CHAPTER 4
RESULTS

In this research, thirteen types of communication strategies are employed, which are "Approximation, Word Coinage, Circumlocution, Literal Translation, Language Switch, Appeal for Assistance, Mime, Topic Avoidance, Message Abandonment, Use of Fillers/ Hesitation Device, Feigning Understanding, Clarification Request, and Confirmation Check". It means that besides of the nine types of strategies from Tarone's Framework, there are four other groups of strategies appear during this study. Each category of strategy has been applied by numbers of students. The details of the strategy-use are illustrated as follows:

4.1 Students' Overall Communication Strategy Use

The overall communication strategies employed by the participants are interpreted in terms of frequency, percentage, and mean presented in Table 7.

Table 7 Overall Communication Strategies Used by Chinese Students

Communication Strategy	Frequency	N=20	Mean	Percentage	Rank
1. Paraphrase					
1.1 Approximation	84	18	4.7	21.4%	2
1.2 Word Coinage	6	4	1.5	1.5%	12
1.3 Circumlocution	7	5	1.4	1.8%	11
2. Transfer					
2.1 Literal Translation	35	14	2.5	8.9%	3
2.2 Langue Switch	15	7	2.1	3.8%	6
3. Appeal for Assistance	3	2	1.5	0.8%	13
4. Mime	9	5	1.8	2.3%	10
5. Avoidance					
5.1 Topic Avoidance	20	12	1.7	5.1%	4
5.2 Message Abandonment	18	11	1.6	4.6%	5

Table 2 (continued)

6. Other Strategies					
6.1 Use of Fillers	159	18	8.9	40.5%	1
6.2 Feigning Understanding	12	8	1.5	3.1%	8
6.3 Clarification Request	11	10	1.1	2.8%	9
6.4 Confirmation Check	14	10	1.4	3.6%	7
Total	393	-	31.7	100%	-

From table 7, it was found that the five main groups (some of these strategies are divided into subtypes) of communication strategies in Tarone's Communication Strategy Typology were all employed by the participants, and these strategies were "Paraphrase, Transfer, Appeal for Assistance, Mime and Avoidance". Based on all these types, the other appeared strategies are "Use of Fillers/Hesitation Device, Feigning Understanding, Clarification Request and Confirmation Check".

Table 7 presents the results of every strategy in each group so as to show the general picture of the students' use of communication strategies. It was found that all of the strategies were employed with the total number of 393 traits. As can be seen, the "Use of Filler/Hesitation Devices" ranked first in all strategies with the total number of 159 traits used in this study, appeared to be 40.5% of all the taked strategies. The next strategy which applied the most was "Approximation" with the total number of 84, and it took up 21.4% of all the types. The next most used strategy was "Literal Translation", which was applied for 35 times, and marked with 8.9% of the participants. "Topic Avoidance" was employed for 20 times, and equals to 5.1%. "Message Abandonment" was the fifth-most used strategy with the number of 18, which occupies 4.6%. The next most applied strategy was "Language Switch", which was reported for 15 times, with 3.8%. "Comprehension Check" was the seventh-most used strategy which appeared for 14 times, and 3.6% usage. The next strategy was "Feigning Understanding" which was applied for 12 times, appeared to be 3.1% of all the strategies. "Clarification Request" was the ninth-most used strategy, which was employed for 11 times, with 2.8%. The tenth-most used strategy was "Mime", which appeared for

9 times, with 2.3% among all the strategies. "Circumlocution" was applied for 7 times, appeared to be 1.8%. "Word Coinage" was employed for 6 times, or equals 1.5%. The least-frequently used strategy was "Appeal for Assistance", which was employed for only 3 times, appeared to be 0.8% of all the strategies.

4.1.1 The Three Most Employed Strategies

1) Use of Fillers/Hesitation Device

"Use of Fillers/Hesitation Device" means using gambits to fill pauses, to stall and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty. This strategy was employed for 159 times, 40.5% usage.

Example 1

R: When did you arrive Thailand?

S2: Last year, uh... on Mar, on June, the, uh... six.

Example 2

R: Why do you like him the most?

S13: Er... I think he is friendly, uh... and is kind... and I, I communicate with him like a friend, uh... talk.

Example 3

R: Can you compare HCU with your university in China?

S5: Uh... I think, in Thailand, the university is very, very good. But in China, er, the, for other things is not good. But, uh... Chinese teacher is very, er, *how to say?* is very, er, very kindly.

2) Approximation

The second most used communication strategy is "Approximation", which means the use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker. In this research, this strategy appears for 84 times, and equals 21.4%.

Example 1

R: Can you compare HCU with the university in China?

S5: ...but for Thai teacher, they will very, uh, they do everything for us, and let, let me think the, they, they are, they are a parents, so I think, uh, the Thai teacher is very *friendship* (friendly).

