 2 Using familiar words, phrases or sentences' (77.6 % females and 65.1 % males).

However, having a closer look at Table 4.10, the results also revealed that a significantly higher percentage of male students than female students reported high use of 5 strategies. The examples are, 'CCP 15 Appealing help from the interlocutor either verbally or non-verbally' (49.4% males and 42.9% females), 'CCP 20 Making up a new word in order to communicate a desired concept' (33.3% males and females 20.6%).

4.3.3.2 Variation in Frequency of Students' Use of Individual Communication Strategies according to Perceived Language Ability

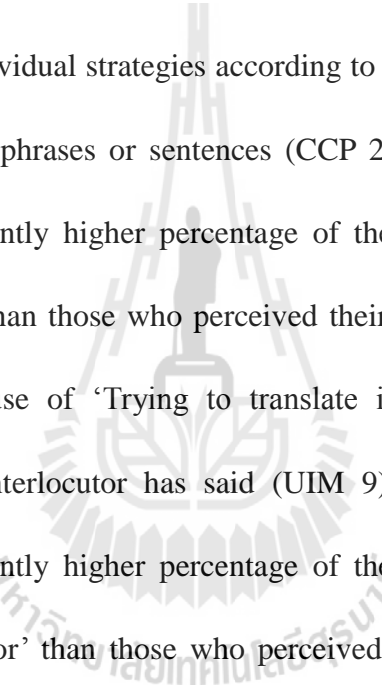
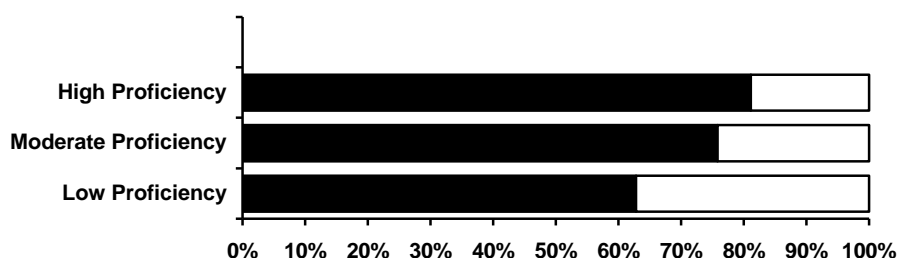
The results from the Chi-square tests (Table 4.11) showed that a significantly higher percentage of students who perceived their language ability as 'good' than those who perceived their language ability as 'fair' and 'poor' reported high use of the five individual strategies according to perceived language ability, e.g., 'Using familiar words, phrases or sentences (CCP 2)'. On the contrary, the results showed that a significantly higher percentage of the students who perceived their language ability 'fair' than those who perceived their language ability as 'poor' and 'good' reported high use of 'Trying to translate into Chinese little by little to understand what the interlocutor has said (UIM 9)'. In addition, the results also showed that a significantly higher percentage of the students who perceived their language ability as 'poor' than those who perceived their language ability as 'fair' and 'good' reported high use of 'Asking the interlocutor to simplify the language (UIM 3)'.

Table 4.11 Variation in Frequency of Students' Use of Individual Communication Strategies according to Perceived Language Ability

Individual Communication strategies		% of high use (3 and 4)			Observed χ^2
CS Use by Students at the Three Levels of Perceived Language Ability		Good (n=127)	Fair (n=496)	Poor (n=191)	P<.05
CCP 2	Using familiar words, phrases or sentences	81.2	75.8	62.8	$\chi^2=18.14$ P<.01
CCP 11	Correcting the incorrect and inappropriate utterances by yourself	57.5	53.4	40.8	$\chi^2=23.36$ P<.01
CCP 1	Using synonym or antonym	56.7	47.6	36.6	$\chi^2=18.68$ P<.05
CCP 3	Correcting one's own pronunciation, grammar and lexical mistakes	52.8	49.4	37.7	$\chi^2=23.70$ P<.05
CCI 1	Trying to enjoy the conversation	51.2	51.6	39.8	$\chi^2=15.30$ P<.05
CCP 12	Thinking in Chinese before speaking	48.8	66.1	62.3	$\chi^2=16.4$ P<.05
UIM 9	Trying to translate into Chinese little by little to understand what the interlocutor has said	44.9	62.9	58.6	$\chi^2=17.0$ P<.05
CCI 5	Responding to the interlocutor despite an imperfect understanding of the message	34.6	47.6	45.0	$\chi^2=15.8$ P<.05
UIM 3	Asking the interlocutor to simplify the language	32.3	49.8	53.9	$\chi^2=27.67$ P<.01

As suggested by Green and Oxford (1995), the pattern of variation can be classified as positive (high > moderate > low), in which strategies were used more by the higher proficiency level students than the lower proficiency students, or negative (low > moderate > high), in which strategies were used more by the lower proficiency level students than the higher proficiency students, or mixed (e.g. moderate > low > high). The examples of stacked bar graphs illustrating the classification by stair-step patterns were provided later to give a clearer picture of these patterns of variation. Taking a closer look at Table 4.11, we found that the students at higher proficiency level used more strategies than the students at lower proficiency level did, which shows a positive pattern of variation (high > moderate > low).



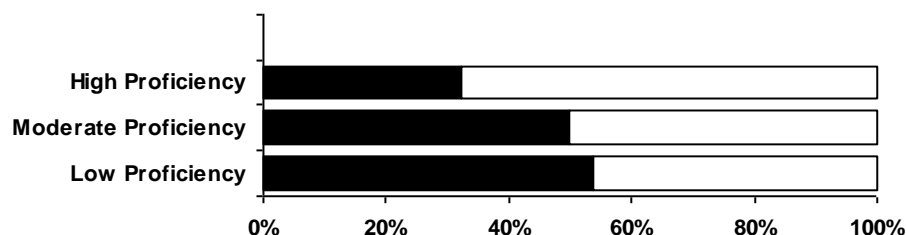
		(Darker areas) 'Often' or 'Always or almost always'		(White areas) 'Never' or 'Sometimes'	
	n	Response	(%)	Response	(%)
High Proficiency	127	103	81.1	24	18.9
Moderate Proficiency	496	376	75.8	120	24.2
Low Proficiency	191	120	62.8	71	37.2

Note: $\chi^2 = 18.14$ (df = 6), $p < .05$

Figure 4.3 Example of Variation Pattern Classified as 'Positive' (High > Moderate > Low) CCP 2 Using familiar words, phrases or sentences

In Figure 4.3 above, 81.1 percent of the high proficiency students reported the high frequency of use of using familiar words, phrases or sentences (CCP 2) whereas, 75.8 percent and 62.8 percent of the moderate- and low- proficiency students reported the high frequency of use of this strategy.

Observing Table 4.11, the last item 'Asking the interlocutor to simplify the language UIM 3' was shown that the students at lower proficiency level used this strategy more than the students at higher proficiency level did, which showed a negative pattern of variation (low > moderate > high) in Figure 4.4.

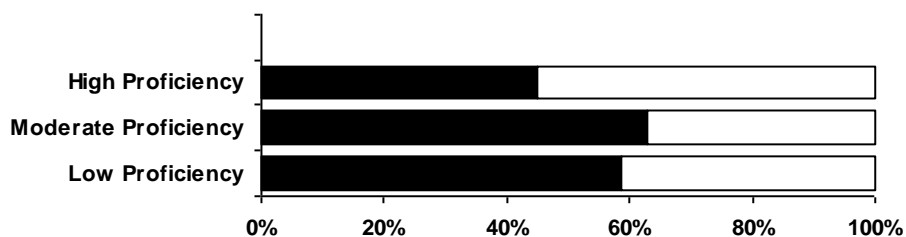


		(Darker areas) 'Often' or 'Always or almost always'		(White areas) 'Never' or 'Sometimes'	
	n	Response	(%)	Response	(%)
High Proficiency	127	41	32.3	86	67.7
Moderate Proficiency	496	247	49.8	249	50.2
Low Proficiency	191	103	53.9	88	46.1

Note: $\chi^2 = 27.67$ (df = 6), $p < .01$

Figure 4.4 Example of Variation Pattern Classified as 'Negative' (Low > Moderate > High) UIM 3 Asking the interlocutor to simplify the language

Finally, after observing Table 4.11 again, items of CCI 1 Trying to enjoy the conversation, CCP 12 Thinking in Chinese before speaking, UIM 9 Trying to translate into Chinese little by little to understand what the interlocutor has said, and CCP 15 Responding to the interlocutor despite an imperfect understanding of the message showed that a significantly higher percentage of students at moderate proficiency level than students at low proficiency level reported high frequency of strategy use, and a significantly higher percentage of students at low proficiency level than students at high proficiency reported high frequency of strategy use, which showed a mixed pattern of variation, the moderate proficiency students > the low proficiency students > the high proficiency students. Figure 4.5 showed an example of this variation pattern.



	n	(Darker areas) 'Often' or 'Always or almost always'		(White areas) 'Never' or 'Sometimes'	
		Response	(%)	Response	(%)
High Proficiency	127	57	44.9	70	55.1
Moderate Proficiency	496	312	62.9	184	37.1
Low Proficiency	191	112	58.6	79	41.4

Note: $\chi^2 = 17.00$ (df = 6), $p < .05$

Figure 4.5 Example of Variation Pattern Classified as 'Mixed' (Moderate > Low > High) UIM 9 Trying to translate into Chinese little by little to understand what the interlocutor has said

4.3.3.3 Variation in Frequency of Students' Use of Individual Communication Strategies according to Exposure to Oral Communication in English

The results from the Chi-square tests revealed that a significantly higher percentage of students with non-limited exposure than students with limited exposure reported high use of the six individual strategies. Among them, there were three CCP items and three CCI items respectively.

Table 4.12 Variation in Frequency of Students' Use of Individual Communication Strategies according to Exposure to Oral Communication in English

Individual Communication Strategies		% of high use (3 and 4)		Observed χ^2
Used More by Students with Exposure to Oral Communication in English		Non-limited Exposure (n=176)	Limited Exposure (n=638)	P<.05
CCI 2	Sending continuation signals to show one's understanding	60.8	48.7	$\chi^2=13.2$ P<.05
CCI 1	Trying to enjoy the conversation	58.5	46.1	$\chi^2=8.64$ P<.05
CCP 6	Using nonverbal language such as body language	56.3	48.4	$\chi^2=11.37$ P<.05
CCP 1	Using synonym or antonym	54.0	44.4	$\chi^2=9.38$ P<.05
CCI 3	Feeling all right for taking risks while speaking	41.5	30.9	$\chi^2=7.92$ P<.05
CCP 17	Drawing a picture	27.8	16.5	$\chi^2=12.60$ P<.05

Table 4.12 demonstrated that a significant greater percentage of the students with non-limited exposure to English employed six individual strategies more frequently than those whose exposure to English is limited in the classroom did, i.e. 'CCI 2 Sending continuation signals to show one's understanding', 'CCP 6 Using nonverbal language such as body language', and 'CCI 3 Feeling all right for taking risks while speaking'.

4.3.3.4 Variation in Frequency of Students' Use of Individual Communication Strategies According to Attitude towards English Speaking and English Language

The results from the Chi-square tests (Table 4.13) showed that a significantly higher percentage of positive attitudes learners than the negative attitudes learners reported high use of 23 individual strategies. It means that 23 out of

35 communication strategies across the CSQ varied significantly according to the attitude towards English speaking and English language when compared with the other three variables. This variable has been found to have the strongest relationships with students' choices of strategy use, with a larger proportion of significant variations in students' use of individual strategies. The examples were, 'CCP 2 Using familiar words, phrases or sentences' (78.6 % positive attitudes students and 61.3% negative attitudes students), 'CCP 11 Correcting the incorrect and inappropriate utterances by yourself' (55.1 % positive attitudes students and 41.3 % negative attitudes students), 'CCP 3 Correcting your own pronunciation, grammar and lexical mistakes' (51.8 % positive attitudes students and 31.5 % negative attitudes students).

Table 4.13 Variation in Frequency of Students' Use of Individual Communication Strategies according to Attitude towards English Speaking and English Language

Individual Communication Strategies		% of high use (3 and 4)		Observed χ^2
Used More by Students with Positive Attitude towards English Speaking and English Language		Positive Attitude (n=579)	Negative Attitude (n=235)	P<.05
CCP 2	Using familiar words, phrases or sentences	78.6	61.3	$\chi^2=28.33$ P<.01
UIM 6	Trying to catch the interlocutor's main point	75.6	62.1	$\chi^2=15.32$ P<.05
UIM 10	Noticing the interlocutor's gestures and facial expressions	71.5	54.5	$\chi^2=29.96$ P<.01
UIM 8	Guessing the meaning of what the interlocutor has said	68.9	58.7	$\chi^2=8.93$ P<.05
CCI 5	Responding to the interlocutor despite an imperfect understanding of the message	61.7	45.1	$\chi^2=25.55$ P<.01
CCP 5	Using simple expressions	61.5	67.7	$\chi^2=14.87$ P<.05
CCP 10	Speaking more slowly to gain time to think	61.5	50.6	$\chi^2=9.03$ P<.05
CCP 16	Referring to mobile phone dictionary or another type of document	60.6	55.7	$\chi^2=8.56$ P<.05

Table 4.13 Variation in Frequency of Students' Use of Individual Communication Strategies according to Attitude towards English Speaking and English Language (Cont.)

Individual Communication Strategies		% of high use (3 and 4)		Observed χ^2
Used More by Students with Positive Attitude towards English Speaking and English Language		Positive Attitude (n=579)	Negative Attitude (n=235)	P<.05
CCP 14	Asking the interlocutor to confirm that one's made oneself understood	60.1	48.5	$\chi^2=9.46$ P<.05
CCI 2	Sending continuation signals to show one's understanding	55.8	40.4	$\chi^2=25.31$ P<.01
CCP 11	Correcting the incorrect and inappropriate utterances by oneself	55.1	41.3	$\chi^2=15.83$ P<.05
CCI 1	Trying to enjoy the conversation	53.7	36.6	$\chi^2=27.75$ P<.01
CCP 3	Correcting one's own pronunciation, grammar and lexical mistakes	51.8	31.5	$\chi^2=31.04$ P<.01
CCP 1	Using synonym or antonym	51.5	34.0	$\chi^2=33.72$ P<.01
UIM 7	Appealing for assistance from other people around	48.1	37.0	$\chi^2=9.62$ P<.05
CCP 4	Speaking Chinese instead when one doesn't know how to say in English	47.8	46.0	$\chi^2=11.19$ P<.05
CCP 13	Thinking first of a sentence one already knows in English and then trying to change it to fit the situation	47.3	38.7	$\chi^2=14.27$ P<.05
UIM 5	Asking the interlocutor to give an example	47.2	35.7	$\chi^2=8.88$ P<.05
CCP 19	Making use of expressions found in some sources of media	44.7	33.2	$\chi^2=11.93$ P<.05
CCI 4	Feeling all right if the conversation does not go smoothly by keeping talking	43.9	30.2	$\chi^2=22.02$ P<.01
CCP 18	Appealing for assistance from other people around	40.2	32.3	$\chi^2=8.57$ P<.05
CCI 3	Feeling all right for taking risks while speaking	38.3	20.4	$\chi^2=33.76$ P<.01
CCP 9	Repeating what the interlocutor has just said	37.1	28.1	$\chi^2=8.6$ P<.05

4.4 Factor Analysis Results

Factor analysis is another approach to allow a researcher to make sense of a large number of correlations between variables, or a complex set of variables, by reducing them to a smaller number of factors which account for many of the original variables (Selinger and Shohamy, 1990; Robson, 1993). For the present study, the factor analysis helps the researcher to seek the underlying patterns among the variables. It should be noted that the present factor analysis is intended to be exploratory rather than confirmatory. This is because the researcher does not have a clear idea or presumption about what the factor structure might be.

In seeking the underlying patterns of communication strategies across the inventory, a principle component factor analysis, and then varimax rotation was conducted on the correlation of the thirty-five communication strategies, which varied significantly in relation to the four independent variables. Initially, six factors were extracted with eigenvalues equal to or greater than 1.00. The eigenvalues or the sums of the squared loadings of the extracted six factors are presented in Table 4.14.

Table 4.14 The Sums of the Squared Factor Loading of the Initial Six Factors

Factor	Extraction Sums of Squared Loadings (Eigenvalues)		
	Total	% of Variance	Cumulative %
1	7.883	22.522	22.522
2	2.500	7.144	29.666
3	2.123	6.65	35.731
4	1.853	5.295	41.026
5	1.189	3.398	44.424
6	1.094	3.126	47.550

As mentioned above, these six factors accounted for 47.55% of the variability among 35 communication strategies which were found to vary significantly

in relation to the four variables. The thirty five items of CCP (Strategies for Coping with Communication Problems) Category, UIM (Strategies for Understanding Interlocutor's Messages) Category and CCI (Strategies for Carrying on the Conversation as Intended) category were further classified into six factors. In the present study, each factor was described in terms of the content or the relationship of the majority of communication strategy items which appear under the same factor. The six extracted factors, the factor loadings on each strategy item, and the percentage of variance accounted for by each factor were presented in Table 4.15.

Table 4.15 List of the Six Extracted Factors

Factor 1: Strategies for Conveying Meaning	Factor Loading	% of Variance
CCP 17. Drawing a picture	.64	22.52
CCP 20. Making up a new word in order to communicate a desired concept	.60	
CCP 08. Referring to objects or materials	.58	
CCP 07. Spelling or writing out the intended words, phrases, or sentences	.53	
CCP 09. Repeating what the interlocutor has just said	.52	
CCP 19. Making use of expressions found in some sources of media	.52	
CCP 13. Thinking first of a sentence one already knows in English and then trying to change it to fit the situation	.52	
CCP 06. Using nonverbal language such as body language	.48	
CCP 15. Appealing help from the interlocutor either verbally or non-verbally	.40	
Factor 2: Strategies for Understanding the Interlocutor		
UIM 03. Asking the interlocutor to simplify the language	.72	7.14
UIM 01. Asking the interlocutor to slow down	.67	
UIM 02. Asking the interlocutor for a repetition	.66	
UIM 04. Asking the interlocutor to write out the key word	.62	
UIM 07. Appealing for assistance from other people around	.62	
UIM 05. Asking the interlocutor to give an example	.54	
CCP 18. Appealing for assistance from other people around	.45	
Factor 3: Strategies for Making Oneself Understood		
CCP 02. Using familiar words, phrases or sentences	.78	6.65
CCP 05. Using simple expressions	.63	
CCP 03. Correcting one's own pronunciation, grammar and lexical mistakes	.56	
CCP 01. Using synonym or antonym	.54	
CCP 11. Correcting the incorrect and inappropriate utterances by oneself	.49	

Table 4.15 List of the Six Extracted Factors (Cont.)

Factor 4: Strategies for Maintaining a Conversation		
CCI 04. Feeling all right if the conversation does not go smoothly by keeping talking	.70	5.30
CCI 01. Trying to enjoy the conversation	.70	
CCI 03. Feeling all right for taking risks while speaking	.61	
CCI 05. Responding to the interlocutor despite an imperfect understanding of the message	.60	
CCI 02. Sending continuation signals to show one's understanding	.58	
Factor 5: Strategies for Struggling for a Conversation		
CCP 12. Thinking in Chinese before speaking	.70	3.40
CCP 04. Speaking Chinese instead when one doesn't know how to say in English	.59	
CCP 16. Referring to mobile phone dictionary or another type of document	.53	
CCP 10. Speaking more slowly to gain time to think	.47	
UIM 09. Trying to translate into Chinese little by little to understand what the interlocutor has said	.40	
CCP 14. Asking the interlocutor to confirm that one's made oneself understood	.34	
Factor 6: Strategies for Meaning Interpretation		
UIM 10. Noticing the interlocutor's gestures and facial expressions	.72	3.13
UIM 06. Trying to catch the interlocutor's main point	.63	
UIM 08. Guessing the meaning of what the interlocutor has said	.45	

Table 4.15 provided the details of the six extracted factors as the results of factor analysis, i.e. varimax rotation. It showed that:

- Factor 1, termed as 'Strategies for Conveying Meaning' accounted for 22.52 per cent of the variance among the communication strategies in the questionnaire for the present study. It comprised nine of the meaning-conveying strategies which involve strategies of conveying meaning to the interlocutors while oral communication in English.
- Factor 2, which is termed as 'Strategies for Understanding the Interlocutor' accounted for 7.14 per cent of the whole strategy variance. It comprised seven of the listening for understanding strategies which involved strategies of asking

interlocutors to help for resolving problems of understanding by means of listening in English.

