เรียนรู้เพื่อรับใช้สังคม

ความสัมพันธ์ของระดับความสามารถทางภาษาอังกฤษและเพศกับกลวิธี
การสื่อสารภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3
โรงเรียนคุรุมิตรประสิทธิ์ศิลป์

RELATIONS BETWEEN LEVELS OF PROFICIENCY AND GENDER ON

ENGLISH COMMUNICATION STRATEGIES USED BY MATHAYOM 3

STUDENTS AT KURUMITPRASITSIL SCHOOL

WARANTRI NANTA-UMPOND

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS PROGRAM

(ENGLISH FOR PROFESSIONAL COMMUNICATION)

GRADUATE SCHOOL HUACHIEW CHALERMPRAKIET UNIVERSITY

YEAR 2016

# RELATIONS BETWEEN LEVELS OF PROFICIENCY AND GENDER ON ENGLISH COMMUNICATION STRATEGIES USED BY MATHAYOM 3 STUDENTS AT KURUMITPRASITSIL SCHOOL

## WARANTRI  NANTA-UMPOND

ACCEPTED BY THE GRADUATE SCHOOL , HUACHIEW CHALERMPRAKIET
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE MASTER'S DEGREE MASTER OF ARTS
(ENGLISH FOR PROFESSIONAL COMMUNICATION)
ON
DECEMBER 22, 2016

......................................................
Dr. Worawanna Petchkij
Chairman

......................................................
Dr. Suthida Soontornwipat
Thesis Advisor

......................................................
Dr. Jonathan Rante Carreon
Member

......................................................
Dr. Suthida Soontornwipat
Member

......................................................
Asst. Prof. Dr. Noparat Tananuraksakul
Program Director Master of Arts
(English for Professional Communication)

......................................................
Assoc. Prof. Isaya Janwittayanuchit
Dean of the Graduate School

......................................................
Asst. Prof. Nick Soonthorndhai
Dean of Faculty of Liberal Arts

# ความสัมพันธ์ของระดับความสามารถทางภาษาอังกฤษ และเพศ กับกลวิธีการสื่อสารภาษาอังกฤษ
## ของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนคุรุมิตรประสิทธิ์ศิลป์

วรันตรี นันทอัมพร 566088
ศิลปศาสตรมหาบัณฑิต (ภาษาอังกฤษระดับสูงเพื่อการสื่อสาร)
คณะกรรมการที่ปรึกษาวิทยานิพนธ์: สุธิดา สุนทรวิภาต, อ.ด. (ภาษาศาสตร์)

## บทคัดย่อ

การศึกษามีจุดมุ่งหมายเพื่อศึกษากลวิธีการสื่อสารของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียน
คุรุมิตรประสิทธิศิลป์ ที่มีความสามารถทางภาษาอังกฤษที่แตกต่างกันว่ามีการใช้กลวิธีการสื่อสาร
ภาษาอังกฤษอย่างไร และเปรียบเทียบความแตกต่างในการใช้กลวิธีการสื่อสารภาษาอังกฤษของนักเรียน
ชายและนักเรียนหญิง กลุ่มตัวอย่างมีจำนวน 40 คน ใช้เกรดเฉลี่ยในวิชาภาษาอังกฤษ 4 วิชา คือ วิชาการ
สนทนาภาษาอังกฤษ 1 (Eng. 11101) วิชาการสนทนาภาษาอังกฤษ 2 (Eng. 11102) วิชาการสนทนา
ภาษาอังกฤษ 3 (Eng. 21101) และวิชาการสนทนาภาษาอังกฤษ 4 (Eng. 21102) ที่เรียนใน
ชั้นมัธยมศึกษาปีที่ 1 และ 2 เป็นเกณฑ์ในการแบ่งกลุ่ม นักเรียนที่มีความสามารถด้านภาษาอังกฤษ
ระดับสูงจำนวน 20 คน และระดับต่ำ จำนวน 20 คน แบ่งเป็นเพศชาย 17 คน เพศหญิง 23 คน ใช้การ
แสดงบทบาทสมมุติ และการอธิบายคำศัพท์เป็นเครื่องมือในการศึกษา ข้อมูลที่ได้นำมาวิเคราะห์เชิง
คุณภาพและปริมาณ โดยหาค่าร้อยละและการจัดลำดับ

ผลการวิจัยพบว่า นักเรียนที่มีความสามารถด้านภาษาอังกฤษระดับสูงใช้กลวิธีการเพิ่มคำ (use of
fillers) และระดับต่ำใช้ กลวิธีการสลับภาษา (code switching) มากที่สุดในการแสดงตามบทบาทสมมุติ
นอกจากนี้ ในการอธิบายคำศัพท์ นักเรียนที่มีความสามารถด้านภาษาอังกฤษระดับสูงใช้ช่วงเงียบ
(pausing) มากที่สุด และระดับต่ำ ใช้กลวิธีการพูดอ้อม (circumlocution) มากที่สุด ในการแสดง
บทบาทสมมุตินักเรียนชายใช้กลวิธีการสลับภาษา (code switching) และการเพิ่มคำ (use of fillers)
มากที่สุด นักเรียนหญิงมีการใช้กลวิธีที่เหมือนกัน คือ กลวิธีการเพิ่มคำ (use of fillers) มากที่สุด
นอกจากนี้ในการอธิบายคำศัพท์ นักเรียนชายใช้กลวิธีการพูดอ้อม (circumlocution) มากที่สุดและ
นักเรียนหญิงใช้ช่วงเงียบ (pausing) มากที่สุด

ผลการศึกษาจะเป็นแนวทางให้ผู้สอนนำไปเป็นข้อมูลและนำไปปรับปรุงรูปแบบหรือวิธีการสอนให้
มีประสิทธิภาพมากยิ่งขึ้น เพื่อให้ผู้เรียนสามารถใช้ทักษะทางการพูดสื่อสารภาษาอังกฤษได้ดีขึ้น

**คำสำคัญ:** กลวิธีการสื่อสารภาษาอังกฤษ ระดับความสามารถทางภาษาอังกฤษ เพศ
นักเรียนชั้นมัธยมศึกษาปีที่ 3

RELATIONS BETWEEN LEVELS OF PROFICIENCY AND GENDER ON
ENGLISH COMMUNICATION STRATEGIES USED BY MATHAYOM 3
STUDENTS
AT KURUMITPRASITSIL SCHOOL

WARANTRI  NANTA-UMPOND 566088
MASTER OF ARTS (ENGLISH FOR PROFESSIONAL COMMUNICATION)
THESIS ADVISORY COMMITTEE: SUTHIDA SOONTORNWIPAT, Ph.D.
(LINGUISTICS)

## ABSTRACT

This study investigated what communication strategies are used by high and low proficiency students, and compare the communication strategies used by male and female students. The participants consisted of 40 students at Kurumitprasitsil School. The students' average grades in four subjects include English for conversation1 (Eng.11101), English for conversation2 (Eng.11102), English for conversation3 (Eng. 21101), and English for conversation4 (Eng.21102) were used as a criterion to classify students into high and low proficiency groups. Consequently, there were 20 students in the high proficiency group and 20 students in the low proficiency group. And there were 17 male students and 23 female students. The data from the students in the accomplishment of the role play and definition plan tasks were analyzed both qualitatively and quantitatively.

It was found that high proficiency students utilize "use of fillers" most and low proficiency students utilize "code switching" most in the role play task. High proficiency students utilized "pausing" strategy most in the definition plan task. Low proficiency students utilized "circumlocution" most in the definition plan task. Moreover, it was found that male students utilized "use of fillers", and "code switching" most in the role play task. Female students utilized "use of fillers" most in the role play task. On the definition plan task, male students utilized "circumlocution" most strategy, and female students utilized "pausing" is the most strategy.

Finally, since this study recommended that the teaching of CSs should be included in the syllabus, it would be valuable for further studies to investigate the teachability of CSs to enhance the ability of English communication.

**Keywords:** Communication Strategies, Level of Proficiency, Gender, Mathayom 3 students

# ACKNOWLEDGEMENT

# TABLE OF CONTENTS

**TABLE OF CONTENTS (CONTINUED)**

# LIST OF TABLES

# CHAPTER 1
## INTRODUCTION

This chapter provides the background of study, research questions, address the objectives for the present study, frameworks of the study, limitation of the study, definitions of terms, and the significance of the study.

### 1.1 Background of Study

These days, English is the most important language and a required language for each nation. In Thailand, English has been viewed as the variety which will lead Thailand into the world enclosure through the procedure of internationalization. According to Kachru (1985), Thailand is grouped in the Expanding Circle which refers to the circumstances in which English is used as a foreign language or EFL. Hence, English is assumed as an essential part of training and it is proposed that English instruction ought to begin as ahead of schedule as would be prudent. In 1996, the Education Ministry proposed that English training begins from the first grade, instead of the fifth grade. The purpose of the curriculum is imperative in daily life, because English language serves as a critical apparatus for communication, education, procurement of knowledge, professional success and creating understanding of cultures and visions of the world community. The English language empowers learners to be mindful of assorted qualities of societies and perspectives on the planet group, helpful for companionship and collaboration with different nations. They add to learners' improvement by giving learners better comprehension of themselves as well as other people. The learners are hence ready to learn and comprehend contrasts of languages and cultures, customs and traditions, thinking, society, economy, politics and administration (Ministry of Education, 2008).

English is exceptionally paramount for students studying English subject in light of the fact that it is utilized as a medium of learning. Even though Thai students in English subject have been taught English for a long time, they are still not able to impart viably in the target language. Most of the Thai students have not experienced native speaking instructors, but they have more opportunity to utilize English within the classroom.

It is troublesome for Thai students to acquire English talking capability on account of the unlucky deficiency of minerals contained in the earth outside the classroom. Their exposure to English is limited and mostly in the classroom setting, making the acquisition of the language more artificial (Janicki. 1985).

Thai students are basically not presented to English in a regular and they additionally have minimal opportunity to utilize English within ordinary life in Thailand. Subsequently, most students are still not able to utilize the learning that they have adapted in the classroom in genuine circumstances outside the classroom.

Currently, the learning area for English language is aimed for the students in grade 9 learners to obtain a positive demeanor towards English language, the capacity to utilize English language for conveying as a part of different circumstances, looking for information, participating in business and seeking after further training at higher levels. Learners will have knowledge and comprehension of stories and social differences of the world community, and will have the capacity to imaginatively pass on Thai ideas and society to the worldwide society (Ministry of Education. 2008).

English proficiency is one of the factors that influence the students' communicative abilities. Students who have high English proficiency seem to be better in second/foreign language communication. On the contrary, students with low English proficiency seem to have more communication problems than high proficiency ones (Poulisse & Schils. 1989; Chen. 1990). Other than the apparent differences in proficiency level, it seems that problems in communication may result from the students' lack of appropriate communication strategies, the systematic techniques or tools employed by a speaker to express his/her meaning when facing difficulties in the communication process (Oxford. 1990) which can help them create their language capacities.

Also, gender is the factor that influences the students' communicative abilities. According to Politzer (1983), Oxford & Nyikos (1989), Green & Oxford (1995), and Ok (2003) concluded from their studying on learning strategies, found that gender differences had a profound influence on strategy employment. Also, Zhao & Intaraprasert (2013) exhibited that the level of proficiency and gender

demonstrated critical varieties in students' decision of their communication strategies usage.

Poulisse & Schelis (1989) proposed that task type is the most part acknowledged as one of the components influencing the way of the choice of learners' CSs. Tasks have been planned and used to evoke the information whereupon examinations of CSs have been led. The normal ones are picture description, picture construction, narration and discussion. Task types might influence the use of CSs because tasks are different in nature.

The study of communication strategies in Thai and non-Thai contexts emphasized on two aspects, that is, the level of proficiency (Poulisse & Schils. 1989; Chen. 1990; Al-Humaidi. 2002; Wannaruk, 2003; Binhayeearong. 2009), and task types (Poulisse & Schils. 1989; Binhayeearong. 2009) affecting the use of communication strategies. Moreover, most of the studies in Thai context seemed to focus on one factor, that is, either English proficiency or task types. There are but few studies investigating the gender variable and the use of communication strategies. Also, there is no empirical previous study in this local area. Thus, this study aims to identify and compare communication strategies used by high and low English proficiency students, and to compare the communication strategies used by male and female students.

## 1.2 Research Questions

1. What communication strategies are used by high and low proficiency students?

2. What are the differences of communication strategies used by male and female students?

## 1.3 Objectives of the Study

1. To identify and compare communication strategies used by high and low English proficiency students.

2. To compare the communication strategies used by male and female students.

**1.4 Frameworks of the Study**

In this study, the framework of the study which were adopted from Tarone (1977), Poulisse (1993), and Dornyei & Scott (1997) frameworks were shown in table 1.

**Table 1** Frameworks of the Study

| CSs | Frameworks Source |
|---|---|
| 1. Asking for clarification | Dornyei & Scott (1997) |
| 2. Code switching | Dornyei & Scott (1997) |
| 3. Circumlocution | Dornyei & Scott (1997) |
| 4. Literal translation | Dornyei & Scott (1997) |
| 5. Literal comparison | Poulisse (1993) |
| 6. Message abandonment | Tarone (1977) |
| 7. Message reduction | Dornyei & Scott (1997) |
| 8. Mime | Dornyei & Scott (1997) |
| 9. Other-repair | Dornyei & Scott (1997) |
| 10. Other-repetition | Dornyei & Scott (1997) |
| 11. Pausing *(divided from "use of fillers strategy"* | Dornyei & Scott (1997) |
| 12. Self-repair | Dornyei & Scott (1997) |
| 13. Self-repetition | Dornyei & Scott (1997) |
| 14. Topic avoidance | Tarone (1977) |
| 15. Use of fillers | Dornyei & Scott (1997) |

**1.5 Limitation of the Study**

1. The sample size was small in the specific local area in Kalasin province. The findings from this study were generated from a group of Mathayom 3 students in the EFL context.

2. The nature of the task had a distinctive effect on the selection of a strategy in the definition plan task in which circumlocution strategy was preferred (Poulisse & Schils. 1989).

**1.6 Definitions of Terms**

In this section, the definitions of key terms employed in this study are provided below:

1. Communication strategies:  Verbal devices utilized by the students to overcome communication problems based on their own ability.

2. English Language Proficiency:  The students' English language proficiency as measured by their average grades in four English conversation subjects (Eng.31101, Eng.31201, Eng. 32101 and Eng.32201) from Matayom 1 to Matayom 2.

3. High Proficiency Students: The students who have the average grades between 3.80 - 4.00.

4. Low Proficiency Students: The students who have the average grades between 2.00 - 2.60.

5. Code switching: The students use a word or phrase from their first language including final particles, but excluding proper nouns while engaged in a conversation.

6. Pausing: The students make a gap with silence for a while (3-5 sec.) to gain time in order to think of the next word or expression and continue until finished.

7. Use of fillers: The students use fillers involving non-lexical activity in order to think of the next word or expression and continue until finished.

**1.7 Significance of the Study**

In terms of pedagogical implementations, English communication is the key for students who utilized English language in the classroom. The advantage of this research will be beneficial for both students and teachers. It could give direction for students in picking proper sorts of CSs in various different circumstances inside and outside the classroom, particularly when they confront a few difficulties. Since the goal of ESL/EFL teaching and learning is to develop communicative competence among students, the development of strategic competence which has rarely been included in language teaching should be included as a goal of an ESL/EFL syllabus. To promote the development of strategic competence, teachers should introduce a

wider range of communication strategies for students to use through classroom activities so that students know which strategies are available.

Moreover, teachers should provide strategy instruction which is suitable to the students' level of proficiency so that the students can use the strategies effectively according to their language ability. If teachers give strategy instruction which is not appropriate to the students' proficiency level, gender, or tasks, the students might find learning how to use CSs in their communication stressful.

Furthermore, it is also important for teachers to know what types of CSs the high and low proficiency students lack because the students should only be taught strategies that they do not know. When the students know more CSs and know how to use them appropriately, they will push out more communication. The more they use the language for communication, the more their proficiency level will be increased.

# CHAPTER 2
# LITERATURE REVIEW

In this chapter, the concepts of communication strategies, tasks type and communication strategies, teaching and teachability of communication strategies, communicative competence and communication strategies, the influence of language proficiency level on communication strategies, the influence of gender on communication strategies, taxonomies of communication strategies, English teaching in Thailand, and related studies are elaborated in detail.

## 2.1 Communication Strategies (CSs)

Since communication breakdowns can happen in both First Language Acquisition (L1) and Second Language Acquisition (L2) communicative studies, CSs are profitable for both L1 users and L2 learners. However, second language learners who have etymological imperatives likely face communication problems and breakdowns more customarily than first users who have an unrivaled control of their native language while communicating with others.

Meanings of CSs utilized by second language learners have been surveyed in Bialystok (1990) who characterized CSs as "a systematic technique employed by a speaker to express his meaning when faced with some difficulty" while Tarone (1980) exhibited a definition of CSs as "a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared". Faerch & Kasper (1983) defined CSs as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" , and Stern (1992) defined them as "techniques of coping with difficulties in communicating in an imperfectly known second language."

Chen (1990) characterized CSs as "devices employed by L2 learners when they encounter communication problems in L2 communication because their communicative ends have outrun their communicative means." Dornyei & Scott (1997) noted that CSs are "potentially intentional attempts to cope with any language related problems of which the speaker is aware during the course of communication."

According to Littlemore (2003) CSs are "the steps taken by language learners in order to enhance the effectiveness of their communication". Despite the fact that the previously stated meanings of CSs are distinctive in detail, the definitions join on three comparable peculiarities, in particular problematicity, awareness, and deliberateness (Bialystok. 1990). Problematicity refers to exactly when a speaker sees that there is an issue which may meddle with communication, and is the real trigger for using procedure to resolve the issue. Speakers are mindful when they utilize communication systems in their communication process. They choose different CSs to decipher and pass on a significant and extensive message. Deliberateness is the last paradigm in characterizing CSs. It alludes to the learner's control over a collection of systems so that specific ones may be chosen from the scope of choices and deliberately connected to accomplish certain impacts. Bialystok (1990) mentioned that "this aspect of the definition is conveyed by the assumption that the speaker has control over the strategy that is selected and that the choice is responsive to the perceived problem." On the other hand, it might be seen that the most fundamental and pervasive peculiarity referred to in the meanings of CS is problematicity. Most definitions recommend that when speakers face issues in their communication, they utilize CSs to solve and overcome troubles.

The meaning of CSs in this study refers to strategies utilized by the students to overcome communication problems by utilizing verbal techniques focused around their own particular capability and/or requests for their interlocutors to keep their conversation going.

## 2.2 Task Types and Communication Strategies

Tasks are extremely important instruments for inspiring the learners' utilization of CSs and they are likewise crucial in deciding the techniques that will be utilized. It is clear that learners will change the path in which they approach an issue as indicated by their impression of what is applicable. Communication with an instructor in a language classroom will prompt distinctive employments of the language than a discussion with a friend (Bialystok. 1990). Task type is for the most part acknowledged as one of the components influencing the way of the choice of learners' CSs. Tasks have been planned and used to evoke the information

whereupon examinations of CSs have been led. The normal ones are picture description, picture construction, narration and discussion. One primary measure for picking the tasks is the manner by how genuine they are in giving a circumstance to the learners that energizes the utilization of distinctive CSs to pass on implications and take care of issues. Tasks ought to be suitable to make communication challenges for the learners and thus, evoke CSs (Al-Humaidi. 2002). Bialystok (1983) found that students react to diverse task prerequisites with distinctive CSs. She found that a few techniques were helpful just for specific sorts of tasks.

To elicit CSs, different tasks such as picture description (Varadi. 1980; Littlemore. 2003), speaking tasks (Haastrup & Phillipson. 1980; Lam & Wong. 2000; Maleki. 2007), topic description, cartoon description, and definition formulation (Dornyei. 1995), jigsaw and decision making (Smith. 2003), and object description and narrative task (Rossiter. 2003) have been used in previous studies. These studies suggest that type of task might influence the frequency of CSs.

Dornyei (1995) concentrated utilized tasks to evoke CSs. He utilized three distinct tasks as a test to elicit CSs. There are the topic description task, the cartoon description task, and the definition formulation task. In a topic description, understudies are given an abstract topic (vegetarianism, marriage, peace) and approached to discuss it for 3 minutes. For a cartoon description, students are requested to portray the story from a cartoon strip which comprises of three to four pictures. In a definition formulation, students are given five Hungarian words concerning school or family life (youngster mind advantage, school leaving declaration, specialization course) and made a request to give a definition or a clarification in English (Dornyei. 1995). From these tasks, the topic description and cartoon description are probably going to be more controlled undertakings while the definition formulation is a characteristic one. The research on CSs mentioned above supports a focus on using tasks for data collection. Thus, the current study included speaking tasks as a research variation to elicit students' employment of CSs. These tasks were designed according to syllabus in the school (see Chapter 3). Likewise, one noteworthy paradigm for choosing the tasks was how authentic they were in providing a situation for the learners to use different CSs to convey meaning and solve their communication problems. To ensure how these tasks work, the researcher

uses these tasks in August 2015 as a pilot study. As Mackey & Gass (2005) said it is basic to pilot whatever task is guaranteed to provide chances for the generation of proper structures and input.

The current study used two different tasks; the role play task and definition plan task. The first task was the role play task. This task had proved to be workable in various studies (Haastrup & Phillipson. 1983; Weerarak. 2003; Kongsom. 2009; Binhayeearong. 2009). They found that learner used several of the CSs such as use of fillers, appeal of assistance, other repair, code switching, circumlocution, approximation, gesture, and topic avoidance. The reasons why the researcher outlined this task were that: it may fortify genuine communication between students. The students may utilize modification devices, L2-based strategies, and non-linguistic strategies in order to avoid their communication breakdown. Hence, the researcher composed a critical thinking errand to inspire their CSs. This task was selected because the process of the conversation activities might stimulate the subjects on the syllabus in part of how to convey in daily life (see Chapter 3). The topic "Asking and giving opinions about studying in Kurumitprasitsil school" was chosen because students were familiar and limit at the same direction in 6 questions which include personal information on general topics such as study, food, culture, attractions, school, and free-time activities within 5 minutes. Moreover, the students should not use "Yes/No questions" because the researcher will not collect the real communication strategies due to time gaining.

The second task was definition plan. Several researchers such as Dornyei (1995), Rossiter (2003), Kongsom (2009), and Binhayeearong (2009) employed this task and they found that learners used code switching, circumlocution, approximation, gesture, and avoidance. In this research, this task was selected because the process of describing the concrete word and one abstract word might stimulate the subjects on the syllabus in part of how to use the dictionary.

Consequently, it is important to examine the impact of task type on the frequency of CSs and select appropriate task types to elicit desirable CSs.

**2.3 Teaching and Teachability of Communication Strategies**

Many researchers make pedagogical recommendations and support the idea that CS training is possible and desirable to develop the learner's strategic competence (Dornyei & Thurrell. 1991; Færch & Kasper. 1983; Tarone & Yule. 1989; Willems. 1987). Færch & Kasper (1983) suggested that it was possible to teach CSs in the foreign language classroom. They viewed that whether to teach CSs or not depends on the purpose of teaching. In the event of educating for new information or tests, it is most likely superfluous to instruct CSs. Foreign language learners as of now have verifiable information with respect to CSs and can apply this learning. Be that as it may, if instructing is to make learners cognizant about parts of their officially existing strategies, it is important to show them about methodologies, especially how to utilize CSs suitably. They also argued that "by learning how to use CSs appropriately, learners will be more able to bridge the gap between formal and informal learning situations". The instruction of CSs is also supported by Willems (1987). He supported that two thoughts ought to be given careful consideration when showing CSs in the language lessons. To begin with, it is important to invest more time in direction about CSs on the grounds that CSs in the L1 are generally utilized consequently and the learners are not generally aware of their own inclinations or impediments. Second, additional time ought to be given to practicing the utilization of CSs for raising consciousness of an assortment of conceivable CSs.

In addition, O'Malley (1987) also provided some evidence for the teachability of strategic competence. He concluded as follows:

> "Teacher should be confident that there exist a number
> of strategies which can be embedded into their existing
> curricula, which can be taught to students with only
> modest extra effort, and that can improve the overall
> class performance" (p.143).

In his view, in the future consideration ought to be given to refining the strategy training approaches, recognizing impacts related with individual strategies, and deciding techniques for reinforcing the effect of the procedures on student results.

Another analyst who pushed teaching and training CSs is Dornyei (1995). He bolstered CSs training by examining three conceivable explanations behind the discussion encompassing the openness to instruction of CSs: (1) the majority of the contentions on both sides depend on indirect or inconclusive evidence, (2) there is variety among CSs as to their teachability, and (3) the notion of teaching allows for a variety of interpretations. Also, Manchon (2000) claimed that CSs training may improve the students' feeling self-confidence and fearlessness when the students endeavor to speak with the others. As he expressed:

> "Having the possibility of using CS can facilitate the task of using the L2 for some learners, especially those who lack confidence in their own resources or those less capable, linguistically speaking. For instance, being aware of the fact that one does not always have to use the exact word in order to be communicatively effective, can push the students into the search for alternative means to convey his/her intended meaning".

In spite of numerous contentions and proposals set forth about teaching CS, there have been a couple of empirical reviews which survey the CSs instruction. Yule & Tarone (1997), and Dornyei (1995) proposing that change in compelling CS is utilized from training (Yule & Tarone. 1997). Chen (1990) invested those Chinese EFL learners shows that powerful CS utilizes vary according to proficiency. She reasons that learners' strategic communicative competence could probably be increased through recommended CS training. Findings from systematic class perception by Brooks (1992) recommend that interview-type activities do not give chances to arrangement. He prescribes CS guidelines, particularly circumlocution and appeals for assistance, using jigsaw tasks. Salomone & Marsal (1997) claimed that the critical change of learners' utilization of circumlocution by training. Russell & Loschky (1998) found that numerous Japanese college students of EFL have a tendency to return to L1 or non-semantic systems, and in this manner can benefit from CS instruction. Moreover, Dornyei (1995) proposed that learners' utilization of

CSs ought to be developed through focused instruction. He advocates a 'direct approach' to educating, and incorporates awareness-raising in this approach.

## 2.4 Communicative Competence and Communication Strategies

When learners have created open skill in a language, they will have the capacity to cooperate all the more effectively in discussions. Thus, the communicative approach to language instructing has been invited and received in numerous nations all through the world to permit students to create their communicative competence. According to the widely accepted ideas of Canale & Swain (1980), communicative competence as a whole might be clarified regarding four significant segments: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Karaki (1992) mentioned that grammatical competence identifies with the degree to which learners can deal with the linguistic code regarding their insight into vocabulary and principles of language structure. Grammatical competence involves knowledge of the language code (grammar rules, vocabulary, pronunciation, spelling, etc.) which has been just about the sole emphasis in language instruction previously. Dornyei & Thurrell (1991) mentioned that more materials in current course books are intended to create sociolinguistic ability in the learner, and current language tests additionally frequently include the estimation of this competence. In doing thus, the educating of a language needs to stretch itself to the talk level and in the end helps create talk fitness in the learners. Canale & Swain (1980) recommended that this sort of skill is shown through CSs. Along these lines; one approach to create students' communicative competence is to incorporate the instructing of CSs in the classroom. CSs are useful for learners in overcoming correspondence issues. They help learners to utilize the target language as a part of serious circumstances. The more learners utilize the target language as a part of genuine circumstances, the more quickly they create their communicative competence. Chen (1990) called attention to that the communicative competence of learners could be created when the recurrence of CS utilized by learners is expanded. Dornyei & Thurrell (1991), Faerch & Kasper (1983), Tarone & Yule (1989), and Willems (1987) supported CSs guideline and

suggested pedagogical rules and recommended that CSs educating was helpful for the advancement of communicative skill.

The improvement of learners' informative capabilities is a standout amongst the most critical objectives of English language study. In any case, in most EFL circumstances, learners have few chances to convey in the target language. Moreover, most EFL curricula emphasize accuracy rather than fluency (Brown. 2001). This curriculum concentrates on the instructing of syntax and to some degree overlooks the educating of useful use of the language in light of the fact that it for the most part endeavors to urge students to pass examinations. Thus, students may know the principles of language structure well, however are not able to utilize the language properly and successfully. As it were, what the students need is informative skill which is characterized by Savignon (1983) as "the learner's ability to function in a truly communicative setting that is in a dynamic exchange in which linguistic competence must adapt itself to the total information, both linguistic and paralinguistic of one or more interlocutors."

According to the Foreign Language Curriculum Framework (2002), CSs are vital systems for L2 learners because when they confront troubles in their communication or when breakdowns in communication happen, learners can approach these CSs keeping in mind the end goal is to get access to further important and intelligible data and gain from slip-ups and attempt once more. Besides, the learners can approach those procedures keeping in mind the end is goal to practice and use different relational abilities and figure out how to make up for weaknesses in communication so they can get to be sure and effective in second language utilization.

Freeman & Long (1991) pointed out that CSs are useful for L2 procurement because they empower learners to keep the discussion going and in this manner give more chances to include in the target language. According to Stern (1992), L2 learners can better enhance their informative abilities if they find themselves able to utilize a wide mixture of CSs fittingly. CSs, for example, circumlocution, gestures, paraphrasing or asking for clarifications are strategies utilized by L2 learners to keep up a discussion. The reason for utilizing these procedures is to abstain from intruding on the stream of communication. Correspondingly, Young (1997) expressed that

when loss of importance contrarily influences the discussion or current workload, there are two choices accessible to the learners and their conversationalists: negotiation of meaning through conversational adjustments or by method for CSs.