Example 2

R: You don't like Thai food?

S16: Yes, I don't like Thai food. Yes, I don't, because I think the Thai food is, lot of the, uh, lemon, the lemon *grass* (juice).

Example 3

R: What do you think of your roommate?

S20: We can stay with each other, be good, so, it's really hard for us to have *complicate* (conflict) to each other. We can stay together for a long time.

Example 4

R: How about your parents, do they like pets?

S7: My father... very like the pet, he, he feed many animal, like turtles, and dog and cat, and chicken and *ghost* (goat), many kind or pet, yes.

3) Literal Translation

"Literal Translation" means the learner translates word for word from the native language. This strategy type appears for 35 times, which occupies 8.9% of all the strategies.

Example 1

R: What do you feel about your teachers?

S7: ...because I study the BBA program, international, so, *many teacher... is HCU invited the other university teacher to teach us*, like the Chulalongkorn and ABAC university. They teach us, I think, very good.

Example 2

R: When do you go back China?

S15: Uh... *this year, this month, the fourteenth*.

Example 3

R: You prefer HCU than the university in China?

S15: Yes, Thailand is very hot, we can shower in the cold water, *but in the China, when the winter, very cold*.

Example 4

R: You don't have any pets now?

S17: *Yes, I don't like*. I don't have any pets now.

4.1.2 The Three Least Employed Strategies

1) Circumlocution

"Circumlocution" means that learner describes the characteristics or elements of the object or action instead of using the appropriate target language. It is used for 7 times, which means 1.8% of all strategies.

Example 1

R: Do you have pets?

S8: No, just, uh, my, my, my *room have parents... in the China* (my family) very, very lovely, very cute. And, and he, he action, and...very cute.

Example 2

R: How do you think of this person?

S10: I don't like her. She is just... I don't know the word. He is... *people, don't know what is forgive. In Chinese, give you little shoe to wear, talk bad words behind people*.

Example 3

R: How did you feel when you first arrive here?

S15: In the airport, there are many, uh... *other countries... people, and many language* (foreigner), oh! I don't understand what they speak.

2) Word Coinage

"Word Coinage" means the learner makes up a new word in order to communicate a desired concept. This strategy is rarely applied in this research, only for 6 times, which takes 1.5%.

Example 1

R: Can you please compare the university in China and HCU?

S3: En, I think that, uh...I, I would rather like HCU than my local school. Because I think that, uh, it is suitable, suitable for students to develop *theirself* (themselves), they can study by *theirself* (themselves).

Example 2

R: Do you miss your parents?

S7: ...Yes, especially in the festivals, uh... for example, every years, the... Spring Festival, the Chinese new year, I very miss it, uh, my parent, and my *relationrate* (relatives).

3) Appeal for Assistance

The least-used communication strategy during these interviews is "Appeal for Assistance", which means the learner asks for the correct term or structure, and it appears only 3 times, or equals 0.8%.

Example 1

R: Have you tried an elephant ride?

S15: Er, I want, but, er, I afraid, afraid, but, first I think the, some elephant, er...*bad or bag*? is very cute.

R: You mean the one with elephant pictures on it?

S15: Yes, yes.

R: Bag.

S15: The bag... is cute.

Example 2

R: Which teacher do you like the most, can you give me an example?

S19: For example, er...Dr, Dr, Lin, is teach us...*us...* 文学怎么说*(how to say '*文学*literature' in English)* ?

R: Literature.

S19: En...

Example 3

R: Do you have any pets?

S19: No, I haven't.

R: Why not?

S19: *这个很麻烦怎么说(how to say '麻烦trouble' in English)*?

R: Troublesome.

S19: Er, I think is troublesome.

4.1.3 Other Employed Strategies

1) Topic Avoidance

"Topic Avoidance" occurs when the learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known. This strategy appears for 20 times, 5.1%, and it is applied in such situations:

Example 1

R: You like Som Tam?

S3: Yes, uh... I like. I like it very much, *so the if...I will eat* because, because may be sometime, may be sometime is very spicy. But sometimes I want, I want to eat.

Example 2

R: Do you have time to miss your parents?

S6: (laugh) Of course, sometimes, just like, uh, it is boring, just, uh. I meet something, it is made me sad, I will miss my parents, just, *but I, I can't...what I can do is just call them, and talk to them.*

Example 3

R: Do you have any pets?

S4: Pets? No, I don't like to keep them, *I think they are... it's a for free.*

Example 4

R: Will you miss the teachers or friends after you leave HCU?

S16: Er...

R: Will you miss them?

S16: Er...

R: Miss, 想念(miss).

S16: Yes, I know the "miss". Er... *the people... maybe, maybe I will miss the people,* and, er, but, I like the talking, the talking mail.

