การศึกษาการใช้กลยุทธ์ทางการสื่อสารของนิสิตไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ที่มีระดับความสามารถทางภาษาอังกฤษที่แตกต่างกัน: กรณีศึกษานิสิตปีหนึ่ง เอกภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ

# A STUDY OF ENGLISH ORAL COMMUNICATION STRATEGIES USED AMONG THAI EFL STUDENTS OF DIFFERENT ENGLISH PROFICIENCY LEVELS: A CASE STUDY OF FIRST YEAR ENGLISH MAJOR STUDENTS, SRINAKHARINWIROT UNIVERSITY

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GRADUATE SCHOOL Srinakharinwirot University
2018

# การศึกษาการใช้กลยุทธ์ทางการสื่อสารของนิสิตไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ที่มีระดับความสามารถทางภาษาอังกฤษที่แตกต่างกัน: กรณีศึกษานิสิตปีหนึ่ง เอกภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ

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| Title | A STUDY OF ENGLISH ORAL COMMUNICATION STRATEGIES USED AMONG THAI EFL STUDENTS OF DIFFERENT ENGLISH PROFICIENCY LEVELS: A CASE STUDY OF FIRST YEAR ENGLISH MAJOR STUDENTS, SRINAKHARINWIROT UNIVERSITY |
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The ability to communicate effectively is the goal of all language learners. Most people preferred to communicate orally; however, it is not easy for ESL/EFL students to communicate proficiently (Surbhi, 2015). Therefore, Oral Communication Strategies (OCSs) can help them to cope with the difficulties. This mixed methods research aimed to investigate the OCSs used among Thai EFL students of different English proficiency levels, beginner, intermediate and advanced, when speaking English in a real life context. The findings attempted to identify which OCSs Thai EFL students of different levels used whether or not there are any significant differences between the OCSs used by all three levels of Thai EFL students, and also between the students in Bachelor of Arts (B.A.) and Bachelor of Education (B.Ed.). The subjects were included eighty-nine first year English major students at Srinakharinwirot University, consisting of seventy B.A. students and nineteen B.Ed. students. The data obtained were analyzed based on the framework of Communication Strategies as proposed by Tarone (1977). The findings indicated that there were significant differences between the OCSs used by students at different levels. However, the students in different programs did not display any differences in the use of OCSs. The results also showed that the strategies used most frequently by students at each level: clarification request, body language and eye contact strategy for beginners, clarification request strategies by intermediate students, and circumlocution and clarification request strategies by advanced students. The findings of this study corresponded to the research of Chuanchaisit and Prapphal (2009), which reported that

advanced level students preferred risk-taking strategies such as circumlocution and clarification requests, whereas the beginners tended to employ topic avoidance and body language. The results of this study provided recommendations for English teaching and learning to increase communicative competence of EFL/ESL students.

Keyword : EFL students/ English proficiency/ Oral communication/ Communication strategy

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# CHAPTER I

# INTRODUCTION

## Background of the Study

There are approximately 7.5 billion people in the world and 1.5 billion speak English (Lyons, 2017), which could be regarded as 20% of the population of the world. However, most of those people are not native English speakers. Of all English speakers in the world, Asia has approximately 300 million people who speak English (Kiprop, 2018). This correlates with Preedatawat (2010), who claimed that many regions in Asian use English for international communication. Moreover, according to the semiannual meeting of Association of South East Asia Nations or the ASEAN Summit of 2007, it was announced that "the working language of ASEAN shall be English" in order to create a common working community through the use of English in each member country (Kirkpatrick, 2012). English is the language medium that people from different ASEAN countries use in order to communicate with each other. It cannot be denied that English language proficiency is an important factor in terms of effective global communication.

Therefore, it is unavoidable for Thailand, as one of the member countries of the AEC (ASEAN Economic Community), to realize and place importance on supporting Thai people in developing their English communication skills. In the other words, it is necessary to prepare Thai people, especially students, to be able to use English effectively before entering into the labor market or undertaking higher education.