- Factor 3, termed as ‘Strategies for Making Oneself Understood’ accounted for 6.65 per cent of the whole strategy variance. This factor comprised five linguistic usages, like words, expressions or grammar express themselves while communication.
- Factor 4, which is termed as ‘Strategies for Maintaining a Conversation’ accounted for 5.30 per cent of the variance among the communication strategies in the questionnaire for the present study. It comprised five strategies of maintaining the conversation going on while communication in English.
- Factor 5, termed as ‘Strategies for Struggling for a conversation’ accounted for 3.40 per cent of the variance of the strategy items. It comprised six strategies of preparing before speaking in English.
- Factor 6, termed as ‘Strategies for Meaning Interpretation’ accounted for 3.13 per cent of the variance of the strategy items. It comprised three strategies of catching the interlocutor’s meaning while communication in English.

Table 4.15 revealed that the percentage of variance of each factor, the factor loading for each strategy item has been identified. The next step would examine which of these factors were strongly related to each of the four variables in Table 4.16, Table 17, Table 18 and Table 4.19. In these four tables, four factors are shown to be strongly related to attitude towards English speaking and English language, gender,

perceived language ability and exposure to oral communication in English. The results of the factor analysis in Table 4.16 had confirmed the ANOVA results, showing significant variations in students' reported use of communication strategies in most cases in association with their attitude towards English speaking and English language. Factor 6, Factor 3 and Factor 4 were found to be strongly related to gender, perceived language ability and exposure to oral communication in English respectively.

In determining such a relationship, factors which were strongly related to a particular variable are emphasized. For the purpose of the discussions of the factor analysis results in the following session, the criteria for strong relation between the factors and each of the variables suggested by Seliger and Shohamy (1990) are adopted, i.e. a factor is said to be strongly related to a variable if half or more of the communication strategies in that particular factor have a loading of .50 or more, showing a significant variation in relation to that variable. In the present investigation, the results of the varimax rotation showed that three extracted factors were found to be strongly related to attitude towards English speaking and English language, and one was found to be strongly related to gender, perceived language ability and exposure to oral communication in English respectively.

4.4.1 Factors Strongly Related to Attitude towards English Speaking and English Language

The results of the factor analysis revealed that three factors, i.e., Factors 4, 5, and 6 which were found to be strongly related to attitude towards English speaking

and English language. The results of the factor analysis have confirmed the ANOVA results in terms of variations in student' reported use of communication strategies as presented earlier.

Table 4.16 Factors Strongly Related to Attitude towards English Speaking and English Language

Factor 4: Strategies for Maintaining a Conversation	Factor Loading	Comment
CCI04. Feeling all right if the conversation does not go smoothly by keeping talking	.70	P>N
CCI01. Trying to enjoy the conversation	.70	P>N
CCI03. Feeling all right for taking risks while speaking	.61	P>N
CCI05. Responding to the interlocutor despite an imperfect understanding of the message	.60	P>N
CCI02. Sending continuation signals to show one's understanding	.58	P>N
Factor 5: Strategies for Struggling for a Conversation		
CCP12. Thinking in Chinese before speaking	.70	N.S
CCP04. Speaking Chinese instead when one doesn't know how to say in English	.59	P>N
CCP16. Referring to mobile phone dictionary or another type of document	.53	P>N
CCP10. Speaking more slowly to gain time to think	.47	P>N
UIM09. Trying to translate into Chinese little by little to understand what the interlocutor has said	.40	N.S
CCP14. Asking the interlocutor to confirm that one's made oneself understood	.34	P>N
Factor 6: Strategies for Meaning Interpretation		
UIM10. Noticing the interlocutor's gestures and facial expressions	.72	P>N
UIM06. Trying to catch the interlocutor's main point	.63	P>N
UIM08. Guessing the meaning of what the interlocutor has said	.45	P>N

Note: 'P' stands for students with positive attitude and 'N' for students with negative attitude.
'N.S' means no significance was found in use of that particular strategy.

4.4.2 Factor Strongly Related to Students' Gender

The result of the factor analysis in Table 4.17 revealed that Factor 6 was found to be strongly related to students' gender. It confirmed that female learners' self-perception at language learning, sociability and male learners' risk-taking and self-confident orientation.

Table 4.17 Factor Strongly Related to Students' Gender

Factor 6: Strategies for Meaning Interpretation	Factor Loading	Comment
UIM10. Noticing the interlocutor's gestures and facial expressions	.72	Female>Male
UIM06. Trying to catch the interlocutor's main point	.63	Female>Male
UIM08. Guessing the meaning of what the interlocutor has said	.45	Female>Male

4.4.3 Factor Strongly Related to Perceived Language Ability

As seen in Table 4.18, the result of the factor analysis revealed that Factor 3 was found amazingly to be strongly related to perceived language ability. It confirmed that the higher the students' language ability is, the more frequently the students use the language flexibly for communication in terms of linguistic features.

Table 4.18 Factor Strongly Related to Perceived Language Ability

Factor 3: Strategies for Making Oneself Understood	Factor Loading	Comment
CCP 02. Using familiar words, phrases or sentences	.78	Good>Fair>Poor
CCP 05. Using simple expressions	.63	Good>Fair>Poor
CCP 03. Correcting one's own pronunciation, grammar and lexical mistakes	.56	Good>Fair>Poor
CCP 01. Using synonym or antonym	.54	Good>Fair>Poor
CCP 11. Correcting the incorrect and inappropriate utterances by oneself	.49	Good>Fair>Poor

4.4.4 Factor Strongly Related to Exposure to Oral Communication

in English

As seen in Table 4.19, the result of the factor analysis revealed that Factor 4 was found to be strongly related to oral communication in English. It confirmed that language learners who had more variety in their exposure to oral communication are likely to lead to a high and wide range of strategy use in their oral communication.

Table 4.19 Factor Strongly Related to Exposure to Oral Communication in English

Factor 4: Strategies for Maintaining a Conversation	Factor Loading	Comment
CCI04. Feeling all right if the conversation does not go smoothly by keeping talking	.70	N > L
CCI01. Trying to enjoy the conversation	.70	N > L
CCI03. Feeling all right for taking risks while speaking	.61	N > L
CCI05. Responding to the interlocutor despite an imperfect understanding of the message	.60	N > L
CCI02. Sending continuation signals to show one's understanding	.58	N > L

Note: 'N' stands for Non-limited Exposure and 'L' for Limited Exposure.

In sum, six factors were extracted as the results of a factor analysis. Factor 6 was found to be strongly related to students' gender, Factor 3 to be strongly related to perceived language ability, Factor 4 to be strongly related to exposure to oral communication in English, Factors 4, 5 and 6 strongly related to attitude towards English speaking and English language. Table 4.20 below summarized the strong relationship between the factors and the variables for the present investigation.

Table 4.20 A Summary of Factors Strongly Related to Different Variables

Extracted Factor	Gender	Perceived Language Ability	Exposure to Oral Communication in English	Attitude towards English Speaking and English Language
Factor 1: Strategies for Conveying Meaning	NO	NO	NO	NO
Factor 2: Strategies for Understanding the Interlocutor	NO	NO	NO	NO
Factor 3: Strategies for Making Oneself Understood	NO	YES	NO	NO
Factor 4: Strategies for Maintaining a Conversation	NO	NO	YES	YES
Factor 5: Strategies for Struggling for a Conversation	NO	NO	NO	YES
Factor 6: Strategies for Meaning Interpretation	YES	NO	NO	YES

4.5 Summary

In this chapter, the researcher has systematically examined variations in frequency of students' overall reported strategy use at three different levels reported by 814 Chinese university tourism-oriented EFL learners and analyzed data for communication strategy use with the significant variations. The description of the reported frequency of students' communication strategy use provided an overall picture of communication strategy use by 814 Chinese tourism-oriented university EFL students, meanwhile, the ANOVA and the Chi-square tests had provided more detailed information in different angles.

To be more specific, the variations in frequency of students' reported communication strategy use in relation to students' gender, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language have been systematically examined. The summary of each focal point is as follows:

- Regarding the frequency of the overall strategy use, 814 Chinese tourism-oriented EFL learners reported employing communication strategies at the moderate level.
- According to the results from the ANOVA, the significant variations in frequency of students' overall strategy use were found in relation to one investigated variable, i.e. attitude towards English speaking and English language. However, the significant variations were not found in relation to students' gender, perceived language ability and exposure to oral communication in English.
- In terms of the frequency of use of communication strategies in the CCP, UIM and CCI categories, 814 Chinese tourism-oriented EFL learners reported employing strategies at the moderate level.

- In terms of the frequency of use of the twenty individual communication strategies for coping with communication problems (CCP), the students reported employing 16 strategies at the moderate level, while 2 strategies at the low level, and 2 strategies at the high level. As for strategies for understanding interlocutor's messages (UIM) and strategies for carrying on the conversation as intended (CCI), the students reported employing all of them at moderate level.
- The Chi-square tests revealed that the significant variations in students' use of individual communication strategies were found in relation to all the variables.
- Six factors were extracted as the results of factor analysis. The results of the factor analysis provide parallel evidence to the findings obtained through the different levels of an analysis of variance.
- Factors 4, 5 and 6 were found to be strongly related to attitude towards English speaking and English language.
- Factor 6 was found to be strongly related to students' gender, Factor 3 to be strongly related to perceived language ability and Factor 4 to be strongly related to exposure to oral communication in English.

To sum up, the results provided us with a clear picture in the frequency of strategy use by Chinese tourism-oriented EFL learners ranging from their overall use to the use of individual communication strategies in relation to the four variables. The findings for the present study have provided either the researcher or the reader with useful information from further perspective of research in the area of communication strategies. Chapter 5 presents the results qualitatively from another aspect.

CHAPTER 5

DATA ANALYSIS AND RESULTS

FOR COMMUNICATION STRATEGY USE II

5.1 Introduction and Purposes of the Chapter

The purpose of this chapter is to report the results of the qualitative data from 48 students' semi-structured interviews from university tourism-oriented EFL learners in the Southwest China in order to explore why students report employing certain strategies frequently and certain strategies infrequently and what should be done to promote the use of communication strategies.

As mentioned in Chapter 3, the quantitative data were collected to answer Research Questions 1-2, which aimed to investigate the frequency of students' communication strategy use and the variations in frequency of students' use of communication strategies according to the four variables, i.e. students' gender, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language. Moreover, the qualitative data were collected mainly to elicit in-depth information and to triangulate the data in order to provide further insights into the subjects' communication strategy employment to answer Research Question 3-4, i.e., 'Why do students report employing certain strategies frequently and infrequently? Why not?' and 'From the learners' perspective, what should be done to promote the use of communication strategies?'.

The semi-structured interviews were conducted in the second phase of data collection with 48 university tourism-oriented EFL learners shortly after students' communication strategy questionnaires were administered to the students at the participating universities. The interview questions were written in English, translated into Chinese by the researcher and cross checked by other two Chinese EFL experts who are the researcher's colleagues. The interviews were conducted in Chinese to ensure greater accuracy of research results, especially for the convenience of the interview participants. All the interview data were tape-recorded with students' permission. The data were transcribed and translated into English by the researcher for the purpose of analyzing and cross checked by other two Chinese EFL experts who are the researcher's colleagues to ensure validity. The interview data were analyzed qualitatively with 'open and axial coding' techniques (Punch, 2005).

The concrete coding in the present study has been described as follows: 'S' in the following statements stands for '*student interviewed*'. The number followed shows the sequences of the students interviewed from the 6 participating universities (See Table 3.4), namely, 'S 1' to 'S 8' are the students interviewed from Yunnan University, 'S 9' to 'S 16' indicate the students interviewed from Yunnan Normal University, 'S 17' to 'S 24' mean the students interviewed from Guizhou University, 'S 25' to 'S 32' suggest the students interviewed from Guizhou Normal College, 'S 33' to 'S 40' refer to the students interviewed from Guangxi University, and 'S 41' to 'S 48' shows the students interviewed from Guangxi University for Nationalities. The results of students' semi-structured interviews are presented in the following sections.

5.2 Results from Students' Semi-structured Interviews

5.2.1 Students' Opinions on the Importance of Oral Communication in English

When asked 'Do you think oral communication in English is important? Why or why not?' all participants agreed that English communication is important in the modern society, as well as in their future career, though their responses differed from one another. The students' opinions for the importance of oral communication in English were grouped based on the similarities. Regarding the participants' opinions of the importance of English communication, three main categories emerged based on the interview data. They are 1) Oral communication helps them exchange information to obtain new knowledge; 2) Oral communication is interesting and challenging; and 3) successful oral communication may help them find a good job in the future.

1) Oral communication helps them exchange information to obtain new knowledge

Based on the responses obtained from the interview, nearly all the 48 interviewed students (8 students from CSQ questionnaire respondents in each university, 6 universities in total) agreed that oral communication in English is important because they believed that it is an easy and convenient way for them to exchange information to obtain new knowledge everywhere. Furthermore, they enjoyed the experiences of using the foreign language for expressing one's practical requests, understanding foreigners' ideas, making friends, and even intercultural understanding. Examples are:

- *S 4: By orally communicating with people from other countries, we can learn more from them and make more friends.*
- *S 20: I feel good to be able to speak English. Sometimes I can express myself in English more directly than in Chinese. When I talk to international students on campus, I always learned a lot from them and refresh my ideas. I enjoy it.*
- *S 24: In the 'Global Village' today, oral communication is very important, like people talking on the phones nowadays. I think being able of speaking English is a necessary skill. It is helpful for international exchange and learning foreign culture.*
- *S 31: I think English is widely used in the world. More and more classmates of mine would like to talk to native speakers of English on campus for their progress of spoken English. Personally, I'm interested in English speaking because it will be very helpful for my future work.*

2) Oral communication is interesting and challenging

Some students reported that oral communication was interesting, because the popular English movies and songs motivated them to learn to speak in English. Furthermore, oral communication was challenging. People always felt proud of being able to communicate in English orally with English speaking people. Examples are:

- *S 26: I think it is fun to communicate in English. I understand that English conversation is a different style of communication from Chinese by watching English movies and listening to English songs. It's more direct and beautiful. I'm motivated to learn to communicate in English.*
- *S 30: ...When I was young, I began to learn to speak in English. It is very interesting for me to talk to native speakers of English.*
- *S 32: ...I like American TV series, English films and English songs. To talk in English is challenging. I feel good to talk in English.*
- *S 39: ...I was affected by my older brother and sister who were fond of English. English speaking is challenging and I feel proud of communicating orally in English.*

3) Successful oral communication helps them find a good job in the future

Some more students were aware of the importance of oral communication in English in their future career and reported that English oral communication was important because a good job with good pay usually requires people to speak fluent English in tourism industry. The examples are:

- *S 1: ...I make use of every opportunity to speak in English because it's very important for my future career.*
- *S 17: I think that spoken English will be helpful for our future work. As you know, I prefer to work in the big hotels after graduation. English speaking is highly required in every working position of the hotels, such as receptionists or assistants.*
- *S 34: Now English is the lingua franca, it is used widely in tourism industry. We've learned a lot from our course books, I need to practice in the real world situations to make my English speaking natural. I want to find a good job after my graduation, so I have to work hard to make my English speaking better for my future job.*
- *S 41: It is interesting to talk with others in English. I enjoy speaking English. Besides that, my parents told me I'll have a good job if I can speak fluent English.*

5.2.2 Problems Students Encountered in Oral Communication in English

Regarding the communication problems encountered when communicating in English, the majority of the students answered that they encountered various problems in communicating in English. Among the interview questions, three main problem categories were generated from the data obtained through the interviews. The problems mentioned by the students were grouped based on the similarities, which include: 1) Conveying meaning; 2) Understanding the interlocutor's messages;

3) Struggling for a conversation.

1) Conveying meaning

Based on the interviewing data, it's quite common for many participants to have reported that conveying meaning in communication was one of the big problems when communicating with people. Examples are:

- *S 4: I have some difficulties in doing that. I need to think about what to say, the words and grammar, even the sentence structures. Generally speaking, I cannot speak complete sentences to express myself. I prefer to use my familiar words.*
- *S 10: ...I will practice my oral English in advance. I usually think about what I want to say in Chinese before speaking in English. Or I'll use simple words, instead.*
- *S 18: Usually I have more difficulties. In that case, I will use simple words, synonyms, antonyms, or gestures to express to express in English.*
- *S 35: I feel challenging to do that. Usually I use gestures while I am speaking.*

2) Understanding the interlocutor's messages

A number of students also reported that their grammar was not good enough to understand the interlocutor's messages. As a result, they tried to carry on the conversation by employing certain strategies. Examples are:

- *S 4: When I didn't understand, I repeated the words I understood for several times, or asked to slow down.*
- *S 28: I asked the interlocutor to simplify.*
- *S 38: I used body language and facial expressions to ask the interlocutor to use easy words or expressions, or ask my friends to help.*

- *S 40: I gave my mobile phone dictionary to the interlocutor and asked him/her to enter the key words for my understanding.*

3) Struggling for a conversation

Some participants reported that they employed some strategies to keep the conversation going as intended. Examples are:

- *S 3: I won't give up. I think it is rather awkward if I could not go on. However, if I tried to keep it on, I tried to enjoy the conversation, or finally I have to choose another topic to talk about.*
- *S 6: If I could partially understand, I would ask the interlocutor to repeat until I got it, and tried to understand as much as possible. If I could not understand, we had to change the topic we communicated.*
- *S 9: ...I would ask someone else for help or write it down.*
- *S 32: ...I tried to keep it going. I asked my friends to show me how to speak out the sentence or I used my mobile phone dictionary to find the information I needed.*

5.2.3 Reasons for Students Using Certain Strategies Frequently and Certain Strategies Infrequently for Coping with Communication Problems

Problems

When asked the reasons why they used certain strategies frequently and certain strategies infrequently for coping with communication problems, the students provided a number of reasons for using the strategies frequently or infrequently. Based on the interview data, the results revealed that the majority of the students reported employing 15 CCP strategies frequently, and 5 CCP strategies infrequently among the 20 items of strategies for coping with communication problems. The

results were reported in two main categories, i.e.1) Reasons for using certain strategies frequently for coping with communication problems; and 2) Reasons for using certain strategies infrequently coping with communication problems.

5.2.3.1 Reasons for Using Certain Strategies Frequently to Cope with Communication Problems

Among the 20 strategies, 15 strategies were reported being used frequently by students. These strategies are:

● CCP 1 Using synonym or antonym

Regarding ‘CCP 1 Using synonym or antonym’, the students explained that using synonym or antonym helped them to use similar or contrast meaning words for coping with communication problems in the difficult communicating situations.