2) Message Abandonment

The "Message Abandonment" strategy happens for 18 times, with 4.6%, and occurs when the learner begins to talk about a concept but is unable to continue due to lack of meaning structure, and stops in mid-utterance.

Example 1

R: I want to know when did you arrive Thailand?

S1: I think is July, last year, but, actually I forgot the… (date)

Example 2

R: You think this university (HCU) is good.

S3: Uh, in China, the school, I think like, they just push student to learn, a lot of knowledge, maybe, students don't like to study, but they have to study the credit, so, it is, uh, not, very, uh… (flexible)

Example 3

R: Why do you like both of them?

S14: Different people have different…er… (personality).

Example 4

R: Have you visited any places in Thailand? Travel?

S16: Travel, yes. I, ever ca, come to Pu, pu, pu… (Phuket)

3) Language Switch

"Language Switch" is used for 15 times, or equals 3.8%. It means the speaker uses an L1 or Ln term but without adapting it to the L2 either phonologically or morphologically.

Example 1

R: What Thai food do you like?

S5: *Pad Thai,* and I like the… Thai… and *kranom* (snacks).

Example 2

R: When are you going back China?

S5: Er*, wanti* (date), twenty, this month.

Example 3

R: Have you travelled in Thailand?

S6: Oh travel, yes. I, I have been to Pattaya, Phuket, Ayuthaya, and the *daochangwad* (province).

Example 4

R: Have you had an elephant ride?

S7: Yes, I, I have been... ride, ride elephant in Ayuthaya, and, and I see the elephant show in the... *farm chaorakiet* (crocodile farm), Samutprakarn, *krab.*

Example 5

R: How about in China, do you have any pets there?

S7: In China, if you want to... you want to feed the pet, you should... if, if the big dog, like 藏獒 (zang mastiff), like that, you should be applied to the, to the government agency, and, have the permit to, to feed that.

4) Confirmation Check

"Confirmation Check" means requesting confirmation that one heard or understood something correctly. It is used for 14 times, which is 3.6%.

Example 1

R: Have you tried an elephant ride?

S14: Yes, in Chiang Mai, I go to the elephant camp.

R: with your friends?

S14: Yes, eight.

R: Eight girls, one elephant?

S14: No, no, *you mean, ride the elephant?*

R: Yes.

S14: Just one.

R: What do you think about your teachers?

S4: *In here or in China?*

R: Here.

S4: They are kind.

Example 2

R: How did you feel when you arrive here for the first time?

S11: *the first time?*

5) Feigning Understanding

"Feigning Understanding" means making an attempt to carry on the conversation in spite of not understanding something by pretending to understand. This strategy was used for 12 times, and equals 3.1%.

Example 1

R: How are they (your parents) now?

S4: They, *they are in China*, and...

Example 2

R: When did you arrive Thailand?

S5: uh...Thailand? uh...*building, is very beautiful.*

Example 3

R: Who is taking care of your dog?

S8: This do (dog), *I don't like this, er, in my room, and...don't want have the dog.*

Example 4

R: Which of them do you miss more, your father or mother?

S20: *Of course, the Spring Festival, or father's day, mother's day, that day I will miss my family most.*

6) Clarification Request

"Clarification Request" means requesting explanation of an unfamiliar meaning structure. It is reported for 11 times, which reached 2.8% of all the strategies.

Example 1

R: Have you ever had an elephant ride?

S2: *Uh? Pardon?*

R: Have you tried to ride an elephant?

S3: *Had what?*

Example 2

R: Do you miss your family?

S11: Of course, I miss them too much.

R: How are they now?

S11: *What?*

R: Are they happy now?

S11: En, I think so.

Example 3

R: Do you miss your parents?

S19: *Er?*

R: Do you miss your father and mother?

S19: Yes.

7) Mime

"Mime" refers to non verbal communication, such as gestures and pictures. In this study, it is employed for few times, only 9, 2.3%.

Example 1

R: When are you going back China?

S19: Er... not sure.

R: Why not?

S19: (smile).

R: This is your third year in HCU, yes?

S19: Er?

R: Four years, right?

S19: ...

R: Now, three years already?

S19: Er...

R: You have one more year?

S19: 不是，我正在想什么时候回去 (no, I am thinking when do I go back).

Example 2

R: How about the education here (Thailand)?

S1: Here, uh... you can practice more, you can do many things yourself, and you can put idea into your homework. I think China have uh the education is uh bad.

R: Bad?

S1: (smile)

Example 3

R: No? You don't miss your parents?

S1: En, because they call me everyday.

R: Oh they call you everyday?

S1: (nodding head)

4.2 Details of the Use of Communication Strategies

Out of thirteen communication strategies that this research includes, the details of them were presented in Table 8.