According to the Ministry of Education of Thailand, English is a foreign language prescribed by the basic education core curriculum. In other words, Thai students are required to study English as a foreign language for at least twelve years, from primary school to secondary school, based on the basic Thai educational core curriculum. Moreover, many schools have been preparing English courses for their students since the pre-elementary level, as well as many universities that offer some of their programs in English (Clark, 2014).

Thai students have been studying English for many years, at least since the pre-elementary level, as previously mentioned, the general level of English proficiency and communication skills in particular, were still ranked very low when compared internationally. The Education First English Proficiency Index of 2017 reported that although English is a mutual working language, Thai people were still rated at a very low level of English proficiency, fifteenth out of twenty countries in Asia. In fact, Cambodia and Laos were the only two other ASEAN countries ranked lower. Figure 1 below shows the Asia English Ranking rating by the Education First Organization ("Education First English Proficiency Index," 2017).

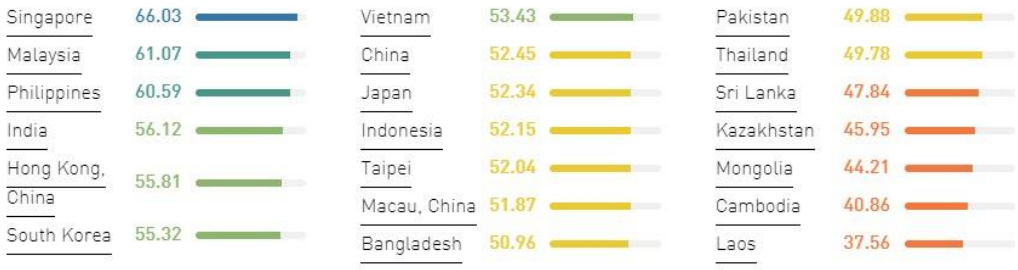


Figure 1: The Ranking of English Proficiency of People in Asia Countries in 2017

Speaking skills are counted as a crucial part of confident communication in the English language. As mentioned by Goff (2018), most people use oral communication throughout their everyday activities and daily lives. Speaking is an effective communication medium to transmit thoughts, feelings, and needs in order to make a connection and to understand each other (Torky, 2006). Speaking is the verbal use of language and a medium which human beings use to communicate with each other (Fulcher, 2003). It is a mandatory skill that people use for communication in everyday situations. Chuanchaisit and Prapphal (2009) stated that some speakers of English as a Foreign Language (EFL) are able to communicate effectively, while others have difficulty achieving the same level of communication. Students who are good at speaking English may use certain devices, known as communication strategies (CSs), such as hand gestures, topic avoidance, imitation of sounds, paraphrasing, and coining new words. Price (1978) claimed that successful language users employ different strategies to cope with problems and reach their communicative goals. In addition, Corder (1981) asserted that the willingness of the speaker to communicate led to identifying ways to solve problems. The approach which helps people to communicate in the presence of such deficiencies is called communication strategies (CSs). However, when students select poor strategies to accomplish language tasks, it can lead to unsuccessful communication (Cohen & M, 2007).

As mentioned earlier, Thai people are ranked low in terms of English proficiency, especially communication skills, even though they have been studying English for years. Moreover, communication strategies are an

important factor in helping people learn EFL to accomplish their English communication goals. Therefore, the communication strategies used by Thai EFL EFL students were examined in order to determine whether or not the students use CSs to communicate and to investigate the differences in the uses of CSs among the students with different levels of English proficiency. There are numerous research studies on the subject of communication strategies. Some studies have focused on the relationship between communication strategies used and other variables, such as interactions with native English speakers or the frequency of communication strategy usage (Cheng, 2007; Nguyen & Nguyen, 2016; Preedatawat, 2010). However, there are few studies that have investigated students with different levels of English proficiency and their utilization of oral communication strategies, particularly in the Thai educational context, specifically undergraduate students.