Moreover, Faucette (2001) accepted that CSs would serve as a superb means for less capable learners to keep up the discussion, bringing about the chance to get more language enter and enhance their language capability. This is backed by Freeman & Long (1991) who put forth the accompanying expression:

> "…a NNS's ability to keep a conversation going is a very valuable skill because by maintaining the conversation, the NNS can presumably benefit from receiving additional modified input. Indeed, conversational maintenance is a major objective for language learners who regularly invoke CSs" (p.126).

Lewis (2011) stated that students can develop their communicative competence when the teacher expose the students and draw their attention to a variety of communicative strategies, give them opportunities to apply the strategies in similar contexts and give them structured feedback on their performance. With careful planning, this is possible and indeed necessary from the initial stages of language learning. Then, he introduced learning strategies to help students develop their reading, writing or listening skills, so teaching students how to develop their communicative competence should be no exception.

Communicative competence involves knowing what to say to whom in what situations and how to say it. Communicative competence is composed of linguistic competence, sociolinguistic competence, discourse competence and strategic competence which refer to knowledge of verbal and non-verbal. CSs can enable to overcome difficulties when communication breakdowns occur and enhance the efficiency of communication.

**2.5 The Influence of Language Proficiency Level on Communication Strategies**

A factor that may be expected to strongly influence the use of specific categories of CSs is language proficiency, as suggested by Bialystock (1990):

"The first factor that may be expected to predict the choice of a specific communication strategy is the proficiency level of the speaker. The strategies make different linguistic demands, and some may be too sophisticated for less advanced language learners" (p.48).

The relationship between language proficiency and CSs is the issue that concerns most studies examining the utilization of CSs. These studies have given quantitative and qualitative results in identifying CSs. Most, if not the greater part of the studies, concur that the utilization of CSs is identified with language proficiency. High proficiency learners have a tendency to utilize less CSs than low proficiency learners. In addition, the recurrence and the sorts of system utilized are likewise diverse. Tarone (1977), and Ellis (1984) found that the sort and recurrence of CSs utilized shifts as per the learners' language proficiency. Learners with high proficiency had a tendency to utilize less avoidance strategies but more CSs than low proficiency ones. Chen (1990) showed that high proficiency learners resorted more to language-based strategies e.g. describing the words or concepts by the use of paraphrase, approximation and generalization, whereas, low proficiency learners depended more on knowledge-based strategies (i.e. depending on knowledge about the concept/word such as telling a story or using a proverb). Moreover, Chatupote (1995) found that the decision of method sort is connected with levels of language ability. The high proficiency gathering had the capacity to use L2-based strategies more habitually than L1-based strategies, while other semiotic framework strategies techniques were seldom utilized by any gathering. Accordingly, the language proficiency level of L2 learners is one of the elements affecting the utilization of CSs in the communication process.

Meanwhile, as Tarone (1980) suggests, CSs can help learners expand language. The learners' language output may be imperfect grammatically and lexically in the course of communication, but through employing CSs, they may be exposed to language input that may result in language learning. Thus, teachers should show students that they don't have to avoid the new topic because there are

other CSs which can save them from problems; that despite their difficulties, they can still communicate successfully with the new topic if they use appropriate strategies; and that they will even be able to improve their oral communication skill when they speak and use CSs more often.

**2.6 The Influence of Gender on Communication Strategies**

According to Politzer (1983), Oxford & Nyikos (1989), Green & Oxford (1995), and Ok (2003), it was found that gender differences had 'a profound influence' on strategy employment. Different use of 'social', or 'conversational input elicitation' strategies among male and female language learners have been found in research. Females have a significantly higher frequency of use of strategies than males. Given that these strategies involved interaction between the language learners and their interlocutors, they could be considered CSs. According to Ghani (2003), 'males do better than females in the use of some strategies'. As Green & Oxford (1995) put it, it might be biology and socialization causes that have resulted in the gender difference in strategy use. Besides, Ok (2003) affirmed that 'females are superior to, or at least very different from, males in many social skills with females showing a greater social orientation'. More specifically, Mori & Gobel (2006) reported from their studies on motivation of Japanese students that compared with their male counterparts, female students have a greater desire to make friends and to have direct contact with L2-speakers. In other words, females are more willing to use English as a foreign language to communicate and deal with people than do male students. That may explain why in the present investigation female students take more risks than their male counterparts in expressing their ideas when facing communication breakdowns. Another found in Ehrman & Oxford (1989), and Oxford & Nyikos (1989), gender differences may have been associated with women's greater social orientation, stronger verbal skills, and greater conformity to norms, both linguistic and academic. That means, women are generally expected to succeed in language learning; and failure in English for females may well be more face-threatening than for male students. That may lead to a higher proportion of females who reported using more risk-taking strategies which helped them express their intended meaning by themselves.

Fishman (1983) inspected the conversational strategies males and females abused to maintain connections. The information included 52 hours of talk between three couples whose connections were recorded when they were at their accommodation. Fishman's examination of the information demonstrated that the decision of procedures by male and female were entirely distinctive. Males were more likely than females to take control of the discussions. Interestingly, females utilized right around three times the same number of inquiries as males did. He noticed that inquiries are internationally effective expressions. They are typically trailed by a reaction and this is sufficient to maintain correspondence for some time. Moreover, notwithstanding when males and females utilized the same techniques, they misused them for various purposes. For instance, a male would utilize minimal responses, for example, yeah, umm, and huh to show absence of hobby while a female would use negligible reactions to give support work, to demonstrate that she is always taking care of what is said, that she is exhibiting her support, her enthusiasm for the cooperation and the speaker.

Narayanan, Nair,& Iyyapan (2008), and Abidin, Pour-Mohammadi & Alzwari (2012) conducted with Indian and Libyan English language learners respectively, it was found that when compared with male counterparts, female students have greater motivation in language learning. The greater motivation of female students may be associated to their tendency to strive more than male students to make them understood through high use of CSs in the target language as seen in the findings of the present study.

Kocoglu (1997) examined the frequency and type of CSs used by male and female Turkish EFL learners when communicating with male and female Native and Non-Native speakers and found that the gender of the Native interlocutor had a significant impact on the use of CSs. The EFL learners used more CSs when interacting with female native speakers because they were more cooperative and encouraging in conversation. The personality of the EFL learners also played a significant role on their use of CSs; extrovert and talkative students were more successful in the conversation than introverted and shy learners.

Hanh (2003) recommended that male and female learners reported the same utilization of CSs; in the genuine execution, however, male learners were more

dynamic and excited to convey; male learners had a tendency to utilize L2-based systems and agreeable methodologies while female learners picked L2- strategies and code-switching strategies. Learners ought to be sorted out in mixed sex pairs and groups so that male and female learners can take in CSs from one another. CSs preparing ought to be connected to help learners rehearse and be acquainted with the CSs that are thought to be "positive" to their learning.

**2.7 Taxonomies of Communication Strategies**

 1. Tarone's Taxonomy (1977)

  One of the most punctual typologies that collected CSs in a sorted out design was that of Tarone (1977) which incorporated nine subjects from three separate foundations, who were at an intermediate level of proficiency. These subjects were shown two basic drawings and a complex illustration and asked to depict each of the three in both their native language and English. Tarone's scientific categorization incorporates five significant classes as follows:

  1) Avoidance

   (1) Topic avoidance or other: Not talking about concepts for which the vocabulary meaning structure is not known.

   (2) Message abandonment: Beginning to talk about a concept but being unable to continue due to lack of knowledge in meaning, and stopping in mid-utterance.

  2) Paraphrase

   (1) Approximation: Using a single target language vocabulary item or structure, which the learner knows is incorrect, but which shares enough satisfy semantic features in common with the desired item to the speaker.

   (2) Word coinage: Making up a new word in order to communicate a desired concept.

   (3) Circumlocution: Describing characteristics or elements of an object or action structure instead of using the appropriate target language (TL).

  3) Conscious Transfer

   (1) Literal translation: Translating word for word from the native language.

(2) Language switch: Using the native language term without bothering to translate.

4) Appeal for assistance: Asking for the correct term or structure.

5) Mime structure: Using non-verbal strategies in place of a meaning.

2. Bialystok's Taxonomy (1983)

Bialystok's taxonomy is sorted out around the wellspring of data that is the premise of the methods. Appropriately, Bialystok's taxonomy is organized into three classes as follows:

1) L1- based strategies

(1) Language switch: Inserting a word or phrase from another language.

(2) Foreignizing: Applying target language modification to the first language (L1) term.

(3) Transliteration: Using some literal translation of a phrase.

2) L2-based strategies

(1) Semantic contiguity: Using an L2 word which shares the essential feature of the target word.

(2) Description: Using an L2 phrase to describe the property, function, characteristic, duty, its purpose or an example of it.

3) Word coinage: Making up a new word in order to communicate a desired concept.

4) Paralinguistic strategies

(1) Gesture: Using facial expressions or head shaking if the partner does not understand.

(2) Mime: Using gestures as well as verbal output to convey meaning.

3. Poulisse's Taxonomy (1993)

Poulisse's taxonomy is a standout amongst the compensatory approach which draws a refinement in the middle of reasonable and semantic levels of language creation. The taxonomy consists of the following three classes as follows:

1) Substitution strategies

(1) Original analogical/ Metaphoric comparison: Comparing the target item to another object in analogical way or a metaphorical way.

(2) Conventional analogical/ Metaphoric comparison: Comparing the target item to another object in an analogical or metaphorical way which is conventional either in the L1 or the target language. The comparison is deemed to be metaphorical, rather than literal, as the two components are not from the same immediate semantic domain.

(3) Literal comparison: Comparing the target item to another object in a non-metaphorical way.

(4) Word transfer: Using an English word that resembles the L2 with L2 word.

(5) Super-ordinate: Giving the name of the word family to which the target item belongs.

(6) Simple word transfer: Using an L2 word without attempting to anglicize it.

2) Substitution plus strategies.

(1) Morphological creativity: Making up an English word that is similar to the target item.

3) Reconceptualization strategies

(1) Componential analysis: Describing the individual features of the target item.

(2) Function: Stating what the target item can be used for.

(3) Activity: Describing something that the target item does.

(4) Place: Saying where the target item can be found.

(5) Emotion: Mentioning emotion which is often inspired by the target item.

4) Functional reduction strategies:

(1) Word abandonment: Getting half way through a description, and then giving up.

(2) Word avoidance: Not even attempting to describe the item.

4. Dornyei and Scott's Taxonomy (1997)

Dornyei and Scott's taxonomy characterized CSs as indicated that CSs help determining clashes and attaining shared comprehension. They identified three basic categories; direct, indirect and interactional strategies.

1) Direct strategies: Providing an alternative, manageable and self-contained meaning of getting the meaning across, like circumlocution compensating for the lack of a word.

(1) Message abandonment: Leaving a message unfinished because of some language difficulty.

(2) Message reduction: Reducing the message by avoiding certain language structures or topics considered problematic language wise or by leaving out some intended elements for lack of linguistic resources.

(3) Message replacement: Substituting the original message with a new one because of inability to execute it.

(4) Circumlocution: Exemplifying, illustrating or describing the properties of the target object or action.

(5) Approximation: Using a single alternative lexical item, such as a super ordinate or a related term, which shares semantic features with the target word or structure.

(6) Use of all-purpose words: Extending a general, "empty" lexical item to contexts where specific words are lacking.

(7) Word coinage: Creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word.

(8) Restructuring: Abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating the intended message according to an alternative plan.

(9) Literal translation: Translating literally a lexical item, idiom, a compound word or structure from L1 to L2.

(10) Foreignizing: Using L1 words by adjusting them to L2 phonology or morphology.

(11) Code-switching: Including L1 words with L1 pronunciation in L2 speech.

(12) Use of similar sounding word: Compensating for a lexical item whose form the speaker is unsure of, with a word which sounds more or less like the target item.

(13) Mumbling: Swallowing or muttering inaudibly a word whose correct form the speaker is uncertain about.

(14) Omission: Leaving a gap when not knowing a word and carrying on as if it had been said.

(15) Retrieval: Saying a series of incomplete or wrong forms or structures before reaching the optimal form.

(16) Self-repair: Making self-initiated corrections in one's own speech.

(17) Other-repair: Correcting something in the interlocutor's speech.

(18) Self-rephrasing: Repeating a term, but not quite as it is, by adding something or using paraphrase.

(19) Mime: Describing a whole concept non-verbally; accompanying a verbal strategy with a visual illustration.

2) Indirect strategies: Strategies which are not strictly problem-solving devices, but facilitate the conveyance of meaning indirectly by creating the conditions for achieving mutual understanding.

(1) Use of fillers: 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.

(2) Self-repetition: Repeating a word or a string of words immediately after they were said.

(3) Other-repetition: Repeating something the interlocutor said to gain time.

(4) Feigning understanding: Making an attempt to carry on the conversation in spite of not understanding something by pretending to understand.

(5) Verbal strategies: Using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code.

3) Interactional or modification device strategies: An approach, whereby the participants carry out a trouble-shooting exchange cooperatively.

(1) Direct appeal for help: Turning to the interlocutor for assistance by asking an explicit question concerning a gap in one's L2 knowledge.

(2) Indirect appeal for help: Trying to elicit help from the interlocutor indirectly by expressing lack of a needed L2 item either verbally or non-verbally.

(3) Asking for repetition: Requesting repetition when not hearing or understanding something properly.

(4) Asking for clarification: Requesting an explanation of an unfamiliar meaning structure.

(5) Asking for confirmation: Requesting confirmation that one heard or understood something correctly.

(6) Guessing: Guessing is similar to a confirmation request but the latter implies a greater degree of certainty regarding the key word, whereas guessing involves real indecision.

(7) Expressing non-understanding: Expressing that one did not understand something properly either verbally or nonverbally.

(8) Interpretive summary: Extending paraphrase of the interlocutor's message to check that the speaker has understood correctly.

(9) Comprehension check: Asking questions to check that the interlocutor can follow you.

(10) Own-accuracy check: Checking that what you said was correct by asking a concrete question or repeating a word with a question intonation.

(11) Response repeat: Repeating the original trigger or the suggested correct form after other-repair.

(12) Response repair: Providing other-initiated self- repair.

(13) Response rephrase: Rephrasing the trigger.

(14) Response expand: Putting the problem word/issue into a larger context.

(15) Response confirm: Confirming what the interlocutor has said or suggested.

(16) Response reject: Rejecting what the interlocutor has said or suggested without offering an alternative solution.

As shown above, Dornyei and Scott's taxonomy separated CSs into 3 basic categories: direct, indirect, and interactional strategies. Direct strategies provide an alternative, manageable, and self-contained means of getting the meaning across, like

circumlocution compensating for the lack of a word. Although indirect strategies are not meaning-related, they play a significant role in problem-management. Interactional strategies involve the participants carrying out trouble-shooting exchanges cooperatively (e.g., appealing for help, or requesting for clarification), and therefore mutual understanding is a function of the successful execution of interlocutors in their communication.

Basically, the results of the previous research (Wongsawang. 2001; Wannaruk. 2003; Kongsom. 2009; Binhayeearong. 2009) study revealed that CSs which were commonly used by Thai learners were similar to the proposed taxonomy in this study. However, some of these taxonomies cover and some better group and characterize CSs. Also, some CSs may not happen in specific circumstances. Hence, the taxonomy of CSs used for analysis of CSs in this study was adapted from taxonomies proposed by Tarone (1977), Poulisse (1993), and Dornyei & Scott (1997).

**2.8 English Teaching in Thailand**

Thailand has a similarly short history of contribution with the English language (Kirkpatrick. 2010) as Thailand does not have a background marked by colonization by the British dissimilar to numerous different nations in the district, so its instructive framework is principally monolingual. In addition, Thailand is typically classified as an Expanding Circle country which uses English as a foreign language (Kachru. 2005), and English is also considered as the lingua franca in the Thai context (Baker. 2008; Foley. 2007; Kirkpatrick. 2010). In Thailand, English is utilized for both intercultural and intracultural correspondence, especially in electronic correspondence (Baker. 2012). English plays an important role in Thailand as a necessary subject in school and in advanced education (Wongsothorn, Hiranburana, & Chinnawongs. 2003). English has progressively been applied as an imperative ability for Thai urban working classes (Simpson & Thammasathien. 2007).

In spite of the fact that Thai students do not utilize English for their everyday correspondence, English is considered as a fundamental foreign language that Thai students use for instructive purposes, vocations, and correspondence with

communicate the different nations including ASEAN. These days, English is progressively vital in Thai settings. In any case, there are a few attended to be tended to. One of the issues in the extension of English in Thailand has been giving lacking English language training and the absence of assets for English language educating (Baker. 2012).

In addition, proficiency in English of numerous Thai educators and students remains generally low. The general view of mediocre English abilities of instructors with numerous failing government English tests has additionally been an issue in Thailand (Hayes. 2010). Concerning the national test, the Ordinary National Educational Test (O-NET) in 2014 demonstrated that the English normal scores of Thai secondary school was 27.46 out of 100 individually which can be considered as "low" (Office for National Education Standards and Quality Assessment. 2014). Also, Khamkhien (2010) found that Thai EFL learners' oral communication competency is very restricted. Another issue includes the burden of showing methodologies, for example, Communicative Language Teaching (CLT) which has been created in diverse contexts in Thailand with its related pedagogical practices and convictions (Baker. 2008; Saengboon. 2004). The above concerns of English language training in Thailand are at the front line of national open deliberation and should be determined in sensible ways. In Thailand, discourses of English language teaching, particularly how to improve the nature of English language training in schools, have been regular topics in government discourse. As indicated by the Basic Education Core Curriculum B.E. 2551, English is taught for correspondence meaning to elevate the students' ability to utilize English for imparting in different circumstances (Ministry of Education. 2008). The area of learning foreign languages incorporates (1) language for communication, (2) language and culture, (3) language and relationship with other learning areas, and (4) language and relationship with community and the world (Ministry of Education. 2008). Baker (2012) expressed that English language teaching in Thailand ought to be assessed in connection to local pedagogical practices and capability as per the needs of students and the circumstances that are important to them. Therefore, CLT is viewed as critical for English language teaching and learning in Thailand.

CLT advocates instructing rehearses develop students communicative competence in authentic contexts of which linguistic ability plays an important role (Larsen-Freeman. 2000). In any case, the speculations and practices of CLT have confronted different difficulties in EFL settings (Ellis. 1994). Stelma (2009) expressed that the principal of CLT is the way to comprehend the possibility of communication and how it ought to illuminate language instructing. The part of the teacher in the classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning (Richards. 2005). In this manner CLT is especially valuable for English language teaching in Thailand where English is utilized as a medium of correspondence.

The role of the teacher in the communicative classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning (Richards. 2005). Thus CLT is particularly useful for English language teaching in Thailand where English is used as a medium of communication.

Finally, the teaching of communication strategies should be included in the syllabus; it would be valuable for the language for communication, and teaching of communication strategies to the students to enhance their language abilities.

## 2.9 Related Studies

Numerous studies in non-Thai and Thai settings have been completed to research CSs utilized by students with distinctive levels of English proficiency and gender in certain communicative tasks.

Poulisse & Schils (1989) explored the influence of task and proficiency related factors on the use of CSs. The study included three groups of Dutch learners of English with three distinctive proficiency levels portrayed as exceptional, transitional, and starting learners of English. There were 15 students in each group. The subjects were tried on three separate errands: a picture naming/ description task, a story retelling assignment, an oral meeting with a native speaker of English. Their discoveries uncovered that "proficiency level" is contrarily identified with the

quantity of compensatory techniques utilized by the subjects: the least proficient subjects utilized more compensatory methods than did the most progressive ones. As opposed to their desires, on the other hand, the sort of compensatory method picked by the subjects was not to any large extent related to their proficiency level. This was maybe because even the learners with less capacity were linguistically sufficiently skillful to utilize CSs. Rather, the information demonstrated that errand related variables assumed a substantial part. Though the subjects prevalently utilized logical methodologies as a part of the picture naming/depiction assignment, they regularly depended on comprehensive techniques and move systems in the story retelling errand and the oral interview. For instance, the number of circumlocutions has been shown to be low in speaking tasks. On the other hand, the quantity of circumlocution has been shown to be high in object description tasks

Chen (1990) endeavored to investigate the relationship between Chinese EFL learners' target language proficiency and their strategic skill. The subjects of this study were L2 students majoring in English at the Guangzhou Foreign Language Institute. They were separated into two groups as indicated by their general English proficiency (high proficiency and low proficiency). An idea recognizable proof assignment comprisin 24 concepts, 12 concrete and 12 conceptual words, was composed as a communicative task. The analysis of the data was guided by taxonomy of communication strategies selected and compiled based on Bialystok & Frohlich (1980). The discoveries showed that the recurrence at which the Chinese EFL learners chose diverse sorts of CSs in their communication differed as per their proficiency level. High proficiency learners utilized less CSs than low proficiency learners. Additionally, phonetics based CSs were all the more much of the time utilized by high proficiency learners, though learning based and reiteration CSs were all the more broadly utilized by low proficiency learners. In view of the discoveries, Chen expressed that learners' informative skill could likely be expanded by the advancement of their strategic competence or their utilization of CSs which are useful in overcoming communication problems. The results of the study suggested that the frequency of communication strategies used by the subjects in their communication varied according to their proficiency level.

Al-Humaidi (2002) researched CSs in oral talk in a connection where English was talked as a foreign language by Omani EFL learners with their instructors who were either Omani EFL educators, native speakers of English, or had English as a second language. The study tended to the type and frequency of CSs utilized by 82 students and 7 instructors, the effect of students' L2 proficiency level on the utilization of CSs, and the courses in which students and educators attained shared students and arranged significance utilizing CSs. For purposes of examination, students were isolated into a high proficiency group and a low proficiency group. The results demonstrated that these learners tackled problems in their communication with their instructors with the sorts of strategies that reflected their poor phonetic resources and could be viewed as not very effective strategies. High proficiency learners' more linguistic resources empowered them to utilize diverse sorts of techniques as a part of the procedure of their correspondence with their instructors. Low proficiency additionally impacted the utilization of CSs by the educators because they needed to utilize whatever methods they could make their students get it.

Wannaruk (2003) expected to examine the utilization of CSs of students at Suranaree University of Technology who were learning English for Science and Technology (EST). Data were collected from students interviewed by native English teachers and investigated quantitatively and qualitatively. It was discovered that the most much of the time utilized communication strategy was the utilization of 'modification devices'. The other strategies used in term of frequency were 'nonlinguistic strategies', 'L1-based strategies', 'target language-based strategies', and 'avoidance strategies'. The results demonstrated that students used different CSs to fluctuating degrees depending upon their language levels. The gathering with a low level of oral proficiency utilized fundamentally more CSs than did the ones with middle and high levels of oral proficiency. Likewise, the middle group used CSs altogether more than the high proficiency bunch. She noted that the learners with high level of oral proficiency were furnished with more learning of the target language; in this way, they turn less to CSs. Conversely, the learners with a low level of oral proficiency not just had restricted learning of the second language, additionally turn all the more as often as possible to the utilization of CSs.

In a recent study, Lai (2010) explored the gender effect on the use of CSs. The study collected the data of 36 Chinese EFL learners when they fulfilled communicative tasks as the basis for analysis. The statistical results showed that no gender difference significant, direct effect was identified on the frequency and types of CS use, but the sex variable affects the effectiveness of females' and males' use of CSs. Those findings bring some implications for foreign language teaching and learning. The finding showed that there are few differences between males and females when adopting strategies, i.e., Chinese male and female learners tend to use the same frequency and types of strategies. However, they show themselves the difference in the effectiveness of CSs. This is meaningful to foreign language teaching and learning.

Kongsom (2009) examined the impacts of instructing CSs to Thai learners of English in Thailand. Sixty-two forth year students majoring in engineering at King Mongkut's University of Technology North Bangkok participated. Data were gathered by self-report questionnaire, attitudinal questionnaire, transcription data of four different speaking tasks, and retrospective protocols. The examination of the information was guided by a taxonomy of communication strategies selected and compiled based on Tarone (1977), Faerch & Kasper (1983), Bialystok (1990), Dornyei (1995), and Dornyei & Scott (1997). The outcomes from the self-report questionnaire and the talking assignments demonstrated that express teaching of CSs raised students' consciousness of techniques utilized and advanced the more prominent utilization of showed CSs of the students. The students considered the shown techniques in CSs guideline valuable, particularly pause fillers and hesitation devices, approximation, self-repair, and circumlocution.

Binhayeearong (2009) examined CSs utilized by M.3 English Program students in Attarkiah Islamiah School and whether their utilization varies fundamentally as indicated by their English language proficiency and task. The subjects were 20 students whose normal evaluations of four English subjects were utilized as a model to separate them into high and low proficiency groups. Role play and definition formulation tasks were utilized to inspire CSs utilized by each student which were calculated as percentages and the results were compared by t-tests. The investigation of the data was guided by a taxonomy classification of CSs selected

and aggregated in viewed of Tarone (1977), Bialystok (1983), Poulisse (1993), and Dornyei & Scott (1995). The findings were that high proficiency students used significantly fewer avoidance strategies and used both intra-actional strategies and interactional strategies significantly more frequently than the low proficiency students. The findings revealed that the definition formulation task was more troublesome than the role play task.

Somsai & Intaraprasert (2011) explored strategies for coping with face-to-face oral communication problems employed by Rajamangala University of Technology students majoring in English for International Communication. The investigation of the data was guided by a taxonomy classification of CSs selected and aggregated in viewed Tarone (1977), Faerch & Kasper (1983), and Dornyei (1995). Based on the results of the data analysis, 24 emergent strategies for coping with oral communication problems were identified and classified into two main categories: 1) strategies for conveying a message to the interlocutor and 2) strategies for understanding the message. The main category 1 was further subcategorized into two groups, i.e. 1.1) continuous interaction and 1.2) discontinuous interaction. The continuous interaction category comprises 11 individual strategies, the discontinuous interaction 7, and 6 individual strategies for understanding the message respectively. The implications of these findings are not exhaustive. It is suggested that language teachers can play an important role in raising students' awareness and encouraging their students to make use of strategies to cope with communication difficulties. As a result, the students' communicative competence may improve.

Zhao & Intaraprasert (2013) investigated the use of CSs by tourism-oriented EFL learners to improve and maintain their communication. Communication Strategy Questionnaire was employed to collect data in six universities in the Southwest China. The investigation of the data was guided by a taxonomy classification of CSs selected and aggregated in viewed Dornyei & Scott (1995), and Somsai & Intaraprasert (2011). The statistical methods such as ANOVA, Post hoc Scheffe Test and Chi-squire test were adapted for data analysis. The findings of this study showed no significant difference according to three aspects of the investigation related to gender and perceived language ability: the overall CS use, the CS category, and the individual CSs. However, interestingly, the findings showed that there were

significant differences in both the CS category and the individual CSs. In terms of gender, the results revealed that females were more interested in interaction and more cooperative to make themselves understood, while males had greater confidence, were more risk-taking, and enjoyed doing the speaking activity more than female students. Regarding perceived language ability, the students with perceived as 'good' language level tended to use a greater range of CSs than those with 'fair' level or 'poor' level did, while the 'fair' level students and the 'poor' level students needed a variety of extra CS training in order to improve and maintain their communication in English. This present study implied that the tourism-oriented EFL learners should be instructed according to their English proficiency level with different access to the use of CSs.

Khenoune (2012) investigated the impacts of task type on learners' use of CSs. This paper presents results from a study conducted to understand the use of communication strategies by Algerian students of EFL. The examination of the information was guided by a taxonomy of communication strategies selected and compiled based on Tarone (1983), and Bialystok (1983). For this purpose, a group of second year university students were observed during the performance of two different communicative tasks: picture description task and free discussion task. The results also revealed that task type had significant effects on the number (quantity) of CSs but not on the type (quality) of CSs used by the participants. To explain the phenomenon, three factors related to the nature of the two tasks were discussed: task demands, context, and time constraints. The finding demonstrated that to solve their communication problems, the students employed a wide variety of CSs drawing upon different sources of knowledge. Thus, the students relied on their inter-languages, mother tongue, other mastered foreign languages or paralanguage.

In summary, it was found that language proficiency, gender, and task types influenced the use of CSs. Students with low proficiency utilized more CSs than high proficiency students. Female students utilized more CSs than male students. Task types may influence the students' utilization of CSs because tasks are different in nature.

It could be seen from the previous studies that the subjects were basically needed to perform in two main types of tasks. Story-telling and definition

formulation were one-way communication tasks in which the students utilized circumlocution strategy in one-way communication tasks more than in two-way communication tasks. Illustrations of two-way communication tasks were oral questions and examinations in which the students were included with different conversationalists.