Examples are:

- *S 13: When I had a conversation with others, generally I felt so nervous that I often forgot the words. So, I used synonyms or antonyms to express, instead.*
- *S 17: I don't remember the words. I will try to use the words I know. If I can't find the proper words, I will use synonyms.*
- *S 36: ...I will try to use simple words or synonyms, even antonyms to speak when I couldn't get the word intended...*
- *S 39: ...If it (the situation) is hard, I can't express myself. I will turn to look it up in the dictionary, use synonyms or antonyms.*

● CCP 2 Using familiar words, phrases or sentences

Regarding ‘CCP 2 Using familiar words, phrases or sentences’, the majority of the students reported employing this strategy frequently because it's easier for them

to use similar words to cope with communication problems. This strategy is reported most frequently based on the interviewing data. Examples are:

- *S 4: ...Generally speaking, I cannot remember exact words or sentences to express myself. I prefer to use my familiar words.*
- *S 25: When the topic of the conversation is unexpected, I usually cannot use complete sentences and turned to think about familiar key words or phrases.*
- *S 26: I will think hard about the familiar words and sentence structure before I speak it out.*
- *S 29: ...I always feel shy when talking in English. At that moment, it seems that I forgot everything about English, but some useful terms, something like familiar meaningful set phrases before expressing myself.*

● **CCP 3 Correcting one's own pronunciation, grammar and lexical mistakes**

Regarding 'CCP 3 Correcting one's own pronunciation, grammar and lexical mistakes', the majority of the students reported employing this strategy frequently because it could help them understood by the interlocutor. Examples are:

- *S 6: On formal occasions, I usually notice what I talked about and paid much attention to my pronunciation, even the tenses of sentences I used. I kept correcting mistakes when I found while talking to make myself understood.*
- *S 21: It seems to me that I made a lot of mistakes when I talked in English. Sometimes the mistakes made people confused. When my interlocutor didn't understand me, I had to correct the grammar, even pronunciation for better understanding. .*
- *S 31: In order to make myself understood, sometimes I had to reorganize the content, adjust key words, correcting my pronunciation and grammar.*

- *S 44: ...I cared my pronunciation and grammar, even sentence patterns when I was talking in English. I always corrected them if I found I had made mistakes.*

- **CCP 5 Using simple expressions**

Regarding ‘CCP 5 Using simple expressions’, the majority of the students reported employing this strategy frequently because they wanted to convey their meaning to people successfully. This strategy is reported most frequently based on the interviewing data. Examples are:

- *S 1: ...I need to think in Chinese and then translate it into English, using simple words.*
- *S 2: Actually, I cannot talk in complicated sentences or structures. I prefer to use simple expressions because I think they are very useful and meaningful. They absolutely can get to the point. Sometimes I use simple words plus body language.*
- *S 18: Usually I got more difficulties. In that case, I would use simple words...to express myself in English.*
- *S 36: ...I will try to use simple words [to express myself]...*
- *S37: ...Because of my poor English, I can only use simple English words for communication.*

- **CCP 6 Using nonverbal language such as body language**

With regard to ‘CCP 6 Using nonverbal language such as body language’, the students reported employing this strategy frequently because it helped them to convey meaning to the interlocutor. Examples are:

- *S 1: ...I will use body language, such as gestures, facial expressions to help when I cannot completely express my meaning while talking in English...*

- *S 2: I will use body language, like gestures to make me understood by the interlocutor.*
- *S 5: ...I will use body language while I am speaking [to express].*
- *S 6: ...At the same time, I preferred to add gestures, body language as much as possible to make the interlocutor understand what I mean.*
- *S34: ...I will use body language [to express] when I can't speak out anything.*

● **CCP 7 Spelling or writing out the intended words, phrases, or sentences**

With regard to 'CCP 7 Spelling or writing out the intended words, phrases, or sentences', the students reported employing it frequently because it helped them to make people understand. Examples are:

- *S 1: ...Because of poor pronunciation, I preferred to spell out the key words and phrases when necessary to make me understood by the interlocutor.*
- *S 4: ...When we didn't understand each other at some particular point, I would write out the intended words, phrases, or sentences.*
- *S 7: ...I will change the way of speaking, spell out the words and phrases [to express].*
- *S 30: ...I will write them out on a piece of paper when my interlocutor doesn't understand the words, phrases or sentences I want to express.*
- *S 35: Usually I'll spell out the words or phrases to make myself understand.*

● **CCP 8 Referring to objects or materials**

With regard to 'CCP 8 Referring to objects or materials', the students reported employing this strategy frequently because it could help them understood by

people. Examples are:

- *S 11: In addition, sometimes I preferred pointing at objects or materials which are available to show the interlocutor what I mean. It's incredibly useful.*
- *S 21: ...Moreover, in order to better express myself, I'd like to refer to objects or materials while talking.*
- *S 34: ...I would refer to objects or materials when I want to show something to the interlocutor or help me understood while talking. It's really good.*
- *S 30: ...Referring to the object or materials may help me illustrate something to the interlocutor.*

● **CCP 9 Repeating what the interlocutor has just said**

With regard to 'CCP 9 Repeating what the interlocutor has just said', the students reported employing this strategy frequently because it could help them to confirm to understand what the interlocutor said. Examples are:

- *S 4: Sometimes, I will repeat what the interlocutor has said to make me understand clearly.*
- *S 16: I will use ... other ways, such as repeating what the interlocutor has said. It can help me understand what he is talking about.*
- *S 21: ...I will use gestures, use another words or simplify the sentence, repeat what the interlocutor has said [to make myself understand the interlocutor].*
- *S 37: ...Besides that, I preferred to repeat what the interlocutor has said. It can help me better understand the interlocutor.*

● **CCP 10 Speaking more slowly to gain time to think**

With regard to 'CCP 10 Speaking more slowly to gain time to think', the students reported employing this strategy frequently because it could help them to

convey meaning to people successfully. Examples are:

- *S 14: It seems very difficult to me to communicate. So, I often speak very slowly to gain time to think, and then express myself.*
- *S 22: ...As for me, I will speak slowly to give me some more time to think about it...before I speak out.*
- *S 27: ...I will speak slowly to gain time to think in Chinese and then translate them into English one by one.*
- *S 39: ...Or I will speak very slowly to gain time to think what I'm going to say and how I put it in order to be understandable.*

● **CCP 12 Thinking in Chinese before speaking**

With regard to 'CCP 12 Thinking in Chinese before speaking', the majority of the students reported employing it frequently because it could help them convey meaning to people successfully. Examples are:

- *S 1: ...I need to think in Chinese and then translate it into English, using simple words.*
- *S 6: I will think about it in Chinese and then think about how to express it in English.*
- *S 7: ...I will think about it in Chinese and then translate it into English...*
- *S 10...I usually think about what I want to say in Chinese before speaking in English...*
- *S 27: ...I will ... think in Chinese and then translate them into English word by word [to express].*

● **CCP 14 Asking the interlocutor to confirm that one made oneself understood**

With regard to ‘CCP 14 Asking the interlocutor to confirm that one made oneself understood’, some students reported employing this strategy frequently because they wanted to convey meaning to people successfully. Examples are:

- *S 1: ...I will repeat several times and ask the interlocutor to confirm he understands me or not by keeping saying “See? or Got it?”...*
- *S 19: ...It’s very often for me to keep asking my interlocutor to let me know what I said is easy to understand while talking in English....*
- *S 31: ...I will repeat my words, and make sure if the interlocutor understand me while our talking.*
- *S 36: ...Apart from that, I’d like to ask the interlocutor to let me know if he understands me frequently while taking.*

● **CCP 15 Appealing help from the interlocutor either verbally or non-verbally**

With regard to ‘CCP 15 Appealing help from the interlocutor either verbally or non-verbally’, the students reported employing this strategy frequently because it could help them convey meaning to people successfully. Examples are:

- *S 8: ...Sometimes I directly ask the interlocutor to help me understand by gestures...*
- *S 9: ...I often verbally or non-verbally ask the interlocutor to help me express myself if possible...*
- *S 24: ...Besides that, I prefer to ask the interlocutor to help with body language, it’s good, more direct.*
- *S 36: ...Apart from that, I’d like to ask the interlocutor [to help, or] let me know if he understands me frequently while taking.*

- *S 43: ...I asked help from the interlocutor with body language. I usually could learn more if the interlocutor is warm-hearted and nice.*

- **CCP 16 Referring to mobile phone dictionary or another type of document**

With regard to ‘CCP 16 Referring to mobile phone dictionary or another type of document’, the students reported employing this strategy frequently because it could help them to find modern resource for information before expression. Examples are:

- *S 1: ...I will use mobile phones to look up the words [for expressing] ...*
- *S 12: I think it's convenient for me to look up the unknown words, including their pronunciation in my mobile phone dictionary.*
- *S 33: ...I will use the phone dictionary to look up the words.*
- *S 37: If I don't know the words, I'd like to use my mobile phone dictionary.*
- *S 41: I will use mobile phone dictionary, gesture, facial expressions and ask someone else.*

- **CCP 18 Appealing for assistance from other people around**

With regard to ‘CCP 18 Appealing for assistance from other people around’, some students reported employing this strategy frequently because it was used to get external help during conversation. Examples are:

- *S 10: When I'm talking in English, I always feel nervous. I always ask someone else around for help with my expressions or understand what the interlocutor said.*
- *S 11: Sometimes I looked it up in the dictionaries, found information on the internet or asked my classmates around for help.*

- *S 13: ...Sometimes I asked help from people around to help when I really felt difficult in the conversation.*
- *S 34: ...I ...usually ask someone else around for help or call for help.*
- **CCP 19 Making use of expressions found in some sources of media**

With regard to ‘CCP 19 Making use of expressions found in some sources of media’, some students reported employing this strategy frequently because it was used to practice useful usages for communication from modern media. Examples are:

- *S 19: Sometimes I started a conversation with the expressions I got from English movies, and the expressions are of great help on this occasion.*
- *S 28: I often make use of the expressions found in some sources of media, like English movies to greet people and make an easy conversation...*
- *S 38: I greeted people just like people did in English movies. I'd like to use the expressions found in the sources of media for communication if possible. I love English movies very much, and they really helped me a lot.*
- *S 39: It depends on the situation. If it is easy, I can communicate with them. When I talk in English, I preferred to use the expressions found in the sources of media. They are very authentic and useful as well. people understand well...*

5.2.3.2 Reasons for Using Certain Strategies Infrequently for

Coping with Communication Problems

Among the 20 strategies for coping with communication strategies, 5 strategies were reported being used infrequently by students. These strategies are:

- **CCP 4 Speaking Chinese instead when one doesn't know how to say in English**

With regard to ‘CCP 4 Speaking Chinese instead when one doesn't know how to say in English’, the majority of the students reported employing this strategy infrequently because they worried about being laughed at and felt embarrassed if they used this strategy in their English conversation. Examples are:

- *S 6: However, I don't speak Chinese when we are in an English conversation because I don't think it will be authentic or understandable to native speakers of English.*
- *S 17: I never use Chinese when we talk in English because it is not allowed by my English teacher.*
- *S 29: I didn't use Chinese at all while talking in English, even if I want to do that. Speaking Chinese instead in English conversation is shameful in English classroom.*
- *S 38: I never use Chinese in my English conversation because it doesn't do any good effect on our English communication.*

- **CCP 11 Correcting the incorrect and inappropriate utterances by oneself**

With regard to ‘CCP 11 Correcting the incorrect and inappropriate utterances by oneself’, some students reported employing this strategy infrequently because there wasn't enough time for them to correct the incorrect expressions by themselves while talking. Examples are:

- *S 2: I won't use correcting the incorrect and inappropriate utterances by oneself because in the authentic English conversation, the time is not enough to correct the incorrect expressions by myself while talking.*

- *S 12: ...However, I cannot use correcting the incorrect and inappropriate utterances by myself. It's not easy to do that on the occasion.*
- *S 26: ...It seems difficult for me to use correcting the incorrect and inappropriate utterances by myself. My intension was to present my ideas, but not correction at that moment.*
- *S 43: ...Actually, I don't care too much about the mistakes if they are acceptable. So, I generally don't use correcting the incorrect and inappropriate utterances by myself.*

● **CCP 13 Thinking first of a sentence one already knows in English and then trying to change it to fit the situation**

With regard to 'CCP 13 Thinking first of a sentence one already knows in English and then trying to change it to fit the situation', some students reported employing this strategy infrequently because they were unable to think of any sentence before speaking. Examples are:

- *S 13: ...I never think of a sentence I already know in English and then trying to change it to fit the situation, just some words or phrases, instead.*
- *S 29: ...I cannot think of a sentence I already know in English and then try to change it to fit the situation because it'll be too much work for me because I haven't got enough time to do that.*
- *S 35: ...It's impossible for me to think of a sentence to fit the real world situation. I only focus on the key words related to the meaning.*
- *S 38: ...In addition, it's hard for me to think of a sentence to fit the real world situation before speaking. The authentic communication doesn't allow people to do that.*

● **CCP 17 Drawing a picture**

With regard to ‘CCP 17 Drawing a picture’, some students reported employing this strategy infrequently because they seldom draw a picture during conversation. Examples are:

- *S 8: ...I never use drawing a picture. It's not easy for me because I am not good at drawing.*
- *S 18: ...haven't got time to draw a picture for communication. It's not practical in the actual conversation.*
- *S 28: ...It seems to me drawing a picture in an English conversation is not easy because it takes time. Additionally, the paper and pens are generally unavailable.*
- *S 33: ...I don't draw a picture in my English conversation. Furthermore, my interlocutor probably will lose his patience if I draw a picture to explain something to him.*

● **CCP 20 Making up a new word in order to communicate a desired concept**

With regard to ‘CCP 20 Making up a new word in order to communicate a desired concept’, some students reported employing this strategy infrequently because they have no idea about how to make up a new word in order to communicate a desired concept. Examples are:

- *S 15: ...I've never used making up a new word in order to communicate a desired concept because I have no idea about how to do it.*
- *S 22: ...In the practical conversation, making up a new word in order to communicate a desired concept is not easy for me to do. I prefer to use easy strategies to help me express myself.*
- *S 30: ...Making up a new word in order to express a desired concept is never used in my conversation. I don't like to make English communication complicated.*

- *S 44: ...I don't use making up a new word to tell a desired concept. I'd like to use easy words to talk, so it seems strange to me.*

5.2.4 Reasons for Students Using Certain Strategies Frequently and Certain Strategies Infrequently for Understanding Interlocutor's Messages

When students were asked why they used certain strategies frequently and certain strategies infrequently for understanding interlocutor's message, they provided a wide range of reasons for using the strategies frequently or infrequently. Based on the interview data, the results show that the majority of the students reported employing 9 UIM strategies frequently, and 1 UIM strategy infrequently. The results are demonstrated in two main categories, i.e., 1) Reasons for using certain strategies frequently for understanding interlocutor's messages; and 2) Reasons for using certain strategies infrequently for understanding interlocutor's messages.

5.2.4.1 Reasons for Using Certain Strategies Frequently for Understanding Interlocutor's Messages

Among the 10 strategies for understanding interlocutor's message, 9 strategies were reported being used frequently. The strategies are:

- **UIM 1 Asking the interlocutor to slow down**

Regarding 'UIM 1 Asking the interlocutor to slow down', the students explained employing this strategy frequently because it could help them listen to understand interlocutor's messages. Examples are:

- *S 9: Because my English listening comprehension is always a problem, so I'm quite worried about my understanding. I'd like ask him/her to speak slowly.*
- *S 16: ...Some native speakers of English on campus speaks very fast, it's difficult for me to catch their meaning. If he/she speaks fast in my conversation, I'd like to ask them to speak down for my better understanding*
- *S 23: If I communicate with my Chinese teacher of English, I can understand her well, but if I talk with my American teacher, I may not fully understand him. In this case, I usually ask them to speak slowly so that I may catch them.*
- *S 29: I usually don't understand what the interlocutor is talking about, so I would ask them to speak slowly.*

● **UIM 2 Asking the interlocutor for a repetition**

Regarding 'UIM 2 Asking the interlocutor for a repetition', a number of students reported employing this strategy frequently because it gives them one more opportunity to listen to understand. Examples are:

- *S 6: ...In a conversation, listening to understand is a problem for me. I never know how I can make responses to my interlocutor without understanding them. If I cannot understand the interlocutor's messages, I may ask him/her to repeat it again. I think it's helpful for my better understanding.*
- *S 25: ...I prefer to ask them to repeat again when I don't understand them. I think it's very useful to do that.*
- *S 38: It depends on my interlocutor. We understand each other when we speak slowly. If she speaks fast and I don't understand, I'd like to ask her to speak again.*
- *S 44: If my interlocutor speaks fast, I'd like to ask her to say it again for my understanding in order to maintain the conversation.*
-

● **UIM 3 Asking the interlocutor to simplify the language**

Regarding ‘UIM 3 Asking the interlocutor to simplify the language’, many students reported employing this strategy frequently because it could help them reasonably understand what the interlocutor was talking about. Examples are:

- *S 3: I think that asking the interlocutor to simplify the language is a very important strategy, because it makes easier for me to understand what he is talking about. That's why I use this strategy very often.*
- *S 12: If it is complicated, I always ask the interlocutor to simplify the language as well as the words or phrases, and then I may follow and maintain the conversation.*
- *S 26: ...I'd like to ask my interlocutor to simplify the words or phrases to make me understand what he wants to talk about. It's quite practical and helpful.*
- *S 40: ...if they are complex, I can't. I will ask my interlocutor to make it easier and simpler for me to understand.*

● **UIM 5 Asking the interlocutor to give an example**

With regard to ‘UIM 5 Asking the interlocutor to give an example’, some students reported employing this strategy frequently because they thought it could help them reasonably understand the interlocutor by asking him/her to give an example in the conversation. Examples are:

- *S 16: ...Apart from that, I often used asking the interlocutor to give an example for better understanding. It's very useful when you got confused about something and you needed some more concrete examples.*
- *S 23: ...In addition, I'd like to ask the interlocutor to give me an example for a clear thought about something. It proves to be helpful.*
- *S 30: ...Furthermore, I preferred to ask the interlocutor to give an example to make me understand better. It's really good for me when I have some abstract ideas.*

- *S 37: ...Besides that, it's a good way to ask the interlocutor to give an example to explain something well, especially when the vague ideas come along.*

- **UIM 6 Trying to catch the interlocutor's main point**

With regard to 'UIM 6 Trying to catch the interlocutor's main point', some students reported employing this strategy frequently because they believed that it could help them to understand the interlocutor in the conversation. Examples are:

- *S 1: ...I will try to catch the interlocutor's main point while communication. Only in the way can I find the useful information and made proper responses.*
- *S 22: I could hardly understand the whole messages successfully before. Now is different, I tried to catch the interlocutor's main point in order to organize my ideas and speak them out. It needs concentration while listening.*
- *S 35: But I tried to catch the interlocutor's main point during conversation. It seems to me that it is a very practical technique for successful communication.*
- *S 42: ...Not completely understand. Personally, I feel it workable that trying to catch the interlocutor's main point in the English conversation. It's quite useful.*

- **UIM 7 Appealing for assistance from other people around**

With regard to 'UIM 7 Appealing for assistance from other people around', the majority of the students reported employing this strategy frequently because they thought appealing for assistance from other people around could help them accomplish the communication task. Examples are:

- *S 8: ...It is easy for me to speak something simple, but I cannot say some difficult words. When I was in difficult situation, I tried to ask help from other people around. I think it's really helpful.*

- *S 21: ...Occasionally, I'd like to appeal assistance from people around if it's available. That helps me a lot.*
- *S 30: ...If it is hard, I will ask someone else to help get across the message. I will ask my classmate to translate my word or ask others for help.*
- *S 43: ...When I felt it difficult for me, I would like to ask my friends else around for help. It's a practical technique.*

● **UIM 8 Guessing the meaning of what the interlocutor has said**

Regarding 'UIM 8 Guessing the meaning of what the interlocutor has said', some students reported employing this strategy frequently because it's very important for them to predict what the interlocutor said. Examples are:

- *S 2: It seems to me that I prefer to guess the meaning of what the interlocutor has said when I didn't understand in the conversation. Sometimes it's workable to do that. I never give it up.*
- *S 4: I have some difficulty in understanding English conversation. Usually I guess the meaning of what the interlocutor has said while interacting in English. Personally I think it's a practical technique.*
- *S 27: ...I quite often guess the meaning of what the interlocutor has said while communication. Personally I think it's very useful for maintaining the conversation.*
- *S 30: I couldn't fully understand what the interlocutor had said. So, I felt it interesting to guess the meaning of what the interlocutor had said in the conversation and tried to respond with the possible responses. Doing this I think is better than giving it up.*