Taking all of the above into account, this study aimed to examine the communication strategies used among students who are at the beginner, intermediate, and advanced level of English proficiency. The self-evaluation survey on oral communication strategies was applied by (Tarone, 1981) will be applied in this study.

**Purposes of the Study**

The purposes of this research were as follows:

1. To investigate the use of communication strategies for oral communication among Thai EFL students at the beginner, intermediate and advanced levels of English proficiency.

2. To compare the use of communication strategies for oral communication among Thai EFL students at the beginner, intermediate, and advanced levels of English proficiency.

3. To compare the use of communication strategies for oral communication between English major students in Bachelor of Arts and Bachelor of Education programs.

**Research Questions**

1. What communication strategies were used by Thai EFL students at the beginner, intermediate, and advanced levels of English in terms of oral communication?

2. Are there any significant differences between the use of communication strategies among students at the beginner, intermediate and advanced levels of English proficiency?

3. Are there any significant differences in the use of communication strategies used by English major students in the Bachelor of Arts and the Bachelor of Education program?

**Research Questions**

1. What communication strategies that Thai EFL students at the beginner, intermediate, and advanced levels of English proficiency utilize when communicating in oral communication?

2. Are there any significant differences in the use of communication strategies among students who are at the beginner, intermediate, and advanced levels of English proficiency?

3. Are there any significant differences in the use of communication strategies between English major students in the Bachelor of Arts and the Bachelor of Education program?

**Significance of the Study**

It is hoped that the results of this study can provide a deeper understanding for English teachers on how the communication strategies used by advanced students differ from beginner and intermediate level students. It might also allow EFL teachers to become more aware of the problems faced by beginner and intermediate level students who cannot communicate well in English. Therefore, teachers can develop teaching approaches based on the results of this study in order to enhance the oral communication ability of Thai EFL students. Moreover, the students may also have an increased understanding of their weaknesses in English oral communication by completing the self-evaluation questionnaire.

**Definition of Terms**

The following terms are defined because they are specifically used in this study:

**EFL Students:** EFL is an abbreviation for English as a Foreign Language. It consists of teaching of English to students whose first language is not English ("EFL,"

2017). Specifically, in this study, it refers to the second year English major students at Srinakharinwirot University.

**Oral Communication:** communication is a process of conveying or transmitting messages such as information, ideas, or feelings from one person to another, as the receiver understands it (Glenn, 1981). In this study, it refers specifically to the oral communication of first year English major students in both the Bachelor of Arts and Bachelor of Education programs at Srinakharinwirot University.

**Oral communication strategy (OCSs):** is defined as "a systematic technique used by a speaker to express his or her meaning by word of mouth when faced with some difficulty" (Dörnyei, 1995). Specifically, in this study, it refers to the techniques used by second year English major students at Srinakharinwirot University to deal with English speaking problems.

**Scope of the Study**

This study was limited to first year English major students, including Bachelor of Arts and Bachelor of Education program students in the Faculty of Humanities at Srinakharinwirot University (SWU), Bangkok, Thailand. They were divided into three groups of English proficiency levels based on their TOEIC test scores. All of the participants were asked to complete a questionnaire and some participants were randomly selected to attend interviews. Moreover, this study focused on the OCSs that the students used in their English oral communication strategies. There were no other factors which were not discussed or studied.

# CHAPTER II

# LITERATURE REVIEW

This study was an investigation of the English oral communication strategies used by Thai EFL students at the beginner, intermediate, and advanced levels of English proficiency. The study aimed to investigate the differences in terms of the communication strategies used by the three groups. This chapter reviews some previous studies and the related literature used to support the study. This chapter contains their following aspects of the study:

1. Background of the Thai EFL students
2. Oral communication and its importance
3. Oral communication strategies
    3.1 The Classification of CSs
4. Related studies

**Background of Thai EFL students**

Learning English as a foreign language by non-native English speakers in a country where English is not commonly spoken (Wright, 2010). In other words, EFL is mainly used to describe students whose first language is not English and are learning English while living in their own country. For example, Thai students studying English in Thailand.