Consequently, it is important to examine the impact of task type on the frequency of CSs and select appropriate task types to elicit desirable CSs. Consequently, this study additionally directed two tasks in which the students were put into both one-way communication (definition plan task) and two-way communication (role play task).
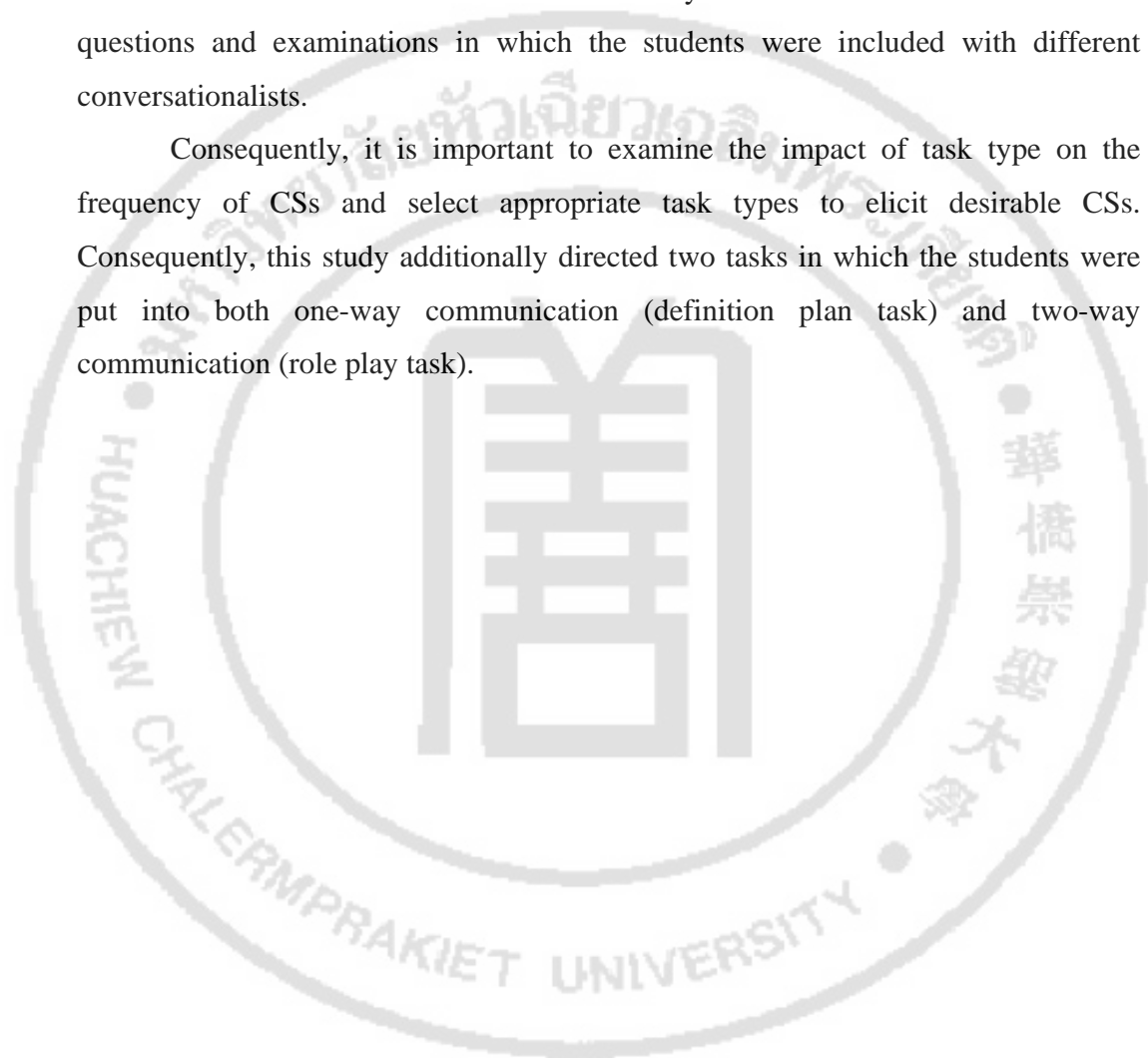
# CHAPTER 3
# METHODOLOGY

This chapter described the research methodology which was used in this research. It was divided into four main parts: population and sampling, pilot study, research variable, data collection procedures, and data analysis.

## 3.1 Population and sampling

Before starting the intervention, the school, participants, and participants' parents were informed the purpose of the study. They were asked to sign the consent form before the data collection started (see Appendix B, C, and D). They were also informed that they were free not to participate in the study and quit the study at any time they wanted.

The participants consisted of 40 students sampled from 66 students who were in Matayom 3 at Kurumitprasitsil School in Kalasin province, Thailand. The students' average grades of four English for conversation subjects from Matayom 1 to Matayom 2 were used as a criterion to place students into high and low proficiency groups. Four English for conversation subjects English for conversation1 (Eng.11101) which focuses on the lesson that the students converse to exchange data about themselves, various activities and situations in daily life; English for conversation2 (Eng.11102) which focuses on the lesson that the students requests and give instructions and clarifications according to the daily life, and the explanation of how to use the dictionary; English for conversation3 (Eng. 21101) which focuses on the lesson that the students converse appropriately to exchange data about themselves, various matters around them and various situations in daily life; and English for conversation4 (Eng.21102) which focuses on the lesson that the students use orders and give instructions, clarifications and explanations according to the situation.

Based on the average grades of four English for conversation subjects, the 20 highest grades students were selected as the high group and 20 lowest grades students were selected as the low group. The high proficiency group is the students who have the average grades between 3.80-4.00. And the low proficiency group is

the students who have the average grades between 2.00-2.60. Consequently, there were 20 students in the high proficiency group and 20 students in the low proficiency group. And there were 23 female students and 17 male students.

## 3.2 Pilot Study

Before starting the main study, the researcher carried out small-scale pilot studies after the permission from the school process to refine the task types, to scope the taxonomy of CSs, and data collection procedures with Matayom 3 at Kurumitprasitsil school in Kalasin province on 17th AUG 2015 for 1 hour. The participants in this pilot study were 8 students, grouped into 4 high proficiency students and 4 low proficiency students. There were 4 male students and 4 female students. These students were selected by using the same criteria as those in the main study. The reasons the researcher chose Matayom 3 students as the participants were that; first they might be active participants in the research procedure that they have never experienced. Second, they might have some experiences to speak English language in English for conversation classroom. Third, this class was availability at time of the study. And fourth, the number of male and female Matayom 3 students is slightly different.

There were four purposes for the pilot study. The first was to make sure that the topic used for the role play task and the lexical items in the definition plan task were not too difficult for this level of students. The second purpose was to make sure that the instructions given to the subjects were clear and that the students understood what they had to do. The third was to discover any problems and difficulties which might arise from the data collection procedure so those problems and difficulties could be avoided when conducting the main study. The last purpose was to try out the taxonomy of CSs that would be used for identifying CSs in the main study.

To choose the task type, the researcher adapted content from the English for conversation subjects: English for conversation1 (Eng. 11101), English for conversation2 (Eng. 11102), English for conversation3 (Eng. 21101), and English for conversation4 (Eng. 21102) because students were familiar with the lessons which were taken in the classroom. And the important reason that the researcher chose the two tasks is they were related to syllabus of the learning area of foreign languages

incorporating (1) language for communication, (2) language and culture, (3) language and relationship with other learning areas, and (4) language and relationship with community and the world (Ministry of Education. 2008). On the other hand, there have been various attempts to show that CSs can be successfully integrated into language teaching programs. Willems (1987) argued that the shift from traditional teaching approaches to the communicative approach has brought about new challenges to learners. They have to be prepared for real-life communicative contexts and yet, in many places, they do not have the required resources.

The designing of tasks to elicit CSs employed by the students were relegated to perform two communication tasks. One was a role play which included two-way communication. The students work in pairs in a given topic "Asking and giving opinions about studying in Kurumitprasitsil school". The reason why the researcher outlined this task was that: it may fortify genuine communication between students. The students may utilize modification devices, L2-based strategies, and non-linguistic strategies in order to avoid their communication breakdown. Hence, the researcher composed a critical thinking errand to inspire their CSs.

The other was a definition plan which was a restricted communication assignment. Definition plan was selected because the process of describing the concrete and abstract words might encourage the subjects to make use of various types of CSs. In addition, one major criterion for selecting the tasks was how the students solve their communication problem when they faced the difficult situation.

The data collected from the pilot study showed that the topic for the role play task was established as not being too difficult for the students to perform and most of the students seemed to enjoy talking about the topic. For the second task, definition plan, all six words were found not to be too difficult for the students to describe. To collect the data, the researcher was voice recorded, transcribed, coded, counted the frequency, and ranking.

Based on a synthesis of the taxonomies employed by the researchers referred to in the preceding literature review, and the pilot study the following taxonomy is proposed for this particular study. However, some of these taxonomies cover and some better group and characterize CSs. Also, some CSs may not happen in specific

circumstances. Hence, the taxonomy of CSs used for analysis of CSs in this study was adopted from taxonomies proposed by Tarone (1977), Poulisse (1993), and Dornyei & Scott (1997). As for the taxonomy of CSs, a wide range of CSs was used by the students such as code switching, pausing, use of fillers, circumlocution, and literal comparison.

## 3.3 Research Variable

Although communication strategies are useful in solving problems in the communication process, the mixed findings of the previous researches may be partly due to the fact that there are many confounding factors affecting strategy use and that not all of these factors can be controlled in any single study. From among the various factors involved, types of CSs, task types, level of proficiency, and gender have received special attention from researchers.

1. Communication Strategies in this study

It can be inferred from the existent literature that there is no single definition of CSs which is universally approved by all researchers and several taxonomies have been used and each of them significantly contributes to this phenomenon. CSs are clearly a very important aspect of second language acquisition given that language difficulties are a prominent aspect of L2 communication and the abundance of research in this area is testimony to this importance. Identifying the moment at which CSs are being employed by learners can often present problems. CSs can indicate that the learner is having a linguistic difficulty and is trying to find a way to complete the intended message. The examination of the various taxonomies of CSs used by the researchers in the course of their investigations into this linguistic phenomenon has contributed to the compilation of the taxonomy which will be used to classify the CSs elicited from the subjects in the present study. Hence, the taxonomy of CSs used for analysis of CSs in this study was adapted from taxonomies proposed by Tarone (1977), Poulisse (1993), and Dornyei & Scott (1997).

**Table 2** The taxonomy used in this study

| CSs and Source | Meaning and Example |
|---|---|
| 1. Asking for clarification, Dornyei & Scott (1997) | **Meaning**: The students request clarification, elaboration or explanation of an unfamiliar word that they heard.<br>**Example:**<br>A: Let's go. And how about traditional day in school?<br>B: "what is it?" |
| 2. Code switching, Dornyei & Scott (1997) | **Meaning**: The students use a word or phrase from their first language including final particles, but excluding proper nouns into the second or foreign language while engaged in a conversation.<br>**Example:**<br>I would like to eat " ข้าวมันไก่." |
| 3. Circumlocution, Dornyei & Scott (1997) | **Meaning**: The students describe, exemplify, spell out, or specify characteristics of the target words or actions.<br>**Example:**<br>**Computer**: "Many program inside urr such as Microsoft word, excel, power point..(silent 3 sec)…urr use it to search like google, and facebook. umm and anything." |
| 4. Literal translation, Dornyei & Scott (1997) | **Meaning**: The students literally translate a lexical item, an idiom, a compound word or structure from their first language to English.<br>**Example:**<br>I "no need" because I want it my own.<br>*(The student use the word "no need" instead of "don't want")* |

**Table 2** (continued)

| CSs and Source | Meaning and Example |
|---|---|
| 5. Literal comparison, Poulisse (1993) | **Meaning**: The students compare the target item to another object in a non-metaphorical way. <br><br> **Example:** <br> **Passport**: Small small book "<u>like bank book</u>" this book for travel to another country and have name, urr photo in this book. |
| 6. Message abandonment, Tarone (1977) | **Meaning**: The students begin to talk about a concept but unable to continue and leave or stop the message in mid-utterance. <br><br> **Example:** <br> **Satellite**: It in the sky umm use for telephone and and .. <br> (silent 3 sec)..communication urr it for <br> "___<u>(silent)</u>___" |
| 7. Message reduction, Dornyei & Scott (1997) | **Meaning**: The students reduce the message by avoiding certain language structures or topics considered problematic language wise or by leaving out some intended elements for lack of linguistic resources. <br><br> **Example:** <br> **A:** What kind of sport do you like? <br> **B:** Badminton, "<u>Volley</u>" and and swimming. <br> *( The student use the word "volley" instead of "volleyball")* |

**Table 2** (continued)

| CSs and Source | Meaning and Example |
|---|---|
| 8. Mime,<br>Dornyei & Scott (1997) | **Meaning**: The students describe whole concepts non-verbally by using mime, gestures, facial expression, or accompanying a verbal strategy with a visual illustration when there was some sort of linguistic limitation to explaining the target vocabulary or sentences.<br>**Example:**<br>A: Where is canteen? I'm hungry.<br>B: Over there "(Point finger to canteen)" umm..you can follow me. |
| 9. Other-repair,<br>Dornyei & Scott (1997) | **Meaning**: The students correct something in the interlocutor's speech to check their understanding.<br>**Example:**<br>A: What subject?<br>B: สังคมศึกษา and Sport.<br>A: "It is social studies" |
| 10. Other-repetition,<br>Dornyei & Scott (1997) | **Meaning**: The students repeat something the interlocutor said to gain time.<br>**Example:**<br>A: May I sit here?<br>B: "may I sit here?" |
| 11. Pausing,<br>(*based on use of fillers strategy* by Dornyei & Scott, 1997) | **Meaning**: The students make a gap with silence for a while (3-5 sec.) to gain time in order to thinking of the next word or expression and continue until finish.<br>**Example:**<br>**Computer :** It's has hardware, and software, mouse, keyboard, "..(silent 3 sec).." printer |

**Table 2** (continued)

| CSs and Source | Meaning and Example |
|---|---|
| 12. Self-repair, Dornyei & Scott (1997) | **Meaning**: The students make a mistake during the conversation. Then, they correct the mistake themselves.<br><br>**Example:**<br>A: umm (silent 3 sec).. how much.."how many" students in our class room.<br>B: Before we have twenty four students but now we have you, so total be twenty five students. |
| 13. Self-repetition, Dornyei & Scott (1997) | **Meaning**: The students repeat the word that they had just said immediately to think of the next word or expression.<br><br>**Example:** "We we" start every class "around around" nine and end four in the afternoon. |
| 14. Topic avoidance, Tarone (1977) | **Meaning**: The students avoid certain topics considered problematic language-wise by leaving out some intended elements for a lack of linguistic resources.<br><br>**Example:**<br>…………………………………………….<br>*(The student not saying what he or she originally had in mind)* |
| 15. Use of fillers, Dornyei & Scott (1997) | **Meaning**: The students use fillers "well", "actually", "yeah", "fine" or "emm", etc. involving non-lexical activity in order to thinking of the next word or expression and continue until finish.<br><br>**Example:**<br>Welcome "umm" second thing you must know is about "um" about "umm" our canteen, it on ground floor of of the next building on your right hand side. |

2. Task Types

In previous studies about communication strategies, a large number of procedures have been used to elicit the communication strategies. The elicitation methods include picture description (Bialystok & Frohlich. 1980; Varadi. 1980), picture reconstruction (Bialystok. 1983), interview (Raupach. 1983), translation (Varadi. 1980; Flyman. 1997), jigsaw and decision-making tasks (Smith. 2003). These methodological differences may influence a language learner's selection of a specific communication strategy (Bialystok. 1990). According to Nunan (2004), a common goal of all tasks is to create a real communicative situation so that most of the tasks have to be pedagogical tasks, because they have a pedagogical intention, but at the same time they have to prepare the learners to the real world tasks which they can do outside the classroom and they haven't got a pedagogical intention. Another important point is the material. To do some of the tasks we will need pedagogical material which has been created with a pedagogical purpose. But, at the end, learners will face a real world, with real communication and with material without a pedagogical purpose. The most common way of grading any activity in any approach is doing first the easiest tasks and with the time do the most difficult tasks. Task types must be developed and administered to the subjects in order to efficiently collect comparable data. These tasks are referred to the English for conversation subjects: English for conversation1 (Eng.11101), English for conversation2 (Eng.11102), English for conversation3 (Eng. 21101), and English for conversation4 (Eng.21102).

1) Role Play

Firstly, the students chose their partner by themselves in the same proficiency group (high or low proficiency group), and then they worked in pair in the given topic. The topic "Asking and giving opinions about studying in Kurumitprasitsil school" was chosen because students were familiar and limit at the same direction in 6 questions which include personal information on general topics such as study, food, culture, attractions, school, and free-time activities within 5 minutes. Moreover, the students should not use "Yes/No questions" because the researcher will not collect the real communication strategies due to time gaining. The students act out the roles of characters;

Student A: Acted as a student who just moved to Kurumitprasitsil school

Student B: Acted as a student who study in Kurumitprasitsil school.

Student A needed to ask student B for some recommendations, and then the conversation will take place which includes personal information on general topics such as study, food, culture, attractions, school, and free-time activities.

2) Definition Plan

This task was performed after the subjects completed the role play. Every lexical item was written on a different card with a translation written in Thai to avoid misunderstanding. The students chose the two (concrete and abstract) random cards and tried to explain in English to the researcher. Students defined the one concrete word and one abstract word not less than 3 sentences for each word within defined period of time at least 3 minutes.

| **Concrete lexical items** | **Abstract lexical items** |
|---|---|
| Computer (คอมพิวเตอร์) | Poor (ยากจน) |
| Passport (หนังสือเดินทาง) | Like (ชอบ) |
| Satellite (ดาวเทียม) | Lucky (โชคดี) |

The two tasks were administered in approximately one hour and thirty minutes. Each participant was tested in pairs and individually, and the data were audio recorded.

3. Level of Proficiency

English proficiency is one of the factors that influence the students' communicative abilities. Students who have high English proficiency seem to be better in second/foreign language communication. On the contrary, students with low English proficiency seem to have more communication problems than high proficiency ones (Poulisse & Schils. 1989; Chen. 1990). Besides the apparent differences in proficiency level, it seems that problems in communication may result from the students' lack of appropriate CSs, the systematic techniques or tools employed by a speaker to express his/her meaning when facing difficulties in the communication process (Oxford. 1990) which can help them develop their communicative language abilities. The use of CSs occurs naturally when a person learns his/her first language, but learners of a second language may not necessarily

be able to transfer these strategies to second-language communication due to linguistic and affective constraints (Paribakht. 1985).

4. Gender

CSs may relate to some factors. One of the factors is gender. Gender which influences the daily communication also influences the communication on the language learning. Sometimes, gender is believed as the factor affecting the process of communication. Males sometimes speak to the point of the topic directly, while females sometimes speak it indirectly. That example may be able to explain the influence of gender in the communication. Gender influences not only the communication process but also the frequency of CSs usage. Some studies have also been conducted in order to find out about the frequency of CSs usage. One of those studies is the study conducted by Lai (2010). The result shows that there are few differences between males and females when adapting strategies. Another research conducted by Moazen (2012), in which the result shows that there are no significant differences on the frequency of CSs used by male and female. Also, gender is the factor that influences the students' communicative abilities. Politzer (1983), Oxford & Nyikos (1989), Green & Oxford (1995), and Ok (2003) concluded from their study on learning strategies, found that gender differences had 'a profound influence' on strategy employment. Also, Zhao & Intaraprasert (2013) exhibited that the level of proficiency and gender demonstrated their critical varieties in the students' decision of their communication strategies usage.

**3.4 Data Collection Procedures**

The data were gathered during the first semester of the 2015 academic scholarly year. This study took place in August to October 2015 in Matayom 3 English for conversation classroom at Kurumitprasitsil School, Kalasin province, Thailand. The details of data collection are shown in table 3.

**Table 3** Summary of Data Collection Procedures

| Date | Procedures | Supported Document |
|------|-----------|--------------------|
| Date 1 (14 Aug 2015) | Inform Kurumitprasitsil school, participants, and participants' parents by using the consent form. | Appendix: B, C, and D |
| Date 2 (17 Aug 2015) | 1. Collect the consent forms 2. Start pilot study in order to design tasks types, and taxonomy frameworks. Then summarize the appropriate tasks types, and taxonomy frameworks. | |
| Date 3 (18 Aug 2015) | 1. Prepare the participants 1.1 Compile the students' average grades of four English for conversation subjects: English for conversation1 (Eng.11101), English for conversation2 (Eng.11102), English for conversation3 (Eng. 21101), and English for conversation4 (Eng.21102) from the data base at Kurumitprasitsil school. 1.2 Group the participants into high and low proficiency level. 1.3 Clearly note the participants on gender. 2. Prepare the materials for role play and definition plan tasks. | |
| Date 4 (19 Aug 2015) | Start data collection (audio recorded) and clearly note the students' body expression. 1. The researcher verified the direction in Thai. 2. The role play task was running. 3. The definition plan task was running. | |
| Date 5 (20 Aug 2015) | The researcher deciphered data from the audio recorder including the students' body expression. | |
| Date 6 (21 Aug 2015) | The researcher re-deciphered data from the audio recorder to ensure the mistake. | |

**Table 3** (continued)

| Date | Procedures | Supported Document |
|------|-----------|--------------------|
| Date 7 (22 Aug 2015) | The researcher analyzed and classified data from the transcriptions based on the taxonomy of this study. | |
| Date 8 (23 Aug 2015) | The researcher re-analyzed and re-classified the data from the transcriptions based on the taxonomy of this study to ensure the mistake. 1. The role play task 2. The definition plan task | Appendix: E Appendix: F |
| Date 9 (24 Aug 2015) | The researcher concluded the frequency, percentage, and ranking the use of CSs used by the students according to the objectives of the study. | CHAP 4 |

According to Ryan (2006), ethical practice in research emphasized "good principle, adequate for working with human participants in all their complexity. Procedures, techniques and methods, while important, must always be subjects to ethical scrutiny". The researcher was aware of potential ethical issues that could appear in the process. Therefore, the rights, needs and values of the participants were taken into account while conducting this study. The main ethical issue related to the permission including Kurumitprasitsil school, participants, and participants' parents to conduct an intervention on their use of CSs. Before starting the intervention, the school, participants, and participants' parents were informed of the purpose of the study. They were asked to sign the consent form before the data collection started (see Appendix B, C, and D). They were also informed that they were free not to participate in the study and quit the study at any time they wanted. After collecting the main data, the researcher piloted the small scale of students.

To start with, the researcher divided the students into two groups, high proficiency students, and low proficiency students. For dividing the students by gender, the researcher clearly noted that information. Consequently, there were 20 students in the high proficiency group and 20 students in the low proficiency group.

And there were 23 female students and 17 male students. Students were obliged to do two tasks: role play and definition plan tasks. In controlling the tasks, the researcher verified that the direction in Thai was clear and the students comprehended and recognized what they needed to do. Students were asked to do the role play task first and after that the definition plan task. Each group in pair could prepare themselves to do the first task in 20 minutes in another room. After preparation had been finished, the first working in pair's conversation will start and end within 5 minutes. And then, all low proficiency students were allowed at the same process. Moreover, the students should not use "Yes/No questions" because the researcher will not collect the real communication strategies due to time gaining. The students act out the roles of characters;

**Student A:** Acted as a student who just moved to Kurumitprasitsil school

"You are new student from the other school who just moved to Kurumitprasitsil school. You need, and ask some recommendations from a student in this school on personal information on general topics such as study, food, culture, attractions, school, and free-time activities".

**Student B:** Acted as a student who study in Kurumitprasitsil school.

"You are a student who study at Kurumitprasitsil school. You have to give some recommendations to a student who just moved to this school".

After the role play task, the definition plan task was started. Students define one concrete word and one abstract word not less than 3 sentences for each word within defined period of time at least 3 minutes. The majority of the students' performances were recorded on audio and deciphered.

| Concrete lexical items | Abstract lexical items |
|---|---|
| Computer (คอมพิวเตอร์) | Poor (ยากจน) |
| Passport (หนังสือเดินทาง) | Like (ชอบ) |
| Satellite (ดาวเทียม) | Lucky (โชคดี) |

## 3.5 Data Analysis

In response to the research questions, the data were analyzed both qualitatively and quantitatively from the transcriptions of the students' oral performance. The taxonomy adopted by Tarone (1977), Poulisse (1993), and

Dornyei & Scott (1997) was employed to classify each CS used by the students. Then, the researcher trait according to each strategy and employed a descriptive statistics to report the frequency of CSs.

After that, the researcher calculated each strategy in term of percentage in a table form. To examine whether the students' use of CSs was influenced by language proficiency and task types, percentage was employed to compare the statistical data between high and low proficiency students, male and female students in the role play and definition plan tasks.

To identify CSs in the two tasks, the number of CSs was not restricted to the number of utterances. That is, one utterance may contain more than one CS. After the researcher finished identifying and coding all recorded, frequency counts in percentages were used to (1) to identify and compare communication strategies used by high and low English proficiency students, and (2) to compare the communication strategies used by male and female students.

# CHAPTER 4
# FINDINGS

This chapter presented the findings of the study which was the use of communication strategies of the high and low proficiency students, and the use of communication strategies of male and female students.

## 4.1 Communication Strategies Used by the Students

The findings of this study demonstrate the relations between levels of proficiency and gender on English communication strategies used by Mathayom 3 students at Kurumitprasitsil school in Kalasin province, Thailand. In this study, the students employed CSs 637 times, 15 types of CSs were found arranged from the most to the least frequent; (1) use of fillers (24.65 %), (2) pausing (19.00%), (3) code-switching (18.37%), (4) circumlocution (13.50%), (5) self-repetition (7.54%), (6) mime (3.92%), (7) self-repair (2.83%), (8) asking for clarification (2.51%), (9) message abandonment (2.35%), (10) literal translation (1.88%), (11) literal comparison, and other-repair (0.94%), (12) other-repetition (0.63%), (13) message reduction, and topic avoidance (0.47%).

The results are presented in table 4.

**Table 4** Communication Strategies Used by the Students

| CS | All HP | | | All LP | | | All Male | | | All Female | | | All | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | % | Rank | N | % | Rank | N | % | Rank | N | % | Rank | N | % | Rank |
| 1. AC | 6 | 1.81 | 9 | 10 | 3.28 | 8 | 8 | 2.85 | 7 | 8 | 2.25 | 8 | 16 | 2.51 | 8 |
| 2. CW | 54 | 16.27 | 3 | 63 | 20.66 | 2 | 58 | 20.64 | 2 | 59 | 16.57 | 3 | 117 | 18.37 | 3 |
| 3. Cir | 46 | 13.86 | 4 | 40 | 13.11 | 4 | 36 | 12.81 | 4 | 50 | 14.04 | 4 | 86 | 13.50 | 4 |
| 4. LT | 7 | 2.11 | 8 | 5 | 1.64 | 9 | 5 | 1.78 | 9 | 7 | 1.97 | 9 | 12 | 1.88 | 10 |
| 5. LC | 2 | 0.60 | 11 | 4 | 1.31 | 10 | 1 | 0.36 | 13 | 5 | 1.40 | 10 | 6 | 0.94 | 11 |
| 6. MA | 4 | 1.20 | 10 | 11 | 3.61 | 7 | 8 | 2.85 | 7 | 7 | 1.97 | 9 | 15 | 2.35 | 9 |
| 7. MR | 2 | 0.60 | 11 | 1 | 0.33 | 12 | 0 | 0.00 | - | 3 | 0.84 | 11 | 3 | 0.47 | 13 |
| 8. M | 13 | 3.92 | 6 | 12 | 3.93 | 6 | 9 | 3.20 | 6 | 16 | 4.49 | 6 | 25 | 3.92 | 6 |
| 9. ORr | 2 | 0.60 | 11 | 4 | 1.31 | 10 | 4 | 1.42 | 10 | 2 | 0.56 | 12 | 6 | 0.94 | 11 |
| 10. ORt | 1 | 0.30 | 12 | 3 | 0.98 | 11 | 3 | 1.07 | 11 | 1 | 0.28 | 13 | 4 | 0.63 | 12 |
| 11. P | 72 | 21.69 | 2 | 49 | 16.07 | 3 | 48 | 17.08 | 3 | 73 | 20.51 | 2 | 121 | 19.00 | 2 |
| 12. SRr | 8 | 2.41 | 7 | 10 | 3.28 | 8 | 7 | 2.49 | 8 | 11 | 3.09 | 7 | 18 | 2.83 | 7 |
| 13. SRt | 25 | 7.53 | 5 | 23 | 7.54 | 5 | 23 | 8.19 | 5 | 25 | 7.02 | 5 | 48 | 7.54 | 5 |
| 14. TA | 0 | 0.00 | - | 3 | 0.98 | 11 | 2 | 0.71 | 12 | 1 | 0.28 | 13 | 3 | 0.47 | 13 |
| 15. UF | 90 | 27.11 | 1 | 67 | 21.97 | 1 | 69 | 24.56 | 1 | 88 | 24.72 | 1 | 157 | 24.65 | 1 |
| Total | 332 | 100.00 | | 305 | 100.00 | | 281 | 100.00 | | 356 | 100.00 | | 637 | 100.00 | |
| CSs Used | 14 | | | 15 | | | 14 | | | 15 | | | 15 | | |

NOTE

HP: High Proficiency Students,    LP: Low Proficiency Students

AC: Asking for clarification,    CW: Code switching,    Cir: Circumlocution,

LT: Literal translation,    LC: Literal comparison,    MA: Message abandonment,

MR: Message reduction,    M: Mime,    ORr: Other-repair,

ORt: Other-repetition,    P: Pausing,    SRr: Self-repair,

SRt: Self-repetition,    TA: Topic avoidance,    UF: Use of fillers,

From table 4 high proficiency students employed CSs 332 times, 14 types of CSs were arranged from the most to the least frequent; (1) use of fillers (27.11%), (2) pausing (21.69%), (3) code-switching (16.27%), (4) circumlocution (13.86%), (5) self-repetition (7.41%), (6) mime (3.92%), (7) self-repair (2.41%), (8) literal translation (2.11%), (9) asking for clarification (1.81%), (10) message abandonment, and other-repetition (1.20%), (11) literal comparison, message reduction (0.60%), and (12) other-repair (0.30%), and the CSs that was not utilized by high proficiency students is topic avoidance.