● **UIM 9 Trying to translate into Chinese little by little to understand what the interlocutor has said**

Regarding 'UIM 9 Trying to translate into Chinese little by little to understand what the interlocutor has said', the majority of the students reported

employing this strategy frequently because some students believed that it was easier to reasonably understand what the interlocutor said by translating into Chinese little by little. Examples are:

- *S 5: As for me, it [Trying to translate into Chinese little by little to understand what the interlocutor has said] is useful when I had a conversation with English-speaking people. It could help me better understand what the interlocutor had said.*
- *S 7: Listening comprehension is always a problem for me. When I had a conversation with people, I tried to translate what the interlocutor said into Chinese little by little to understand, and then I could make decision what to say to continue with the conversation. It's really good.*
- *S 15: I preferred to translate into Chinese little by little to understand when I had a conversation, although I couldn't fully understand what the interlocutor had said.*
- *S 24: ...It's important for me to translate into Chinese little by little to understand in the conversation. So, I usually can continue with the conversation.*

● **UIM 10 Noticing the interlocutor's gestures and facial expressions**

In terms of 'UIM 10 Noticing the interlocutor's gestures and facial expressions', the majority of the students reported employing this strategy frequently because they believed they could to predict what the interlocutor said by noticing the interlocutor's gestures and facial expressions. Examples are:

- *S 10: I find that I can understand what the interlocutor has said if I notice the interlocutor's gestures and facial expressions. I think I can figure them out if I notice in the conversation.*
- *S 13: Basically I can make myself understand if I notice the interlocutor's gestures and facial expressions.*

- *S 31: I think noticing the interlocutor's gestures and facial expressions may help me understand what the interlocutor is talking about. This is very useful in the conversation.*
- *S 36: Noticing the interlocutor's gestures and facial expressions is a useful strategy, I think it may help me understand what the interlocutor said. But it needs people's observation and imagination.*

5.2.4.2 Reasons for Using Certain Strategies Infrequently for

Understanding Interlocutor's Messages

Among the 10 strategies for understanding interlocutor's messages, 1 strategy was reported being used infrequently by students. This strategy is:

● UIM 4 Asking the interlocutor to write out the key word

In term of 'UIM 4 Asking the interlocutor to write out the key word', the majority of the students reported employing this strategy infrequently because they thought that there wasn't enough time for them to write for communication in the conversation. Examples are:

- *S 2: ...On the other hand, I don't use the strategy of asking the interlocutor to write out the key word because in the conversation, paper and pens are generally not available. So, it's not practical.*
- *S 11: ...But I don't use asking the interlocutor to write out the key word. Personally I think there is no time to write anything while speaking.*
- *S 25: I never use asking the interlocutor to write out the key word. It seemed difficult to me to write for communication when I had a conversation with somebody.*
- *S 38: ...I've never used the strategy of asking the interlocutor to write out the key words or something for understanding. It's not practical to be used in the authentic communication.*

5.2.5 Reasons for Students Using Certain Strategies Frequently and Certain Strategies Infrequently for Carrying on the Conversation as Intended

When students were asked why they used certain strategies frequently and certain strategies infrequently for carrying on the conversation as intended, they provided a wide range of reasons. Based on the interview data, the results show that 4 CCI strategies were reported being employing frequently by the majority of the students, while 1 CCI strategy was reported being employing infrequently. These strategies were specified with reasons which emerged from the interview data. The results are demonstrated in two main categories, i.e.1) Reasons for using certain strategies frequently for carrying on the conversation as intended; and 2) Reasons for using certain strategies infrequently for carrying on the conversation as intended.

5.2.5.1 Reasons for Using Certain Strategies Frequently for Carrying on the Conversation as Intended

Among the 5 strategies, 4 strategies were reported being used frequently by the majority of the students. These strategies are:

- **CCI 2 Sending continuation signals to show one's understanding**

Concerning 'CCI 2 Sending continuation signals to show one's understanding', the majority of the students reported employing this strategy frequently because it could send signals for confirmation to the interlocutor in order to maintain the conversation. Examples are:

- *S 14: I tried to keep it going by sending continuation signals to the interlocutor to show my attention, thinking and understanding. Our conversation was carried on by this mutual interaction, I think.*
- *S 20: I will try to keep it going on by sending continuation signals to the interlocutor to show my understanding. It's a useful strategy and I used it occasionally in my English conversation.*
- *S 25: ...Sending continuation signals to the interlocutor to show my understanding is a good strategy, I think, to keep a conversation going on. I used it quite often when I interacted with English-speaking people.*
- *S 32: In order to keep a conversation going on, I think, sending continuation signals to the interlocutor to show my understanding is a very good strategy used for that purpose. That means the two sides in the conversation interact often for understanding.*

● **CCI 3 Feeling all right for taking risks while speaking**

With regard to 'CCI 3 Feeling all right for taking risks while speaking', many students reported employing this strategy frequently because it could keep on a conversation going. Examples are:

- *S 1: ...In order to maintain the conversation, I always feel it all right for taking risks of translating some Chinese words, even Chinese idioms into English while speaking.*
- *S 7: I will keep it going on by taking risks of using some uncertain usages while speaking. I feel all right about that.*
- *S 19: I prefer feeling all right taking risks of using some words or phrases while talking to keep on the conversation.*
- *S 27: ...When speaking in English, I felt all right for taking risks of using some English idioms to show my ideas to the interlocutor when we talked something in depth.*

● **CCI 4 Feeling all right if the conversation does not go smoothly by keeping talking**

Concerning ‘CCI 4 Feeling all right if the conversation does not go smoothly by keeping talking’, the majority of the students reported employing this strategy frequently because they didn’t want to give up the conversation even if the conversation doesn’t go smoothly. Examples are:

- *S 1: ...In addition, I felt it all right if the conversation did not go smoothly. I never gave it up.*
- *S 4: I will keep it going on, feeling all right if the conversation doesn’t go on smoothly. I try to something else or change the conversation topic.*
- *S 11: I will try to keep it on. When I can not understand, I ask the interlocutor to repeat. But if it is really hard to continue, I will change the topic. Feeling all right if the conversation does not go smoothly by keeping talking is a good strategy and is what I used in that situation for me.*
- *S 23: I often felt it all right if the conversation came to stop because of misunderstanding, I didn’t mind by keeping talking or changing a topic. I never felt embarrassed.*

● **CCI 5 Responding to the interlocutor despite an imperfect understanding of the message**

Concerning ‘CCI 5 Responding to the interlocutor despite an imperfect understanding of the message’, a number of students reported employing this strategy frequently because they thought that it was impossible for them to understand each other all the time. Accordingly, they responded to the interlocutor despite an imperfect understanding of the message to keep on the conversation. Examples are:

- *S 9 : ...I sometimes didn't understand what the interlocutor said. And I usually responded to the interlocutor despite an imperfect understanding of the message to keep on the conversation. I think it's a good communication strategy.*
- *S 18 : ...Sometimes when I didn't understand clearly what the interlocutor said, I responded to him/her despite an imperfect understanding of the message in order to keep on the conversation.*
- *S 30: ...At the same time, I think it's quite natural that I cannot completely understand the interlocutor's messages in the whole process of conversation, I actively make responses to them instead of giving it up.*
- *S 44: ...Occasionally, in order to maintain the conversation, I responded to the interlocutor despite an imperfect understanding of the message. We felt all right and could accomplish the communication task.*

5.2.5.2 Reasons for Using Certain Strategies Infrequently for

Carrying on the Conversation as Intended

Among the 5 strategies, 1 strategy was reported being used infrequently by the majority of the students because they enjoy the conversation or not greatly depending on the topic. The strategy is:

● CCI 1 Trying to enjoy the conversation

Regarding 'CCI 1 Trying to enjoy the conversation', the majority of the students reported employing this strategy infrequently because they thought enjoying the conversation or not greatly depended on the topic. If the topic was boring, it would be difficult for them to do that. Examples are:

- *S 15: ...I don't use the strategy of trying to enjoy the conversation because sometimes I'm not interested in the topic of the conversation.*

- *S 26: Among the 5 strategies for carrying on the conversation as intended, I don't used "Trying to enjoy the conversation". Personally, a successful conversation has nothing to do with trying to enjoy it or not. Moreover, a boring topic makes people silent.*
- *S 37: I just keep talking with the interlocutor if the topic is interesting, but it is boring, I might as well feel all right to keep it on, just without interest.*
- *S 41: When talking in a conversation, we will help each other to keep the communication going on. However, sometimes I feel boring about the conversation if the topic is uninteresting. So, I never use the strategy of trying to enjoy the conversation.*

5.2.6 Students' Suggestions for Promotion of Communication Strategy Use

The researcher designed the last two interview questions for interviewees to offer their suggestions for promotion of communication strategy use. A wide range of suggestions were provided from the interview data and grouped by the researcher based on the similarities. Consequently, six suggestions based on two categories emerged from the data analysis to answer researcher question four, i.e., From the learners' perspective, what should be done to promote the use of communication strategies?

Having had a closer look at the six suggestions, the researcher found two categories of suggestions, i.e. 1. Suggestions for In-Class Communication Strategy Use: 1) Classroom-based application-driven training of communication strategy knowledge; 2) Increasing communication exercises in class; 3) Adding communication strategy use to course books; and 4) developing students' awareness of communication strategy use, were proposed under in-class context; and 2. Suggestions for After-Class Communication Strategy Use: i.e. 5) Conducting

interactive activities to strengthen the knowledge of communication strategy; and 6) Communication strategy learning for further development was classified under after-class context. As a result, two main categories were elicited as suggestions for both in-class communication strategy use and suggestions for after-class communication strategy use. The two main suggestion categories are specified in the following section:

5.2.6.1 Suggestions for In-Class Communication Strategy Use

A number of students reported that they just had little knowledge about communication strategy because their English teachers seldom mentioned such kind of knowledge when communication in English or learning English. Meanwhile, the students themselves have never noticed that it is quite helpful for their communication. Furthermore, many students reported that they didn't have much interaction work in class, accordingly, it was ignored. However, the knowledge is critically important for them to use in their future work after graduation because they would be tourism-oriented graduates. They had to orally interact with a great number of English speaking tourists. Some students reported that training them to use communication strategies effectively should be taken into consideration in teachers' teaching plan. Finally, they proposed that their teacher should help them solve the problem of oral communication, as well as put forward that English teachers should increase interaction with students with communication strategies in class. Examples are:

1) Classroom-based Application-driven Training of Communication

Strategy Knowledge

With regard to ‘Classroom-based Application-driven Training of Communication Strategy Knowledge’, a number of students reported that they imminently needed classroom-based application-driven training of communication strategy knowledge because they thought that it was quite useful for their oral communication. Examples are:

- *S 3: We didn't have such kind of communication strategy training in class. But it's very helpful for us to communicate orally with English speaking people. I think we need much more practical training, not knowledge only.*
- *S 9: I hope we have chances to use communication strategies in class. I think it absolutely will help improve our oral English communication. If it's practical, it should be very helpful. I will look forward to it.*
- *S 14: ...they are helpful, but my teacher usually teaches us in Chinese. We need chances to practice oral English. It must be wonderful if we can have such kind of communication strategy training in class.*
- *S 20: I hope the teacher gives us more opportunities to practice our English oral communication in class and the university provides some extra training courses. Yes, they are very practical and helpful.*
- *S 21: Personally I think I need more training of communication strategies because they may help with effectiveness of my English communication. You know, my oral English is not good.*
- *S 31: Yes, they are helpful. The teacher should have taught us practical communication strategies for oral communication in class because we're tourism-oriented students and we need to learn more practical communication strategy about how to offer services in hotel management, food and beverages in class. Yes, this time, I have learnt to use gestures while interacting in English.*

- *S 39: Yes, when we had oral communication in class, it was very helpful. For example, when the interlocutor couldn't understand what I said, I would use body language and actual objects to express my thoughts.*

2) Increasing Communication Exercises in Class

- *S 1: The teacher mainly imparts knowledge of communication strategy to us and classroom interaction is not sufficient. The communication strategies are very helpful. If I have difficulty in communicating with people, I will repeat several times or use body language.*
- *S 2: I seldom communicate with my English teacher and classmates in class. We are learning a lot of English grammar for exams. But, oral English and communication strategies are really useful, so I hope my English teacher will give us many chances to communicate with people. Then I may use different kinds of communication strategies with my classmates.*
- *S 10: There isn't much teacher-student interaction in the classroom and the classroom is boring. Yes, they are helpful. I know now how to talk to different people.*
- *S 11: ...It's better if we practice oral communication with communication strategies. The more communication exercises we have, the better we may practice communication strategies. We need more communication exercises in class. Yes, they are helpful. After learning about these strategies, I know how to express myself properly. I can directly and reasonably make myself understood.*
- *S 19: I hope that my English teacher will give us more exercises to practice oral communication. The communication strategies will be meaningless without communication work. But it I know they are very useful, now I know how to use synonyms in my oral communication.*
- *S 24: We hope to have more communication work in class. Then, we need communication strategies to help. You never know how useful they are without communication exercises....*
- *S 40: The teacher teaches more while we speak less in class. We have little chance of communicating in class. The teacher should offer more chances for students to talk by themselves. Yes, it is helpful. For example, when I was in Vietnam, I didn't know the word for "fifty", the owner of the shop showed me with a calculator, I knew it at once. I will actively communicate with foreigners.*

3) Adding Communication Strategy Use to Course Books

- *S 1: I prefer to learn communication strategies in my English course book. It's fine for us to learn English as well as the knowledge of communication strategies. That would be very effective for our communication in English.*
- *S 11: In the future, it would be fine if I can have an English course book in which both English knowledge and communication strategies are introduced.*
- *S 21: Personally I think it's good for my English teacher to teach us English and communication strategies in the course book simultaneously.*
- *S 35: ...I think my oral communication in English could be much more promoted if can learn the communication strategies in the English course book.*
- *S 40: Personally a good English course book offers not only English knowledge but also communication strategies. I love those books.*

4) Developing Students' Awareness of Communication Strategy Use

- *S 2: When I encountered difficulties in communicating in English with my friends before, I usually gave it up. I had no idea of using communication strategies. Now I'm different. Bearing communication strategies in mind, I'm ready to apply them to my practical communication.*
- *S 14: I didn't know how to make up my conversation when I met communication problems before, neither did I know what I could do to help me out of the problems. Now I've got awareness of using communication strategies to assist.*
- *S 30: I think the teacher should encourage us to learn to have such kind of awareness of applying communication strategies in oral communication.*
- *S 41: I think the intension of communication strategies is very important for promotion of communication strategies use. We may have successful communication when we're aware of communication strategies when communicating in English.*

5.2.6.2 Suggestions for After-Class Communication Strategy Use

Many students reported that making good use of every opportunity to exercise communication strategies after class would help to promote the use of communication strategy. It is believed that the time after class is the extension of classroom learning. Getting ready for successful oral communication depends greatly on how much practice work on English language and communication strategies one has done. Examples are:

5) Conducting Interactive Activities to Strengthen the Knowledge of Communication Strategy

- *S 5: ...In order to promote our oral communication competence, communication strategy use is highly recommended after class. We should try to talk to our friends in English. Through much communication work, we'll learn to use communication strategy.*
- *S 26: I've decided to go to English corner to interact with people there to practice using the communication strategies. Only in the way, I think, can I have a good command of them.*
- *S 29: Now I believe that communication strategy and communication exercises are equally important for my oral communication. Consequently, we can never learn to use communication strategy without conducting much more communication exercises.*
- *S 30: I think much interactive work will do good to application of communication strategy ...*

6) Communication Strategy Learning for the Further Development

- *S 17: ...I begin to think about it. I will learn more communication strategies by learning from the movies, English plays or dialogues, and participating in English Corner.*
- *S 18: I will communicate with my family, foreigners in English and watch English films.*

- *S 19: I will make a reinforced plan for practicing communication strategies to promote my oral English communication competence. And I'll observe the various communication strategies by watching English films or communicating orally with my classmates in English.*
- *S 38: I will try to use all the possible sources for learning communication strategy, such as searching for information about communication strategy on the internet, watching English films, even observing what and how heroes and heroines interact orally in American movies.*

5.3 Summary

This chapter is intended to report the results of the qualitative data from 48 students' semi-structured interviews. The interviews were conducted to collect data in order to mainly elicit answers for Research Question 3 and 4, namely, 'Why do the learners report employing certain strategies frequently and infrequently? Why not? From the learners' perspective, what should be done to promote the use of communication strategies?' These two research questions aimed to elicit in-depth information and to triangulate the data in relation to provide further insights into the communication strategy employment of university tourism-oriented EFL learners in Southwest China. Based on the data analysis, the summary is as follows:

1) Based on students' report, English oral communication is very important in the globalized society today, particularly for both their study and their future career. They reported the importance of English oral communication from three aspects, i.e. 1) Oral communication helps them exchange information to obtain new knowledge; 2) Oral communication is interesting and challenging; and 3) successful oral communication may help them find a good job in the future.

2) The interviewees reported that they encountered 3 main problems when communicating orally in English. The problems included: a) conveying meaning; b) understanding the interlocutor's messages; and c) struggling for a conversation.

3) As found from the data obtained through the semi-structured interviews, 12 reasons for why students reported employing strategies frequently emerged from the data, and 7 reasons for why students reported employing strategies infrequently emerged from the data. The reasons for using certain strategies frequently and certain strategies infrequently are summarized as follows:

- **Reasons for using certain strategies frequently**
 - To convey meaning to people successfully;
 - To use similar or contrast meaning words;
 - To make oneself understand/understood by interlocutors;
 - To confirm for understanding interlocutors;
 - To understand by being assisted from people around;
 - To practice useful usages from modern media;
 - To find modern resources for acquiring information;
 - To listen to understand;
 - To understand reasonably what interlocutors said;
 - To accomplish the communication tasks;
 - To predict/guess what interlocutors said; and
 - To maintain the conversation through partial understanding.
- **Reasons for using certain strategies infrequently**
 - Having insufficient time to use certain strategies;
 - Having limited vocabulary/grammar knowledge;
 - Being embarrassed to use certain strategies;
 - Being unable to think of any sentence structure;
 - Unnecessary to employ certain strategies;
 - Having a boring topic; and
 - Having no awareness to employ certain strategies.

4) Based on the interviewing data, the participants proposed two main categories of suggestions for promotion the use of communication strategies, i.e. suggestions for in-class communication strategy use and suggestions for after-class

communication strategy use. In order to make them more specific, suggestions for in-class communication strategy use are, 1) Classroom-based application-driven training of communication strategy knowledge; 2) Increasing communication exercises in class; 3) Adding communication strategy use to course books; and 4) developing students' awareness of communication strategy use, were proposed under in-class context; while the other two suggestions, i.e. 5) Conducting interactive activities to strengthen the knowledge of communication strategy; and 6) for further development of communication strategy learning were classified under after-class context.

In conclusion, the results of the semi-structured interview have provided us with a picture of eliciting in-depth and clear insight reasons for the importance of English oral communication, the reasons for the students reported employing certain strategies frequently and certain strategies infrequently, as well as the problems which students encountered in oral communication. Finally, some more possible suggestions were put forward by the students for promoting use of communication strategies for the further study in this field. The research findings for the present study have provided the researcher with useful information for another perspective of research in the area of communication strategies. In the next chapter of the present study, which is the last chapter, Chapter 6, the research findings have been revealed in response to the research questions proposed in Chapter 3, and the discussions of the research findings, the implications, as well as the limitations of the present study and proposals for future research were presented respectively.