In a country that has its own language, such as Thailand, English is considered a foreign language (Suetae, 2010). English was first brought and taught to the royal family and government officials during the reign of King Mongkut. The main purpose

was for the benefit of using English to negotiate with international traders, particularly those from European countries (Aksornkool, 1981).

In 1996, the government supported the study of English in primary schools as a compulsory subject for all primary school children from Grade One (Foley, 2005). Foley (2005) also stated that the main goal was to develop the language proficiency of students to fulfill a number of purposes: communication, acquisition of knowledge, the use of English in tertiary level studies, career advancement and so on. The Thai Ministry of Education declared English to be a core subject in the school curriculum and therefore compulsory for all Thai students. They provided twelve years of free basic education in terms of learning English, compulsory from Grade One (Prathom One) to Grade Nine (Mattayom Three) and English is optional from Grade Ten (Mattayom Four) to Grade Twelve (Mattayom Six) (Foley, 2005).

Additionally, nowadays most universities in Thailand provide a range of English courses for their students (Clark, 2014). In private Thai universities, there were seventy seven undergraduates, thirty graduates and five Ph.D. curricula using English as the language of instruction. In governmental higher education institutions, there were one hundred and forty three undergraduates, two hundred and five graduates and seventy seven doctoral international programs in English which have been established either independently by Thai institutes or have linked with overseas institutes (Wiriyachitra, 2002). The students who study English language in Thailand are considered to be Thai EFL students. In the present study, Thai EFL students refer to the first year English major students at Srinakharinwirot University.

**Oral Communication**

Generally, communication is a process of conveying or transmitting messages such as information, ideas, or feelings from one person to another and understood by the receiver (Glenn, 1981). Effective communication is the process of sending a message in such a way that the message received is as close in meaning as possible to the intended message (Ricky, n.d.). In the same way, (Glenn, 1981) indicated that oral communication is a process in which messages or information is exchanged or communicated between sender and receiver through word of mouth or spoken language. In other words, oral communication is a way of sharing or exchanging information through the use of words in speech to convey a message. One person speaks and the other listens and understands the meaning of the spoken words. Surbhi (2015) added that oral communication is the oldest means of communication, which is most commonly used as a medium for the exchange of information. It involves gathering or disseminating information through spoken words.

In terms of the communication process, words play a crucial role in transmitting the message in the way it is intended to be conveyed. When words are used in the process of communication, it is known as verbal communication and can be performed orally or in written form (Moattarian & M, 2013). Most of the time, people use oral communication when they communicate with each other (Surbhi, 2015). In oral communication, communication is influenced by pitch, volume, speed, and clarity of speaking. It includes face-to-face conversations, speech, telephonic conversations, radio and television (Ferraro & Palmer, 2005). People normally use oral communication because it is convenient and less time-consuming. Nevertheless, the performance of face-to-face oral communication, which requires immediate responses.

Therefore, if the speaker is unable to consciously think about what they are delivering, as there is not enough time for that, so this may lead to misunderstandings or a communication breakdown (Ferraro & Palmer, 2005). Moreover, the limitations of this kind of communication is that when the words are spoken, they can never be taken back. However, Ferraro and Palmer (2005) also indicated that in a face-to-face conversation, speakers can apply nonverbal cues such as the body language, facial expressions and pitch or tone of voice, to enhance their speaking ability. Likewise, the listener who shares the context with the speaker is able to notice those cues in order to better follow the conversation. This allows communication between the speaker and the listener more effective.