Low proficiency students employed CSs 305 times, 15 types of CSs were arranged from the most to the least frequent; (1) use of fillers (21.97%), (2) code-

switching (20.66%), (3) pausing (16.07%), (4) circumlocution (13.11%), (5) self-repetition (7.54%), (6) mime (3.93%), (7) message abandonment (3.61%), (8) asking for clarification, and self-repair (3.28%), (9) literal translation (1.64%), (10) literal comparison, and other-repair (1.31%), (11) other-repetition, and topic avoidance (0.98%), and (12) message reduction (0.33%).

Male students employed CSs 281 times, 14 types of CSs were arranged from the most to the least frequent; (1) use of fillers (24.56%), (2) code-switching (20.64%), (3) pausing (17.08%), (4) circumlocution (12.81%), (5) self-repetition (8.19%), (6) mime (3.20%), (7) asking for clarification, and message abandonment (2.85%), (8) self-repair (2.49%), (9) literal translation (1.78%), (10) other-repair (1.42%), (11) other-repetition (1.07%), (12) topic avoidance (0.71%), (13) literal comparison (0.36%), and the CSs that was not utilized by male students is message reduction.

Female students employs CSs 356 times, 15 types of CSs were arranged from the most to the least frequent; (1) use of fillers (24.72%), (2) pausing (20.51%), (3) code-switching (16.57%), (4) circumlocution (14.04%), (5) self-repetition (7.02%), (6) mime (4.49%), (7) self-repair (3.09%), (8) asking for clarification (2.25%), (9) literal translation, and message abandonment (1.97%), (10) literal comparison (1.40%), (11) message reduction (0.84%). (12) other-repair (0.56), (13) other-repetition, and topic avoidance (0.28%).

## 4.2 Comparison of the Use of Each Communication Strategy by High and Low Proficiency Students in the Role Play and Definition Plan Tasks

The distribution of CSs used by high and low proficiency students in the role play and the definition plan tasks in terms of frequency, percentage and rank order are presented in Table 5.

**Table 5** Comparison of the Use of Each Communication Strategy by High and Low Proficiency Students in the Role Play and Definition Plan Tasks

| | HP | | | | | | LP | | | | | |
| | Role Play Task | | | Definition Plan Task | | | Role Play Task | | | Definition Plan Task | | |
| CS | N | % | Rank | N | % | Rank | N | % | Rank | N | % | Rank |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. AC | 6 | 3.03 | 7 | 0 | 0.00 | - | 10 | 4.95 | 6 | 0 | 0.00 | - |
| 2. CW | 49 | 24.75 | 2 | 5 | 3.73 | 4 | 59 | 29.21 | 1 | 4 | 3.88 | 6 |
| 3. Cir | 6 | 3.03 | 7 | 40 | 29.85 | 2 | 4 | 1.98 | 7 | 36 | 34.95 | 1 |
| 4. LT | 6 | 3.03 | 7 | 1 | 0.75 | 7 | 0 | 0.00 | - | 5 | 4.85 | 5 |
| 5. LC | 0 | 0.00 | - | 2 | 1.49 | 6 | 0 | 0.00 | - | 4 | 3.88 | 6 |
| 6. MA | 0 | 0.00 | - | 4 | 2.99 | 5 | 4 | 1.98 | 7 | 7 | 6.80 | 4 |
| 7. MR | 2 | 1.01 | 8 | 0 | 0.00 | - | 0 | 0.00 | - | 1 | 0.97 | 8 |
| 8. M | 13 | 6.57 | 5 | 0 | 0.00 | - | 11 | 5.45 | 5 | 1 | 0.97 | 8 |
| 9. ORr | 2 | 1.01 | 8 | 0 | 0.00 | - | 4 | 1.98 | 7 | 0 | 0.00 | - |
| 10. ORt | 1 | 0.51 | 9 | 0 | 0.00 | - | 3 | 1.49 | 8 | 0 | 0.00 | - |
| 11. P | 22 | 11.11 | 3 | 50 | 37.31 | 1 | 29 | 14.36 | 3 | 20 | 19.42 | 2 |
| 12. SRr | 8 | 4.04 | 6 | 0 | 0.00 | - | 10 | 4.95 | 6 | 0 | 0.00 | - |
| 13. SRt | 20 | 10.10 | 4 | 5 | 3.73 | 4 | 20 | 9.90 | 4 | 3 | 2.91 | 7 |
| 14. TA | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - | 3 | 2.91 | 7 |
| 15. UF | 63 | 31.82 | 1 | 27 | 20.15 | 3 | 48 | 23.76 | 2 | 19 | 18.45 | 3 |
| Total | 198 | 100.00 | | 134 | 100.00 | | 202 | 100.00 | | 103 | 100.00 | |
| CSs Use | 12 | | | 8 | | | 11 | | | 11 | | |

NOTE

HP: High Proficiency Students,   LP: Low Proficiency Students

AC: Asking for clarification,   CW: Code switching,   Cir: Circumlocution,

LT: Literal translation,   LC: Literal comparison,   MA: Message abandonment,

MR: Message reduction,   M: Mime,   ORr: Other-repair,

ORt: Other-repetition,   P: Pausing,   SRr: Self-repair,

SRt: Self-repetition,   TA: Topic avoidance,   UF: Use of fillers,

From table 5  high proficiency students in the role play task employed CSs 198 times, 12 types of CSs were arranged from the most to the least frequent; (1) use of fillers (31.82 %), (2) code-switching (24.75%), (3) pausing  (11.11%), (4) self-repetition (10.10%), (5) mime (6.57%), (6) self-repair (4.04%), (7) asking for clarification, circumlocution, and   literal translation (3.03%), (8) message reduction, and other-repair (1.01%), (9) other-repetition (0.51%), and CSs that were not utilized

by high proficiency students in the role play task are literal comparison, message abandonment, and topic avoidance.

Whereas, low proficiency students in the role play task employed CSs 202 times, 11 types of CSs were arranged from the most to the least frequent; (1) code-switching (29.21%), (2) use of fillers (23.76%), (3) pausing (14.36%), (4) self-repetition (9.90%), (5) mime (5.45%), (6) asking for clarification, and self-repair (4.95%), (7) circumlocution, message abandonment, and other-repair (1.98%), and (8) other-repetition (1.49%), and CSs that are not utilized by low proficiency students in the role play task are literal translation, literal comparison, message reduction, and topic avoidance.

High proficiency students in the definition plan task employed CSs 134 times, 8 types of CSs were arranged from the most to the least frequent; (1) pausing (37.31%), (2) circumlocution (29.85%), (3) use of fillers (20.15%), (4) code-switching, and self-repetition (3.73%), (5) message abandonment (2.99%), (6) literal comparison (1.49%), (7) literal translation (0.75%), and CSs that are not utilized by high proficiency students in the definition plan task are asking for clarification, message reduction, mime, other-repair, other-repetition, self-repair, and topic avoidance.

Low proficiency students in the definition plan task employed CSs 103 times, 11 types of CSs were arranged from the most to the least frequent; (1) circumlocution (34.85%), (2) pausing (19.42%), (3) use of fillers (18.45%), (4) message abandonment (6.80%), (5) literal translation (4.85%), (6) code-switching, and literal comparison (3.88%), (7) self-repetition, and topic avoidance (2.91%), and (8) message reduction, and mime (0.97%). CSs that are not utilized by low proficiency students in the definition plan task are asking for clarification, other-repair, other-repetition, and self-repair.

## 4.3 Comparison of the Use of Each Communication Strategy by Male and Female Students in the Role Play and Definition Plan Tasks

The distribution of CSs used by male and female students in the role play and the definition plan task, in terms of frequency, percentage and rank order are presented in Table 6.

**Table 6** Comparison of the Use of Each Communication Strategy by Male and
Female Students in the Role Play and Definition Plan Tasks

| | M | | | | | | F | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Role Play Task | | | Definition Plan Task | | | Role Play Task | | | Definition Plan Task | | |
| CS | N | % | Rank | N | % | Rank | N | % | Rank | N | % | Rank |
| 1. AC | 8 | 3.88 | 4 | 0 | 0.00 | - | 8 | 4.12 | 6 | 0 | 0.00 | - |
| 2. CW | 56 | 27.18 | 1 | 2 | 2.67 | 5 | 52 | 26.80 | 2 | 7 | 4.32 | 4 |
| 3. Cir | 6 | 2.91 | 6 | 30 | 40.00 | 1 | 4 | 2.06 | 7 | 46 | 28.40 | 2 |
| 4. LT | 3 | 1.46 | 8 | 2 | 2.67 | 5 | 3 | 1.55 | 8 | 4 | 2.47 | 7 |
| 5. LC | 0 | 0.00 | - | 1 | 1.33 | 6 | 0 | 0.00 | - | 5 | 3.09 | 6 |
| 6. MA | 2 | 0.97 | 9 | 6 | 8.00 | 4 | 2 | 1.03 | 9 | 5 | 3.09 | 6 |
| 7. MR | 0 | 0.00 | - | 0 | 0.00 | - | 2 | 1.03 | 9 | 1 | 0.62 | 8 |
| 8. M | 8 | 3.88 | 4 | 1 | 1.33 | 6 | 16 | 8.25 | 4 | 0 | 0.00 | - |
| 9. ORr | 4 | 1.94 | 7 | 0 | 0.00 | - | 2 | 1.03 | 10 | 0 | 0.00 | - |
| 10. ORt | 3 | 1.46 | 8 | 0 | 0.00 | - | 1 | 0.52 | 11 | 0 | 0.00 | - |
| 11. P | 32 | 15.53 | 2 | 16 | 21.33 | 2 | 19 | 9.79 | 3 | 54 | 33.33 | 1 |
| 12. SRr | 7 | 3.40 | 5 | 0 | 0.00 | - | 11 | 5.67 | 5 | 0 | 0.00 | - |
| 13. SRt | 21 | 10.19 | 3 | 2 | 2.67 | 5 | 19 | 9.79 | 3 | 6 | 3.70 | 5 |
| 14. TA | 0 | 0.00 | - | 2 | 2.67 | 5 | 0 | 0.00 | - | 1 | 0.62 | 8 |
| 15. UF | 56 | 27.18 | 1 | 13 | 17.33 | 3 | 55 | 28.35 | 1 | 33 | 20.37 | 3 |
| Total | 206 | 100.00 | | 75 | 100.00 | | 194 | 100.00 | | 162 | 100.00 | |
| CSs Use | 12 | | | 10 | | | 13 | | | 10 | | |

NOTE

M: Male students   F: Female students
AC: Asking for clarification,  CW: Code switching,  Cir: Circumlocution,
LT: Literal translation,  LC: Literal comparison,  MA: Message abandonment,
MR: Message reduction,  M: Mime,  ORr: Other-repair,
ORt: Other-repetition,  P: Pausing,  SRr: Self-repair,
SRt: Self-repetition,  TA: Topic avoidance,  UF: Use of fillers,

From table 6, in the role play task, male students employed CSs 206 times, 12
types of CSs were arranged from the most to the least frequent; (1) code-switching,
and use of fillers (27.18%), (2) pausing (15.53%), (3) self-repetition (10.19%), (4)
asking for clarification, and mime (3.88%), (5) self-repair (3.40%), (6)
circumlocution (2.91%), (7) other-repair (1.94%), (8) literal translation, and other-
repetition (1.46%), and (9) message abandonment (0.97%). CSs that are not utilized
by the male students in the role play task are literal comparison, message reduction,
and topic avoidance.

Female students in the role play task employed CSs 194 times, 13 types of CSs were arranged from the most to the least frequent; (1) use of fillers (28.35%), (2) code-switching (26.80%), (3) pausing, and self-repetition (9.79%), (4) mime (8.25%), (5) self-repair (5.67%), (6) asking for clarification (4.12%), (7) circumlocution (2.06%), (8) literal translation (1.55%), (9) message abandonment, and message reduction (1.03%), (10) other-repair (1.03%), and (11) other-repetition (0.52%). CSs that are not utilized by the female students in the role play task are literal comparison, and topic avoidance.

In the definition plan task, male students employed CSs 75 times, 10 types of CSs were arranged from the most to the least frequent; (1) circumlocution (40.00%), (2) pausing (21.33%), (3) use of fillers (17.33%), (4) message abandonment (8.00%), (5) code-switching, self-repetition, and topic avoidance (2.67%), and (6) literal comparison, and mime (1.33%). CSs that are not utilized by male students in the definition plan task are asking for clarification, other-repair, other-repetition, and self-repair.

Female students in the definition plan task employed CSs 162 times, 10 types of CSs were arranged from the most to the least frequent; (1) pausing (33.33%), (2) circumlocution (28.40%), (3) use of fillers (20.37%), (4) code-switching (4.32%), (5) self-repetition (3.70%), (6) literal comparison, and message abandonment (3.09%), (7) literal translation (2.47%), and (8) message reduction, and topic avoidance (0.62%). CSs that are not utilized by female students in the definition plan task are asking for clarification, mime, other-repair, other-repetition, and self-repair.

## 4.4 Comparison of the Use of Each Communication Strategy by the Students in the Role Play Task

The distribution of CSs used by the students in the role play task in terms of frequency, percentage and rank order are presented in Table 7.

**Table 7** Comparison of the Use of Each Communication Strategy by the Students in the Role Play Task

| | Role Play Task | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | HP | | | LP | | | M | | | F | | |
| CS | N | % | Rank | N | % | Rank | N | % | Rank | N | % | Rank |
| 1. AC | 6 | 3.03 | 7 | 10 | 4.95 | 6 | 8 | 3.88 | 4 | 8 | 4.12 | 6 |
| 2. CW | 49 | 24.75 | 2 | 59 | 29.21 | 1 | 56 | 27.18 | 1 | 52 | 26.80 | 2 |
| 3. Cir | 6 | 3.03 | 7 | 4 | 1.98 | 7 | 6 | 2.91 | 6 | 4 | 2.06 | 7 |
| 4. LT | 6 | 3.03 | 7 | 0 | 0.00 | - | 3 | 1.46 | 8 | 3 | 1.55 | 8 |
| 5. LC | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - |
| 6. MA | 0 | 0.00 | - | 4 | 1.98 | 7 | 2 | 0.97 | 9 | 2 | 1.03 | 9 |
| 7. MR | 2 | 1.01 | 8 | 0 | 0.00 | - | 0 | 0.00 | - | 2 | 1.03 | 9 |
| 8. M | 13 | 6.57 | 5 | 11 | 5.45 | 5 | 8 | 3.88 | 4 | 16 | 8.25 | 4 |
| 9. ORr | 2 | 1.01 | 8 | 4 | 1.98 | 7 | 4 | 1.94 | 7 | 2 | 1.03 | 10 |
| 10. ORt | 1 | 0.51 | 9 | 3 | 1.49 | 8 | 3 | 1.46 | 8 | 1 | 0.52 | 11 |
| 11. P | 22 | 11.11 | 3 | 29 | 14.36 | 3 | 32 | 15.53 | 2 | 19 | 9.79 | 3 |
| 12. SRr | 8 | 4.04 | 6 | 10 | 4.95 | 6 | 7 | 3.40 | 5 | 11 | 5.67 | 5 |
| 13. SRt | 20 | 10.10 | 4 | 20 | 9.90 | 4 | 21 | 10.19 | 3 | 19 | 9.79 | 3 |
| 14. TA | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - |
| 15. UF | 63 | 31.82 | 1 | 48 | 23.76 | 2 | 56 | 27.18 | 1 | 55 | 28.35 | 1 |
| Total | 198 | 100.00 | | 202 | 100.00 | | 206 | 100.00 | | 194 | 100.00 | |
| CSs Use | 12 | | | 11 | | | 12 | | | 13 | | |

NOTE
HP: High Proficiency Students,  LP: Low Proficiency Students
M: Male students,  F: Female students,
AC: Asking for clarification,  CW: Code switching,  Cir: Circumlocution,
LT: Literal translation,  LC: Literal comparison,  MA: Message abandonment,
MR: Message reduction,  M: Mime,  ORr: Other-repair,
ORt: Other-repetition,  P: Pausing,  SRr: Self-repair,
SRt: Self-repetition,  TA: Topic avoidance,  UF: Use of fillers,

From table 7, high proficiency students in the role play task employed CSs 198 times, 12 types of CSs were arranged from the most to the least frequent; (1) use of fillers (31.82 %), (2) code-switching (24.75%), (3) pausing (11.11%), (4) self-repetition (10.10%), (5) mime (6.57%), (6) self-repair (4.04%), (7) asking for clarification, circumlocution, and literal translation (3.03%), (8) message reduction, and other-repair (1.01%), and (9) other-repetition (0.51%). CSs that are not utilized by high proficiency students in the role play task are literal comparison, message abandonment, and topic avoidance.

Low proficiency students employed CSs 202 times, 11 types of CSs were arranged from the most to the least frequent; (1) code-switching (29.21%), (2) use of fillers (23.76%), (3) pausing  (14.36%), (4) self-repetition (9.90%), (5) mime (5.45%), (6) asking for clarification, and self-repair (4.95%), (7) circumlocution, message abandonment, and other-repair (1.98%), and (8) other-repetition (1.49%). CSs that are not utilized by low proficiency students in the role play task are literal translation, literal comparison, message reduction, and topic avoidance.

Male students employed CSs 206 times, 12 types of CSs were arranged from the most to the least frequent; (1) code-switching, and use of fillers (27.18%), (2) pausing  (15.53%), (3) self-repetition (10.19%), (4)  asking for clarification, and mime (3.88%), (5) self-repair (3.40%), (6) circumlocution (2.91%), (7) other-repair (1.94%), (8) literal translation, and other-repetition (1.46%), and (9) message abandonment (0.97%). CSs that are not utilized by male students in the role play task are literal comparison, message reduction, and topic avoidance.

Female students employed CSs 194 times, 13 types of CSs were arranged from the most to the least frequent; (1) use of fillers (28.35%), (2) code-switching (26.80%), (3) pausing, self-repetition (9.79%), (4) mime (8.25%), (5) self-repair (5.67%), (6)  asking for clarification (4.12%), (7) circumlocution (2.06%), (8) literal translation (1.55%), (9) message abandonment, and message reduction (1.03%), (10) other-repair (1.03%), and (11) other-repetition (0.52%). CSs that are not utilized by female students in the role play task are literal comparison, and topic avoidance.

From table 7 according to the role play task, the similar data demonstrated which CSs are utilized by the students the most; "use of fillers" strategy employed by high proficiency students (31.82%), low proficiency students (23.76%), male students (21.18%), and female students (28.35%). As mentioned in chapter 3, "use of fillers" are the words that the students use fillers involving non-lexical activity in order to think of the next word or expression and continue until finished (e.g. "well", "actually", "yeah", "fine" or "emm", etc.). The students were able to utilize "use of fillers" to gain time to think when they completed the tasks. One possible reason was they were not fluent enough to speak English continuously. Another similarity data according to table 7, CSs that are not utilized by students in the role play task are literal comparison, and topic avoidance. Demonstrate that they do not have a chance

to describe the thing, or leave the topic that they can utilize the other strategies to solve when face with difficulty.

The following conversation, example 1 illustrated the use of CSs by the students in the role play task. HM4 (High proficiency male student 4) who acts as a new student who just moved to Kurumitprasitsil school, and HM5 (High proficiency male student 5) who acts as a student studying in Kurumitprasitsil school. They worked in pairs in the given topic. The topic "Asking and giving opinions about studying in Kurumitprasitsil school", and then the conversation will take place which includes  personal information on general topics such as study, food, culture, attractions, school, and free-time activities. The conversation completed in 5 minutes.

**Example 1**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/HM5: | Hello, how are you? | |
| 2/HM4: | Hi, I am great! How are you? | |
| 3/HM5: | Well, I am great too. But I have not seen you before, right? Are you new student here? | |
| 4/HM4: | (1)yeah. You're right. I am a new student here. (2)umm My name is เจด (3) ม.สาม , nice to meet you. | (1), (2) UF (3) CW |
| 5/HM5: | Yes เจด Nice to meet you too, my name is อดิสาร.(4)(3sec).. call me (5)ม.สาม. welcome to our school. | (4) P (5) CW |
| 6/HM4: | Thank you, I hope we can be a nice friend. | |
| 7/HM5: | Sure. | |
| 8/HM4: | Anyway I am (6)no good feeling because I have no friend here. | (6) LT |
| 9/HM5: | you (7)you alright don't be nervous. Now we are friend so now you are not alone (8) นะ. | (7) SRt (8) CW |
| 10/HM4: | Thank you, so (9)so kind of you. | (9) SRt |

**(continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 11/HM5: | our class room on the two (10)umm(11) second floor of this building. | (10) UF<br>(11) SRr |
| 12/HM4: | (12)umm (13)(3sec).. how much..(14)how many students in our class room. | (12) UF<br>(13) P<br>(14) SRr |
| 13/HM5: | Before we have twenty four students but now we have | |
| 14/HM4: | you, so total be twenty five students | |
| 15/HM5: | (15)urr (16) (3sec)..I am in your class. Right? Welcome (17)umm second thing you must know is about (18)um about (19)umm our canteen, it on ground floor of (20)of the next building on your right hand side. | (15) UF<br>(16) P<br>(17),(18),<br>(19) UF<br>(20) SRt |
| 16/HM4: | How about toilet? I wanna pee. | |
| 17/HM5: | All toilets on the end of (21)of each floor. Do you get it? | (21) SRt |
| 18/HM4: | Thanks. | |
| 19/HM5: | Next is when I have a free time, I love to play (22)the table ping pong or music. Would you like to join? (23)(3 sec).. Do you want to play (24) มั๊ย | (22) LT<br>(23) P<br>(24) CW |
| 20/HM4: | (25)umm I think not, because I love reading. (26)um I am not good at sport (27)um or playing a musical. Sorry about that (28) นะ. | (25),(26),<br>(27) UF<br>(28) CW |
| 21/HM5: | (29)No worry about it, If you love reading.(30) ห้องสมุด is on third floor of this building. Open from six to six | (29) LT<br>(30) CW |
| 22/HM4: | (31)What? | (31) AC |
| 23/HM5: | (32)umm six A.M. to six P.M | (32) UF |
| 24/HM4: | O.K | |
| 25/HM5: | (33)umm..(34)(3sec)..how do you go to school? | (33) UF<br>(34) P |

**(continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 26/HM4: | My dad drop me(35)ก่อน (36)(3 sec).. before he go to work (37)(3 sec)..and he will pick me up after his work, so this is the reason(38)(4 sec).. that make me love reading <u>because (39) because</u> I always spending my time when waiting. | (35) CW (36),(37), (38) P (39) SRt |
| 27/HM5: | I see. Sound like you gonna be good at studying. | |
| 28/HM4: | Not that much. But the subject that I love is Math. | |
| 29/HM5: | <u>(40)errr</u> Math is so hard. <u>(41)umm</u> (42) ยากมาก. I don't like it <u>(43) เลย.</u> The number are confuse. I like(44) สังคมศึกษา how to say in English? | (40),(41) UF (42),(43), (44) CW |
| 30/HM4: | <u>(45) สังคมศึกษา</u> is <u>Social study</u>  (46) (4 sec).. (47)um I think we are opposite. History is so hard for me (48)(3 sec).. Maybe we can help each other. | (45) ORr (46) P (47) UF (48) P |
| 31/HM5: | <u>(49) ดูดีมาก,</u> Then we can get good grades together. | (49) CW |

The top three strategies employed by the high proficiency students in role play task were (1) use of fillers (31.82 %), (2) code-switching (24.75%), and (3) pausing (11.11%).

The students employed 8 CSs in 49 utterances in this conversation.   It can be seen from Example 1 in turn 1 that HM5 started with a greeting. Then, in turn 3, he asked about new position. HM4 employed the "use of fillers" in turn 4, 11, 12, or 15 for example. The most frequently used communication strategy was "use of fillers" which was employed by high proficiency students 62 times (31.82 %). In turn 4, HM4 tried to introduce himself concerning his level. He used the first language word "ม.สาม" which is familiar to him instead of the word "Mathayom three". Also, in turn 9, HM5 utilized the final partial according to the first language for example the word "นะ" automatically. In turn 21, HS5 tried to express the word "ห้องสมุด" instead of

"library" in English. The use of the "code-switching" strategy clearly shows that these students faced problems in conveying their meanings to their interlocutors or listeners, and that they resorted to the types of strategies that enabled them to depend on whatever was available in their linguistic repertoire to resolve their problems, even if it meant resorting to their first language. The second ranked frequently used communication strategy was "code-switching" which was employed by high proficiency students 49 times (24.75 %). However, the use of "pausing" strategy was easily used by the students in this study. In turn 5, HM5 produced silence for 3-5 seconds to make a gap to gain time. Also, in turn 12, HM4 utilize the "pausing" strategy to gain time in order to think about the next sentences. The other interesting CSs is "self-repair", in turn 11, HM5 made self-initiated corrections in his own speech for the word "two floor" then corrected to "second floor".

**4.5 Comparison of the Use of Each Communication Strategy by the Students in the Definition Plan Tasks**

The distribution of CSs used by the students in the definition plan task in terms of frequency, percentage and rank order are presented in Table 8.

**Table 8** Comparison of the Use of Each Communication Strategy by the Students in the Definition Plan Tasks

| | Definition Plan Task | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | HP | | | LP | | | M | | | F | | |
| CS | N | % | Rank | N | % | Rank | N | % | Rank | N | % | Rank |
| 1. AC | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - |
| 2. CW | 5 | 3.73 | 4 | 4 | 3.88 | 6 | 2 | 2.67 | 5 | 7 | 4.32 | 4 |
| 3. Cir | 40 | 29.85 | 2 | 36 | 34.95 | 1 | 30 | 40.00 | 1 | 46 | 28.40 | 2 |
| 4. LT | 1 | 0.75 | 7 | 5 | 4.85 | 5 | 2 | 2.67 | 5 | 4 | 2.47 | 7 |
| 5. LC | 2 | 1.49 | 6 | 4 | 3.88 | 6 | 1 | 1.33 | 6 | 5 | 3.09 | 6 |
| 6. MA | 4 | 2.99 | 5 | 7 | 6.80 | 4 | 6 | 8.00 | 4 | 5 | 3.09 | 6 |
| 7. MR | 0 | 0.00 | - | 1 | 0.97 | 8 | 0 | 0.00 | - | 1 | 0.62 | 8 |
| 8. M | 0 | 0.00 | - | 1 | 0.97 | 8 | 1 | 1.33 | 6 | 0 | 0.00 | - |
| 9. ORr | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - |
| 10. ORt | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - |
| 11. P | 50 | 37.31 | 1 | 20 | 19.42 | 2 | 16 | 21.33 | 2 | 54 | 33.33 | 1 |
| 12. SRr | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - | 0 | 0.00 | - |
| 13. SRt | 5 | 3.73 | 4 | 3 | 2.91 | 7 | 2 | 2.67 | 5 | 6 | 3.70 | 5 |
| 14. TA | 0 | 0.00 | - | 3 | 2.91 | 7 | 2 | 2.67 | 5 | 1 | 0.62 | 8 |
| 15. UF | 27 | 20.15 | 3 | 19 | 18.45 | 3 | 13 | 17.33 | 3 | 33 | 20.37 | 3 |
| Total | 134 | 100.00 | | 103 | 100.00 | | 75 | 100.00 | | 162 | 100.00 | |
| CSs Use | 8 | | | 11 | | | 10 | | | 10 | | |

NOTE
HP: High Proficiency Students,          LP: Low Proficiency Students
M: Male students,          F: Female students,
AC: Asking for clarification,          CW: Code switching,          Cir: Circumlocution,
LT: Literal translation,          LC: Literal comparison,          MA: Message abandonment,
MR: Message reduction,          M: Mime,          ORr: Other-repair,
ORt: Other-repetition,          P: Pausing,          SRr: Self-repair,
SRt: Self-repetition,          TA: Topic avoidance,          UF: Use of fillers,

From table 8 High proficiency students in the definition plan task employed CSs 134 times, 8 types of CSs were arranged from the most to the least frequent; (1) pausing (37.31%), (2) circumlocution (29.85%), (3) use of fillers (20.15%), (4) code-switching, and self-repetition (3.73%), (5) message abandonment (2.99%), (6) literal comparison (1.49%), (7) literal translation (0.75%), and CSs that are not utilized by high proficiency students in the definition plan task are asking for clarification, message reduction, mime, other-repair, other-repetition, self-repair, and topic avoidance.

Low proficiency students employed CSs 103 times, 11 types of CSs were arranged from the most to the least frequent; (1) circumlocution (34.85%),

(2) pausing  (19.42%), (3) use of fillers (18.45%), (4) message abandonment (6.80%), (5) literal translation (4.85%), (6) code-switching, and literal comparison (3.88%), (7) self-repetition, and topic avoidance (2.91%), and (8) message reduction, and mime (0.97%). CSs that are not utilized by low proficiency students in the definition plan task are asking for clarification, other-repair, other-repetition, and self-repair.