CHAPTER 6

SUMMARY OF RESEARCH FINDINGS, DISCUSSION AND CONCLUSION

6.1 Introduction and Purposes of the Chapter

As the last chapter of the thesis, this chapter is to summarize the principal findings of the present investigation in response to Research Questions 1 to 4 mentioned earlier in Chapter 3. This is followed by a discussion of the research findings as well as the implications arising from the research for the teaching and learning of English communication strategies to tourism-oriented EFL learners in the Chinese context. At last, the limitations of the present investigation and proposals for further research are presented.

Based on the analysis of the communication strategy questionnaires, the researcher has systematically presented the reported frequency of use of these communication strategies by 814 tourism-oriented EFL learners in Southwest China in Chapter 4 which also included the significant variations in strategy use, specifically the relationships between students' reported frequency of use of communication strategies and different independent variables, i.e. students' gender, perceived language ability, exposure to oral communication in English and the attitude towards English speaking and English language. The focus of Chapter 5 is on exploring the

reasons for students reporting employing certain communication strategies frequently and certain communication strategies infrequently, as well as what the tourism-oriented EFL learners in the universities in Southwest China have done to promote the use of communication strategy. In Chapter 6, the researcher suggested reasons for the existing variations in subsequent discussion section (Section 6.3) with the intention of helping the reader to understand certain patterns of the significant variations in strategy use, as well as other apparent significant differences in relation to each variable which were presented in Chapter 4.

6.2 Summary of the Research Findings

The present investigation reported the research findings of students' reported communication strategy use in Chapters 4 and 5. The findings also form responses to the research questions and are discussed further below.

6.2.1 Research Question 1: What is the overall frequency of communication strategies employed by Chinese tourism-oriented EFL learners?

In response to Research Question 1, the research findings revealed that the students' reported overall use of communication strategies based on the holistic mean score was of the moderate frequency of strategy use according to the measure given previously in Chapter 4. The mean frequency score was 2.57. The mean frequency scores of the CCP, UIM and CCI categories were 2.53, 2.68 and 2.52 respectively, which fall into the moderate level.

Regarding the frequency of communication strategy use level among 35 individual communication strategies, it was found that more than three fourths of the individual strategies were reported being used at the moderate frequency. To be specific, the students reported the moderate frequency of use of 16 individual strategies in the CCP, UIM and CCI categories. There are two individual communication strategies reported the high frequency use with the mean score of 3.06 and 3.05. These particular strategies were ‘CCP 5 Using simple expressions’ and ‘CCP 2 Using familiar words, phrases or sentences’. The lowest frequency of communication strategy use was ‘CCP 20 Making up a new word in order to communicate a desired concept’, with the mean score of 1.94 and ‘CCP 17 Drawing a picture’, with the mean score of 1.83.

6.2.2 Research Question 2: Does the employment of strategies for coping with oral communication problems vary significantly according to the gender of students, the perceived language ability, the exposure to oral communication in English and the attitude towards English speaking and English language? If it does, what are the main significant variation patterns?

Regarding Research Question 2, the researcher examined the variations in communication strategy use, as well as the patterns of variation in Chapter 4. As found from the data obtained through the CSQ and AESEL questionnaires responded to by 814 respondents, the findings at the three levels of the data analysis related to

the gender of the students, perceived language ability, exposure to oral communication in English and the attitude towards English speaking and English language are summarized as follows:

6.2.2.1 Communication Strategy Use and Gender of Students

- **Overall Strategy Use**

As for students' gender, the results of the ANOVA demonstrated that there was no significant variation in students' reported frequency of overall strategy use. This means that students' overall strategy use did not vary significantly according to students' gender.

- **Use of Strategies in the CCP, UIM and CCI Categories**

The results from the ANOVA demonstrated that no significant variations were found in the frequency of students' use of communication strategies in the CCP, UIM and CCI categories according to students' gender.

- **Use of Individual Communication strategies**

The results from the ANOVA revealed that no significant differences were found in the CCP, UIM and CCI categories in relation to the gender of students.. However, the results from the Chi-square (χ^2) tests revealed that six individual CCP strategies, two individual UIM strategies and one individual CCI strategy varied significantly according to this variable.

The results from the Chi-square (χ^2) tests showed that a significantly higher percentage of female students than male students reported high use of 4

strategies. These are, ‘CCP 5 Using simple expressions’ (78.5 % females and 69.3% males), ‘UIM 6 Trying to catch the interlocutor’s main point’ (74.5 % females and 65.9 % males), ‘UIM 10 Noticing the interlocutor’s gestures and facial expressions’ (68.4 % females and 62.8 % males), and ‘CCP 2 Using familiar words, phrases or sentences’ (77.6 % females and 65.1 % males). However, the results also showed that a significantly higher percentage of male students than female students reported high use of 5 strategies. Examples are, ‘CCP 15 Appealing help from the interlocutor either verbally or non-verbally’ (49.4% males and 42.9% females), ‘CCP 20 Making up a new word in order to communicate a desired concept’ (33.3% males and females 20.6%).

6.2.2.2 Communication Strategy Use and Perceived Language

Ability

- **Overall Strategy Use**

The results from the ANOVA revealed that a significant variation was not found in students’ reported frequency of overall strategy use according to the variable, i.e. perceived language ability. This means that there was no significant difference between the overall use of communication strategies and students’ perceived language ability.

- **Use of Strategies in the CCP, UIM and CCI Categories**

The results from the ANOVA demonstrated that the significant difference was found in the learners’ use of strategies related to their perceived language ability

in the UIM and CCI categories. In the UIM category, the students who perceived their language ability as 'poor' employed the strategies significantly more frequently than the students who perceived their language ability as 'good' and 'fair' did. In the CCI category, the students who perceived their language ability as 'good' employed the strategies significantly more frequently than the other students who perceived their language ability as 'fair' and 'poor' did, the students who perceived their language ability as 'fair' employed the strategies significantly more frequently than the students who perceived their language ability as 'poor' did. The result showed no significant difference in the CCP category.

- **Use of Individual Communication Strategies**

The results from the Chi-square (χ^2) tests showed that there were altogether nine individual items of strategies varying significantly according to the perceived language ability. It demonstrated that a significantly higher percentage of the students who perceived their language ability as 'good' (81.2%) than those who perceived their language ability as 'fair' (75.8%) and 'poor' (62.8%) reported high use of 'Using familiar words, phrases or sentences' (CCP 2). On the contrary, the results showed that a significantly higher percentage of the students who perceived their language ability as 'poor' (53.9%) than the students who perceived their language ability as 'fair' (49.8%) and the 'good' (32.3%) reported high use of 'Asking the interlocutor to simplify the language' (UIM 3).

6.2.2.3 Communication Strategy Use and Exposure to Oral

Communication in English

- **Overall Strategy Use**

The results from the ANOVA revealed that a significant variation was not found in students' reported frequency of overall strategy use in relation to exposure to oral communication in English. This means that there was no significant difference between the frequency of students' overall strategy use and exposure to oral communication in English.

- **Use of Strategies in the CCP, UIM and CCI Categories**

The results from the ANOVA shown demonstrated that the significant variations in use of the strategies in the CCI category have been found according to exposure to oral communication in English. In this category, the students with non-limited exposure to oral communication in English reported more frequent use of these strategies than those with limited exposure to oral communication in English did. However, in terms of students' employment of communication strategies in the CCP and UIM categories, no significant variations were found according to this variable.

- **Use of Individual Communication Strategies**

Regarding the variable of exposure to oral communication in English, the results from the ANOVA showed no significant variations in the students' overall reported strategy use in the CCP and UIM categories, significance variation existed in CCI category. However, the results from the Chi-square (χ^2) tests revealed that six individual strategies varied significantly according to this variable.

It demonstrated that a significantly higher percentage of the students with non-limited exposure to English than those whose exposure to English is limited in the classroom reported high use of the six individual strategies. Examples are: ‘CCI 2 Sending continuation signals to show one’s understanding’, ‘CCP 6 Using nonverbal language such as body language’, and ‘CCI 3 Feeling all right for taking risks while speaking’.

6.2.2.4 Communication Strategy Use and Attitude towards English Speaking and English Language

- **Overall Strategy Use**

The results from the ANOVA revealed a significant variation in students’ reported frequency of overall strategy use according to the attitude towards English speaking and English language.

- **Use of Strategies in the CCP, UIM and CCI Categories**

Based on the results from the ANOVA, significant variations were found in frequency of students’ use of strategies in each category of the CCP, UIM and CCI in relation to attitude towards English speaking and English language. It was found that the students with positive attitude towards English speaking and English language reported employing the strategies significantly more frequently than those with negative attitude towards English speaking and English language did.

- **Use of Individual Communication Strategies**

The results from the Chi-square (χ^2) tests showed 23 individual communication strategies out of total 35 communication strategies across the questionnaire varying significantly according to the attitude towards English speaking and English language. To be specific, the tourism-oriented EFL learners with positive attitudes towards English speaking and English language reported significantly higher use of 23 strategies than those with negative attitude towards English speaking and English language did. When compared with the other three variables, this variable is found to have the strongest relationships with students' choices of strategy use, with a larger proportion of significant variations in students' use of individual strategies across the questionnaire found to be related to their attitude towards English speaking and English language. It is obvious that a significantly higher percentage of the tourism-oriented EFL learners with positive attitudes towards English speaking and English language than those with negative attitude towards English speaking and English language reported employing high use of the strategies. Examples are, 'CCP 2 Using familiar words, phrases or sentences' (78.6 % positive attitudes students and 61.3% negative attitudes students), 'CCP 11 Correcting the incorrect and inappropriate utterances by yourself' (55.1 % positive attitudes students and 41.3 % negative attitudes students), 'CCP 3 Correcting your own pronunciation, grammar and lexical mistakes' (51.8 % positive attitudes students and 31.5 % negative attitudes students) and 'CCP 1 Using synonym or antonym' (51.5% positive attitudes students and 34.0 % negative attitudes students).

6.2.2.5 The Factor Analysis and the Main Significant Variation

Patterns

In seeking the underlying patterns of communication strategies across the inventory, a principal component factor analysis using varimax rotation was conducted on the correlation of the thirty-five communication strategies, which varied significantly in relation to the four independent variables. Initially, six factors were extracted with eigenvalues equal to or greater than 1.00. These six factors accounted for 47.55% of the variability among 35 communication strategies which were found to vary significantly in relation to the four variables. In the present study, each factor is described in terms of the content or the relationship of the majority of communication strategy items which appear under the same factor. The six extracted factors, the factor loadings on each strategy item, and the percentage of variance accounted for by each factor are presented. It showed that:

- Factor 1, termed as ‘Strategies for Conveying Meaning’ accounted for 22.52 per cent of the variance among the communication strategies in the questionnaire for the present study. It comprised nine of the meaning-conveying strategies which involved strategies of conveying meaning to the interlocutors while oral communication in English.
- Factor 2, which is termed as ‘Strategies for Understanding the Interlocutor’ accounted for 7.14 per cent of the whole strategy variance. It comprised seven of the listening for understanding strategies which

involved strategies of asking interlocutors to help for resolving problems of understanding by means of listening in English.

- Factor 3, termed as ‘Strategies for Making Oneself Understood’ accounted for 6.65 per cent of the whole strategy variance. This factor comprised five linguistic uses, like words, expressions or grammar express themselves while communication.
- Factor 4, which is termed as ‘Strategies for Maintaining a Conversation’ accounted for 5.30 per cent of the variance among the communication strategies in the questionnaire for the present study. It comprised five strategies of maintaining the conversation going on while communication in English.
- Factor 5, termed as ‘Strategies for Struggling for a conversation’ accounted for 3.40 per cent of the variance of the strategy items. It comprised six strategies of preparing before speaking in English.
- Factor 6, termed as ‘Strategies for Meaning Interpretation’ accounted for 3.13 per cent of the variance of the strategy items. It comprised three strategies of catching the interlocutor’s meaning while communication in English.

In sum, six factors were extracted as the results of a factor analysis. Factor 6 was found to be strongly related to students’ gender, Factor 3 to be strongly related to perceived language ability, Factor 4 to be strongly related to exposure to oral

communication in English, Factors 4, 5 and 6 strongly related to attitude towards English speaking and English language (See Table 4.18 for Details).

6.2.3 Research Question 3: Why do students report employing certain strategies frequently and infrequently? Why not?

In response to Research Question 3, the researcher explored the reasons why students reported employing certain strategies frequently and infrequently. As emerged from the data obtained through the semi-structured interviews conducted with 48 respondents, the reasons related to the research question are summarized as follows:

- **Reasons for using certain strategies frequently**
 - To convey meaning to people successfully;
 - To use similar or contrast meaning words;
 - To make oneself understand/understood by interlocutors;
 - To confirm for understanding interlocutors;
 - To understand by being assisted from people around;
 - To practice useful usages from modern media;
 - To find modern resources for acquiring information;
 - To listen to understand;
 - To understand reasonably what interlocutors said;
 - To accomplish the communication tasks;
 - To predict/guess what interlocutors said; and
 - To maintain the conversation through partial understanding.
- **Reasons for using certain strategies infrequently**
 - Having insufficient time to use certain strategies;
 - Having not enough vocabulary/grammar knowledge;
 - Being embarrassed to use certain strategies;
 - Being unable to think of any sentence structure;
 - Unnecessary to employ certain strategies;
 - Having a boring topic; and
 - Having no awareness to employ certain strategies.

6.2.4 Research Question 4: From the learners' perspective, what should be done to promote the use of communication strategies?

The researcher designed the last two interview questions for interviewees to offer their suggestions for promotion of communication strategy use. A wide range of suggestions were provided from the interview data and grouped by the researcher based on the similarities. Consequently, six suggestions based on two categories emerged from the data analysis to answer researcher question 4, i.e., From the learners' perspective, what should be done to promote the use of communication strategies?

Having had a closer look at the six suggestions, the researcher found two categories of suggestions, i.e. 1. Suggestions for In-Class Communication Strategy Use: 1) classroom-based application-driven training of communication strategy knowledge; 2) Increasing communication exercises in class; 3) adding communication strategy use to course books; and 4) developing students' awareness of communication strategy use, were proposed under the in-class context; and 2. Suggestions for After-Class Communication Strategy Use: i.e. 5) conducting interactive activities to strengthen the knowledge of communication strategy; and 6) communication strategy learning for further development were classified under the after-class context. As a result, two main categories were elicited as suggestions for both in-class communication strategy use and suggestions for after-class communication strategy use.

6.3 Discussion of the Research Findings

As seen in the previous section the responses to Research Questions 1 to 4 were focused. Furthermore, the relationships of communication strategy use at different levels by 814 university tourism-oriented EFL learners in the Southwest China and the four independent variables, as well as the possible measurements done to promote the use of CS have been described. In this section, the discussions of the research findings including possible reasons as an explanation for apparent significant variations in certain CS use in relation to each investigated variable are presented.

6.3.1 Communication Strategy Use and Students' Gender

Ellis (1994) claims that learners' gender is one of the factors which may influence their choices of strategy use to learn a foreign or second language. Based on the previous empirical studies, the gender of the students makes a significant difference in language strategy use (e.g. Oxford and Nyikos, 1989; Nyikos, 1990; Oxford et al., 1993; Green and Oxford, 1995; Maubach and Morgan, 2001; Ok, 2003; Siriwan, 2007; Saengpakdeejit, 2009). These studies found the relationship between gender and language learners' choice of strategies, where frequency and variety of strategy use was significantly greater for females.

The present investigation has been designed to explore the relationship between the students' gender and their choices of their CS use because gender difference in CS use has drawn more and more attention and has been well studied. Although, the present study lacks of significant variations of CS employment in

overall use or by the CCP, UIM and CCI categories; however, it did not shade the light of significant differences of individual CS employment in relation to student's gender. The findings of the present study demonstrated that the relationship between the gender of students and their strategy use in the two individual items of CCP and another two individual items of UIM category is still strong. It means that females were interested, cooperated and have a tendency towards interaction, trying to make themselves understood, which was consistent with those of Mori and Gobel (2006) where females have a greater desire to make L2-speaker friends and a greater interest to have direct contact with target language speakers than their male counterparts. It proved that female students were active in CS use and showed significantly higher frequency of individual CS use in CCP, particularly in UIM category than their male counterparts. This is reaffirmed by Oxford (1993), claiming that females tend to be more active strategy users than their male counterparts.

Apart from that, one possible explanation for higher frequency of CS use by females is their self-perception, which is consistent with several previous studies that female students are more positively inclined to language learning than male counterparts (e.g. Wright, 1999; Williams et al., 2002; Henry, 2009). This is probably somewhat strongly influenced by innate characteristics of females. This could be an acceptable reason why females are innately better at language learning (Oxford, Nyikos and Ehrman, 1988) and females have more positive attitudes towards studying foreign languages than their male counterparts.

One more possible explanation for such significant differences is female's sociability. Oxford (1995) points out that both brain hemisphericity and socialization differences between male and female have attributed to the differences in strategy use. Two CCP items for coping with communication problems and two UIM for understanding interlocutor's messages showed their strong desire for sociability, which is consistent with what Ok (2003, p. 26) mentions, "females are superior to, or at least very different from, males in many social skills with females showing a greater social orientation".

Finally, on the contrary, the findings of the present study did support the statement of Ghani (2003, p. 33), "males do better than females in the use of some strategies". They explored that more male than female students reported use of certain individual CSs of CCP and CCI categories. These strategies include feeling all right taking risks while speaking (CCI3), making up a new word in order to communicate a desired concept (CCP20) and repeating what the interlocutor has just said (CCP9). The possible explanation for this is that male students have greater willingness to manage anxiety while interacting in English in order to maintain the conversation than female students and could be the reasons why males are quite self-confident in their oral abilities which were consistent with what Maubach and Morgan (2001) suggest that males tend to be over-confident in their oral abilities because they seem much more self-reliant in keeping a conversation going and tending to follow their own instincts. They further explained that males with greater confidence seem to have a greater enjoyment of speaking activity than female students.

Based on the data analysis of the semi-structured interview, the results can help support that gender is an important factor which influenced the tourism-oriented EFL learners' choices of strategy, which is consistent with what Ellis (1994) claims. In the following statements female's sociability and males' feeling all right taking risks have been revealed. Oxford (1995) points out that both brain hemisphericity and socialization differences between male and female have attributed to the differences in strategy use. The following example statements were responded by female interviewees when asked *'Do you try to keep your oral communication in English with your interlocutors going on?'*:

- *S 3: Yes. I won't give up. I think it is rather awkward if I could not go on. However, on that occasion, I just tried to enjoy the conversation, or I had to choose another topic.*
- *S 6: Yes. If I could partially understand, I would ask the interlocutor to repeat until I got it, and tried to understand as much as possible.*
- *S 9: Yes. I would ask someone else for help because I didn't understand what the interlocutor said. And I usually responded to the interlocutor despite an imperfect understanding of the message to keep on the conversation. I thought it was a good communication strategy.*

On the contrary, the following example statements were responded by male interviewees when asked *'Do you try to keep your oral communication in English with your interlocutors going on?'*:

- *S 7: Yes.... I kept it going on by taking risks of using some uncertain usages while speaking. I felt all right about that.*
- *S 22: Yes.... I would keep it going. I tried my best to express myself and I would speak in an indirect way.*

To conclude, through a closer look at the results of previous studies and the present study, it seems that language strategy use is a gender-related issue. If females were more active, positive and socialized skillful in using certain strategies to learn a language, then males might need more help in developing such strategies and vice versa. Some possible explanation hypothesized by the researcher for the significant differences in the strategy use by different gender of students, for females, the women's sociability and self-perception; and, for males, the risk-taking and self-confidence. However, we cannot be certain about what really caused these significant differences; thus, further research to investigate these aspects is needed.

6.3.2 Communication Strategy Use and Perceived Language Ability

According to previous studies, language ability influences how students learn foreign or second languages (e.g. Bialystok, 1981; Potizer, 1983; Oxford and Nyikos, 1989; Ok, 2003). For example, Potizer (1983) found that course level affected the strategy choice of foreign language learners, with higher-level students using more communicative or functional strategies. Oxford and Nyikos (1989) also found differences in strategy use as advanced students use functional practice and conversational input elicitation strategies more often than did lower level students. In short, the more advanced the language learner are, the better communication strategy users they will be. The present study is consistent with the previous findings.