Written communication is used as a formal method of communication, in which the message is carefully drafted and formulated in written form. The messages in written communication are influenced by the use of grammar and vocabulary, writing style, precision and the clarity of the language used (Surbhi, 2015). Written communication can be a time- consuming task. Unlike oral communication, written communication does not result in instant feedback. Messages can be edited and revised many times before they are actually sent. It takes more time to compose a written message and as a result, communication mistakes could be less frequent, in comparison for word-of-mouth or in oral communication (Ferraro & Palmer, 2005).

English communication, especially oral communication, is widely considered to be an important skill, which is widely used in many fields, especially in education and international business (Brumfit, 1982). Nowadays,

international business plays an important role in the economies of many countries. According to (Murphy, 2000), the rise of international businesses makes English a major unifying language of communication among business people in many different countries. It has got to the point where many international organizations are increasingly interested in hiring people with good English speaking skills. Moreover, Croucher (2015) stated that effective English oral communication will give an employee extra opportunities to gain a competitive advantage.

As a result, all students, including EFL students as a group of people who are going to enter the business world soon need to consider how to make themselves more competitive in a more challenging and demanding labor market. They need to acquire English communication abilities, especially oral communication skills in order to prepare themselves to obtain a good job in the future, due to the fact that English is currently the most used language in the business world (Neeley, 2012).

**Oral Communication Strategies**

A communication strategy is defined as "a systematic technique used by a speaker to express his or her meaning when faced with some difficulty" (Corder, 1981). Similarly,(Tarone, 1977) defined communication strategies as a way learners try to cope with their linguistic problems by using his own knowledge to transmit messages without necessarily considering situational appropriateness.

Additionally, Faerch and Kasper (1983) stated that communication strategies occur when an individual faces problems in reaching a particular communicative goal and tries to use a potentially conscious plan to solve linguistic problems. These plans are communication strategies. Communication strategies help the learners to continue

using the language when communicating with others. In the same way, oral communication strategies are techniques used to deal with speaking problems.

In this research, oral communication strategies signify techniques employed by Thai undergraduate first year EFL students at Srinakharinwirot University to solve their problems in terms of spoken communication.

**The Classification of Communication Strategies**

Tarone was the first researcher who classified the communication strategies used by non-native English language learners. He categorized the communication strategies (CSs) into five broad areas which include avoidance, paraphrasing, borrowing and appealing for assistance or mime (Tarone, 1981).

1. Avoidance can either be topic avoidance or message abandonment, according to the system of classification established by Tarone.

1.1 In topic avoidance, a second language listener tends to avoid topics that they are not familiar with which are raised by a speaker. For example, if a speaker is talking about calculus, but the listener has no idea about the topic and so avoids talking about that topic.

1.2 Message abandonment refers to a situation in which a speaker starts to talk about a topic, but might not complete a sentence or stop mid-sentence because they lack the sufficient information to complete it. For example, a speaker may leave a conversation incomplete when facing communication problems.

2. Paraphrasing may take the form of approximation, word coinage and circumlocution.

2.1 In approximation, a second language speaker may use a similar word to the target word despite the fact that the speaker knows that it does not have exactly the same meaning. For example, a speaker uses the word ‘pity’ instead of the word ‘empathy’, which has a similar but not identical meaning.

2.2 Word coinage means that a speaker may create non-existent words or develop a new vocabulary, which becomes easily accepted by the interlocutor, but is not strictly a correct term. For example, a speaker creates a new word, ‘air ball’, and uses it as a substitute for the meaning of the word ‘balloon.’

2.3 In circumlocution, the second language speaker describes or explains the characteristics, behaviors or thoughts about an object or action such as its color, size, shape, and function instead of using the appropriate target language structure or a definition. For example, if a speaker says “It’s a weapon that has long and straight shape with sharp-edge on one or both sides” instead of the word ‘sword’.

3. Borrowing is essentially borrowing a word or phrase from the native language to supplement the second language (English) message, either using a literal translation or language switch by directly using a native word without translating it.

3.1 Language switch is the way a speaker uses his mother tongue while speaking second language (English). For example, “I went to ตลาดน้ำ yesterday” instead of “I went to the floating market.”