Male students employed CSs 75 times, 10 types of CSs were arranged from the most to the least frequent; (1) circumlocution (40.00%), (2) pausing (21.33%), (3) use of fillers (17.33%), (4) message abandonment (8.00%), (5) code-switching, self-repetition, and topic avoidance (2.67%), and (6) literal comparison, and mime (1.33%). CSs that are not utilized by male students in the definition plan task are asking for clarification, other-repair, other-repetition, and self-repair.

Female students employed CSs 162 times, 10 types of CSs were arranged from the most to the least frequent; (1) pausing  (33.33%), (2) circumlocution (28.40%), (3) use of fillers (20.37%), (4) code-switching (4.32%), (5) self-repetition (3.70%), (6) literal comparison, and message abandonment (3.09%), (7) literal translation (2.47%), and (8) message reduction, and topic avoidance (0.62%). CSs that are not utilized by female students in the definition plan task are asking for clarification, mime, other-repair, other-repetition, and self-repair.

From table 8 according to the definition plan task, the similar data demonstrated which CSs utilized by the students are popular; "circumlocution" strategy employed by high proficiency students (33.82%), low proficiency students (34.85%), male students (40.00%), and female students (28.40%). As mentioned in chapter 3, "circumlocution" is the sentences that the students describe, exemplify, spell out, or specify characteristics of the target words or actions. The important reason why students employed "circumlocution" in definition plan task is the most, natural of task types. Another similarity in the data according to table 8, is that CSs of asking for clarification, other-repair, other-repetition, and self-repair are not utilized by students in the definition plan task. Demonstrate that the nature of the definition plan task, because this task was not required the interlocutor in order to help each other when the speaker faced the difficult situations.

The following utterances, example 2, illustrated the use of CSs by the male students in the definition plan task. Every lexical item was written on a different card with a translation written in Thai to avoid misunderstanding. The student chose the two (concrete and abstract) random cards and tried to explain in English to the researcher.

Example 2

| Utterances | CSs |
|---|---|
| **Satellite** | |
| : (1) It move around earth (2)..(3sec)..(3)urrr will use for | (1),(4) Cir |
| communication for telephone. | (2),(5) P |
| **Poor** | (3) UF |
| : (4) People have little money (5)..(3 sec)..cannot buy the | |
| expensive thing quickly. | |

The top three strategies that were employed by male students 75 times, 10 types of CSs were arranged from the most to the least frequent; (1) circumlocution (40.00%), (2) pausing (21.33%), (3) use of fillers (17.33%). Regarding the example above, male student in the definition plan task were extracted the use of CSs which include circumlocution 2 times, pausing 2 times, and use of fillers 1 time. Demonstrated that nature of task types influenced the use of CSs by the student. The students describe, exemplify, spell out, or specify characteristics of the target words or actions in "circumlocution" strategy. He produced silence for 3-5 seconds to make a gap, namely, "pausing" and he employed the word "urrr", namely, "use of fillers" strategy to gain time in order to think about the next sentences. To define the differences in definition between the "use of fillers strategy" and "pausing" strategy in this study, proponents of the "use of fillers" strategy claim that the students use fillers such as "well", "actually", "yeah", "fine" or "emm", etc. in order to thinking of the next word or expression and continue until finished, but proponents of "pausing" strategy claim that the students make a gap with silence for a while (3-5 sec.) to gain time in order to thinking of the next word or expression and continue until finished, which are necessary for interpreting an utterance.

The findings of the study indicate that there is no difference in strategy use between level proficiency and gender. The influence of the use of CSs of both groups has been confirmed by the results of the data analysis. It has also been established that strategy use vanes according to task.

# CHAPTER 5

## DISCUSSION AND CONCLUSION

This chapter recapitulates the discussions, conclusion and follows with recommendations for further research.

### 5.1 Discussion

In the present study, the results indicated that the participants made use of a wide range of CSs. The present study posited the following research questions; (1) What communication strategies are used by high and low proficiency students?, and (2) What are the differences in usage of communication strategies by male and female students?

To answer the first research question, high proficiency students employed CSs 332 times, 14 types of CSs were arranged from the most to the least frequent; (1) use of fillers, (2) pausing, (3) code-switching, (4) circumlocution, (5) self-repetition, (6) mime, (7) self-repair, (8) literal translation, (9) asking for clarification, (10) message abandonment, and other-repetition, (11) literal comparison, and message reduction, and (12) other-repair, and CSs that were not utilized by high proficiency students is topic avoidance. This indicated that most students attempted to maintain their original aim by developing an alternative plan and to solve problems in communication by expanding their communicative resources, rather than avoiding their message or renouncing their original communication goal. This might be because the students have been studying in the English speaking class regardless of their grammatical errors. Most of them attempted to speak as much and as best as they could to convey their message to their interlocutor. Topic avoidance strategies were the strategies that learners used when they tried to avoid, abandon or substitute the original message. The preference for these strategies by the low proficiency students indicates that they probably had more linguistic limitations and when they were faced with a difficulty in conveying meaning or using correct English words, they sometimes chose to renounce part or their entire original communication goal. Moreover, because of their lack of linguistic or content resources, they also tended to avoid certain topics considered problematic language-

wise or content-wise by leaving out some of the intended elements. In addition, although previous studies (Bialystock. 1983; Chen. 1990; Poulisse. 1987) revealed that paraphrase is often used by higher proficiency learners, uses of paraphrase were not included in the current study.

Whereas, low proficiency students employed CSs 305 times, 15 types of CSs were arranged from the most to the least frequent; (1) use of fillers, (2) code-switching, (3) pausing, (4) circumlocution, (5) self-repetition, (6) mime, (7) message abandonment, (8) asking for clarification, and self-repair, (9) literal translation, (10) literal comparison, and other-repair , (11) other-repetition, and topic avoidance, and (12) message reduction.

According to the findings, high proficiency students employ CSs with a higher frequency than low proficiency students thus providing further evidence that students of higher achievement use more strategies and use them more frequently. This was supported by Chatupote (1995) who mentioned that high proficiency students usually use more strategies than low proficiency students. Difference from the result from Binhayeearong (2009), high and low proficiency students' utilized similarly "use of fillers" is the most frequency in the current study. Unlike the early finding by Chen (1990) found that high proficiency learners employed fewer communication strategies than low proficiency learners. Also, Wannaruk (2003) found a different result from the current study that the group with a low level of oral proficiency employed significantly more communication strategies than did the ones with middle and high levels of oral proficiency. Al-Humaidi (2002) supported the result of this study that the low proficiency group resorted to strategies more frequently than the high proficiency group. Unlike early findings by Bialystok (1983) study it was found that high proficiency students use more L2 based strategies of "approximation", "circumlocution" and "word coinage" than the low proficiency students who employed more L1-based strategies of "borrowing", "language switch" and "literal translation". In this study, high and low proficiency students' used "well", "actually", "yeah", "fine" or "emm" as fillers which might not help them become more fluent in English because using those fillers could create discontinuities in the flow of speech. However, it helps students gain time in order to keep the communication channel open and maintain discourse at times of difficulty.

The possible reason that they needed time to think about what they want to say next, they also tended to use fillers in order to hold the turn. The second strategy used by the high proficiency students is "pausing" strategy. The "pausing" strategy is used to make a gap with silence for a while (3-5 sec.), it helps students gain time in order to keep the communication channel open and maintain discourse at times of difficulty (Dornyei. 1995). A possible reason that the high proficiency students used this strategy is that they tended to speak longer. When they needed time to think about what they want to say next, they also tended to use pause in order to hold the turn. In the current study, low proficiency students utilized the "code-switching" strategy more frequently which clearly shows that these students faced problems in conveying their meanings to their interlocutors or listeners, and that they resorted to the types of strategies that enabled them to depend on whatever was available in their linguistic repertoire to resolve their problems, even if it meant resorting to their first language excluding proper nouns. Poulisse & Schils (1989) found that code switching was used more frequently by low proficient learners. This might have been because even though they have been studying in their first language, they mostly communicate in Thai with their friends in and outside the classroom. As a result, they automatically use Thai words as they were already familiar with them. Furthermore, the "topic avoidance" strategy was not utilized by high proficiency students. This indicated that high proficiency students preferred using their own resources, rather than avoiding conversation when they had communication problems. Most of high proficiency students tried to use their own ability to understand and convey their message. Also, Al-Humaidi (2002) stated that there were significant differences between the high proficiency group and low proficiency group in their use of certain communication strategies. The low proficiency group used semantic approximation, clarification requests, message alteration, and code switching more often, whereas the high proficiency group used confirmation checks more often. The low proficiency group resorted to strategies more frequently than the high proficiency group.

The combination of various types of speaking tasks is useful tool to elicit students' genuine utilization of CSs when confronting a communication problem. As contended by Bialystock (1990), task is one type of elicitation method which is

important in determining the strategies that will be observed. Bialystock & Swain (1978) recommend that examination is reached in completely "natural setting is more difficult to conduct and the results are often problematic to interpret" while "controlled laboratory study assure the researcher that the phenomenon under investigation will be addressed and superfluous variance owning to extraneous contextual factors will be minimized, or at least capable of being documented and controlled". To elicit students' range of CSs, a role play as the two-way communication, and a definition plan as the one-way communication tasks was appropriated. One major criterion for selecting the tasks in this study was how authentic the students were in proving a situation to use different CSs to convey meaning and solve their oral communication problems.

For the task types, high proficiency students in the role play task employed CSs 198 times, 12 types of CSs were arranged from the most to the least frequent; (1) use of fillers, (2) code-switching, (3) pausing, (4) self-repetition, (5) mime, (6) self-repair, (7) asking for clarification, circumlocution, and literal translation, (8) message reduction, and other-repair (1.01%), (9) other-repetition, and CSs that were not utilized by high proficiency students in the role play task are literal comparison, message abandonment, and topic avoidance. This indicated that the students preferred using their own resources, rather than avoiding conversation when they had communication problems. They tried to use their own ability to understand and convey their message. Also, the students did not utilize the "literal comparison" strategy. This indicated that the students understand the word or sentences which they would like to communicate with their interlocutor. Whereas, low proficiency students in the role play task employed CSs 202 times, 11 types of CSs were arranged from the most to the least frequent; (1) code-switching, (2) use of fillers, (3) pausing, (4) self-repetition, (5) mime, (6) asking for clarification, and self-repair, (7) circumlocution, message abandonment, and other-repair, and (8) other-repetition, and CSs that are not utilized by low proficiency students in the role play task are literal translation, literal comparison, message reduction, and topic avoidance.

In the role play task, the number of CSs used by high proficiency students is lower than low proficiency students. High proficiency students employed the frequency of usage CSs lower but wider than low proficiency students. They utilized

"use of fillers" most frequently whereas low proficiency students' utilized "code-switching" most frequently. There is limited research within the Thai context relating to differences in CS use of high and low proficiency groups in the speaking task. Wannaruk (2003) found that high proficiency learners were observed using more L2 based strategies (such as circumlocution and approximation) in comparison to low proficiency learners who used more avoidance strategies, L1 based strategies (such as language switching) and paralinguistic strategies (including gesture and mime). Chuanchaisit & Prapphal (2009) found that high proficiency learners reported significantly more risk taking techniques, in particular social-affective, fluency-oriented and help-seeking strategies. The first task was the role play task. This task had proved to be workable in various studies (Haastrup & Phillipson. 1983; Weerarak. 2003; Kongsom. 2009; Binhayeearong. 2009). They found that learners used several of the CSs such as use of fillers, appeal of assistance, other repair, code switching, circumlocution, approximation, gesture, and topic avoidance. In this study, "self-repetition" was one of a top five popular strategy because it enabled the students to hold the turn. When a communication gap occurred in actual conversation because of a loss of ideas or limited linguistic knowledge even while students were thinking of the next word or expression, they immediately repeated what they had said. Moreover, "self-repetition" saved learners from being embarrassed and stressed when communication difficulties occurred. Instead of resorting to silence, they had something to say, so they could maintain the conversation. Also, high proficiency students in the definition plan task employed CSs 134 times, 8 types of CSs were arranged from the most to the least frequent; (1) pausing, (2) circumlocution, (3) use of fillers, (4) code-switching, and self-repetition, (5) message abandonment, (6) literal comparison, (7) literal translation, and CSs that are not utilized by high proficiency students in the definition plan task are asking for clarification, message reduction, mime, other-repair, other-repetition, self-repair, and topic avoidance. The finding in this current study reveals that the students used "topic avoidance" and "message abandonment" strategies in the definition plan task more frequently than in the role play task. It shows further evidence that the definition plan task was more difficult than the role play task for all students as they used the "message abandonment" strategy more often by leaving a message because of some

language/content problems or substituting the original message with a new one because of not feeling capable of executing it. The important reason in the definition plan task, the students could not look for assistance, so they tried their best to solve their communication problems based on their own ability when they performed this task. In contrast, they were able to ask for help when they encountered difficulties in the communication process as they employed interactional strategies in the role play task more frequently than in the definition plan task. Low proficiency students in the definition plan task employed CSs 103 times, 11 types of CSs were arranged from the most to the least frequent; (1) circumlocution, (2) pausing, (3) use of fillers, (4) message abandonment, (5) literal translation, (6) code-switching, and literal comparison, (7) self-repetition, and topic avoidance, and (8) message reduction, and mime. CSs that are not utilized by low proficiency students in the definition plan task were asking for clarification, other-repair, other-repetition, and self-repair.

As expected, it was found that "topic avoidance" strategies were not utilized by the high proficiency students but by the low proficiency students. Avoidance strategies were the strategies that the learners utilized when they attempted to stay away from, relinquish or substitute the original message. The inclination for these strategies by the low proficiency students shows that they presumably had more semantic constraints and when they were confronted with a trouble in passing on importance or utilizing right English words, they revoked part or whole of their unique correspondence objective. In addition, due to their lack of semantic or substance assets, they likewise had a tendency to maintain a strategic distance from specific points considered problematic language. In the definition plan task, high proficiency students employed a higher frequency of CSs than the low proficiency students. Having indicated that, it was observed that the high proficiency students used more communication strategies not because they had more language difficulties than those of low proficiency, but because the amount of their communication was larger than that of the low proficiency students, that is the high proficiency students tended to speak for longer and that was why they used more strategies in their communication. Low proficiency students utilized the wider range of CSs than high proficiency students. However, this is not consistent with Bialystok & Frohlich (1980) who claim that learners of high proficiency level were more efficient in

communication strategy use because they were assumed not to encounter as many problems as learners of lower proficiency do. High and low proficiency students did not utilize the "asking for clarification", "other-repair", "other-repetition", and "self-repair".They utilized "pausing" with the most frequency compared with low proficiency students who utilized "circumlocution" with the most frequency. The reason why they used the "circumlocution" strategy significantly more frequently in the definition formulation task was mainly because this task offered a great opportunity for the students to use the "circumlocution" strategy to exemplify, illustrate and describe the items. This was supported by Rossiter (2003) who found that most of the number of circumlocution has been shown in the definition plan task. It showed that the low proficiency students were better at explaining the target words when they tried to make their listeners understand what they wanted to say or what they meant. And the other reason is that the students used circumlocution when they cannot say a particular word to the listener. On the other hand, Wannaruk (2003) found that low proficiency learners used significantly more avoidance strategies, L1 based strategies (such as language switching) and paralinguistic strategies (including gesture and mime). Likewise, contrasts from the past reviews additionally have referred to particular sorts of CSs utilized by proficiency levels. For instance, high proficiency students were found toward second language based CSs, for example, reword and bypass (Bialystock. 1983; Chen. 1990). Likewise, Poulisse & Schils (1989) has observed a reverse relationship between learners' proficiency level and recurrence of compensatory methodologies and low recurrence of encompassing theoretical and high frequency of literal transfer among low proficiency students seemed not to have adequate skill to approximate and describe by selecting alternative second language lexical items, thereby they had no choice to use first language based CSs instead. The second task was definition plan. Several researchers such as Dornyei (1995), Rossiter (2003), Kongsom (2009) employed this task and they found that learner used code switching, circumlocution, approximation, gesture, and avoidance. Moreover, Binhayeearong (2009) revealed that the definition formulation task was more difficult than the role play task because the students used avoidance strategies to renounce their original message more often. As they could not look for assistance, they tried their best to solve their communication problems

based on their own ability by using "circumlocution" strategies significantly more frequently when they performed the definition formulation task unlike when they performed the role play task in which they could talk to their friend in a more natural way and had a chance to "asking for clarification" and "asking for confirmation" strategies significantly more frequently.

To answer the second research, the differences uses of communication strategies by male and female students. Male students employed CSs 281 times, 14 types of CSs were arranged from the most to the least frequent; (1) use of fillers, (2) code-switching, (3) pausing, (4) circumlocution, (5) self-repetition, (6) mime, (7) asking for clarification, and message abandonment, (8) self-repair, (9) literal translation, (10) other-repair, (11) other-repetition, (12) topic avoidance, (13) literal comparison, and the CSs that was not utilized by male students is message reduction. This indicated that male students preferred using full wording of the lexical items rather than reducing the word. In this study, male and female students' utilized "use of fillers" is the most frequency. It can be noticed that the students needed some time to think when they wanted to say the next word or to start a new sentence. In addition, they did not want any silence to interrupt their communication. Surprisingly, it was found that all the students in this study used only "emm", "err", or "ahh" to fill the time which shows that they did not know other "fillers" that can be used which might not help them become more fluent in English because using those fillers could create discontinuities in the flow of speech. However, it helps students gain time in order to keep the communication channel open and maintain discourse at times of difficulty. A possible reason that the students used this strategy more often is that they tended to speak longer than the low proficiency students. When they needed time to think about what they want to say next, they also tended to use fillers in order to hold the turn. Some studies have explained that females are more expressive than males. Also, Parkins (2012) found those females are the more emotionally expressive gender in the realm of face-to-face communication. Female students employs CSs 356 times, 15 types of CSs were arranged from the most to the least frequent; (1) use of fillers, (2) pausing, (3) code-switching, (4) circumlocution, (5) self-repetition, (6) mime, (7) self-repair, (8) asking for clarification, (9) literal translation, and message abandonment, (10) literal comparison, (11) message

reduction. (12) other-repair, (13) other-repetition, and topic avoidance. Female students employed the CSs with a higher frequency and wider range than male students. This was supported by the several studies which have established the existence of gender differences in the use of language learning strategies. Green & Oxford (1995) found that females use strategies more frequently than males. Moreover, gender differences are reflected in the type of strategy used by males and females. Female learners tend to use more social learning strategies (Ehrman & Oxford. 1989), more conversational and input strategies (Oxford & Nyikos. 1989). The critical evidence by Politzer (1983) analyzed the language learning conduct and social conduct of females and found that contrasted with males, females utilize more social strategies. The greater prominent utilization of CSs by females in a second language is expected because it has been demonstrated that females are socially oriented. As Benenson et al. (2009) examined that gender orientation contrasts in social conduct between hereditarily inconsequential people normally inferred that females are more socially situated than male.

In the role play task, male students employed CSs 206 times, 12 types of CSs were arranged from the most to the least frequent; (1) code-switching, and use of fillers, (2) pausing, (3) self-repetition, (4) asking for clarification, and mime, (5) self-repair, (6) circumlocution, (7) other-repair, (8) literal translation, and other-repetition, and (9) message abandonment. CSs that are not utilized by the male students in the role play task are literal comparison, message reduction, and topic avoidance. Male students' utilized "code-switching" is the most frequency. A possible reason is that they automatically use the first language excluding proper noun as they were already familiar with them. Moreover, it shows clearly that they faced a lot of problems in conveying their meaning and those they resorted to the types of strategies that can be considered ineffective in helping them stay in the conversation (Lee. 2008). Female students in the role play task employed CSs 194 times, 13 types of CSs were arranged from the most to the least frequent; (1) use of fillers, (2) code-switching, (3) pausing, and self-repetition, (4) mime, (5) self-repair, (6) asking for clarification, (7) circumlocution, (8) literal translation, (9) message abandonment, and message reduction, (10) other-repair, and (11) other-repetition.

CSs that are not utilized by the female students in the role play task are literal comparison, and topic avoidance.

In the role play task, male students employed the frequency of usage CSs higher than female students. Female students utilized the wider range of CSs than male students. This was reaffirmed by Oxford (1990) who claimed that females tended to be more active strategy users than their male counterparts. In addition to the tendency of males to be less self-disclosing and of females to be conversation smoothers The "topic avoidance" strategy was not utilized by male and female students. This indicated that the students preferred using their own resources, rather than avoiding conversation when they had communication problems. They tried to use their own ability to understand and convey their message. Also, the students did not utilize the "literal comparison" strategy. This indicated that the students understand the word or sentences which they would like to communicate with their interlocutor. Apart from that, one possible explanation for higher frequency of CS use by females was "use of fillers", which was different with several previous studies in which female students were more positively inclined to language learning than male counterparts (Bui & Intaraprasert. 2012). Oxford (1990) pointed out that both brain hemisphericity and socialization differences between male and female have attributed to the differences in strategy use. In the definition plan task, male students employed CSs 75 times, 10 types of CSs were arranged from the most to the least frequent; (1) circumlocution, (2) pausing, (3) use of fillers, (4) message abandonment, (5) code-switching, self-repetition, and topic avoidance, and (6) literal comparison, and mime. CSs that are not utilized by male students in the definition plan task are asking for clarification, other-repair, other-repetition, and self-repair.

Whereas, female students in the definition plan task employed CSs 162 times, 10 types of CSs were arranged from the most to the least frequent; (1) pausing, (2) circumlocution, (3) use of fillers, (4) code-switching, (5) self-repetition, (6) literal comparison, and message abandonment, (7) literal translation, and (8) message reduction, and topic avoidance. CSs that are not utilized by female students in the definition plan task are asking for clarification, mime, other-repair, other-repetition, and self-repair.

Male students employ the frequency of usage CSs lower than female students supported by Kramarae (1985) who explained that females reported more strategies. Strategy use by gender definitely merits further study to examine the possible differences between reported use and actual use of learning strategies on a wide variety of language tasks. Male and female students did not utilize the "asking for clarification", "other-repair", "other-repetition", and "self-repair". Most students preferred using their own resources when they had communication problems. Most of them tried to use their own ability to understand and convey their message. Nevertheless, it is also probable that the lower frequency of the students' use of topic avoidance was influenced by the task they performed which affected their chance to ask for more help from their interlocutors such as they had opportunities to employ asking for clarification strategies, or other-repair strategies only in the role play task but in the definition plan task they did not. Moreover, male students' utilized "circumlocution" with the most frequency because they were certainly better equipped to cope with their lexical problems by trying to clarify the target words in many other ways such as exemplifying, illustrating or describing its properties. It showed that the high proficiency students were better at explaining the target words when they tried to make their interlocutors or listeners understand what they wanted to say or what they meant. This was supported by Rossiter (2003) who found that most of the number of circumlocution has been shown in the definition plan task. In contrast, female students' utilized "pausing" with the most frequency. The major frequency of the strategies used by male and female students' shows that there were differences between the two groups in their use of CSs. To examine gender differences in the CSs use a basic statistic was run. The findings indicated that there was no gender effect in the use of CSs except for the same strategies on top five of the usage (code-switching, use of fillers, pausing, circumlocution, and self-repetition). There is limited research within the Thai context relating to differences in CS use by male and female students. Most research has focused on social in nature, or the behavior of gender. The researcher speculates that since these strategies were social in nature, this might be a reflection of the fact that "females generally display greater social orientation than males" (Oxford & Nyikos. 1989). This is echoed by Ehrnman & Oxford (1989) who reported significant sex differences in strategies for

communicating meaning. This difference in strategy use can also be explained by females' greater interest in social activities. The more frequent use of CSs by females in the present study is also in keeping with the results of Politzer (1983) who examined the language learning behavior and social behavior of women and found that compared to men, women use more social strategies. The greater use of CSs by females in L2 is expected because it has been shown that women are socially oriented, there were the utilization of mime, gesture, facial expression and sound impersonation is utilized as a part of request to express feelings. Park (2007) stated that specific feelings are communicated both linguistically, and para-semantically, through components of sound, high pitch, delay, complement, nonverbal signs and signals, for example, outward appearance. More frequent use of CSs by females in the present study is also in keeping with the results of Politzer (1983) who examined the language learning behavior and social behavior of women and found that compared to men, women use more social behavior including emotional behavior, violent behavior, aggressive behavior, and group action behavior (Kanoksilapatham. 2012). As Benenson et al. (2009) notes, "Researchers investigating sex differences in social behavior between genetically unrelated individuals typically conclude that females are more socially oriented than males are".

## 5.2 Conclusion

Therefore, based on the results, it can be concluded that language proficiency does not affect CS use but tasks type influences the use of CSs. This was supported by Huang (2010) who found that there were no differences in CSs used across high and low proficiency groups but instead found that self-perceived oral proficiency, frequency of speaking English outside the classroom and motivation correlated significantly with CSs used. Unlike the early finding, Chen (1990) attempted to explore how the frequency of selected different types of CSs in their communication varied according to their proficiency level. Also, Al-Humaidi (2002) attempted a different approach by showing differences in the use of CSs between the high proficiency group and low proficiency group. Moreover the study from Sasanapradit (2000) pointed to a different result from the current study that the use of more strategies was related, to a certain degree, to the level of proficiency. Consequently,

Wannaruk (2003) claimed that students used different CSs to varying degrees depending on their language levels. Therefore, with respect to the second research question that examined CSs used differences between males and females, it was found that males and females differ in the use of several CSs. This was supported by Khamkhien (2010) who found that there was no gender effect in the use of CSs except for the same strategies. In addition, Lee (2008) supported that task type could influence second language output quality and interlanguage development. Consequently, it is important to examine the impact of task type on the frequency of CSs and select appropriate task types to elicit desirable CSs. Moreover, Flyman (1997) examined that different experimental tasks give varied strategy use which then leads to acquisition in various ways. Specifically, Smith (2003) found that task type might indeed have affected CSs use among learners. This is echoed by Rossiter (2003) suggested that different tasks elicit different CSs and multiple task types should be used in communicative classes. The results indicated that most students attempted to keep the conversation going rather than avoid their message. This was supported by Tarone (1980) who found that students preferred to develop an alternative plan and to solve problems in communication by expanding their communicative resources, rather than avoiding their message or renouncing their original communication goal.

## 5.3 Recommendations for Further Research

The following recommendations are made in relation to research instruments and areas for further research.

In the present study, the analysis of the data indicated that the participants made use of a wide range of CSs. However, and contrary to our expectations, task type proved to have only a limited effect on the choice of CSs.

The present study has methodological limitations. First, the number of participants was limited; thus in order to generalize the findings in the present study, enrollment of a larger number of participants would be necessary. Academic departments should also give more attention to the composition of class groups. Mixing students with different needs and interests (high-school, university and non-

traditional students), makes it very difficult for teachers to plan lessons and materials.

Teachers should also give variety to their classes by planning different kinds of activities for different purposes. Activities should also focus on the development of different types of abilities and not only on textbook exercises. Textbooks can be very useful for foreign language learning, but students also need other activities to be able to practice different real-life language competencies. Teachers should also design and adapt more materials to the lesson that is being taught to attract their attention and facilitate their learning.

The future research should examine the different pattern and frequency of strategies used by male and female students in the other variables such as English language background, English language exposure, language learning environment, etc. In terms of areas for further research, the background of the students can be a factor affecting the students' choice of communication strategies: this includes their learning and cultural background, attitude, personality traits, and the context of their studies. It would be interesting to find out whether the choice of communication strategies and the success in using them are influenced by or have any relationship to the aforementioned factors. A study of this nature would entail the collection of students' background information as well as the elicitation of their communication strategies in carefully designed tasks.

## BIBLIOGRAPHY

Abidin, M. J. Z., Pour-Mohammadi, M., & Alzwari, H. (2012) "EFL students' attitudes towards learning English language : the case of Libyan secondary school students" **Asian Social Science.** 8 (2).

Al-Humaidi, S. H. (2002) **Communication strategies in oral discourse by Omani EFL students and their teachers : An interactional perspective.** Ph.D. dissertation. Bloomington : Indiana University.

Baker, W. (2008) "A critical examination of ELT in Thailand: The role of cultural awareness" **RELC.** 39 (1) page 131-146.

Baker, W. (2012) "English as a lingua franca in Thailand: Characterizations and implications" **Englishes in Practice.** 1 page 18-27.

Benenson, J.F., Markovits, H, Fitzgerald, C., Geoffroy, D. Flemming, J. Kahlenberg, S. M. & Wrangham, R, W. (2009) "Males' Greater Tolerance of Same-Sex Peers" **Psychological Science.** 20 (2) page 184-190

Bialystok, E. (1983) **Some factors in the selection and implementation of communication strategies.** In C. Faerch and G. Kasper (Eds.). **Strategies in interlanguage communication.** London : Longman.

Bialystok, E. (1990) **Communication Strategies : A psychological analysis of second language use.** Great Britain : Basil black wall.

Bialystok, E. & Frohlich, M. (1980) "Oral communication strategies for lexical difficulties" **Interlanguage Studies Bulletin.** 5 page 3-30.

Bialystok, E. & Swain, M. (1978) "Methodologycal approaches to research in second language learning" **McGill Journal of Education.** 8 page 137-144.

Binhayeearong, T. (2009) **Communication Strategies : A study of students with high and Low English proficiency in the M.3 English program at Attarkiah Islamiah School.** Unpublished Master's thesis. Songkla : Prince of Songkla University.