The present investigation has been designed to explore the relationship between the students' perceived language ability and their choices of their CS use.

The significant differences of CS employment in overall use and in the CCP category were not found, but in the UIM, CCI categories and individual items of CS employment in relation to student's perceived language ability. The findings of the present study demonstrated that the relationship between student's perceived language ability and their strategy use in the six individual items of CCP, two individual items of UIM category and one item of CCI are rather strong.

A few factors which could possibly be explanations for such significant differences were hypothesized by the researcher. The first factor is related to the strategy users' language ability, which can be well understood on the basis of the following three points: 1) the students who perceived their language ability as 'good' are advanced strategy users; 2) the students who perceived their language ability as 'fair' are intermediate strategy users; and 3) the students who perceived their language ability as 'poor' are beginning strategy users to employ communication strategies.

The first possible factor which might be explained higher frequency of strategy use is consistent with Oxford (1993), higher level of strategy users are the higher language achievers because of their language ability. The results of a number of studies (Hosenfeld, 1977; Block, 1986; Barnett, 1989; Sheorey & Mokhtari, 2001) have revealed that students who perceived their language level as 'good' tended to report using a greater range of communication strategies than those who perceived their language level as 'fair' or 'poor' do. Therefore, the connection between the students who perceived their language ability level as 'good' and complicated strategy

use, like ‘Using synonym or antonym (CCP 1)’ or ‘Correcting one’s own pronunciation, grammar and lexical mistakes (CCP 3)’, may explain the higher frequency of strategy use and be considered advanced strategy users. Accordingly, the students who perceived their language ability level as ‘fair’ and time-gaining strategy use, such as ‘Thinking in Chinese before speaking’ and ‘Trying to translate into Chinese little by little to understand what the interlocutor has said’ may be considered moderate strategy users. Finally, the students who perceived their language ability level as ‘poor’ and simplified strategy use, such as ‘Asking the interlocutor to simplify the language’ may be considered beginning strategy users. These kinds of strategies seem to be less complicated to be used, so the beginner level students who were less experienced language learners might not have to put much effort to use them to solve their oral communication problems they confronted. These findings were consistent with what Ellis (1994) states that the relationship between students’ use of strategies and their levels of language proficiency is two-directional; further, MacIntyre (1994, p. 188) states that “...this might be interpreted to mean that either proficiency influences the choice of strategies or that strategy choice is simply a sign of proficiency level”, which indicated that students’ employment of a wide range of communication strategies enabled them to become successful communication strategy users.

One more possible factor accounted for significant differences was consistent with what Intaraprasert (2000) suggests. That is to say, students’ motivation might explain the relationship between use of communication strategies and students’ levels

of language proficiency. As Intaraprasert (2000) mentions that higher proficiency students may be highly motivated to seek opportunities to expose themselves to English outside the classroom setting. In this regard, Yule (1996, p. 195) comments that students who experience success in language learning are among the highest motivated to learn and “motivation may be as much a result of success as a cause.” This means that the effort which high language learning proficiency students put into their language learning may enable them to employ a wider range of strategies, which in turn may help them become high language learning proficiency students.

Based on the data analysis of the semi-structured interview, the results can help support that higher level of strategy users are the higher language achievers because of their language ability (Oxford, 1993). That is to say, the connection between the students who perceived their language ability level as ‘good’ and complicated strategy use, the students who perceived their language ability level as ‘fair’ and time-gaining strategy use, accordingly, the students who perceived their language ability level as ‘poor’ and simplified strategy use. The following example statements were responded by the students who perceived their language ability level as ‘good’ when asked ‘If someone does not understand what you are trying to say, do you try to make yourself understood? If so, what communication strategies do you use frequently and infrequently?’:

- *S 13: Yes, I did. I used synonyms... [to] make myself understood...*
- *S 20: Yes, I did....I used synonyms and items [I remembered]...*

The following example statements were responded by the students who perceived their language ability level as ‘fair’ when asked ‘If someone does not understand what you are trying to say, do you try to make yourself understood? If so, what communication strategies do you use frequently and infrequently?’:

- *S25: Yes, I do. ...I will keep translating and give him some tips [for understanding].*
- *S 31: Yes, I do. ...I try to...repeat my words, and make sure if the interlocutor understand me while our talking.*

The following example statements were responded by the students who perceived their language ability level as ‘poor’ when asked ‘If someone does not understand what you are trying to say, do you try to make yourself understood? If so, what communication strategies do you use frequently and infrequently?’:

- *S 18: Yes, I do. ...I will use gestures and use the simplest words...*
- *S 29: Yes. I will use gesture. I cannot think of a sentence I already know in English and then try to change it to fit the situation because it'll be too much work for me because I haven't got enough time to do that.*

In short, the findings of present study contributed that perceived language ability has strong relationship with communication strategy use, though they had just minor relationship in the overall use of the communication strategy. When taking a closer look at the individual strategies employed by tourism-oriented EFL learners, it seemed that the students' language learning levels were rather important, for better language learners would easily become better communication strategy users. Furthermore, they found it interesting and were highly motivated by their language

learning achievement to use communication strategies when encountered communication problems.

6.3.3 Communication Strategy Use and Exposure to Oral

Communication in English

The findings of the present study showed no significant variations in the overall strategy use nor in the CCP and UIM categories in terms of students' employment of communication strategies related to exposure to oral communication in English. However, the significant variations in the CCI category have been found according to exposure to oral communication in English, the students with non-limited exposure to oral communication in English reported more frequent use of these strategies than those students with limited exposure to oral communication in English did. Based on the individual items of communication strategies, the students with non-limited exposure to classroom English reported the strategy use verbally or nonverbally to solve communication problems more than the ones with limited exposure to classroom English only. The findings in the CCI category were also consistent with Norton and Toohey (2001). They point out that the success of good language learners, especially in communication, depends very much on the degree and quality of exposure to variety of conversations in their communities. It showed that language learners who were exposed to the target language or had conversational interaction in the actual situations tended to be more flexible and successful in using communication strategies.

The possible factor which may explain the significant difference for the CCI category and the six individual items, such as ‘Using synonym or antonym (CCP 1)’ or ‘Using nonverbal language such as body language (CCP 6)’ was that the students with non-limited exposure to classroom English were much more motivated by variety of interactive opportunities. It revealed that they might experience the sense of achievement after the interaction in English with people and become motivated. The result was consistent with what Ushioda (2008, p. 25) states, “...motivation develops through social participation and interaction.” This means that the more exposure to oral communication in English, the more possibilities for them to become motivated in English learning. Oxford and Nyikos (1989) found that the more motivated students used learning strategies of all kinds, including functional practice strategies and conversational input elicitation strategies, more often than the less motivated students did. Accordingly, it means that language learners who had more variety in their exposure to oral communication in English are likely to be more motivated to communicate in English leading in turn to a high and wide range of strategy use in their oral communication.

Based on the data analysis of the semi-structured interview, the results can help support what Norton and Toohey (2001) point out that the success of good language learners, especially in communication, depends very much on the degree and quality of exposure to variety of conversations in their communities. It revealed that language learners with non-limited exposure to classroom English tended to be

more flexible and successful in using communication strategies than the ones with limited exposure to classroom English only did. The following example statements were responded by the students with non-limited exposure to classroom English when asked ‘Do you think something should be done to promote the use of communication strategies in class? If yes, what suggestions do you have?:

- *S 18: Yes. I communicate a lot with my classmates in class. They are helpful. When I encounter international students occasionally or at work, I can express myself fluently and clearly.*
- *S 40: Yes. The teacher teaches more while we speak less in class. ... The teacher should offer more chances for students to communicate. For example, when I was in Vietnam as an exchange student, I didn't know the word for 'fifty' in Vietnamese, the owner of the shop showed me with a calculator, I knew it at once. I've decided to actively communicate with foreigners.*

The following example statements were responded by the students with limited exposure to classroom English when asked ‘Do you think something should be done to promote the use of communication strategies in class? If yes, what suggestions do you have?:

- *S 12: Yes. The teacher should leave much more time for students to communicate in English. So I may practice communication strategies.*
- *S 15: Yes. The strategies are very helpful, but my teacher usually teaches us in Chinese. We need chances to practice oral English. It must be wonderful if we can have such kind of communication strategy training in class.*

To conclude, the two hypothesized factors which were more exposure and motivated for social interaction lead to success and flexibility of language using. They

might contribute to the high CSs use by students who were not limited their exposure to classroom English. It has been proved by the analysis from both CCI category and the individual items of CSs, showing that the students with non-limited exposure to classroom English reported the strategy use verbally or nonverbally to solve communication problems better than the ones with limited exposure to classroom English only. Simultaneously, as a very important factor, motivation has been found to be closely related to the students with non-limited exposure to classroom English who reported high use of communication strategies.

6.3.4 Communication Strategy Use and Attitude towards English

Speaking and English Language

The findings of the present study for the communication strategy use and the attitude towards English speaking and English language revealed that great significant variations had been found in the overall strategy use, in all the categories of CCP, UIM and CCI as well as in the individual items. It showed that tourism-oriented EFL learners with positive attitudes towards English speaking and English language reported significantly higher use of 23 strategies than the negative attitudes learners did. It means that 23 out of total 35 communication strategies varied significantly according to the attitude towards English speaking and English language. When compared with the other three variables, this variable has been found the strongest relationships with students' choices of strategy use. This is because a larger proportion of significant variations in students' use of individual strategies across the strategy

inventory has been found to be related to their attitude towards English speaking and English language. It was obvious that a significantly greater percentage of the tourism-oriented EFL learners with positive attitudes towards English speaking and English language than the ones with negative attitudes towards English speaking and English language reported high use of many more strategies. The tourism-oriented EFL learners with positive attitude surely did their best to know more about the techniques or strategies which can help them acquire a better command of English language if they value much about English for their future career and try to be involved in the English culture. This might be a reasonable justification for the more frequent use of CSs by the participants holding positive attitude towards English speaking and English language in this study.

Furthermore, at the individual level, most of the individual items consisted of self-reliant achievement strategies. Some possible factors might contribute to the reasons why this variable affected the communication strategy use so much in the positive way. The first possible hypothesized factor was motivation which led to students' CS use related to their attitude towards English speaking and English language. Gardner (1985) regards attitudes as components of motivation in language learning. Besides, the research of Gardner and MacIntyre (1993) seems congruent with what Oxford and Nyikos (1989, p. 294) conclude: "The degree of expressed motivation to learn the language was the most powerful influence on strategy choice." Oxford and Shearin (1994) suggest that it is of utmost importance to understand

students' motivation which directly affects the strategy use. In addition, the findings of the present study showed that more students who held positive attitudes towards English speaking and English language had high motivation in communicating orally in this language employed CSs use including functional practice strategies, such as 'extracurricular effort to communicate in the target language'; and conversational input elicitation strategies, such as 'asking for pronunciation correction', 'requesting slower speech', 'guessing what the interlocutor will say', more often than the less motivated students did (Oxford and Nyikos, 1989), which was consistent with what Tamada (1996) found that differences in motivation orientation (instrumental or integrative) significantly influenced the use of language learning strategies.

In addition, the effects of attitude on the choice of the strategy use were found to be significant. Students with positive attitude used CCs more frequently than those who held negative attitude, which was supported by the same result found in some similar studies (e.g., Bui and Intaraprasert, 2013 and Yang, 1993) as well as the findings of Oxford and Nyikos (1989).

Another factor which might explain the significant difference was the students' language proficiency level. In the present study, the characteristics of the research subjects in terms of students' perceived language ability showed that a significantly higher percentage of students who perceived their language ability as 'good' than those who perceived their language ability as 'poor' reported high use of CS. Students who perceived their language ability as 'good' hold positive attitude

towards English speaking and English language while a significantly greater proportion of students who perceived their language ability as 'poor' falls into average or low level when they reported employing choice of CS use. Therefore, the factor of their language proficiency level had been evidenced to relate to learners' CS use in empirical studies conducted by different researchers, namely Huang and Van Naerssen (1987), Margolis (2001), Wannaruk (2003), Weerarak (2003), Nakatani (2006), Lam (2010) and Bui and Intaraprasert, (2013). This revealed that the students who had a good command of English language were more confident in communication (Chen, 2005; and Huang and Van Naerssen, 1987). They could communicate orally by using verbally, e.g., synonyms and antonyms linguistically as well as nonverbally, e.g., body language.

One more possible factor for the variations of individual CS use of students with different attitude towards English speaking and English language would be encouragement. The characteristics of the research subjects indicated that a significantly greater proportion of positive attitude students' obtaining more encouragement than the other people. The encouragement can happen in class or after class. Students who obtained encouragement easily became positive attitude towards English speaking and the English language. This finding was consistent with what Dörnyei (1995) suggests that communication strategies need to be taught and he also suggests procedures for strategy training. Dörnyei argues that teachers should raise students' awareness, encourage them to take risks, and provide them with models and

opportunities to use communication strategies. Undoubtedly, the students would make marvelous progress with the language use if they were encouraged to try to take risks and use communicative strategies or manipulate available language without being afraid of making errors.

Based on the data analysis of the semi-structured interview, the results support what Tamada (1996) found that differences in motivation orientation (instrumental or integrative) significantly influenced the use of language learning strategies. It revealed that language learners with positive attitude towards English speaking and English language tended to employ higher use of CSs than the ones with negative attitude towards English speaking and English language did. The following example statements were responded by the students with positive attitude towards English speaking and English language when asked ‘Whenever you want to have a conversation in English, could you express yourself in English at once? If not, what communication strategies do you use frequently and infrequently to express in English?’:

- *S 2: Yes. Actually, I cannot talk in complicated sentences or structures. I prefer to use simple expressions because I think they are very useful and meaningful. They absolutely can get to the point. Sometimes I use simple words plus body language.*
- *S 21: Yes, I can. I will use gestures, use another words or simplify the sentence, repeat what the interlocutor has said or use actual items. Moreover, I like referring to objects or materials while talking.*

The following example statements were responded by the students with negative attitude towards English speaking and English language when asked ‘Whenever you want to have a conversation in English, could you express yourself in English at once? If not, what communication strategies do you use frequently and infrequently to express in English?’:

- *S 5: No, sometimes I need to think about it in advance. I will use body language before I speak out. I used body language frequently.*
- *S 7: No. I have some difficulty. I will think about it in Chinese and then translate it into English. I used simple words frequently.*

Based on the research findings, it is important to help the students with negative attitude towards English speaking and English language to improve their English language proficiency. The learning sense of achievement of English language learning, confidence and motivation will lead them to the frequent use of CSs. As a result of it, the great change from the negative attitude towards English speaking and English language to positive attitude towards English speaking and English language will become possible.

In conclusion, the findings suggested that four independent variables for the present study, i.e. gender of students, perceived language ability, exposure to oral communication in English and attitude towards English speaking and English language had been found in association with students’ choices of overall strategy use, three categories of CCP, UIM and CCI and the individual items of CCs. The findings of the present study were generally consistent with those of the previous studies in

terms of gender of students, there was a minor significant difference in relation to this variable, however, female students reported a higher frequency of some individual strategy use than their male counterparts did and vice versa. As for perceived language ability, again there was a minor significant difference in relation to this variable, but a significant difference had been found in the UIM and CCI category. It showed that students at higher language level generally were more capable of understanding and maintaining the conversation than those whose language level was lower were. Regarding students' exposure to oral communication in English, the findings suggested that although there was a minor significant difference in relation to this variable, there was greater significant difference in CCI category of strategy use of students with non-limited exposure to oral communication in English than those with limited exposure. Finally, the research findings suggested that the factors of usefulness, instrumental and integrative motivation, proficiency language level and encouragement are considered to contribute to greater significant differences in relation to the attitude towards English speaking and English language, showing that the more positive attitude towards English speaking and the English language the students hold, the more communication strategies the students are likely to use.

6.4 Implications and Contributions

From the research findings summarized in Section 6.2 in response to the research questions, it was found that: 1) In general, tourism-oriented EFL learners in the southwestern universities of China mostly employed communication strategies at

the moderate level which indicated that they were less skillful communication strategy users than others; and 2) There is a relationship between students' use of strategies and students' gender, perceived language ability, exposure to oral communication in English and particularly their attitude towards English speaking and English language. Consequently, certain implications for the teaching and learning of English communication strategies for tourism-oriented EFL learners studying at universities in Southwest China might be drawn as follows:

1) A seminar should be frequently held among the circle of tourism-oriented EFL teachers. Their awareness of using communication strategies should be raised and should be encouraged to create opportunities for student's use of communication strategies as part of regular classroom teaching content. Increasing strategy use in class can help students increase learning motivation for English speaking and English language.

2) Tourism-oriented EFL teachers had better cultivate students' awareness to employ communication strategies while communication. When presenting about the English knowledge, teachers should never forget adding the knowledge of the communication strategies to their presentation in order to promote the use of communication strategies. This should help to develop their efficiency of oral communication, just like "...learners' strategic competence can be developed through raising their awareness of managing and supervising specific strategy use" (Nakatani, 2005, p. 87).

3) Based on the research findings, the female tourism-oriented EFL learners reported employing strategies more frequently than their male counterparts did. This implied that male students need more help with the language proficiency in order to develop CSs, especially the self-reliant achievement strategies. In this regard, the teachers should encourage male students to employ a wide range of communication strategies in order to enable the male students to make use of their learning power to enhance oral communication.

4) Tourism-oriented EFL teachers should stimulate and improve the students' motivation to employ communication strategies while teaching by imparting the knowledge of communication strategies. The students with negative attitude towards English speaking and English language should be motivated by both integrative and instrumental motivation. As the result, they will find it easier to hold positive attitude towards English culture and autonomously promote their English communication, no matter what purposes they have (for loving English language only or for passing the examinations as well as their future professional career in tourism industry).

5) Tourism-oriented EFL teachers should develop all the available resources for the students' exposure to the English speaking and English language. With the rapid development of internet, resources on the internet should be highly recommended to be made use of. As what Dörnyei (1995, p. 64) points out, "providing opportunities for practice in strategy use appears to be necessary because CSs can only fulfill their function as immediate first aid devices if their use has reached an automatic

stage". The students will benefit from the unexpected increasing resources if the teachers are open-minded to offer opportunities for applying communication strategies to the real world communication in both in-class and after-class learning settings.

6) Two categories of suggestions emerged from the data of semi-structured interviews, i.e. 1. Suggestions for In-Class Communication Strategy Use, including (1) classroom-based application-driven training of communication strategy knowledge; (2) Increasing communication exercises in class; (3) adding communication strategy use to course books; and (4) developing students' awareness of communication strategy use, were proposed under the in-class context; and 2. Suggestions for After-Class Communication Strategy Use, including (1) conducting interactive activities to strengthen the knowledge of communication strategy; and (2) communication strategy learning for further development were classified under the after-class context.

In sum, it is very important for tourism-oriented EFL teachers to become aware of their own use of communication strategies. One method of raising awareness could be to record the faculty's conversations in English, and then hold a mini-conference at which the faculty listen to and analyze the way they themselves are using CSs, perhaps using the classification system adopted in the present study, and seeing how they promote fluent communication. The teachers should recognize that different CSs may have different benefits. This activity could be a starting-point then for discussion of CSs with tourism-oriented EFL students.

Based on the research findings, the present study has significantly contributed to the research of communication strategies. The contributions are summarized as follows:

1. Based on the literature review in Chapter 2, there had been some past empirical studies on CSs conducted in the Chinese context; however, most of the research focuses have generally been limited to examining the relationship among CS use, gender, language proficiency level and attitude towards CSs. Nevertheless, the present study has widened the focal points of study through a variety of investigated variables, besides gender of students and perceived language ability, namely, exposure to oral communication in English and attitude towards English speaking and the English language.