Table 8 Details of the Use of Communication Strategies

No	A	WC	C	LT	LS	AS	M	TA	MA	UF	FU	CR	CC	Total	N (13)
	Types of Communication Strategies														
1	6	-	1	1	-	-	2	1	1	15	-	-	1	28	8
2	5	-	-	1	-	-	-	-	-	16	-	1	1	24	5
3	7	3	2	1	-	-	-	2	2	18	1	1	-	37	9
4	7	-	-	3	-	-	-	2	3	6	1	-	1	23	7
5	3	1	-	2	3	-	-	1	1	20	1	2	-	34	9
6	3	-	-	3	1	-	-	2	-	9	-	1	3	22	7
7	6	1	-	5	2	-	-	3	-	24	-	-	1	42	7
8	7	-	1	7	-	-	-	1	-	12	4	-	-	32	6
9	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1
10	2	-	1	-	-	-	-	-	-	3	-	-	-	6	3
11	-	-	-	2	-	-	-	1	1	3	-	1	1	9	6
12	5	1	-	-	1	-	-	-	-	2	-	1	-	10	5
13	4	-	-	1	1	-	2	-	3	3	1	-	-	15	7
14	4	-	-	1	-	-	-	-	1	1	-	1	3	11	6
15	2	-	2	5	1	1	-	1	2	6	1	-	-	21	9
16	11	-	-	2	-	-	2	4	2	9	1	1	1	33	9
17	3	-	-	1	-	-	-	1	-	-	-	-	-	5	3
18	-	-	-	-	-	-	1	-	1	2	-	1	-	5	4
19	3	-	-	-	6	2	2	1	-	7	-	1	1	23	8
20	4	-	-	-	-	-	-	-	1	3	2	-	1	11	5
N 20	18	4	5	14	7	2	5	12	11	18	8	10	10		

A: Approximation AS: Appeal for Assistance FU: Feigning Understanding
WC: Word Coinage M: Mime CR: Clarification Request
C: Circumlocution TA: Topic Avoidance CC: Confirmation Check
LT: Literal Translation MA: Message Abandonment
LS: Language Switch UF: Use of Fillers/Hesitation Device

Table 8 reveals the details of every communication strategy that these participants used during the interviews. From the bottom row of the table, it showed that some strategies were almost used by all the students, such as "Approximation" and "Use of Fillers/Hesitation Device", which were used by 18 students separately. In addition, some other communication strategies were applied during the conversations, for instance, "Literal Translation" was used by 14 students; "Topic Avoidance" was reported by 12 students; "Message Abandonment" was employed by 11 participants; "Clarification Request" and "Confirmation Check" were used by 10 students respectively; "Feigning Understand" appeared in 8 students' conversations and "Language Switch" was used by 6 of them. Compared with these, some other strategies were rarely adopted by the subjects, for example, "Appeal for Assistance" was only used by 2 students; "Word Coinage" was tried by 4 students; "Circumlocution" and "Mime" were reported by 5 students separately. The total rank showed the frequency of communication strategy used by each participant. The maximum number was 42, which applied by 1 student. There are 4 students tried more than 30 times of these strategies, and 5 students used more than 20 times, moreover, 5 participants applied CSs for more than 10 times and 5 students were reported to use communication strategies less than 10 times, and the minimum was twice.

The right side row "N (13)" expressed the number of communication strategy types used by every participant. From the figure, we could see the minimum number was 1, which means that one of the students used only 1 type of communication strategy, and the maximum number was 10, which means some students used 9 types of communication strategies. It expressed that some students who apply more types of strategies tend to use other strategies frequently also, such as students No.3, No.5 and No.16, who all used 9 types of communication strategies, and the frequency were 37, 34 and 33 times separately. However, some participants employed a few types of strategies, but these strategies were multiple used for a lot times, for example, participants No.7 and No.8. They both adopted 6 to 7 types of strategies, but these strategies were used for 42 and 32 times by them respectively. Moreover, some participants who used less times of communication strategies tend to use less types of strategies, for instance, participants No.9, No.10, No.17 and No.18

who applied less than 10 times of strategies used only 1 to 4 types of communication strategies. While, some participants employed the same number of strategy types, but the frequency of strategy-use were quite different, for example, students No.2, No.12 and No.20 applied 6 types of communication strategies, but the strategy frequency were 24, 10 and 11 separately. Together with these students, the others also employed some types of strategies for different times.

To sum up, all these Chinese students employed various types of communication strategies while associating in English conversations, for overcoming difficulties during communication and completing the tasks more effectively. This finding supports Rababah (2003) study which found that when the second language learners recognize that there is a mismatch between their resources of linguistic and their intentions of communication they used CSs such as Appeal for Help, Literal Translation, Circumlocution, Approximation, Word Coinage) to resolve these problems to get better understanding and to communicate effectively.