Brooks, F. (1992) "Can we talk" **Foreign Language Annals.** 25 (1) page 59-71.

Brown, H. (2001) **Teaching by principles: An interactive approach to language pedagogy**. San Francisco : Longman.

**BIBLIOGRAPHY (CONTINUED)**

Canal, M., & Swain, M. (1980) "Theoretical bases of communicative approaches to
   Second language teaching and testing" **Applied Linguistics**. 1 (1) page 1-47.

Chatupote, M. (1995) **Communication strategies: their potential in
   communication and learning**. Ph.D. dissertation. Sydney : University of
   Sydney.

Chen, S. (1990) "A study of communication strategies in interlanguage production
   by Chinese EFL learners" **Language Learning**. 40 (2) page 155-187.

Chuanchaisit, S., & Prapphal, K. (2009) "A study of English communication
   strategies of  Thai university students" **MANUSYA : Journal of
   Humanities**. 17 page 100-126.

Dornyei, Z. & Scott, M. (1995) "Communication strategies: an empirical analysis
   with retrospection" **Deseret Language and Linguistics Society.** page 155-
   168.

Dornyei, Z., & Scott M., L. (1997) "Communication strategies in a second language:
   definitions and taxonomies" **Language Learning.** 47 page 173-210.

Dornyei, Z.S. (1995) "On the teach ability of communication strategies" **TESOL
   Quarterly**. 29 (1) page 55-85.

Dornyei, Z., & Thurell, S. (1991) "Strategic competence and how to teach it" **ELT
   Journal.** 45 page 16-23.

Ehrman, M. & Oxford, R. (1989) "Effects of sex differences, career choice, and
   psychological type on adult language learning strategies" **The Modern
   Language Journal**. 73 page 1-12.

Ellis, R. (1984) "Communication strategies and the evaluation of communicative
   performance" **ELT Journal.** 38 (1) page 39-44.

Faerch, C., & Kasper, G. (1983) **Strategies in interlanguage communication.**
   London : Longman.

Faucette, P. (2001) "A pedagogical perspective on communication strategies:
   Benefits of training and an analysis of English language teaching materials"
   **Second Language Studies.** 19 (2) page 1-40.

**BIBLIOGRAPHY (CONTINUED)**

Flyman, A. (1997) "Communication strategies in French as a foreign language" **Working Papers.** 46 page 57-73.

Fishman, P. (1983) "Interaction : the work women do" **Language, Gender and Society**. page 89-101.

Foley, J. (2007) "English as a global language : My two Satangs' worth" **RELC**. 38 (1) page 7-17.

Freeman, D., & Long, M. (1991) **An Introduction to second language acquisition research**. London : Longman.

Green, J. M. & Oxford, R. (1995) "A closer look at learning strategies, L2 proficiency, and gender" **TESOL Quarterly.** 29 (2) page 261-297.

Ghani, M. (2003) "Language learning strategies employed by L2 learners" **Journal of Research Faculty of Languages & Islamic Studies.** 4 page 31-36.

Haastrup, K. & Phillipson, R. (1980) **Strategies in interlanguage communication.** London : Longman.

Hanh, D. (2003) "The Effects of Gender on Communication Strategies of Vietnamese EFL Learners" **Southeast Asian Ministers of Education Organization Regional Training Center 2003. Conferences**. [Online] Avilable : http://www.vnseameo.org/TESOLConference2013/PPT/DinhNgocHanh (10 March 2015)

Hayes, D. (2010) "Language learning, teaching and educational reform in rural Thailand: An English teacher's perspective" **Asia Pacific Journal of Education.** 30 (3) page 305-319.

Huang, C. (2010) "Exploring factors affecting the use of oral communication strategies" **Journal of Lungwa University of Science and Technology**. 30 page 85-104.

Janicki, K. (1985) **The foreigner's language : A sociolinguistic perspective.** Oxford : Pergamon Press.

Kachru, B. (1985) **English in the World : Teaching and Learning the Language and Literatures.** Cambridge : Cambridge University Press.

**BIBLIOGRAPHY (CONTINUED)**

Kachru, B. (2005) **Asian Englishes : Beyond the canon**. New Delhi : Oxford
University Press.

Kanoksilapatham, B. (2012) **English Sociolinguistics at Work.** Nakhon Pathom :
Silpakorn University Publishing House.

Karaki, M. (1992) "The relationship between types of communication strategies and
the communicative effectiveness of high and low input second language
generators" **Dissertation Abstract International**. 52 (7) page 24-43.

Khamkhien, A. (2010) "Thai learners' English pronunciation competence : Lesson
learned from word stress assignment" **Journal of Language Teaching and
Research.** 1 (6) page 757-764.

Khenoune, L.G. (2012) "The Effects of Task Type on Learners' Use of
Communication Strategies" **International Conference on Education and
Educational Psychology.** 69 page 770 – 779.

Kirkpatrick, A. (2010) **English as a lingua franca in ASEAN.** Hong Kong :
Hong Kong University Press.

Kocoglu, Z. (1997) "The role of gender on communication strategy use" **The
annual meeting of teachers of English to Speakers of other Languages**.
31 page 11-15.

Kongsom, T. (2009) **The effects of Teaching communication Strategies to Thai
Learners of English**. Ph.D. Thesis. Southamton : University of Southamton.

Kramarae, C. (1985) **Linguistic Theory : Frameworks and Approaches.** England
: no publisher.

Lai, H. (2010) "Gender Effect on the Use of CSs" **English Language Teaching**.
3 (4) page 28-32.

Lam, W. & Wong, J. (2000) "The affects of strategy training on developing
discussion skills in an ESL classroom" **ELT Journal**. 54 (3) page 245-255.

Larsen-Freeman, D. (2000) **Techniques and principles in language teaching.**
Oxford : Oxford University Press.

**BIBLIOGRAPHY (CONTINUED)**

Lee, L. (2008) "Focus-on-form through collaborative scaffolding in expert-to-novice online interaction" **Language Learning and Technology.** 12 (3) page 53-72.

Lewis, S. (2011) **Are Communication Strategies Teachable**. no place : no publisher.

Littlemore, J. (2003) "The communicative effectiveness of different types of Communication strategy" **System.** 31 page 331-347.

Mackey, A. & Gass, S. (2005) **Second Language Research : Methodology and design.** New Jersey : Lawrence Erlbaum Associates.

Maleki, A. (2007) "Teachability of communication strategies : An Iranian experience" **System** 35. (4) page 583-594.

Manchon, R.M. (2000) "Fostering the autonomous use of communication strategies in the foreign language classroom" **Links & Letters**. 7 page 13-27.

Moazen, M. (2012) "The effect of communication strategy teaching on Iranian EFL learners' oral performance across genders" **Journal of Basic and Applied Scientific Research**. 2 (11).

Mori, S. & Gobel, P. (2006) "Motivation and gender in Japanese EFL classroom" **System**. 34 page 194-210.

Ministry of Education. (2008) **The Basic Education Core Curriculum B.E. 2551 (A.D. 2008).** Bangkok : Ministry of Education.

Narayanan, R., Nair, N. R., & Iyyapan, S. (2008) "Some Factors Affecting English Learning at Tertiary Level" **Iranian Journal of Language Studies (IJLS).** 2 (4) page 485-512.

Nunan, D. (2004) **Taks-Based Language Teaching**. New York : Cambridge University Press.

**BIBLIOGRAPHY (CONTINUED)**

Office for National Education Standards and Quality Assessment. (2014) **O-NET summary reports: Academic Year 2014.** [Online] Available : http://www.onesqa.or.th/th/advance search/?csrf=3e91481ecda8d0cae16 cdf1b7e827117fb4618b9&inputSearch=o net+report+2014&inputStart =&inputStop=&inputRule=NewToOld&gotoPage=1&PageSize=10. (23 January 2015)

Ok, L.K. (2003) "The relationship of school year, sex and proficiency on the use of learning strategies in learning English of Korean junior high school students" **Asian EFL Journal.** 5 (3) page 1-36.

O'Malley, J.M. (1987) "The effects of training in the use of language learning strategies on learning English as a second language" **Learners strategies in language learning.** London : Prentice-Hall.

Oxford, R. (1990) **Language learning strategies : What every teacher should know**. New York : Newbury house.

Oxford, R., & Nyikos, M. (1989) "Variables affecting choice of language learning strategies by university students" **The Modern Language Journal.** 73 (3) page 291-300.

Paribakht, T. (1985) "Strategic competence and language proficiency" **Applied Linguistic.** 6 (2) page 132-146.

Park, J. (2007) "Interpersonal and affective communication in synchronous online discourse" **The Library Quarterly.** 77 page 133-155.

Parkins, R. (2012) "Gender and emotional expressiveness: An analysis of prosodic features in emotional expression" **Griffith working paper in pragmatics and intercultural communication.** 5 (1) page 46-54.

Politzer, R. L. (1983) "An exploratory study of self-reported language learning behaviors and their relation to achievement" **Studies in Second Language Acquisition.** 6 (1) page 54-63.

**BIBLIOGRAPHY (CONTINUED)**

Poulisse, N. (1993) "A theoretical account of lexical communication strategies"
**The bilingual lexicon**. Amsterdam : John Benjamins.

Poulisse, N., & Schils, E. (1989) "The influence of task-and proficiency- related
factors on the use of compensatory strategies : A quantitative Analysis"
**Language Learning.** 39 (1) page 15-48.

Raupach, M. (1983) **Analysis and evaluation of communication strategies.**
Harlow : Longman.

Richards, J. C. (2005) **Communicative language teaching today.** Singapore :
SEAMEO Regional Language Centre.

Rossiter, M. J. (2003) "It's like chicken but bigger: Effects of communication
strategy in the ESL classroom" **Canadian Modern Language Review**.
60 page 105-121.

Russell, G., & Loschky, L. (1998) "The need to teach communication strategies in
the foreign language classroom" **JALT Journal**. 20 (1) page 100-114.

Ryan, A. (2006) **Researching and writing your thesis : A guide for postgraduate
students.** Maynooth : MACE.

Saengboon, S. (2004) "Second language acquisition and English language teaching"
**PASAA.** 35 page 11-34.

Salomone, A., & Marsal, F. (1997) "How to avoid language breakdown?"
**Circumlocution Foreign Language Annals**. 30 (4) page 473-482.

Sasanapradit, W. (2000) **Speaking strategies of Effective and Ineffective English
Language Learners in the Thai Context.** Songkla : Prince of Songkla
University.

Savignon, S.J. (1983) **Communicative competence : Theory and classroom
practice**. London: Addison-Wesley Publishing Company.

**BIBLIOGRAPHY (CONTINUED)**

Smith, B. (2003) "The use of communication strategies in computer-mediated communication" **System**. 31 page 29-53.

Stelma, J. (2009) **Introducing applied linguistics : Concepts and skills**. London : Routledge.

Stern, H. (1992) **Issues and options in language teaching.** Oxford : Oxford University Press.

Simpson, A., & Thammasathien, N. (2007) **Language and national identity in Asia.** Oxford : Oxford University Press.

Somsai, S. & Intaraprasert, C. (2011) "Strategies for coping with face-to-face oral communication problems employed by Thai university students majoring in English" **GEMA Online™ Journal of Language Studies**. 11 (3) page 83-96.

Tarone, E. (1977) "Conscious communication strategies in interlanguage" **TESOL**. page 194-203.

Tarone, E. (1980) "Communication strategies, foreigner talk and repair in interlanguage" **Language Learning.** 30 page 417-431.

Tarone, E., & Yule, G. (1989) **Focus on the language learner**. Oxford : Oxford University Press.

Varadi, T. (1980) "Strategies of target language learner communication: Message adjustment" **International Review of Applied Linguistics**. 18 page 59-71.

Wannaruk, A. (2003) "Communication strategies in an EST context" **Studies in Language and Language Teaching**. 12 page 1-18.

Weerarak, L. (2003) **Oral communication strategies employed by English majors taking listening and speaking 1 at Rajahat Institute Nakhon Ratchasima.** Nakhon Rachasima : Suranaree University of Technology.

Willems, G. (1987) "Communication strategies and their significance in foreign language teaching" **System.** 15 (3) page 351-364.

**BIBLIOGRAPHY (CONTINUED)**

Wongsawang, P. (2001) "Culture-specific notions in L2 communication strategies"
**Second Language Studies**. 19 (2) page 111-135.

Wongsothorn, A., Hiranburana, K., & Chinnawongs, S. (2003) **English language
teaching in East Asia today : Changing policies and practices.** Singapore :
Eastern Universities Press.

Young, H. (1997) **Communication strategies : Psycholinguistic and sociolinguistic
perspective.** London : Longman.

Yule, G., & Tarone, E. (1997) **Communication strategies: Psycholinguistics and
sociolinguistics perspectives.** London : Longman.

Zhao, T.,& Intaraprasert, Ch. (2013) "Use of Communication Strategies by Tourism-
Oriented EFL Learners in Relation to Gender and Perceived Language
Ability" **English Language Teaching.** 6 (7) page 46-54.

**APPENDICES**

**Appendix A**
**The Certificate of Ethical Approval**

เรียนรู้เพื่อรับใช้สังคม

เอกสารรับรอง

(Certificate of Exemption)

คณะกรรมการจริยธรรมการวิจัย

**มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ**

วันที่ 29 กรกฎาคม 2558

ชื่อเรื่อง  ผลของระดับความสามารถทางภาษาอังกฤษ และเพศต่อกลวิธีการสื่อสาร
ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนคุรุมิตรประสิทธิ์ศิลป์

ชื่อนักวิจัย/หัวหน้าโครงการ     นางสาว วรันตรี นันทอัมพร

คณะวิชา/หลักสูตร     หลักสูตรศิลปศาสตรมหาบัณฑิต

สาขาวิชาภาษาอังกฤษระดับสูงเพื่อการสื่อสาร

**มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ**

ขอรับรองว่า งานวิจัยดังกล่าวข้างต้นได้ผ่านการพิจารณาเห็นชอบโดยสอดคล้องกับประกาศ
เฮลซิงกิ จากคณะกรรมการจริยธรรมการวิจัย มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

ลงนาม

(รองศาสตราจารย์ ดร.จริยาวัตร คมพยัคฆ์)

ประธานคณะกรรมการจริยธรรมการวิจัย

มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

วันที่รับรอง     วันที่ 29 กรกฎาคม 2558

เลขที่รับรอง     อ.328/2558

วันที่ให้การรับรอง:     29 กรกฎาคม 2558

วันหมดอายุใบรับรอง:     28 กรกฎาคม 2560

**Appendix B**
**หนังสือขออนุญาตท่านผู้รับใบอนุญาตโรงเรียน**

เรื่อง    ขอความอนุเคราะห์เก็บข้อมูล
เรียน    ท่านผู้รับใบอนุญาตโรงเรียนคุรุมิตรประสิทธิ์ศิลป์

        เนื่องด้วยนางสาววรันตรี  นันทอัมพร  นักศึกษาคณะศิลปศาสตร์มหาบัณฑิต  สาขาการสื่อสารภาษาอังกฤษชั้นสูง  มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ  ทำการวิจัยเรื่องผลของระดับความสามารถทางภาษาอังกฤษ  และเพศต่อกลวิธีการสื่อสารภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนคุรุมิตรประสิทธิ์ศิลป์

        ขอความอนุเคราะห์อนุญาตให้นักเรียนชั้นมัธยมศึกษาปีที่ 3  เป็นส่วนหนึ่งของกลุ่มตัวอย่างโดยร่วมกิจกรรมและบันทึกวิดีโอ ผู้วิจัยขอความร่วมมือในการเก็บรวบรวม ข้อมูล และชี้แจงให้ทราบถึงสิทธิในการเข้าร่วมการวิจัยครั้งนี้ ซึ่งนักเรียนสามารถตอบรับหรือ ปฏิเสธการเข้าร่วมวิจัยครั้งนี้ นักเรียนสามารถแจ้งขอออกได้ก่อนการดำเนินการวิจัยจะสิ้นสุดลง โดยการกระทำดังกล่าวไม่มีผลต่อนักเรียน ข้อมูลทุกอย่างจะเก็บไว้เป็นความลับและนำมาใช้ตามวัตถุประสงค์การวิจัยเท่านั้น  โดยผู้วิจัยจะนำเสนอข้อมูลที่ได้รับในลักษณะภาพรวมและไม่มีการเขียนชื่อของนักเรียนลงในรายงานการวิจัยครั้งนี้ โดยจะทำการวิจัยในระหว่าง วันที่ 15 สิงหาคม – 30 ตุลาคม 2558 โดยมีวัตถุประสงค์เพื่อ ค้นหาและเปรียบเทียบการใช้กลวิธีการสื่อสารภาษาอังกฤษของนักเรียนที่มีผลของระดับความสามารถทางภาษาอังกฤษสูงและต่ำ,    และเพื่อเปรียบเทียบการใช้กลวิธีการสื่อสารภาษาอังกฤษของนักเรียนชายและนักเรียนหญิง    เพื่อเป็นแนวทางในการปรับปรุงการเรียนการสอนภาษาอังกฤษภายในโรงเรียนคุรุมิตรประสิทธิ์ศิลป์
        จึงเรียนมาเพื่อทราบและโปรดพิจารณาอนุญาตให้เข้าร่วมกิจกรรมต่อไป

                                    ขอแสดงความนับถือ


                               (นางสาววรันตรี  นันทอัมพร)
                               นักศึกษาผู้รับผิดชอบโครงการ

**Appendix C**
**หนังสือขออนุญาตผู้ปกครอง**

เรื่อง    ขอความอนุเคราะห์เก็บข้อมูล

เรียน    ท่านผู้ปกครองนักเรียนโรงเรียนคุรุมิตรประสิทธิ์ศิลป์

เนื่องด้วย นางสาววรันตรี นันทอัมพร นักศึกษาคณะศิลปศาสตร์มหาบัณฑิต สาขาการสื่อสารภาษาอังกฤษชั้นสูง มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ ทำการวิจัยเรื่องผลของระดับความสามารถทางภาษาอังกฤษ และเพศต่อกลวิธีการสื่อสาร ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3
โรงเรียนคุรุมิตรประสิทธิ์ศิลป์

ขอความอนุเคราะห์อนุญาตให้ เด็กชาย/เด็กหญิง............................................................... เป็นส่วนหนึ่งของกลุ่ม ตัวอย่างโดยร่วมกิจกรรมและบันทึกวิดีโอ ผู้วิจัยขอความร่วมมือในการเก็บรวบรวม ข้อมูล และชี้แจงให้ทราบถึงสิทธิในการเข้า ร่วมการวิจัยครั้งนี้ ซึ่งนักเรียนสามารถตอบรับหรือ ปฏิเสธการเข้าร่วมวิจัยครั้งนี้ นักเรียนสามารถแจ้งขอออกได้ก่อนการ ดำเนินการวิจัยจะสิ้นสุดลง โดยการกระทำดังกล่าวไม่มีผลต่อนักเรียน ข้อมูลทุกอย่างจะเก็บไว้เป็น ความลับและนำมาใช้ตาม วัตถุประสงค์การวิจัยเท่านั้น โดยผู้วิจัยจะนำเสนอข้อมูลที่ได้รับในลักษณะภาพรวมและไม่มีการเขียนชื่อของนักเรียนลงใน รายงานการวิจัยครั้งนี้ โดยจะทำการวิจัยในระหว่าง วันที่ 15 สิงหาคม – 30 ตุลาคม 2558 โดยมีวัตถุประสงค์เพื่อ ค้นหาและ เปรียบเทียบการใช้กลวิธีการสื่อสารภาษาอังกฤษของนักเรียนที่มีผลของระดับความสามารถทางภาษาอังกฤษสูงและต่ำ, และเพื่อ เปรียบเทียบการใช้กลวิธีการสื่อสารภาษาอังกฤษของนักเรียนชายและนักเรียนหญิง เพื่อเป็นแนวทางในการปรับปรุงการเรียน การสอนภาษาอังกฤษภายในโรงเรียนคุรุมิตรประสิทธิ์ศิลป์ ในการนี้ ทางโรงเรียนคุรุมิตรประสิทธิ์ศิลป์ จึงเรียนมาเพื่อขออนุญาต ท่านผู้ปกครองให้นักเรียนเข้าร่วมกิจกรรม

จึงเรียนมาเพื่อทราบและโปรดพิจารณาอนุญาตให้เข้าร่วมกิจกรรมต่อไป

ขอแสดงความนับถือ

(นางสาววรันตรี นันทอัมพร)
นักศึกษาผู้รับผิดชอบโครงการ

✄...................................................................................................................✄ (กรุณาตัดส่วนนี้ส่งกลับมา)

<u>**หนังสือขออนุญาตผู้ปกครอง**</u>

ข้าพเจ้า นาย/นาง/นางสาว................................. เป็นผู้ปกครองของ.................................................................

☐ อนุญาต        ☐ ไม่อนุญาต  ให้เป็นส่วนหนึ่งของกลุ่มตัวอย่างโดยร่วมกิจกรรมและบันทึกวิดีโอ

เนื่องจาก..............................................................................................................................................

ลงชื่อ.......................................................

(.......................................................)

ผู้ปกครอง

**Appendix D**
**แบบขอความร่วมมือนักเรียน**

เรื่อง     ขอความร่วมมือในการเก็บข้อมูลงานวิจัย

เนื่องด้วยนางสาววรันตรี นันทอัมพร นักศึกษาคณะศิลปศาสตร์มหาบัณฑิต สาขาการสื่อสารภาษาอังกฤษชั้นสูง มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ ทำการวิจัยเรื่องผลของระดับความสามารถทางภาษาอังกฤษ และเพศต่อกลวิธีการสื่อสารภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนคุรุมิตรประสิทธิ์ศิลป์

ขอความร่วมมือเก็บข้อมูลจาก เด็กชาย/เด็กหญิง.................................................... เป็นส่วนหนึ่งของกลุ่มตัวอย่างโดยร่วมกิจกรรมและบันทึกวิดีโอ ผู้วิจัยจะชี้แจงให้ทราบถึงสิทธิในการเข้าร่วมการวิจัยครั้งนี้ ซึ่งนักเรียนสามารถตอบรับ หรือ ปฏิเสธการเข้าร่วมวิจัยครั้งนี้ นักเรียนสามารถแจ้งขอออกได้ก่อนการดำเนินการวิจัยจะสิ้นสุดลง โดยการกระทำดังกล่าวไม่มีผลต่อนักเรียน ข้อมูลทุกอย่างจะเก็บไว้เป็น ความลับและนำมาใช้ตามวัตถุประสงค์การวิจัยเท่านั้น โดยผู้วิจัยจะนำเสนอข้อมูลที่ได้รับในลักษณะภาพรวมและไม่มีการเขียนชื่อของนักเรียนลงในรายงานการวิจัยครั้งนี้ โดยจะทำการวิจัยในระหว่าง วันที่ 15 สิงหาคม – 30 ตุลาคม 2558 โดยมีวัตถุประสงค์เพื่อ ค้นหาและเปรียบเทียบการใช้กลวิธีการสื่อสารภาษาอังกฤษของนักเรียนที่มีผลของระดับความสามารถทางภาษาอังกฤษสูงและต่ำ, และเพื่อเปรียบเทียบการใช้กลวิธีการสื่อสารภาษาอังกฤษของนักเรียนชายและนักเรียนหญิง เพื่อเป็นแนวทางในการปรับปรุงการเรียนการสอนภาษาอังกฤษภายในโรงเรียนคุรุมิตรประสิทธิ์ศิลป์

ในการนี้ ทางโรงเรียนคุรุมิตรประสิทธิ์ศิลป์ จึงขอความร่วมมือนักเรียนเข้าร่วมกิจกรรม

ขอแสดงความนับถือ


(นางสาววรันตรี นันทอัมพร)
นักศึกษาผู้รับผิดชอบโครงการ

✂...............................................................................................✂ (กรุณาตัดส่วนนี้ส่งกลับมา)


**แบบขอความร่วมมือนักเรียน**

ข้าพเจ้า เด็กชาย/เด็กหญิง.................................................... ....................................................

☐  ตอบรับ

☐  ปฏิเสธให้เป็นส่วนหนึ่งของกลุ่มตัวอย่าง เนื่องจาก............................................................

ลงชื่อ...................................................

(....................................................)

นักเรียน

**Appendix E**

**The Examples of the Conversations in the Role Play Task**

## Utterances 1

LM1 (Low proficiency male student 1) = New Student

LF1 (Low proficiency female student 1) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/LF1: | Hi, are you sitting alone? | |
| 2/LM1: | (1)Hmmm I am alone. | (1) UF |
| 3/LF1: | May I sit here? | |
| 4/LM1: | (2) may I sit here? (3) Humm (4)Here? Yes, you can. | (2) ORt (3) UF (4) AC |
| 5/LF1: | Do you have any friend here? | |
| 6/LM1: | No, I don't have any friend here because I (5) I just moved into this school. | (5) SRt |
| 7/LF1: | (6)Ohh welcome to our school (7)(3 sec).. my name is ริง. Hope (8)(3 sec).. you are enjoy study here. If you have any question you ask me. | (6) UF (7)(8) P |
| 8/LM1: | Great (9)(5 sec)… Thank you for your kind (10)(2 sec)..  (11)kindness. | (9),(10) P (11) SRr |
| 9/LF1: | So this is your first day for study? | |
| 10/LM1: | Yes, today is my first day  (12)(3 sec).. May I ask you some questions? I would like to make friend with you. | (12) P |
| 11/LF1: | Sure | |
| 12/LM1: | Can you tell me about the school like? | |
| 13/LF1: | (13)Like what? | (13) AC |
| 14/LM1: | I mean, how is the school? | |
| 15/LF1: | (14)ยัง (15)(2sec).. We start every class around nine o'clock and end around four o'clock in the afternoon. Like (16)like general school (17)(2sec).. But sometimes I join a special class (18)(3 sec).. after the general class finish. | (14) CW (15) P (16) SRt (17)(18) P |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 16/LM1: | What is your favorite musical instru (19)instrument? | (19) SRr |
| 17/LF1: | I love drum and guitar. And how are you? (20)umm (21) and how about you? | (20) UF (21) SRr |
| 18/LM1: | I like melodeon. (22) It's like piano but blow. | (22) Cir |
| 19/LF1: | You can join with our melodeon school band if you want. | |
| 20/LM1: | Really | |
| 21/LF1: | Yes, I will bring you (23) ใบสมัคร from teacher. | (23) CW |
| 22/LM1: | Thanks a lot. | |

**Appendix E (continued)**

**Utterances 2**

LM2 (Low proficiency male student 2) = New Student

LM3 (Low proficiency male student 3) = Student in KP school

| Turn/ Speaker | Utterances | CSs |
|---|---|---|
| 1/LM2: | Hi, How are you doing? My name's สุกฤษ. What's your name? | |
| 2/LM3: | Hi, My name's Man. Nice to meet you. | |
| 3/LM2: | Nice to meet you, too.  I just move to this school. | |
| 4/LM3: | Yes | |
| 5/LM2: | Yes, so can you tell me about(1) about (2) umm the school like? | (1) SRt (2) UF |
| 6/LM3: | We (3)we start every class around (4)around nine and end four in the afternoon. | (3),(4) SRt |
| 7/LM2: | What subject do you like? | |
| 8/LM3: | I like the special class with friends about two or three subjects (5) such as Math, English and Science, and (6)…(Silent)……… | (5) Cir (6) MA |
| 9/LM2: | It's so interesting. How can I joint the special class? | |
| 10/LM3: | Yes. You can check the time table in those board over there (7)(Pointed his finger to the board) | (7) M |
| 11/LM2: | How about sports? ping pong, (8)um, or badminton. | (8) UF |
| 12/LM3: | You can play sport all the time(9)..(3 sec)..(10) umm.. when you have free. Now, it's time to break (11) ur (12)..(3 sec)..Let's have (13) ทานข้าว with me. | (9) P (10),(11) UF (12) P (13) CW |
| 13/LM2: | Sound good. I'm hungry (14) um  where (15) where to go to the canteen? | (14) UF (15) SRt |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 14/LM3: | What is it? (16)..(3 sec). Don't worry. Follow me. Just go (17)ตรงไป.and turn right (18)หัวมุมตึก so you see the (19) the canteen. There are many foods, clean and (20) ถูก. (21) cheap | (16) P (17), (18) CW (19) SRt (20) CW (21) SRr |
| 15/LM2: | I would like to eat (22)ข้าวมันไก่. | (22) CW |
| 16/LM3: | Yes, sure it has got(23) ข้าวมันไก่. | (23) CW |
| 17/LM2: | Let's go. And how about traditional day in school? | |
| 21/LM2: | Thank you (34)นะ. Nice to see you (35) จริง จริง | (34),(35) CW |
| 22/LM3: | Your welcome (36)นะ. | (36) CW |