2. The researcher had systematically made review of literature related to CSs research in the context of China and the present study was considered to be a pioneering empirical study in the use of CSs by university tourism-oriented EFL learners in China to promote their oral communication.

3. As for mixed-method data collection and analysis, the mixed method was employed for data collection to ensure the validity and reliability of the present research; the necessary different types of statistical methods were employed, namely an analysis of variance (ANOVA), post hoc scheffe test, the chi-square tests (χ^2) and factor analysis. This data analysis can be a valuable guide for other researchers to apply in similar types of research design, data analysis as well as data reported.

6.5 Limitations of the Present Investigation and Recommendations for Future Research

The present study was valid and valuable in addressing the research questions, which were to describe the frequency of communication strategy use reported by tourism-oriented EFL learners in the universities in the Southwest China; to examine the variation patterns and to explore relationships between frequency of students' reported use of strategies at different levels with reference to each investigated variable; as well as to explore reasons for why students report employing certain strategies frequently and certain strategies infrequently; explore the underlying patterns among the investigated strategies; and finally, to improve and maintain their oral communication in English. However, as Intaraprasert (2000) states that studies have limitations when conducting research. Accordingly the present study has got its own limitations. In conducting this study, certain limitations have been apparent, and the areas for possible future research works should take these limitations into consideration:

- 1) The research population should have been previously investigated and more well-balanced in terms of certain invested variables, such as students' gender and exposure to oral communication in English before the research design.

- 2) The reasons why students reported employing certain strategies frequently and certain strategies infrequently should have been explored in relation to the four variables in the mixed method in order to triangulate the research results.

3) Although the communication strategy questionnaire (CSQ) of the present study is workably used to elicit reported strategy use from tourism-oriented EFL learners in the universities in the Southwest China, the researcher acknowledged that respondents of the questionnaires and some of the interviewees might not have reported their CS use exactly because it seemed that occasionally they could not recall what exact strategies used during the interaction. Therefore, the research findings would have been more fruitful if exact CSs had been recallable.

4) The study aimed to examine communication strategies employed by tourism-oriented EFL learners in the universities in the Southwest China. Therefore, the participants of the research should have come from more areas in the Southwest China, not just from limited regions of Yunnan, Guizhou and Guangxi Provinces of China.

In spite of the limitations, the researcher acknowledges that some areas might justify further research works. These areas could include the following:

1) As one of limitations of the present study, the research population should have been more well-balanced in terms of each invested variable. For instance, the number of students from students' gender should have been approximately the same.

2) The mixed method should have been adopted when designing the present research for the research questions 3 and 4, namely, Why do the learners report employing certain strategies frequently and infrequently? Why not? and From the learners' perspective, what should be done to promote the use of communication

strategies? The research findings would have been more valid and convincing to triangulate the findings if the mixed method had been used.

3) Group interviews should have been highly recommended to collect data in order to help interviewees recall the exact strategies they used while oral interaction in English.

4) The present study aimed to examine communication strategies employed by tourism-oriented EFL learners in the universities in the Southwest China, as a result the research population for the present study only consisted of tourism-oriented EFL learners in six universities in the Southwest China. The findings would have been more comprehensive and representative if more universities had been involved in the present study. Therefore, more universities chosen for a future study should have been involved in terms of examining and comparing the results.

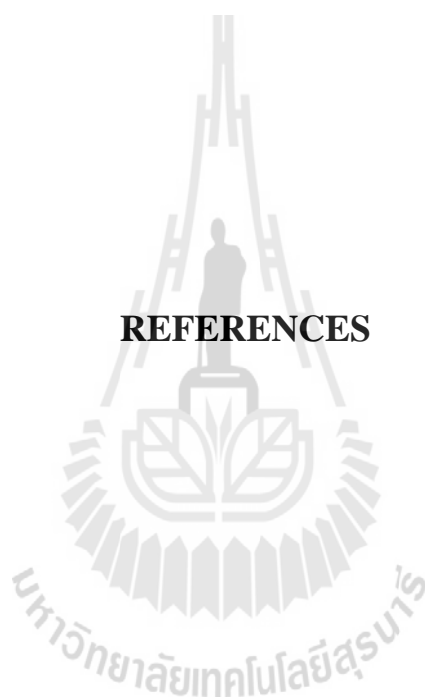
6.6 Conclusion

The present study has contributed to the field of CS in terms of CS classification and the variables investigated. One of the major contributions of the present study is to identify the use of CSs by tourism-oriented EFL learners in the universities in Southwest China to cope with communication problems in their oral communication in English. The CSs had been classified on the basis of communicative purposes, i.e. CSs for coping with communication problems (CCP), CSs for understanding interlocutor's messages (UIM), and CSs for carrying on a conversation as intended (CCI). Of the four

investigated variables, two variables i.e. exposure to oral communication in English and attitude towards English speaking and the English language have rarely been taken into consideration by any former researchers in this field. Furthermore, the in-depth information for the reasons why students reported using certain frequently and certain strategies infrequently have been well explored.

Finally, the researcher for the present study had suggested some implications emerging from the research findings for the teaching and learning of English to tourism-oriented EFL learners in the universities in the Southwest China. Besides, limitations of the present study and some recommendations for the future research have been provided. The researcher believed that CS researchers, EFL educators and students can gain further insights into how to handle communication problems in their oral communication in English, and how CSs are employed by different students in different learning contexts for successful communication in English.

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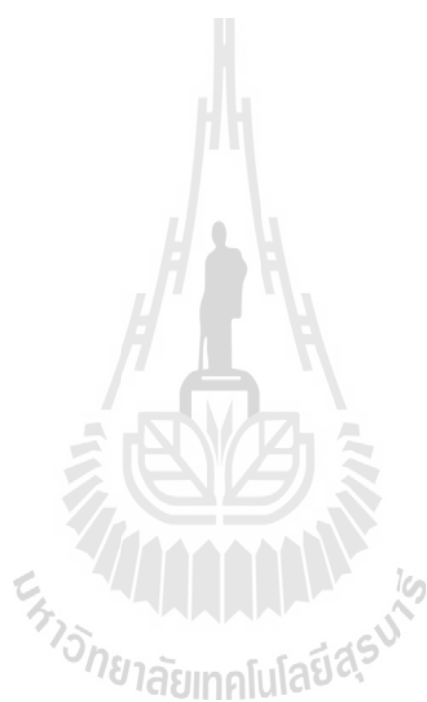
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APPENDIX A

Communication Strategy Questionnaire (CSQ)

This survey is intended to collect data about the employment of English communication strategies by Chinese university tourism-oriented EFL learners. This is not a test, so there are no 'right' or 'wrong' answers. Your answers will be used for the research purpose only and will be treated with confidentiality. I appreciate your contribution to answer the questionnaire.

Instructions: There are two main parts of this questionnaire:

Part 1: Your Personal Information

Part 2: Use of Communication Strategies

Part 1

Personal Information

Please provide your personal information by putting a tick (✓) in the box of the choices given or write the response where necessary.

1. Your Gender : ☐ Male ☐ Female
2. Your University is _____
3. Year of Study ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year
4. In general, I have an opportunity to communicate in English: (you can choose more than one)
☐ in the classrooms ☐ at home ☐ while traveling abroad ☐ at tourist destinations
☐ others (please specify) _____
5. You would rate your overall English ability as:
☐ good ☐ fair ☐ poor

Communication Strategy Questionnaire

Instructions: The Communication Strategy Questionnaire is designed to gather information about use of communication strategies in English. In the statements below, you will find various communication strategies. Please read each statement carefully and consider how frequently you employ the given strategies while interacting in English. Then mark your response with a ‘✓’ in the corresponding space provided.

“Never”	means that while you were interacting in English, you <u>never</u> used the strategy described in the statement.
“Sometimes”	means that while you were interacting in English, you used the strategy described in the statement about <u>one fourth the time of the total strategy use</u> .
“Often”	means that while you were interacting in English, you used the strategy described in the statement about <u>half the time of the total strategy use</u> .
“Always/almost always”	means that while you were interacting in English, you used the strategy described in the statement about <u>more than three quarter the time of the total strategy use</u> .

For example:

1. When having a conversation in English, have you encountered any difficulties in getting the message across to the interlocutor?

☒ Yes

☐ No

If no, proceed to Part Two.

If yes, how often do you deal with the difficulties by doing the following?

Communication Strategy	Frequency of Your Own Communication Strategy Use			
	Always/ Almost Always	Often	Sometimes	Never
1. Using familiar words, phrases, or sentences	✓			

Part One: Strategies to Cope with Communication Difficulties

1. When having a conversation in English, have you encountered any difficulties in getting the message across to the interlocutor?

☒ Yes

☐ No

If no, proceed to Part Two.

If yes, how often do you deal with the difficulties by doing the following?

Communication Strategy	Frequency of Your Own Communication Strategy Use			
	Always/ Almost Always	Often	Sometimes	Never
1. Using synonym or antonym				
2. Using familiar words, phrases or sentences				
3. Correcting one's own pronunciation, grammar and lexical mistakes				
4. Speaking Chinese instead when one doesn't know how to say in English				
5. Using simple expressions				
6. Using nonverbal language such as body language				
7. Spelling or writing out the intended words, phrases, or sentences				
8. Referring to objects or materials				
9. Repeating what the interlocutor has just said				
10. Speaking more slowly to gain time to think				
11. Correcting the incorrect and inappropriate utterances by oneself				
12. Thinking in Chinese before speaking				
13. Thinking first of a sentence one already knows in English and then trying to change it to fit the situation				
14. Asking the interlocutor to confirm that one's made oneself understood				
15. Appealing help from the interlocutor either verbally or non-verbally				

Communication Strategy	Frequency of Your Own Communication Strategy Use			
	Always/ Almost Always	Often	Sometimes	Never
16. Referring to mobile phone dictionary or another type of document				
17. Drawing a picture				
18. Appealing for assistance from other people around				
19. Making use of expressions found in some sources of media (e.g. movies or songs)				
20. Making up a new word in order to communicate a desired concept (Word-coinage)				
21. Others (Please specify)				

Part Two: Strategies to Understand the Interlocutor's Message

2. Have you encountered any problems in understanding the interlocutor's message when having communication in English?

☒ Yes ☐ No

If no, proceed to Part Three.

If 'Yes', how often do you employ the following strategies to solve the problems?

Communication Strategy	Frequency of Your Own Communication Strategy Use			
	Always/ Almost Always	Often	Sometimes	Never
1. Asking the interlocutor to slow down				
2. Asking the interlocutor for a repetition				
3. Asking the interlocutor to simplify the language				
4. Asking the interlocutor to write out the key word				
5. Asking the interlocutor to give an example				

Communication Strategy	Frequency of Your Own Communication Strategy Use				
	Always/ Always	Almost	Often	Sometimes	Never
7. Appealing for assistance from other people around					
8. Guessing the meaning of what the interlocutor has said					
9. Trying to translate into Chinese little by little to understand what the interlocutor has said					
10. Noticing the interlocutor's gestures and facial expressions					
11. Others (Please specify)					

Part Three: Strategies to Carry on the Conversation as Intended

3. Have you encountered any problems in carrying on the conversation as intended when having communication in English?

☒ Yes ☐ No

If no, stop answering the Part Three.

If 'Yes', how often do you employ the following strategies to help you carry on the conversation as intended?

Communication Strategy	Frequency of Your Own Communication Strategy Use			
	Always/ Almost always	Often	Sometimes	Never
1. Trying to enjoy the conversation				
2. Sending continuation signals to show one's understanding				
3. Feeling all right for taking risks while speaking				
4. Feeling all right if the conversation does not go smoothly by keeping talking				
5. Responding to the interlocutor despite an imperfect understanding of the message				
6. Others (Please specify)				

I would like to invite you for the follow-up interview for further information in relation to communication strategy use. Please leave your name and contact phone number if you are interested in this investigation and voluntarily participant the investigation interview:

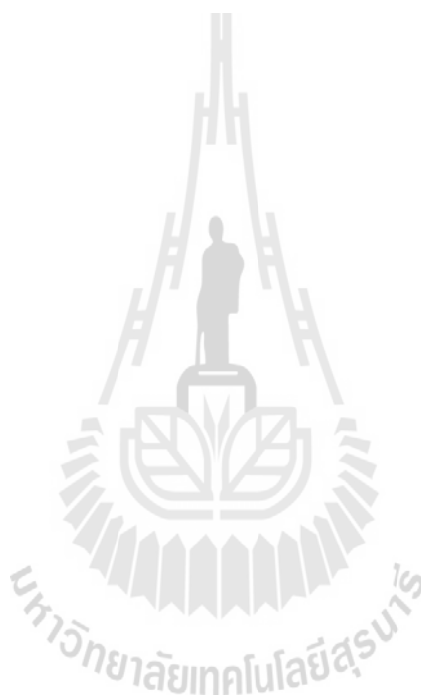
Your name:_____Tel:_____

The Researcher's Name: ZHAO, Tao

Guizhou Normal College, Guiyang, Guizhou, P. R. China

Tel: 13985112077

Thank you very much for your co-operation! 😊



APPENDIX B

Attitudes towards English Speaking and English Language (AESEL)

This survey is conducted by the researcher for his PhD degree as well as to better understand attitude towards English speaking and English language held by Chinese university tourism-oriented EFL learners. This is not a test, so there are no 'right' or 'wrong' answers. Your answers will be used for the research purpose only and will be treated with confidentiality. I appreciate your contribution to answer the questionnaire.

.....

Instructions: Attitudes towards English Speaking and the English Language (AESEL) is designed to gather information about your attitude toward English speaking and the English language. In the statements below, you will find various attitudes toward English speaking and the English language. Please read each statement carefully considering how frequently you resort to the attitudes when you orally communicate in English with people using the following criteria. Then mark your response with a '✓' in the corresponding space provided.

.....

"Strongly Agree"	means that you <u>completely agree</u> on the attitude described in the statement.
"Agree"	means that when you <u>agree</u> on the attitude described in the statement.
"Undecided"	means that you <u>are not sure</u> about the attitude described in the statement.
"Disagree"	means that you <u>do not agree</u> to the attitude described in the statement.
"Strongly Disagree"	means that you <u>completely do not agree</u> on the attitude described in the statement.

.....

EXAMPLE:

* Clicking on “Strongly Agree” means that you completely agree on “Speaking English is fun.”

ITEMS	Frequency of Your Attitude towards English Speaking and the English Language				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Speaking English is fun.	✓				

ITEMS	Frequency of Your Attitude towards English Speaking and English Language				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. You like mimicking other people's accents.					
2. You can mimic other people's accents well.					
3. You think you speak English well.					
4. You like speaking English because I want to communicate with foreigners.					
5. Being able to speak English often makes you happy.					
6. Being able to speak English gives you a feeling of success.					
7. You speak English because it will make your parents or your teacher proud of you/praise you.					
8. You speak English often because you want to do well on tests.					
9. Speaking English is fun.					
10. If you put much effort in practicing, you can speak English well.					
11. In school, if you didn't know how to give an answer in English for sure, you'd sometimes answer out loud in class anyway.					

ITEMS	Frequency of Your Attitude towards English Speaking and English Language				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
12. You enjoy speaking English.					
13. Speaking English is important to you because you want to make friends with foreigners.					
14. Speaking English is important to you because you may study overseas.					
15. You speak English because being able to do it is important to you.					
16. Speaking English is important to you because you might need it later for your job.					
17. You speak English because all educated people can do that.					
18. You speak English because you have to do it.					
19. You're not afraid that people will laugh at you when you make mistakes in speaking.					
20. You are not worried a lot about making mistakes when you speak English.					
21. Learning a language may be important to your goals, but you don't expect it to be much fun.					
22. You think that you could learn pretty much any language you really put your mind to, given the right circumstances.					
23. You worry a lot about making mistakes.					
24. You're afraid people will laugh at you if you don't say things right.					
25. You like getting to know people from other countries, in general.					

ITEMS	Frequency of Your Attitude towards English Speaking and the English Language				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26. You like to mimic other accents, and people say you do it well.					
27. In school, you always actively take part in all kinds of English events.					
28. You enjoy studying English.					
29. Learning of both English language and English culture broaden your mind.					
30. English is important to you because it will be useful for your future working career.					
31. Being able to use English to work may offer you better pay.					
32. English is important to you because you might need it later for your job.					
33. Your language learning attitude is generally very high.					
34. You study English because all educated people can use English.					
35. You like learning English because you want to read books, listen to music, or watch movies in English.					
36. You study English because you want to do well on the TOEFL or IELTS tests.					
37. You think you're a good language learner.					
38. Learning English often makes you happy and gives you a feeling of success.					
39. You study English because it will make your parents or my teacher proud of you.					
40. You study English because you must study English.					
41. Others (Please specify)					

I would like to invite you for the follow-up interview for further information in relation to communication strategy use. Please leave your name and contact phone number if you are interested in this investigation and voluntarily participant the investigation interview:

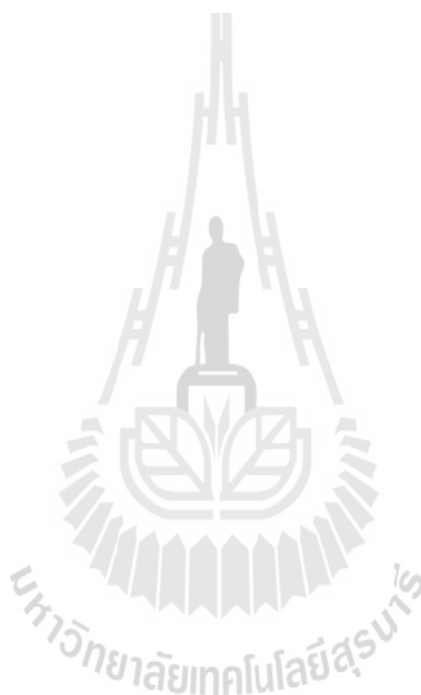
Your name: _____ Your Tel: _____

The researcher's name: ZHAO, Tao

Guizhou Normal College, Guiyang, Guizhou, 550018. P. R. China

Tel: 13985112077

Thank you very much for your co-operation!