**Appendix E (continued)**

**Utterances 3**

HM4 (High proficiency male student 4) = New Student

HM5 (High proficiency male student 5) = Student in KP school

| Turn/Speaker: | Utterances | CSs |
|---|---|---|
| 1/HM5: | Hello, how are you? | |
| 2/HM4: | Hi, I am great! How are you? | |
| 3/HM5: | Well, I am great too. But I have not seen you before, right? Are you new student here? | |
| 4/HM4: | (1)yeah. You're right. I am a new student here. (2)umm My name is เจด (3) ม.สาม , nice to meet you. | (1), (2) UF (3) CW |
| 5/HM5: | Yes เจด Nice to meet you too, my name is อดิสาร. (4)(2sec).. call me (5)ม.สาม. welcome to our school. | (4) P (5) CW |
| 6/HM4: | Thank you, I hope we can be a nice friend. | |
| 7/HM5: | sure. | |
| 8/HM4: | Anyway I am (6)no good feeling because I have no friend here. | (6) LT |
| 9/HM5: | you (7)you alright don't be nervous. Now we are friend so now you are not alone (8) นะ. | (7) SRt (8) CW |
| 10/HM4: | Thank you, so (9)so kind of you. | (9) SRt |
| 11/HM5: | our class room on the  two (10)umm(11) second floor of this building. | (14) UF (11) SRr |
| 12/HM4: | (12)umm (13)…(3 sec)..  how much (14)how many students in our class room. | (12) UF (13) P (14) SRr |
| 13/HM5: | Before we have twenty four students but now we have you, so total be twenty five students. | |
| 14/HM4: | (15)urr (16)…(3sec)...I am in your class. Right? | (15) UF (16) P |

## Appendix E (continued)

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 15/HM5: | Welcome (17)umm second thing you must know is about (18)um about (19)umm our canteen, it on ground floor of (20)of the next building on your right hand side. | (17),(18), (19) UF (20) SRt |
| 16/HM4: | How about toilet? I wanna pee. | |
| 17/HM5: | All toilets on the end of (21)of each floor. Do you get it? | (21) SRt |
| 18/HM4: | Thanks. | |
| 19/HM5: | Next is when I have a free time, I love to play (22)the table ping pong or music. Would you like to join? (23)…(3 sec)... Do you want to play (24) มั้ย | (22) LT (23) P (24) CW |
| 20/HM4: | (25)umm I think not, because I love reading. (26)um I am not good at sport (27)um or playing a musical. Sorry about that (28) นะ. | (25),(26), (27) UF (28) CW |
| 21/HM5: | (29)No worry about it, If you love reading.(30) ห้องสมุด is on third floor of this building. Open from six to six | (29) LT (30) CW |
| 22/HM4: | (31)What? | (31) AC |
| 23/HM5: | (32)umm six A.M. to six P.M | (32) UF |
| 24/HM4: | O.K | |
| 25/HM5: | (33)umm..(34)…(3sec)…how do you go to school? | (33) UF (34) P |
| 26/HM4: | My dad drop me(35)ก่อน (36)…(3 sec)... before he go to work (37)...(3 sec)...and he will pick me up after his work, so this is the reason(38)..(4 sec).. that make me love reading because (39) because I always spending my time when waiting. | (35) CW (36),(37), (38) P (39) SRt |
| 27/HM5: | I see. Sound like you gonna be good at studying. | |
| 28/HM4: | Not that much. But the subject that I love is Math. | |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 29/HM5: | (40)errr  Math is so hard. (41)umm (42) ยากมาก. I don't like it (43) เลย. The number are confuse. I like (44) สังคมศึกษา how to say in English? | (40),(41) UF (42),(43), (44) CW |
| 30/HM4: | (45) สังคมศึกษา is Social study  (46)…(4 sec)... (47)um I think we are opposite. History is so hard for me (48)..(3 sec).. Maybe we can help each other. | (45) ORr (46) P (47) UF (48) P |
| 31/HM5: | (49) ดูดีมาก Then we can get good grades together. | (49) CW |

**Appendix E (continued)**

**Utterances 4**

LM6 (Low proficiency male student 6) = New Student

LM7 (Low proficiency male student 7) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/LM7: | Hello, how are you? | |
| 2/LM6: | I am OK. And you? | |
| 3/LM7: | I am OK too. But I..(1) I..I have not seen you before? | (1) SRt |
| 4/LM6: | (2) Urr I am a new student. My name is กาน (3) ชั้น ม.สาม, nice to meet you. | (2) UF (3) CW |
| 5/LM7: | Nice to meet you too, my name is พร (4) ชั้น ม.สาม. welcome to School. | (4) CW |
| 6/LM6: | Thank you, I hope we can be…(5)(silent)… | (5) MA |
| 7/LM7: | (6)err, sure. | (6) UF |
| 8/LM6: | I am (7)err..unhappy because I have no friend here. | (7) UF |
| 9/LM7: | Don't worry. Now we are friend (8)..(3 sec)..so (9) so you are not alone. | (8) P (9) SRt |
| 10/LM6: | Thank you, you are very nice. Thank you again. | |
| 11/LM7: | Let me introduce our school (10) นะ. Our classroom on the second floor of this building.(11)(Pointed his finger to the building) | (10) CW (11) M |
| 12/LM6: | How many students in (12)in our classroom? | (12) SRt |
| 13/LM7: | Twenty four plus you now (13)umm twenty five students. | (13) UF |
| 14/LM6: | Yes | |
| 15/LM7: | You must know our canteen, (14)..(3 sec).. it is on ground floor of the next building on your right hand side. | (14) P |
| 16/LM6: | (14)อะไรนะ (16)..(3 sec).. (17)again please | (15) CW (16) P (17) AC |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 17/LM7: | (18)umm (19)..(3 sec).. It is on ground floor (20)..(3 sec).. of the next building  (21)..(4 sec).. on your right hand side. | (18) UF<br>(19),(20),<br>(21) P |
| 18/LM6: | OK thanks. So what about the toilet? | |
| 19/LM7: | at the end of each floor (22)urr (23)สุดทาง (24)(Pointed his finger to the toilet) | (22) UF<br>(23) CW<br>(24) M |
| 20/LM6: | Thanks. | |
| 21/LM7: | When I have a free time, I love to play football. Would you like to join? | |
| 22/LM6: | (25)hmmm yes  sure. | (25) UF |

**Appendix E (continued)**

**Utterances 5**

LF2 (Low proficiency female student 2) = New Student

LF3 (Low proficiency female student 3) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/LF2: | Excuse me. Do you know? Where is the Class room for (1) ชั้น ม.สาม | (1) CW |
| 2/LF3: | (2) ม.สาม (3)Hmm (4)(3 sec)... Next building on second floor. | (2) CW<br>(3) UF<br>(4) P |
| 3/LF2: | Thanks a lot. | |
| 4/LF3: | (5)umm are you a new student? | (5) UF |
| 5/LF2: | Yes, I am. | |
| 6/LF3: | That's why (6)(3 sec).. you don't know your class room. My name is ฟ้า. Nice to meet you. | (6) P |
| 7/LF2: | Hi ฟ้า. I am เล็ก nice to meet you too. | |
| 8/LF3: | Welcome to school (7)urr hope you are enjoy here and (8) and if you have any question (9)urr you can ask me, I can help you. | (7),(9) UF<br>(8) SRt |
| 9/LF2: | Thank you for your kindness. | |
| 10/LF3: | this is your first day for study? | |
| 11/LF2: | Yes, today is my first day. How do you know? | |
| 12/LF3: | Because you are not (10) not in your class and (11) and (12)urr you are not wear our school uniform. | (10)(11) SRt<br>(12)UF |
| 13/LF2: | (13)ต้องใส่ชุดนักเรียนด้วยหรอ (14)umm (15)Do I have to wearing a uniform? | (13)CW<br>(14)UF<br>(15)SRr |
| 14/LF3: | Yes, you must wear it. (16)urr All students are wearing a school uniform. | (16)UF |
| 15/LF2: | (17)umm. No. I don't have like yours. Where can I find it? | (17) UF |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 16/LF3: | (18)สหกรณ์. Open seven in the morning to five in the afternoon. | (18) CW |
| 17/LF2: | What about the book? Where can I buy it? | |
| 18/LF3: | (19)ก็ go to (20)umm (21)สหกรณ์ | (19),(21) CW<br>(20)UF |
| 19/LF2: | Thank you. I will buy it after class today (22)urr (23)..(3 sec).. what where is (24)โรงอาหาร (25) umm (26)canteen? | (22) UF<br>(23)P<br>(24)CW<br>(25)UF<br>(26)SRr |
| 20/LF3: | There (27)(Pointed her finger to the canteen). | (27) M |
| 21/LF2: | I see. | |
| 22/LF3: | Our canteen (28)..(3 sec).. is open anytime. | (28) P |
| 23/LF2: | Alright. What about the price? | |
| 24/LF3: | (29)price? | (29) AC |
| 25/LF2: | (30)umm expensive? | (30) UF |
| 26/LF3: | (31)อ๋อ (32)..(3 sec)..don't worry about it. It's not expensive. | (31) CW<br>(32) P |
| 27/LF2: | Anyway what time is it now? | |
| 28/LF3: | It's ten thirty. Why? | |
| 29/LF2: | I have to see อาจารย์ อภิชาติ room | |
| 30/LF3: | (33)teacher room. (34)..(3 sec).. he is at the second floor<br>(35)(Pointed her finger to the canteen). | (33) ORr<br>(34) P<br>(35)M |
| 31/LF2: | Great! Thank you. | |
| 32/LF3: | Welcome. | |

**Appendix E (continued)**

**Utterances 6**

HF2 (High proficiency female student 2) = New Student

HM2 (High proficiency male student 2) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/HF2: | Excuse me | |
| 2/HM2: | what can I help you? | |
| 3/HF2: | Yes Please, I am looking for อาจารย์ สมิธ. Do you know where can I find him? | |
| 4/HM2: | (1)Hmmm yes | (1) UF |
| 5/HF2: | he is my(2) อาจารย์ที่ปรึกษา I don't know how to say (3)…(3 sec)..I am new student. I am อารี | (2) CW (3) P |
| 6/HM2: | nice to meet you. call me ปอ. (4)(5) อาจารย์ที่ปรึกษา is advisor. | (4) CW (5) ORr |
| 7/HF2: | I move in here (6) umm because my parents get a new job in กาฬสินธุ์. | (6) UF |
| 8/HM2: | just move? (7) umm don't worry we are friend now. | (7)UF |
| 9/HF2: | Really | |
| 10/HM2: | sure, as a new friend. I will guide you to อาจารย์ สมิธ room. | |
| 11/HF2: | OK! Thank you. | |
| 12/HM2: | Please follow me. | |
| 13/HF2: | Yes! | |
| 14/HM2: | I will show you about our school. | |
| 15/HF2: | I love to see. | |
| 16/HM2: | Do you see (8)(3 sec)..that brown building? | (8)P |
| 17/HF2: | (9)ur, I see it. | (9) UF |
| 18/HM2: | There is a gym and swimming pool (10)(3 sec).. | (10) P |
| | If (11) If you have a free time you can come. It's free. | (11) SRt |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 19/HF2: | free? (12) umm  Sound is interesting. I will go there next week. | (12) UF |
| 20/HM2: | Our school is open on Mondays to Fridays. | |
| 21/HF2: | Saturdays and Sundays are our day off. | |
| 22/HM2: | (13)umm. You are right. But the gym and swimming pool are open every day from nine a.m. to eight p.m. | (13) UF |
| 23/HF2: | (14) umm  But I want go to the (15)the library. | (14) UF (15)SRt |
| 24/HM2: | But (16)(3 sec).. but I love sport more than reading. | (16) P |
| 25/HF2: | (17) umm  what about the food? | (17) UF |
| 26/HM2: | Our school have canteen on ground. Have (18) have(19) ส้มตำ (20) ไก่ย่าง (21)umm I want to eat. | (18) SRt (19),(20) CW (21) UF |
| 27/HF2: | I love (22)ส้มตำ  and (23)ไก่ย่าง | (22), (23) CW |
| 28/HM2: | Alright, here is teacher room. | |
| 29/HF2: | Yes, I will. Thank you for today. And I will see you tomorrow in (24) umm  our class room. | (24) UF |
| 30/HM2: | Bye. | |

**Appendix E (continued)**

**Utterances 7**

LF5 (Low proficiency female student 5) = New Student

LF6 (Low proficiency female student 6) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/LF5: | Hi guy, I'm a new student. Could you please help me for a second? | |
| 2/LF6: | Yes, sure! | |
| 3/LF5: | I don't know what do I have to do after nine o'clock? | |
| 4/LF6: | We start studying. | |
| 5/LF5: | (1)urr where should I go? Now, it's eight thirty. | (1) UF |
| 6/LF6: | what subject are you going floor no (2)for? | (2) SRr |
| 7/LF5: | Math. | |
| 8/LF6: | Math is teaching by คุณครูใหม่ at class room(3) ม.สาม | (3) CW |
| 9/LF5: | Great still have time? | |
| 10/LF6: | Yes, you do have time. | |
| 11/LF5: | I want to go for toilet first. I don't know way (4)..(3sec)..to go. | (4) P |
| 12/LF6: | Toilet is on your left hand (5) นะ (6) (Pointed her finger to the way) Remember ครูใหม่ is very strict. Don't be late! | (5) CW (6) M |
| 13/LF5: | Ok | |
| 14/LF6: | at ten O'clock you will have a small break for ten minutes. | |
| 15/LF5: | Cool Because I am so hungry, I need something to eat. | |
| 16/LF6: | You can eat foods only at outside the classroom. | |
| 17/LF5: | I see. What about drinking water? | |
| 18/LF6: | You can bring it to the classroom. | |
| 19/LF5: | Thank you my name is จูน. Nice to meet you. | |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 20/LF6: | call me รู. | |
| 21/LF5: | How old are you? | |
| 22/LF6: | I am fourteen years old. How old are you? | |
| 23/LF5: | I am fourteen years old too. | |
| 24/LF6: | (7)umm You look younger than me! | (7) UF |
| 25LF5: | No รู We are the same. Thank you (8) นะ | (8) CW |
| 26/LF6: | Welcome. I love to see you too. | |
| 27/LF5: | If we have a free time let's hang out together. | |
| 28/LF6: | (9) ความคิดดี Would be great! | (9) CW |
| 29/LF5: | See you soon. | |
| 30LF6: | Bye for now (10)umm have a good day. | (10) UF |
| 31/LF5: | Thank you, you too. | |

**Appendix E (continued)**

**Utterances 8**

HF3 (High proficiency female student 3) = New Student

HM3 (High proficiency male student 3) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/HM3: | Hi there, are you sitting alone? | |
| 2/HF3: | (1)Hmmm yes (2)คนเดียว (3)urr (4)I am alone. | (1),(3)UF |
| | | (2) CW |
| | | (4) SRr |
| 3/HM3: | May I have a seat with you? | |
| 4/HF3: | Yes, you can. | |
| 5/HM3: | Do you have (5) umm any friend here? | (5) UF |
| 6/HF3: | (6)urr I don't have any friend here. | (6) UF |
| 7/HM3: | Why not? | |
| 8/HF3: | Because I just moved into this school. | |
| 9/HM3: | (7) umm nice to meet you. | (7) UF |
| 10/HF3: | nice to meet you too. (8)urr What is your name? | (8) UF |
| 11/HM3: | I am เอก, and you? | |
| 12/HF3: | Call me ทับทิม. | |
| 13/HM3: | can you play (9) umm ping pong? | (9) UF |
| 14/HF3: | Yes, I can. | |
| 15/HM3: | Good. If you have a free time after class please come and join us! (10) umm I am a ping pong player of our school. | (10)UF |
| 16/HF3: | Fantastic! I love to play with you. | |
| 17/HM3: | so you look excited. And seem like you are not lonely at all. | |
| 18/HF3: | Yes, I am not lonely (11) แล้ว. (12)urr Thank you for talking to me. | (11) CW (12) UF |
| 19/HM3: | Why don't you go to(13) ห้องสมุด or music room? | (13) CW |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 20/HF3: | I don't like reading. (14)urr And I am not playing music. | (14) UF |
| 21/HM3: | I see. | |
| 22/HF3: | เอก may I have you a question? | |
| 23/HM3: | Yes | |
| 24/HF3: | Do we need to wear our uniform every day? | |
| 25/HM3: | yes You must wear it | |
| 26/HF3: | you know when I was studying in my old school. We can wear anything that we wish. | |
| 27/HM3: | Because this is a rule. Don't you like our uniform? | |
| 28/HF3: | (15)hmmm I don't like it. Because it makes me feel(16) อึดอัด with it. So hot. | (15) UF (16) CW |
| 29/HM3: | Come on. You look smart on it. | |
| 30/HF3: | Thank you. But hot. | |
| 31/HM3: | (17)well. I am hungry, have you eaten lunch yet? | (17) UF |
| 32/HF3: | not yet! | |
| 33/HM3: | Are you hungry? | |
| 34/HF3: | Yes, I am hungry. | |
| 35/HM3: | OK. Let's have lunch together. | |
| 36/HF3: | Great. Let's go! | |

**Appendix E (continued)**

**Utterances 9**

LF4 (Low proficiency female student 4) = New Student

LM4 (Low proficiency male student 4) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/LF4: | Hi, How are you doing? My name's ปุ้ม. I just move to this school. What's your name? | |
| 2/LM4: | Hi, My name is เมท. Nice to meet you. | |
| 3/LF4: | Can you tell me about the school? | |
| 4/LM4: | We start every class around nine o'clock and end around four o'clock in the afternoon. | |
| 5/LF4: | what do you like doing in your spare time? | |
| 6/LM4: | play music instrument at the music club. | |
| 7/LF4: | (1)umm what type of music that you play? | (1) UF |
| 8/LM4: | (2)musical instrument In the school band, I play drum.  If you are interested to join us, I will take you to apply. Do you play any instruments? | (2)ORr |
| 9/LF4: | I play piano. | |
| 10/LM4: | Sound good. But our school doesn't have piano (3) นะ How about melodeon, or drum? | (3) CW |
| 11/LF4: | I don't know. I never play it. | |
| 12/LM4: | Don't worry(4) สิ. ครูป้อม will teach you. And you have some basic from piano, it is not difficult (5) นะ. | (4),(5) CW |
| 13/LF4: | I don't want(6) ล่ะ (7)umm I (8) I don't want to play it.  How about sports? (9)about ping pong, or badminton, or volleyball. | (6) CW (7) UF (8) SRt (9) Cir |
| 14/LM4: | You can play sport all the time (10)..(3 sec).. when you have free time. It's time to break. Let's have lunch with me. | (10) P |

**Appendix E (continued)**

| Turn/ Speaker | Utterances | CSs |
|---|---|---|
| 15/LF4: | Sound good. I'm hungry. Where to go to the canteen (11) นะ.? | (11)CW |
| 16/LM4: | Don't worry. Follow me. | |
| 17/LF4: | I would like to eat(12) ข้าวผัดหมู (13)fried rice with pork. | (12) CW (13) SRr |
| 18/LM4: | Let's go | |

**Appendix E (continued)**

**Utterances 10**

HF4 (High proficiency female student 4) = New Student

HF5 (High proficiency female student 4) = Student in KP school

| Turn/ Speaker | Utterances | CSs |
|---|---|---|
| 1/HF5: | Excuse me, are you a new student? | |
| 2/HF4: | Yes, I am. | |
| 3/HF5: | OK. I am ฝน. (1)คุณครู ask me to help (2)and and take care you. | (1) CW (2) SRt |
| 4/HF4: | Thank you for your help (3)ค่ะ. My name is June. (4)umm (5)err I don't have books. Where is the place to buy? | (3) CW (4), (5) UF |
| 5/HF5: | On the second floor (6)(Pointed the finger). You could know about the rules of school, traditional days, activities, and time table for (7)ม. สาม. | (6) M (8) CW |
| 6/HF4: | O.K. | |
| 7/HF5: | This is your ID student number five (8)..(3 sec.) eight two nine eight. Our school has two color groups red and yellow. You are in yellow (9)นะ. | (8) P (9) CW |
| 8/HF4: | I see, I will buy the (10)shirt polo (11)umm sport shirt for yellow. | (10)LT (11) UF |
| 9/HF5: | Yes, you can buy the shirt from the second floor and make the yellow dots like this (12) (Pointed the finger). (13)..(3 secs.).. at student uniform like this. | (12) M (13) P |
| 10/HF4: | (14)umm I will make. | (14) UF |
| 11/HF5: | This is the time table for (15) ม. สาม. If you have free time like this (16) (Pointed the finger). you can join the class that you want. | (15) CW (16) M |

**Appendix E (continued)**

| Turn/Speaker: | Utterances | CSs |
|---|---|---|
| 12/HF4: | OK. I understand (17) แล้ว. | (17) CW |
| 13/HF5: | Let's go to the second floor to buy your books. | |
| 14/HF4: | I have only two hundred Baht (18) นะ. | (18) CW |
| 15/HF5: | (19) งั้น you buy only books for today (20)นะ (21) ..(3 sec).. our school has the book for (22) ummm borrow. | (19), (20) CW<br>(21) P<br>(22) UF |
| 16/HF4: | I (23)no need because I want it my own. | (23) LT |
| 17/HF5: | (24)ummm (25)งั้น you buy English, and Science. | (24) UF<br>(25) CW |
| 18/HF4: | (26)ได้ (27) yes. | (26) CW<br>(27) SRr |
| 19/HF5: | OK. What is your favorite sport? | |
| 20/HF4: | I like ping pong. And you? | |
| 21/HF5: | I like volleyball. Let's go to classroom. | |
| 22/HF4: | O.K. | |

**Appendix E (continued)**

**Utterances 11**

HF1 (High proficiency female student 1) = New Student

HM1 (High proficiency male student 1) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/HM1: | Excuse me, are you วันวิสา | |
| 2/HF1: | Yes, I am. | |
| 3/HM1: | Nice to meet you and welcome you to คุรุมิตร. | |
| 4/HF1: | Nice to meet you too. | |
| 5/HM1: | I am แจง. I will help you and take care you. | |
| 6/HF1: | That's very kind of you. My nick name is สา. I would like to ask you some questions? | |
| 7/HM1: | yes, sure. What is it? | |
| 8/HF1: | Where is the place that I can buy new uniform? | |
| 9/HM1: | At the first room, over there (1)(Pointed his finger to the room). | (1) M |
| 10/HF1: | Thanks. | |
| 11/HM1: | It is (2) สหกรณ์, the place you can buy anything (3)such as new book, student uniform, sport uniform, pen, pencil, rubble, snack, ice cream. | (2) CW (3) Cir |
| 12/HF1: | Anything? (4)umm sound good. | (4) UF |
| 13/HM1: | What is your hobby? | |
| 14/HF1: | (5)what does it mean? (6)(3 sec)..(7)free time? (8)urrr I like to play sport. | (5) AC (6) P (7) AC (8) UF |
| 15/HM1: | What kind of sport do you like? | |
| 16/HF1: | Badminton, (9)Volley, and (10)and swimming. | (9) MR (10) SRt |
| 17/HM1: | (11)Do you mean volleyball? | (11) AC |
| 18/HF1: | Yes volleyball. | |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 19/HM1: | good, our school has volleyball club. You can apply to volleyball club (12) นะ. | (12) CW |
| 20/HF1: | (13)umm OK. and (14)and what is the time table for (15) ม.สาม(16)umm (17)M. three | (13) UF<br>(14) SRt<br>(15) CW<br>(16) UF<br>(17) SRr |
| 21/HM1: | Here you are. I copy for you(18) ล่ะ. | (18) CW |
| 22/HF1: | Thank you. | |
| 23/HM1: | You can check traditional day, sport day, children day,(19) สงกรานต์ day on the board over there(20)(Pointed his finger to the board). | (19) CW<br>(20) M |
| 24/HF1: | Is it show the activities? | |
| 25/HM1: | Yes (21)yes all of activities. Can you play music? | (21) SRt |
| 26/HF1: | I can play piano. | |
| 27/HM1: | (22) urr our school has melodeon band. I think you can play. | (22) UF |
| 28/HF1: | (23)Melodeon? I don't like melodeon because I don't want to (24) to (25)umm blow every time. | (23) AC<br>(24) SRt<br>(25) UF |
| 29/HM1: | I see. Let's go to badminton court. It's time to play sport. | |
| 30/HF1: | OK. | |

**Appendix E (continued)**

**Utterances 12**

LM5 (Low proficiency male student 5) = New Student

LM8 (Low proficiency male student 8) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/M8: | Excuse me, I am น้อย. I just moved to this school. I have no friend here. I would like to know (1)umm about how to live here. | (1)UF |
| 2/M5: | Welcome to school. I am โหน่ง. What do you want to know (2)หรอ? | (2)CW |
| 3/M8: | Is this school has football club? | |
| 4/M5: | Yes. Do you want to join (3)หรอ? | (3) CW |
| 5/M8: | Yes, I do. | |
| 6/M5: | I will bring you to meet teacher (4)นะ. | (4) CW |
| 7/M8: | What? (5)(2sec)..(6)what does it mean? (7)น่ะ. | (5) P |
| | | (6) AC |
| | | (7) CW |
| 8/M5: | (8)umm  I will let you go to meet teacher. | (8) UF |
| 9/M8: | I see. | |
| 10/M5: | What is your level? | |
| 11/M8: | (9) ม. สาม, How about you? | (9) CW |
| 12/M5: | (10)M.three, the same level (11)นะ. | (10) ORr |
| | | (11) CW |
| 13/M8: | โหน่ง, what is your favorite subject? | |
| 14/M5: | I like Art, (12)umm  and you? | (12)UF |
| 15/M8: | I think I like sport. | |
| 16/M5: | it's time to eat has (13)have lunch. Let's go to canteen. | (13) SRr |
| 17/M8: | Yes. | |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 18/M5: | Our school has a lot of activities (14)นะ (15)umm Not study but activities. | (14) CW (15) UF |
| 19/M8: | I like it | |
| 20/M5: | You should join all the activity. | |
| 21/M8: | (16)all? | (16) AC |
| 22/M5: | Yes. | |
| 23/M8: | What is your free time? (17)umm I mean, what (18)what do (19)…(3 sec)..what do you do for (20)..umm.(21)..(3 sec)..on your free time? | (17) UF (18) SRt (19) P (20) UF (21) P |
| 24/M5: | Play game(22) นะ. | (22) CW |
| 25/M8: | what game about(23) หรอ | (23) CW |
| 26/M5: | The games are about English words. | |
| 27/M8: | sound serious. It's good for you. | |
| 28/M5: | How do you come to school? | |
| 29/M8: | By my car, my father bring me. And you? | |
| 30/M5: | By school bus, over there (24)(Pointed his finger to the bus). It's time to study. | (24) M |
| 31/M8: | What subject? | |
| 32/M5: | (25)สังคมศึกษา and Sport. | (25) CW |
| 33/M8: | (26) It is social studies | (26) ORr |
| 34/M5: | Yes you are right | |

**Appendix E (continued)**

**Utterances 13**

LF7 (Low proficiency female student 7) = New Student

LM9 (Low proficiency male student 9) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/LF7: | Excuse me (1)..(3sec)..I am a new student. I would like to know about my class. | (1) P |
| 2/LM9: | Welcome to ครุมิตร and nice to meet you. What is your name? | |
| 3/LF7: | I am ปู๋, (2) ม.สาม (3) urr (4) M.Three. | (2) CW (3) UF (4) SRr |
| 4/LM9: | I am สวย, M.three too. Today is Monday. We study Math, Science in the morning. And sport in the afternoon. | |
| 5/LF7: | (5)sport in the afternoon what is it? | (5) AC |
| 6/LM9: | We play volleyball | |
| 7/LF7: | (6)Volleyball | (6) ORt |
| 8/LM9: | Yes you are right. | |
| 9/LF7: | I don't have sport uniform. | |
| 10/LM9: | Don't worry. You can buy it from (7) สหกรณ์. | (7) CW |
| 11/LF7: | I have four thousand baht (8)umm(9) สี่ร้อย (10)four hundred. My mother told me to buy books for today. Is it enough? | (8) UF (9) CW (10) SRr |
| 12/LM9: | I think four hundred enough (11) นะ. Let's go to (12) สหกรณ์ now. Because eight thirty study the first subject. | (11),(12)CW |
| 13/LF7: | OK | |
| 14/LM9: | What is your favorite subject? | |
| 15/LF7: | I like English but (17)but I am not good. It's difficult for me. I am not understand the meaning. | (13)SRt |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 16/LM9: | (14)umm How do you solve the problems? | (14) UF |
| 17/LF7: | Read a lot, sing a song, and watch Youtube. | |
| 18/LM9: | Sound good (15) นะ. | (15) CW |
| 19/LF7: | Where is canteen? | |
| 20/LM9: | It's on the ground floor, between this building and science building. | |
| 21/LF7: | (16)What? between this and those building? | (16)AC |
| 22/LM9: | Yes. Canteen is between this building and science building. Let's go to our room. | |
| 23/LF7: | OK. | |

**Appendix E (continued)**

**Utterances 14**

LF8 (Low proficiency female student 8) = New Student

LF9 (Low proficiency female student 9) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/F8: | Hello, I am ฝัน. I need your help. | |
| 2/F9: | Yes, sure. | |
| 3/F8: | Where is canteen? I'm hungry. | |
| 4/F9: | Over there (1)(Pointed her finger to canteen) | (1) M |
| | (2)umm..you can follow me. | (2) UF |
| 5/F8: | Thank you. | |
| 6/F9: | Where do you come from? | |
| 7/F8: | I come from ขอนแก่น. I move to กาฬสินธุ์ because my father. | |
| 8/F9: | What is your level? | |
| 9/F8: | (3)ม.สาม, and you? | (3),(4) CW |
| 10/F9: | (4)ม.สาม too, the same same. | |
| 11/F8: | Good. What is your favorite sport? | |
| 12/F9: | Ping pong. | |
| 13/F8: | Me too. I play ping pong too. | |
| 14/F9: | You can apply for school ping pong. | |
| 15/F8: | Ping pong club? | |
| 16/F9: | Yes, Ping pong school club. | |
| 17/F8: | Where? | |
| 18/F9: | (5)ummm. In the afternoon, we will study sport, | (5) UF |
| | ping pong. I will tell teacher (6) นะ. | (6) CW |
| 19/F8: | Thank you. | |
| 20/F9: | You're welcome. | |
| 21/F8: | How can I buy new books? | |
| 22/F9: | At (7) สหกรณ์. | (7) CW |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 23/F8: | How many people in (8)urr   (9)   (silent) | (8) UF |
| | | (9) MA |
| 24/F9: | Room one has thirty. Room two has thirty one. | |
| 25/F8: | So small. | |
| 26/F9: | What is your room? | |
| 27/F8: | I don't know. How to know? | |
| 28/F9: | (10)อ้าว..You ask teacher (11)สิ. | (10),(11) CW |
| 29/F8: | Where? | |
| 30/F9: | Teacher room, over there (12) Pointed the finger) . | (12) M |
| 31/F8: | Thank you (13)นะ. I hope to see you again. | (13) CW |
| 32/F9: | Sure. | |

**Appendix E (continued)**

**Utterances 15**

HM6 (High proficiency male student 6) = New Student

HM7 (High proficiency male student 7) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/HM6: | Hello, I am a new student. I just move to this school. I would like to ask you some questions? | |
| 2/HM7: | Yes, what do you want to know? | |
| 3/HM6: | Where is the nearest toilet? | |
| 4/HM7: | In this building, on the left hand side. | |
| 5/HM6: | Thank you. Please wait a minutes. I will back. | |
| 6/HM7: | OK. | |
| 7/HM6: | Thank you for your waiting. | |
| 8/HM7: | That's alright. You told me, you are a new student. What is your name? | |
| 9/HM6: | I am เจด (1) ม. สาม. | (1) CW |
| 10/HM7: | Nice to meet you. We are the same level. My nickname is อาร์ต. | |
| 11/HM6: | Please help me again. I don't know the time table (2)(2sec).. how do can I get it? | (2) P |
| 12/HM7: | I have a copy, you can get it. | |
| 13/HM6: | Thanks. And I don't have book. | |
| 14/HM7: | (3)umm..What kind of book? Borrow from school or buy new? | (3) UF |
| 15/HM6: | I want to buy new books because I want to note something in my book. | |
| 16/HM7: | (4)umm I agree with you. Follow me, let's go to school's shop. | (4) UF |
| 17/HM6: | OK. | |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 18/HM7: | Subjects for(5) ม. สาม (6)umm..(7) M. three over there(8)(Pointed the finger to the books). (9)Math, Thai, Science, Social, Physical, and English. | (5) CW (6) P (7)SRr (8) M (9) Cir |
| 19/HM6: | How many? | |
| 20/HM7: | About (10)umm..seven hundred. | (10) UF |
| 21/HM6: | I need uniform and sport form. I don't know (11)umm..what my color group. | (11)UF |
| 22/HM7: | You ask teacher and then (12) then buy the shirt. | (12) SRt |
| 23/HM6: | OK. | |
| 24/HM7: | I think you should buy the book to study today. There are Math, English, and Thai. | |
| 25/HM6: | (13)umm I think so, you see Thai book so big and look heavy. | (13) UF |
| 26/HM7: | Our school has to learn(14) ลูกเสือ. Do you have (15) ลูกเสือ form? | (14),(15) CW |
| 27/HM6: | Yes | |
| 28/HM7: | Good. | |
| 29/HM6: | What is your favorite sport? | |
| 30/HM7: | I love footstall. | |
| 31/HM6: | (16)what is it? | (16) AC |
| 32/HM7: | (17)Like football but small team. | (17) Cir |
| 33/HM6: | (18)urr do you want to join our football team? | (18) UF |
| 34/HM7: | Sure. | |

**Appendix E (continued)**

**Utterances 16**

HM8 (High proficiency male student 8) = New Student

HF8 (High proficiency female student 8) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/HM8: | Excuse me, I need your help. | |
| 2/HF8: | Yes, Go ahead. | |
| 3/HM8: | I am Nick. I just move to this school. Teacher told me find some club to do activity with friends. How to find the club? (1)..(3 sec)..And how many club? | (1) P |
| 4/HF8: | (2)umm I see. We have a lot of club. (3)For example, volleyball club, football club, math club, sing and dance, learn English with movie, ping pong club, musical club. That's it. | (2) UF (3) Cir |
| 5/HM8: | How can I apply? | |
| 6/HF8: | You can check the name of leader's club at that board (4)(Pointed her finger to the board). | (4) M |
| 7/HM8: | O.K. How about my time table? | |
| 8/HF8: | You can ask teacher. | |
| 9/HM8: | O.K. (5)umm I will. | (5) UF |
| 10/HF8: | Don't forget to ask her about your (6) your color group. Because you will buy the shirt to do sport (7) sport activities. | (6),(7) SRt |
| 11/HM8: | O.K. I will. Where is canteen? | |
| 12/HF8: | (8)(Pointed her finger to canteen). It's open every time but you can buy only three time. | (8) M |
| 13/HM8: | What's time? | |
| 14/HF8: | you can check time for canteen over there (9)(Pointed her finger to the board). | (9) M |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 15/HM8: | (10)umm (11)ได้ How about toilet? Where is it? | (10) UF (11) CW |
| 16/HF8: | On the ground floor at all building. | |
| 17/HM8: | O.K. | |
| 18/HF8: | After school, all students will do school cleaning and teacher will check. | |
| 19/HM8: | O.K. | |
| 20/HF8: | The area of cleaning will change every week. | |
| 21/HM8: | O.K. | |
| 22/HF8: | You can ask me everything, but now you should ask teacher about your room first. | |
| 23/HM8: | Thank you, and see you then. | |

**Appendix E (continued)**

**Utterances 17**

HF9 (High proficiency female student 9) = New Student

HF10 (High proficiency female student 10) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/HF10: | Hello, are you a new student? | |
| 2/HF9: | Yes, I am. | |
| 3/HF10: | My nickname is ตูน. I am a leader in M.three. Teacher want me to take care you. What is your name? | |
| 4/HF9: | I am ฐ. | |
| 5/HF10: | your time table over there (1)(Pointed her finger to the board). Today is Monday. Now ten o'clock, Arts subject. You can start study in the afternoon. (2)urrr..Because I will take care you and walk (3)..(3 sec) (4) walk around our school. | (1) M (2) UF (3) P (4) SRt |
| 6/HF9: | O.K. | |
| 7/HF10: | This is canteen. Open three times. You can check that time in this board. | |
| 8/HF9: | Drinking water for free? | |
| 9/HF10: | Yes free. | |
| 10/HF9: | Where are (5)where is the library? | (5) SRr |
| 11/HF10: | It's on the third floor in of this building. Open everytime, everyday. (6) เปิดยี่สิบสี่ชั่วโมงหรอ (7) Open twenty four hours? | (6) CW (7) SRr |
| 12/HF9: | (8)umm I see, I will bellow some novel. | (8) UF |
| 13/HF10: | This is (9) สหกรณ์. You can buy (10) buy (11) such as new book, uniform, snack, pen. | (9) CW (10) SRt (11) Cir |
| 14/HF9: | O.K. Tomorrow, I will buy new books and uniform. | |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 15/HF10: | This is your ID number. When you have the uniform, you should go (12)go to take a photo for to make student ID card. | (12) SRt |
| 16/HF9: | Where? | |
| 17/HF10: | (13)(Pointed her finger to the room). teacher room. | (13) M |
| 18/HF9: | What is my color? | |
| 19/HF10: | In yellow group (14) นะ. | (14) CW |
| 20/HF9: | OK. I will buy the yellow shirt uniform sport. | |
| 21/HF10: | You can talk to me anytime. This is my phone number. I want to go now. | |
| 22/HF9: | Thank you for your help. | |
| 23/HF10: | See you. | |
| 24/HF9: | Seeya. | |

**Appendix E (continued)**

**Utterances 18**

HF6 (High proficiency female student 6) = New Student

HF7 (High proficiency female student 7) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/HF7: | Excuse me, are you a new student? | |
| 2/HF6: | Yes, I am. | |
| 3/HF7: | Teacher ask me to help and take care you. | |
| 4/HF6: | Thank you for your help. My name is จำ. I need your help. I don't have books. Where is the place to buy? | |
| 5/HF7: | On the second floor. You could know about the rules of school, traditional days, activities, and time table for M.three. | |
| 6/HF6: | Yes. | |
| 7/HF7: | This is your ID student number. Our school has two color groups red and yellow. You are in red group. | |
| 8/HF6: | I see. | |
| 9/HF7: | Yes, you can buy the shirt from the second floor and make the red dots at student uniform like this (1)(Pointed her finger to the dots). | (1) M |
| 10/HF6: | Yes. I will make. | |
| 11/HF7: | This is the time table for our class. If you have free time you can join the class that you want. | |
| 12/HF6: | OK. | |
| 13/HF7: | Let's go to the second floor to buy your books. | |
| 14/HF6: | I have only one hundred Baht | |
| 15/HF7: | you buy only books for today. And our school has the book for borrow. | |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 16/HF6: | No (2)no, I (3)no need because I want my own. | (2) SRt |
| | | (3) LT |
| 17/HF7: | O.k. you should buy English, and Science. | |
| 18/HF6: | Yes. | |
| 19/HF7: | OK. What is your favorite sport? | |
| 20/HF6: | I like volleyball. And you? | |
| 21/HF7: | I like volleyball too. Let's go to classroom. | |
| 22/HF6: | O.K. | |

**Appendix E (continued)**

**Utterances 19**

HF11 (High proficiency female student 11) = New Student

HF12 (High proficiency female student 12) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/ HF11: | Hello, I am a new student. I would like to ask you some questions? | |
| 2/ HF12: | Yes, go ahead. | |
| 3/ HF11: | Where is the teacher room? | |
| 4/ HF12: | In this building, at first room. | |
| 5/ HF11: | Thank you. Please wait a minutes. I will back. | |
| 6/ HF12: | OK. | |
| 7/ HF11: | Thank you for your waiting. | |
| 8/ HF12: | That's alright. You told me, you are a new student. What is your name? | |
| 9/ HF11: | I am หยง, New student in M.three. | |
| 10/ HF12: | Nice to meet you. We are the same level. My nickname is หยก. | |
| 11/ HF11: | I don't have time table. | |
| 12/ HF12: | I have a copy, you can get it. | |
| 13/ HF11: | Thanks. And I don't have book. | |
| 14/ HF12: | Borrow from school or buy new book? | |
| 15/ HF11: | I want to buy new books because I want to note something in my book. | |
| 16/ HF12: | I see. Follow me. Let's go to school's shop. | |
| 17/ HF11: | O.K. | |
| 18/ HF12: | There are books for M. three, over there (1)(Pointed her finger to the books). (2) Such as Math, Thai, Science, Social, Physical, and English. | (1) M (2) Cir |

**Appendix E (continued)**

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 19/ HF11: | How many? | |
| 20/ HF12: | About seven hundred. | |
| 21/ HF11: | I need uniform and sport form. I don't know what my color group. | |
| 22/ HF12: | You ask teacher and then buy the shirt. | |
| 23/ HF11: | O.K. | |
| 24/ HF12: | I think you should buy the book to study today. There are Math, and English. | |
| 25/ HF11: | (3)umm I think so. | (3) UF |
| 26/ HF12: | Our school has to learn (4) เนตรนารี. Do you have (5) ชุดเนตรนารี? | (4),(5) CW |
| 27/ HF11: | Yes, I do. | |
| 28/ HF12: | Good. | |
| 29/ HF11: | What is your favorite sport? | |
| 30/ HF12: | I love to play (6)volley. | (6) MR |
| 31/ HF11: | (7)volleyball | (7) ORr |
| 32/ HF12: | (8)umm yes, volleyball. | (8) UF |
| 33/ HF11: | (9)umm do you want to join our volleyball team? | (9) UF |
| 34/ HF12: | Sure. Sound good. | |
| 35/ HF11: | I will bring you (10)ใบสมัคร from teacher. | (10) CW |
| 36/ HF12: | Thank you very much. | |
| 37/ HF11: | You're welcome. | |

**Appendix E (continued)**

**Utterances 20**

LF10 (Low proficiency female student 10) = New Student

LF11 (Low proficiency female student 11) = Student in KP school

| Turn/ Speaker: | Utterances | CSs |
|---|---|---|
| 1/LF8: | Hello, I need your help. I am a new student. | |
| 2/LF9: | Yes, sure. | |
| 3/LF8: | Where is canteen? | |
| 4/LF9: | Over there (1)(Pointed her finger to canteen). | (1) M |
| 5/LF8: | Thank you. | |
| 6/LF9: | Where do you come from? | |
| 7/LF8: | I come from สารคาม. I move to กาฬสินธุ์ because my father. | |
| 8/LF9: | What is your level? | |
| 9/LF8: | (2) มอ สาม, and you? | (2) CW |
| 10/LF9: | (3) มอ สาม too. | (3) CW |
| 11/LF8: | Good. What is your favorite sport? | |
| 12/LF9: | Ping pong. | |
| 13/LF8: | Me too. | |
| 14/LF9: | You can apply for (4)ummm (5)     (Silent)    | (4) UF |
| | | (5) MA |
| 15/LF8: | (6)Ping pong club? | (6) AC |
| 16/LF9: | Yes (7)yes Good (8)good. | (7),(8) SRt |
| 17/LF8: | Where? | |
| 18/LF9: | In the afternoon, we will study sport, ping pong. I will tell teacher. | |
| 19/LF8: | Thank you. | |
| 20/LF9: | You're welcome. | |

**Appendix F**

**The Examples of the Explanation in the Definition Plan Task**

**Definition Plan Task**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 1/HF1 | **Computer**<br>: (1)Many program inside (2) urr such as Microsoft word, excel, power point(3)..(3 sec)… (4)urr use it to search like google, and facebook. (5)umm and anything.<br>**Like**<br>: (6) Some button in facebook call in Thai is(7) ถูกใจ (8) umm(9) ชอบ | (1),(6) Cir<br>(2),(4),(5), (8) UF<br>(3) P<br>(7),(9) CW |
| 2/HF2 | **Passport**<br>: (1) The document to travel around the world (2)..(3 sec)..It has name, place of birth, photograph, signature(3)..(3 sec)..It made from hard paper.<br>**Like**<br>: (5) it means favorite something (6)..(3 sec)..not love but it almost love. Before you love someone. | (1),(3) P<br>(2),(4) Cir<br><br><br>(5) Cir<br>(6) P |
| 3/ HF3 | **Satellite**<br>: (1) It's use to check whether such as tornado, snow storm (2)..( 3 sec)..maybe use together (3)umm radar (4)..( 3 sec)..It's move outside the world.<br>**Lucky**<br>: (5) It means something that you buy lottery and get a lot of money(6)..(3 sec)..so you are a person who very (7)…(Silent)….. | (1) Cir<br>(2),(4) P<br>(3) UF<br>(5) Cir<br>(6) P<br>(7) MA |

**Appendix F (continued)**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 4/ HF4 | **Passport**<br>: (1)umm (2)something look like book bank (3)..(3 sec).. (4)in dark red color (5)umm many pages and(6)..(3 sec).. use for travel abroad.<br>**Poor**<br>: (7)Person who not having enough money for the basic things(8)..(3 sec).. that we need to live. | (1),(5) UF<br>(2) LC<br>(3),(6),(8) P<br>(4),(7) Cir |
| 5/ HF5 | **Computer**<br>: (1)Electronic set (2)..(3 sec)..you can play game (3) ummm and any activities such as play internet, work, and type the text.<br>**Lucky**<br>: (4) It's unbelievable that (5) ..(3 sec)..(6)umm you not good at something but (7) but you can got it. | (1),(4) Cir<br>(2),(5) P<br>(3),(6) UF<br>(7) SRt |
| 6/ HF6 | **Passport**<br>: (1) The document (2)umm (3)..(3 sec)..issued by foreign government (4)..(3 sec)..and use to travel around over the world (5)umm(6)..(3 sec)..for visa stamp.<br>**Like**<br>: (7) (8)umm you enjoy to do something (9)..(3 sec)..you want to do something again and again | (1),(7) Cir<br>(2),(5),(8) UF<br>(3),(4),(6),(9) P |
| 7 /HF7 | **Satellite**<br>: (1)(2)umm something (3)..(3 sec)..that is sent to (4)..(3 sec).. to space and(5)..(3 sec)..many countries send it such as America, Russia, China move around the earth, moon. That's it.<br>**Like**<br>: (6)It is positive (7) positive action (8)..(3 sec)..feeling almost love meaning. | (1),(6) Cir<br>(2) UF<br>(3),(4),(5),(8) P<br>(7) SRt |

**Appendix F (continued)**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 8/ HF8 | **Passport**<br>:  (1)Travel document (2)..(3 sec)..It have has many pages (3)..(3 sec)..for visa (4)..(3 sec)..and it has photo at first page.<br>**Lucky**<br>:  (5) It's very good chance (6)..(3 sec)..that (7 )that you cannot think about it but you can do it (8)umm(9)..(3 sec)..(10)umm it look like that(11) that you cannot do it (12)..(3 sec)..but you can do it. | (1),(5) Cir<br>(2),(3),(4),<br>(6),<br>(9),(12) P<br>(7),(11)<br>SRt<br>(8),(0) UF |
| 9/ HF9 | **Passport**<br>:  (1) It use for travel abroad (2)..(3 sec).. (3)look like book bank in dark red color, many pages<br>**Poor**<br>:  (4) It's opposite the word rich (5)..(3 sec)..person no much more money. | (1),(4) Cir<br>(2),(5) P<br>(3) LC |
| 10/ HF10 | **Computer**<br>:  (1)(2)umm it has many program inside (3)..(3 sec).. such as microsoft word, excel (4)..(3 sec)..power point. You can use it to search such as google, Wikipedia, movie and anything.<br>**Poor**<br>: (5)It mean lack of money (6)..(3 sec).. people (7)not having enough money to buy something for example food, clothes, medicine. | (1),(5) Cir<br>(2) UF<br>(3),(4),(6)<br>P<br>(7) LT |
| 11/ HF11 | **Computer**<br>:  (1)Electronic set (2)..(3 sec).. It's have mouse, CPU, keyboard (3)..(3 sec)..  you can play game(4)..(3 sec).. internet, facebook, line, work, type the text.<br>**Like**<br>:  (5)(6)urr (7)..(3 sec).. some button in facebook (8)umm feeling prefer something. | (1),(5) Cir<br>(2),(3),(4),<br>(7) P<br>(6),(8) UF |

**Appendix F (continued)**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 12/ HF12 | **Satellite**<br>: (1) Something made from metal or steel (2)urr (3)..(3 sec).. that is sent to space and move around the(4) urr(5)..(3 sec)..any (6) ดาวเคราะห์<br>**Poor**<br>: (7)people who don't have money(8)..(3 sec)..have small house(9)..(3 sec)..no iphone six. | (1),(7)Cir<br>(2),(4) UF<br>(3),(5),(8),<br>(9) P<br>(6) CW |
| 13/ HM1 | **Satellite**<br>: (1) It move around earth (2)..(3 sec)..(3)urrr will use for communication for telephone.<br>**Poor**<br>: (4) People have little money (5)..(3 sec)..cannot buy the expensive thing quickly. | (1),(4) Cir<br>(2),(5) P<br>(3) UF |
| 14/ HM2 | **Satellite**<br>: (1)(2)urr (3)umm something (4)something that is sent to space and move around the earth, moon. It's not rocket (5) ..(3 sec)..maybe take a photo surface earth.<br>**Like**<br>: (6)It means favorite something(7)..(3 sec)..not love but almost love. | (1),(6) Cir<br>(2),(3) UF<br>(4) SRt<br>(5),(7) P |
| 15/ HM3 | **Passport**<br>: (1)The document for foreign person for travel (2)..(3 sec)..(3)urr (4)___(silent)___<br>**Like**<br>: (5)Think something nice or good (6)urr (7)___(silent)___ | (1),(5) Cir<br>(2) P<br>(3),(6) UF<br>(4),(7)<br>MA |

**Appendix F (continued)**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 16/ HM4 | **Computer**<br>: (1)It's has hardware, and software, mouse, keyboard, (2)..(3 sec).. printer<br>**Poor**<br>: (3)little money to (4) ___(silent)___ | (1),(3) Cir<br>(2) P<br>(4) MA |
| 17/ HM5 | **Computer**<br>: (1)use it to search google, and anything (2)umm (3)..(3 sec)..play youtube, movie, sing karaokechat line, play facebook.<br>**Like**<br>: (4)prefer to do and happy to do something (5)..(3 sec).. for example happy to learn English | (1),(4),Cir<br>(2) UF<br>(3),(5) P |
| 18/ HM6 | **Passport**<br>: (1) Photo at first page(2)..(3 sec)..it is a travel document(3)..(3 sec)..and many pages and it has visa inside.<br>**Like**<br>: (4)It means not love but almost love (5)urr how to say (6)umm (7)..(3 sec)..favorite something. | (1),(4) Cir<br>(2),(3),(7) P<br>(5),(6) UF |
| 19/HM7 | **Computer**<br>: (1)Electronic device, you can play game, internet.<br>**Lucky**<br>: (2)It's opposite meaning the word (3) ซวย in Thai. | (1),(2) Cir<br>(3)CW |
| 20/ HM8 | **Passport**<br>: (1) The document issued by (2) กงศุล to travel around the world.<br>**Poor**<br>: (3)It opposite meaning the word rich. | (1),(3) Cir<br>(2) CW |

**Appendix F (continued)**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 21/ LF13 | **Satellite**<br>: (1)_____(silent)_____<br>**Lucky**<br>: (2)It means something that you buy lottery and(3)..(3 sec).. get a lot of money ten million baht for example. | (1) TA<br>(2) Cir<br>(3) P |
| 22/ LF14 | **Computer**<br>: (1) It use to play manymedia (2)..(3 sec)..type work (3)..(3 sec)..play internet, chat line(4)..(3 sec).. (5)ดู youtube (6)..(3 sec).. (7)เรียนทำอาหาร from youtube.<br>**Poor**<br>: (8) you don't have the thingsuch as(9)..(3 sec)..no Iphone six(10)..(3 sec)..no money(11)..(3 sec)..no car. | (1),(8) Cir<br>(2),(3),(4),(6), (9),(10),(11) P<br>(5),(7) CW |
| 23/ LF15 | **Satellite**<br>: (1)It in the sky (2)umm use for telephone and (3) and (4)..(3 sec)..communication (5)urr it for (6)\_\_\_\_\_(silent)_____<br>**Poor**<br>: (7)no money to buy the expensive thing such as iphone, ipad, motorcycle | (1),(7) Cir<br>(2),(5) UF<br>(3) SRt<br>(4) P<br>(6) MA |
| 24/ LF16 | **Passport**<br>: (1)Small (2)small book (3)like bank book, this book for travel to another country and have name, (4)urr photo in this book.<br>**Poor**<br>: (5)(6)no have money, (7)no can buy the (8)urr(9)..(3 sec)..(10)umm (11)ของแพงแพง | (1),(5) Cir<br>(2) SRt<br>(3) LC<br>(4),(8),(10) UF<br>(6),(7) LT<br>(9) P<br>(11) CW |

**Appendix F (continued)**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 25/ LF17 | **Computer** <br> :  (1)It can play DVD, CD, mp three, play internet, see movie. <br> **Like** <br> :  (2)(3)umm it has blue button in facebook it show the small trump (4)umm it(5)___ (silent)___ | (1),(2) Cir <br> (3),(4) UF <br> (5) MA |
| 26/ LF18 | **Passport** <br> :  (1)It's very important document(2)..(3 sec)..to go another country(3)..(3 sec)..(4)like ID card but not. It use for stamp visa. <br> **Like** <br> :  (5)(6)urr it look good feeling. | (1),(5) Cir <br> (2),(3) P <br> (4) LC <br> (6) UF |
| 27/ LF19 | **Passport** <br> :  (1)It's small book in dark red color and use to travel around the world(2)..(3 sec)..and it has photo inside and has visa too. <br> **Poor** <br> :  (3)not rich person and (4) and not middle standard | (1),(3) Cir <br> (2) P <br> (4) SRt |
| 28/ LF20 | **Satellite** <br> :  (1)(2)urr(3)..(3 sec)..it use to work with radar(4)___ (silent)___ <br> **Like** <br> :  (5)It mean you want to talk about the beautiful place or ice cream (6)umm or want to talk everyday every night every time but(7)..(3 sec).. not love. | (1),(5) Cir <br> (2),(6) UF <br> (3),(7) P <br> (4) MA |
| 29/ LF21 | **Computer** <br> :  (1)It has keyboard, mouse, CPU, software, hardware and (2)urr word, excel, power point. <br> **Lucky** <br> :  (3)Good like(4) ดวงดี (5)umm(6)___ (silent)___ | (1),(3) Cir <br> (2),(5) UF <br> (4) CW <br> (6) MA |

## Appendix F (continued)

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 30/ LF22 | **Satellite** : (1)It is a metal outside world, move around the earth and (2)___ (silent)___ **Poor** : (3)people (4)no have money much to buy something (5)like the expensive thing such as house (6)umm or car. | (1),(3) Cir (2) MA (4) LT (5) LC (6) UF |
| 31/ LF23 | **Computer** : (1)We use it machine to do Microsoft excel, microsoft word, use this to play internet and find something. **Poor** : (2)Person who not much money to buy computer or cannot buy the thing for live. | (1),(2) Cir |
| 32/ LM9 | **Passport** : (1)Document for travel abroad and use for stamp visa. **Poor** : (2)They don't have a lot of money or they don't have a house, a car, a gold, a diamond. | (1),(2) Cir |
| 33/ LM10 | **Satellite** : (1)_____ (silent)_____ **Poor** : (2)Person who don't have a lot of money and who cannot but something if expensive. | (1) TA (2) Cir |
| 34/ LM11 | **Computer** : (1) I use this to play game, do homework, play internet, and (2)..(3 sec).. it has a lot of program. **Lucky** : (3)_____ (silent)_____ | (1) Cir (2) P (3) TA |

**Appendix F (continued)**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 35/ LM12 | **Computer**<br>:  (1)It has CPU, keyboard, mouse, wireless, dvd, cd, and any.<br>**Poor**<br>:  (2)(3)no rich. | (1),(2) Cir<br>(3) LT |
| 36/ LM13 | **Computer**<br>:  (1)you can call it laptop, (2)..(3 sec).. and(3)..(3 sec)..can print<br>**Like**<br>:  (4) the meaning of this word is favorite (5) urr (6)____(silent)__ | (1),(4) Cir<br>(2),(3) P<br>(5) UF<br>(6) MA |
| 37/ LM14 | **Satellite**<br>:  (1)It(2)like star in the sky but it not the real star(3)..(3 sec)..use for (4)_____(silent)_____<br>**Lucky**<br>:  (5)It is good time you feel good (6)urr you cannot do but you can do something (7)umm(8)_____(silent) | (1),(5) Cir<br>(2) LC<br>(3) P<br>(4),(8) MA<br>(6),(7) UF |
| 38/ LM15 | **Passport**<br>:  (1)The small book to travel another country and around the world.<br>**Like**<br>:  (2)urr I (3)...( thump up)…..you. | (1) Cir<br>(2) UF<br>(3) M |
| 39/ LM16 | **Computer**<br>: (1) It (2)urr in sound lap room. Use when open cartoon, have keyboard, mouse, monitor (3)..(3 sec)..(4)urr sing a song karaoke.<br>**Like**<br>:  (5)the (6) the feeling you want to do again and again and meaning close to favorite. | (1),(5), Cir<br>(2), (4) UF<br>(3)P<br>(6) SRt |

**Appendix F (continued)**

| Excerpt/ Speaker | Description | CSs |
|---|---|---|
| 40/ LM17 | **Computer** <br> :  (1)I use this when I want to play game in internet with friend and it can watch movie, and listen to music. <br> **Poor** <br> :  (2)People who (3)no have money more. | (1),(2) Cir <br> (3) LT |

# BIOGRAPHY

| | |
|---|---|
| **Name** | Miss Warantri  Nanta-umpond |
| **Date of Birth** | January 22, 1986 |
| **Address** | 308/10 Mittrapap Soi4, Mittrapap Rd., Muang, |
| | Nakhonratchasima, 30000, Thailand |

**Academic Background**

| | |
|---|---|
| 2005 – 2009 | Bachelor of Technology in Aviation |
| | Civil Aviation Training Center (CATC) |
| | Chatuchak, Bangkok, Thailand |
| | Major:  Air Traffic Management |

**Work Experiences**

| | |
|---|---|
| 2010 – 2011 | Cabin Crew |
| | Phuket Airlines |
| | Worked as Flight Operations Department |
| | Base:  Jeddah, Saudi Arabia |
| 2011 – 2013 | Cabin Crew |
| | Orient Thai Airlines |
| | Worked as Flight Operations Department |
| | Base:  Bangkok, Thailand |
| 2013 – 2014 | Flight Dispatcher License |
| | Nok Mini, (Siam General Aviation Co.,Ltd.) |
| | Worked as: Flight Operations Department |
| | Base:  Don Muang International Airport |
| 2014 – Present | Flight Dispatcher Manager |
| | RPS System Co.,Ltd. |
| | Worked as: Flight Operations Department |
| | Base:  Don Muang International Airport |