APPENDIX C

交际策略问卷

Communication Strategy Questionnaire (CSQ in Chinese)

这项调查是为了采集中国高校旅游专业的英语学习者交际策略的数据。本调查不是测试，所以答案没有对错之分。您的答案仅用于本研究并将绝对保密。衷心感谢您的合作。

说明：这份问卷有两个部分：

第1部分：您的个人背景资料

第2部分：口语交际策略的使用情况

第1部分：个人背景资料

请在给出的选项框后的（·）打“✓”以提供有关自己的信息，或在必要时注明。

1. 性别：男（ ） 女（ ）
2. 我在_____学习。
3. 我现在就读：大学·一年级（ ） 大学二年级（ ） 大学三年·级（ ） 大学四年级（ ）
4. 在一般情况下，我用英语交流的机会会有：（可以选择多个）
在教室（ ） 在家里（ ） 出国旅游（ ） 在旅游景点（ ）
其他（请注明）_____
5. 我的整体英语能力是：好（ ） 一般（ ） 差（ ）

第2部分 口语交际问题的应对策略

说明：交际策略问卷（CSQ）旨在收集有关您如何应对英语口语交际策略的信息。在下面的陈述中描述了各种不同的交际策略。请仔细阅读每个句子并考虑您在英语口语交际时，采用所给策略的频率。请在相应空格处用“✓”标记您的答案。

“从不”是指您在英语互动交际时，从来没有使用过陈述中所述的策略。
“有时”是指您在英语互动交际时，仅有四分之一的时间会用到所述的策略。
“经常”是指您在英语互动交际时，有一半的时间会用到所述的策略。
“总是/几乎总是”是指您在英语互动交际时，有四分之三的时间会用到所述的策略。

例如：

1. 你在进行英语互动传递信息给对方时，碰到过任何口头交际的困难吗？
是（ ） 否（ ）

如果否，请继续第2部分。停止进行问卷调查。如果是的话，这样的问题多久出现一次？

交际策略	交际策略应用频率			
	总是	经常	有时	从不
1. 使用同义词或反义词。	✓			

第一部分：应对交际困难的策略

1. 在英语会话中，您在传递信息给对方时遇到过困难吗？

是（☒） 否（☐）

如果否，请继续第 2 部分。

如果是，你采用以下策略来解决问题频率是多少呢？

交际策略	交际策略应用频率			
	总是	经常	有时	从不
1. 使用同义词或反义词。				
2. 使用熟悉的单词，短语或句子。				
3. 纠正自己的发音，语法和词汇错误。				
4. 当不知道如何用英语表达时，就说中文来代替。				
5. 使用简单的表达。				
6. 使用非口头语言，例如身体语言。				
7. 拼读或者写出想要说出的词、词组或句子。				
8. 借助于物品或材料。				
9. 重复对方刚才所说的话语。				
10. 说得更慢些以赢得思考的时间。				
11. 纠正自己不正确和不恰当的表达。				
12. 在说之前先用中文想好。				
13. 先想好一句知道的英语句子，然后设法变化一下以适合对话场景。				
14. 请对方确认他明白了你的意思。				
15. 向对方寻求口头的或者非口头的帮助。				
16. 用手机词典或者别的类型的文件。				
17. 画一幅图。				
18. 向周围其他人寻求帮助。				
19. 利用在一些传媒里面找到的表达（如电影或者歌曲）。				
20. 造个新词，目的是要表达出想说的概念。				
21. 其他（请详细说明……）				

第二部分：理解对方信息的策略

1. 在英语会话中，您在理解对方信息时遇到过困难吗？
是（☒） 否（☐）

如果否，请继续第3部分。

如果是，你采用以下策略来解决问题频率是多少呢？

交际策略	交际策略应用的频率			
	总是	经常	有时	从不
1. 请对方慢点说。				
2. 请对方重复。				
3. 请对方简化所使用的语言。				
4. 请对方写出关键词。				
5. 请对方举例。				
6. 设法抓住对方的关键含义。				
7. 请求周围其他人的帮助。				
8. 猜测对方所说的意思。				
9. 尝试一点点地翻译成中文来理解对方所说的话。				
10. 注意对方的手势和面部表情。				
11. 其他（请详细说明……）				

第三部分：将交谈继续进行下去的策略

1. 在英语会话中，你在将交谈继续进行下去时遇到过困难吗？
是（☒） 否（☐）

如果否，请结束本问卷的调查。

如果是，你采用以下策略来帮助继续进行会话的频率是多少呢？

交际策略	交际策略应用的频率			
	总是	经常	有时	从不
1. 努力喜欢这次对话。				
2. 持续发出信号来表明你是理解对方的意思。				
3. 在交谈中，对于冒险的语言使用尝试感觉不错。				
4. 在对话进展不顺利时，通过不断地交谈方式感觉可以。				
5. 尽管对于信息的理解有缺陷，还是回应对方。				
6. 其他（请详细说明……）				

我想邀请您参加交际通策略应用的后续访谈。如果您有兴趣并自愿参加这次调查，请留下您

的姓名和联系电话。

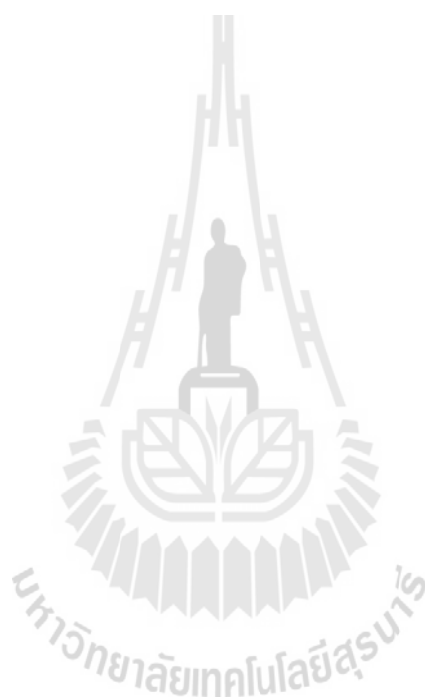
姓 名：

电话号码：

研究者姓名：赵涛

电话：13985112077

非常感谢您的合作！😊



APPENDIX D

对待英语口语和英语语言的态度问卷 Attitudes towards English Speaking and the English Language (AESEL in Chinese)

这项调查是为更好地了解中国高校旅游专业的英语学习者交际策略的使用情况,也是研究者博士学位论文的组成部分。本调查不是测试,所以答案没有对错。您的答案仅用于本研究并绝对保密。衷心感谢您的合作。

说明:对说英语和英语语言的态度问卷(AESEL),旨在收集有关您对英语口语交际和英语语言态度的信息。在下面的陈述中提出了对待英语口语交际和英语语言文化的各种不同的态度。请仔细阅读每一项说明,根据以下标准仔细考虑您在与别人用英语进行交流时采用所述态度的频率。请在空白处用“✓”标记你的答案。

“完全同意” 是指您对陈述中所描述的态度完全赞同
“同意” 是指您对陈述中所描述的态度赞同。
“不确定” 是指您不确定在陈述中描述的态度。
“不同意” 是指您不赞同在陈述中所描述的态度。
“完全不同意” 是指您完全不赞同在陈述中所描述的态度。

例如:

* 选择“完全同意”是指您完全同意“说英语是有趣的”。

态度内容	对待说英语和英语语言的态度				
	完全同意	同意	不确定	不同意	完全不同意
1. 我喜欢模仿别人的口音。	✓				

问卷正式开始:

态度内容	对待说英语和英语语言的态度				
	完全同意	同意	不确定	不同意	完全不同意
1. 我喜欢模仿别人的口音。					
2. 我能很好地模仿别人的口音。					
3. 我认为自己英语说得很好。					
4. 我喜欢说英语,因为我想与外国人交流。					
5. 能说英语,经常让我感到快乐。					
6. 能说英语,让我体会到成功的感觉。					
7. 我说英语是因为这会使我的父母或老师为我感到骄傲或是夸奖我。					

态度内容	对待说英语和英语语言的态度				
	完全同意	同意	不确定	不同意	完全不同意
8. 我说英语是为了考试取得好成绩。					
9. 说英语是有趣的。					
10. 我认为只要进行了大量的口语练习就能说好英语。					
11. 在学校里, 即使我不知道确定的答案, 我有时也会在课堂上大声地进行回答。					
12. 我喜欢说英语。					
13. 会说英语对我很重要因为我想和外国人交朋友。					
14. 会说英语对我很重要, 因为我可能会出国留学。					
15. 我说英语是因为能够做到这一点对我很重要。					
16. 英语口语对我很重要, 因为可能在我以后找工作时需要说英语。					
17. 我说英语是因为所有受过教育的人都能做到这一点。					
18. 我说英语是因为我不得不这样做。					
19. 当我说英语犯错时我不害怕人们会笑话我。					
20. 在我说英语时我并不太担心会犯错误。					
21. 学习一门语言, 可能对实现我的目标很重要, 但我不期望学习语言会很有趣。					
22. 如果环境适合的话, 我认为只要投入精力我可以把任何一门语言学好。					
23. 我非常担心犯错误。					
24. 我担心表达不正确时别人会嘲笑我。					
25. 总体来说我喜欢结识来自其他国家的人。					
26. 我喜欢模仿其别人的口音, 而且大家都说我模仿得很好。					
27. 在学校里, 只要是英语活动, 我总是积极参加。					
28. 我在学习英语中得到快乐。					
29. 英语语言和英语文化的学习让我的视野开阔。					

态度内容	对待说英语和英语语言的态度				
	完全同意	同意	不确定	不同意	完全不同意
30. 因为英语对我将来的工作很有用, 所以, 它对我来说很重要。					
31. 能用英语进行工作会给我带来丰厚的收入。					
32. 英语对我很重要, 因为可能在我以后在我的工作中会需要它。					
33. 我学习语言的态度总体上是很积极的。					
34. 我学习英语是因为所有受过教育的人都会使用英语。					
35. 我喜欢学习英语是因为我想阅读英语书籍, 听英文歌曲, 或观看英语电影。					
36. 我学习英语是因为我想在托福或雅思考试中取得好成绩。					
37. 我认为自己是一个优秀的语言学习者。					
38. 英语学习常常使我快乐并且给了我成功的感觉。					
39. 我学习英语是因为这会让我的父母和老师为我感到骄傲。					
40. 我学习英语是因为我必须要学习它。					
41. 其他 (请详细说明……)					

我想邀请您参加交际通策略应用的后续访谈。如果您有兴趣并自愿参加这次调查, 请留下您的姓名和联系电话。

姓 名:

电话号码:

研究者姓名: 赵涛

电话: 13985112077

非常感谢您的合作! 😊

APPENDIX E

INTERVIEWING QUESTIONS

- 01) What is your name?
- 02) Do you think studying English is important? Why?
- 03) Do you speak English with your friends? If yes, when do you use it?
- 04) Do you have communication problems when you communicate with others? If yes, what communication problems do you have?
- 05) Whenever you want to have a conversation in English, could you express yourself in English at once? If not, what communication strategies do you use frequently and infrequently to express in English? Why or why not?
- 06) If someone does not understand what you are trying to say, do you try to make yourself understood? If so, what communication strategies do you use frequently and infrequently? Why or why not?
- 07) When communicating in English, could you understand the interlocutors' messages? If no, what communication strategies do you use frequently and infrequently? Why or why not?
- 08) Do you try to keep your oral communication in English with your interlocutors going on? If yes, what communication strategies do you use frequently and infrequently? Why or why not?
- 09) Do you think what should be done to help promote the use of communication strategies in class? What suggestions do you have?
- 10) Do you think what should be done to promote the use of communication strategies after class? What suggestions do you have?

APPENDIX F

INTERVIEWING QUESTIONS 访谈问题

- 01) 您叫什么名字?
- 02) 您认为学习英语重要吗? 为什么?
- 03) 您和朋友说英语吗? 如果是, 您什么时候会用英语和他们交流呢?
- 04) 当您和他人用英语交流时有交际上的问题吗? 如果是, 您遇到的交际上的问题是什么?
- 05) 每当您想用英语与人交谈时, 您可以立刻用英语表达出自己的想法吗? 如果不能, 您最常用和最不常用的交际策略是什么? (为什么常用? 为什么不常用?)
- 06) 如果有人不明白您想说什么时, 您会尽量想办法让别人理解自己的想法吗? 如果是, 您最常用和最不常用的交际策略是什么? (为什么常用? 为什么不常用?)
- 07) 在英语交流时, 您理解对方所说的话吗? 如果不能, 您最常用和最不常用的交际策略是什么? (为什么常用? 为什么不常用?)
- 08) 您是否设法将会话继续进行下去? 如果是, 您最常用和最不常用的交际策略是什么? (为什么常用? 为什么不常用?)
- 09) 您认为课堂上需要采取什么办法有助于促进交际策略的使用? 您的建议是什么?
- 10) 您认为课外需要采取什么办法有助于促进交际策略的使用? 您的建议是什么?

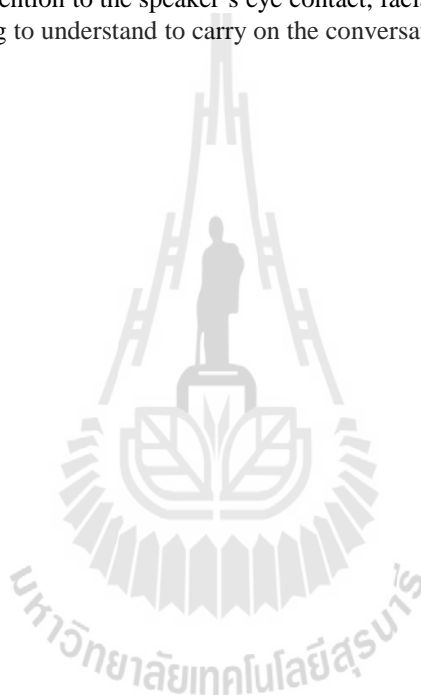
APPENDIX G

The Modified Communication Strategies Inventory for CSQ

Communication Strategies (CS) Inventory for CSQ	
ITEM	COMMUNICATION STRATEGIES (CS) INVENTORY
1	Paraphrasing (e.g., using an all-purpose word; “like” or “similar to”, or superordinate or related items, using a synonym or an antonym, using examples instead of the category, using definition or description)
2	Using familiar words, phrases or sentences
3	Creating a non-existing L2 word by applying supposed L2 rule to an existing L2 word, such as “unjunk” (from the word “junk”) for street clearing”
4	Code switching
5	Avoiding or changing a topic, going back to the original topic
6	Leaving the message unfinished because of some language difficulty
7	Reducing the message, using simple expressions
8	Using nonverbal language such as mime, gestures, body movements, pointing at things, facial expressing, eye contact, smiling, laughing
9	Spelling or writing out the intended words, phrases, or sentences
10	Referring to objects or materials
11	Using tactics to “gain time” and keep the conversation channel open, such as using pauses, remaining silent; “umming”, “erring”, mumbling; or using “fillers”, “chunks”, hesitation devices, and conversational gambits, repeating oneself or talking about something else
12	Repeating what the interlocutor has just said to “gain time” and to keep the conversation channel open
13	Self-correcting incorrect and inappropriate utterances or when spotting a misunderstanding
14	Thinking first of what one wants to say in his/her native language and then construct the English sentence
15	Thinking first of a sentence one already knows in English and then trying to change it to fit the situation
16	Asking the interlocutor to confirm that one has been understood
17	Appealing help from the interlocutor either verbally or non-verbally when having difficulties in expressing
18	Appealing help from the interlocutor either verbally or non-verbally when having difficulties in understanding what the interlocutor has said
19	Appealing for assistance from other people around
20	Making a phone call to another person for assistance
21	Consulting a dictionary, a book, or another type of document
22	Actively encouraging oneself to express what one wants to say
23	Paying attention to grammar and word order during conversation
24	Trying to emphasize the subject and verb of the sentence
25	Paying attention to one’s pronunciation
26	Trying to imitate native speaker’s pronunciation
27	Trying to speak clearly and loudly to make oneself heard
28	While speaking, paying attention to the listener’s reaction to one speech
29	Giving up when one can’t make oneself understood
30	Using circumlocution to react the speaker’s utterance when one doesn’t understand his/her intention well
31	Appealing for assistance from other people around to clarify the interlocutor’s message

The Modified Communication Strategies Inventory for CSQ (Contd)

ITEM	COMMUNICATION STRATEGIES (CS) INVENTORY
32	Sending continuation signals to show one's understanding in order to avoid communication gaps
33	Trying to catch the interlocutor's main idea
34	Guessing the interlocutor's intention based on what he/she has said so far
35	Trying to catch every word that the speaker uses
36	Trying to translate into native language little by little to understand what the speaker has said
37	Noticing the words which the speaker slows down or emphasize
38	Paying attention to the interlocutor's pronunciation
39	paying attention to the subject and verb of the sentence when one listens
40	Paying attention to the speaker's eye contact, facial expressions and gestures
41	Pretending to understand to carry on the conversation



APPENDIX H

The Modified Questionnaire of Attitude towards English Speaking and English Language (AESEL)

Category 1: Slightly Changed Items		
01	Before Changed	I like to mimic other accents, and people say I do it well.
	After Changed	I like mimicking other people's accents. I can mimic other people's accents well.
02	Before Changed	I think I'm a pretty good language teacher.
	After Changed	I think I speak English well.
03	Before Changed	English is important to me because I want to read books in English.
		English is important to me because I like English movies or songs.
	After Changed	I like speaking English because I want to communicate with foreigners.
04	Before Changed	Language learning often makes me happy.
	After Changed	Being able to speak English often makes me happy.
05	Before Changed	Language learning often gives me a feeling of success.
	After Changed	Being able to speak English gives me a feeling of success.
06	Before Changed	I study English because it will make my teacher proud of me / praise me.
		I study English because it will make my parents proud of me / praise me.
	After Changed	I speak English because it will make my parents or my teacher proud of me / praise me.
07	Before Changed	I study English because I want to do well on the TOEIC test. I study English because I want to do well on the TOEFL test.
	After Changed	I speak English often because I want to do well on tests.
08	Before Changed	Learning a language may be important to my goals, I don't expect it to be much fun.
	After Changed	Speaking English is fun.
09	Before Changed	I think that I could learn pretty much any language I really put my mind to, given the right circumstances.
	After Changed	I think if I put much effort in practicing, I can speak English well.
10	Before Changed	In school, if I didn't know an answer for sure, I'd sometimes answer out loud in class anyway.
	After Changed	In school, if I didn't know how to give an answer in English for sure, I'd sometimes answer out loud in class anyway.
11	Before Changed	I enjoy studying English.
	After Changed	I enjoy speaking English.
12	Before Changed	English is important to me because I want to make friends with foreigners.
	After Changed	Speaking English is important to me because I want to make friends with foreigners.
13	Before Changed	English is important to me because I want to study overseas.
	After Changed	Speaking English is important to me because I may study overseas.
14	Before Changed	I study English because being able to use English is important to me.
	After Changed	I speak English because being able to do it is important to me.
15	Before Changed	English is important to me because I might need it later for my job.
	After Changed	Speaking English is important to me because I might need it later for my job.
16	Before Changed	I study English because all educated people can use English.
	After Changed	I speak English because all educated people can do that.

Category 1: Slightly Changed Items		
17	Before Changed	I study English because I must study English.
	After Changed	I speak English because I have to do it.
18	Before Changed	I'm afraid that people will laugh at me if I don't say things right. I end up trembling and practically in a cold sweat when I have to talk in front of people.
	After Changed	I'm not afraid that people will laugh at me when I make mistakes in speaking.
19	Before Changed	I worry a lot about making mistakes.
	After Changed	I am not worried a lot about making mistakes when I speak English.

Category 2: Deleted Items

- 01 I don't have any idea about how to go about learning a language.
- 02 I won't really be able to get to know people well if I don't speak their language.
- 03 I find it hard to make conversation even with people who speak my own language.
- 04 It is a mark of respect to people to learn their language if you're living in their country.
- 05 Speaking the language of the community where I'll be living will let me help people more than I could otherwise.
- 06 I don't like the idea of relying on speaking English (or my mother tongue) in another country.
- 07 I think the people of the country where I'll be living would like for me to learn their language.
- 08 I like getting to know people from other countries, in general.
- 09 There is a right and a wrong way to do almost everything, and I think it's my duty to figure out which is which and do it right.
- 10 It annoys me when people don't give me a clear-cut answer, but just beat around the bush.
- 11 You should say "yes" if you mean yes and "no" if you mean no. Not to do so is dishonest.
- 12 You have to understand people's culture and value system before you can be sure whether some things are right or wrong.
- 13 I can do impersonations of famous people.
- 14 I find it easy to "put myself in other people's shoes" and imagine how they feel.
- 15 I often think out loud, trying out my ideas on other people.
- 16 I want to have everything worked out in my own head before I answer.
- 17 I'd call myself a risk-taker.
- 18 I feel a resistance from within when I try to speak in a foreign language, even if I've practiced.

CURRICULUM VITAE

Tao Zhao was born in January, 1965. He is a professor of English (MA (TEFL) advisor) at Guizhou Normal College, Guizhou Province, China. He obtained his Bachelor's degree in English from Guizhou Normal University, China in 1986. He went to University of Missouri - St. Louis (in Missouri, US) in 1999 and San Jose State University (in California, US) in 2007 for the further study. In 2008, he was enrolled in the doctoral program of English Language Studies of the School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology, Thailand and obtained his Ph.D degree in 2013.

His research interests include EFL learning and teaching, communication strategies and intercultural communication. One of his publications has been awarded the "Guizhou Provincial Prize for Philosophical and Social Science Research Studies" and he has chaired the research projects sponsored by the Ministry of Education of China and the Education Department of Guizhou Province from 2007 to 2013.