3.2 Literal translation, or word-for-word translation, is a translation that closely follows the form of the source language or first language. For example, “คุณจะไปที่ไหน” as “You will go where?”

4. Appealing for assistance refers to when second language learners asked other people to help in order to complete sentences or the use of the most

appropriate term. For example, comprehension check strategy, clarification request strategy and confirmation check strategy.

4.1 Comprehension check means that a speaker asks to check if the interlocutor understands what they have or have not seen. For example, “Do you know what I mean?”

4.2 Clarification request means that a listener asks for an explanation about what they do not understand. For example, “Again please”, “Pardon?” or “What do you mean?”

4.3 Confirmation check is the way a listener repeats the word or sentence that the interlocutor has said in order to confirm if what they have heard is correct or not. For example, when a speaker states “I feel dizzy”, then the interlocutor repeats “Dizzy?” to confirm if it was heard correctly.

5. Mime or non-verbal communication refers to means that the learners communicate with through sending and receiving wordless clues or nonverbal communication. Gesture is also included in this strategy. It is the way that the learners use non-verbal techniques such as body language, facial expressions or eye contact in order to communicate.

5.1 Body language occurs when the learners utilize action to elaborate on their message when they do not know the words to say. For example, thumbs up and thumbs down are common gestures of approval or disapproval made by extending the thumb up or down. An “OK” or “Okay”, made by connecting the thumb and forefinger in a circle and holding the other fingers straight, which signals the word

and might mean correct, permissible or acceptable. Another example is that the speaker shrugs their shoulders to say “I don’t know.”

5.2 Facial expressions such as smiling or frowning can convey the mood of an individual or how they feel about or react to certain information. For example, a simple smile can indicate the approval of a message, while a scowl or frown might signal displeasure or disagreement. Another example is that when an individual raises their eyebrows it may mean that they are surprised or do not believe what they are hearing.

5.3 Eye contact occurs when two people look into their eyes at the same time. An example of eye contact was non-verbal communication, such as when an individual rolls their eyes to show that they were bored or had no interest in the conversation. In addition, disinterest was highly noticeable when little or no eye contact was made during communication is happening. However, when an individual is interested, their pupils will contract.

To sum up, Tarone classified communication strategies into five main strategies which contains thirteen sub-strategies. The strategies are: 1. Avoidance, which consists of 1.1 topic avoidance, 1.2 message abandonment; 2. paraphrasing consists of 2.1 approximation, 2.2 word coinage, 2.3 circumlocution; 3. borrowing, which consists of 3.1 language switch, 3.2 literal translation; 4. appealing for assistance, which consists of 4.1 comprehension check, 4.2 clarification request, 4.3 confirmation check; 5. mime or non-verbal, which consists of 5.1 body language, 5.2 facial expressions, 5.3 eye contact. Moreover, Tarone (1981) indicated that when two participants in a communicative situation realize that they do not understand each other, they revert to these categories in order to communicate. He also suggested that the

speaker should be aware that CSs are used differently by individuals to overcome a crisis which occurred when language structures were inadequate in terms of the thoughts of individuals.

Similarly, Corder (1981) developed his own taxonomy. Apart from the five aspects of the system of classification developed by Tarone, he also included message adjustment strategies and resource expansion strategies.

1. Message adjustment strategies or risk avoidance strategies are used when a second language learner cannot transmit the expected messages because of a low proficiency or limited linguistic knowledge. As a result, learners adjust their ability to what they are capable of in order to avoid the possibility of failure. In other words, learners prefer to reduce their message with the available resources. Message adjustment contains of: 1.1 topic avoidance, which can be defined as a rejection of involvement in or continuing a conversation on an unfamiliar topic according to the linguistic shortcomings of the speakers. 1.2 Message abandonment occurs when the learner begins the conversation but then cuts it short because they ran into difficulty with a rule in the target language. 1.3 Semantic avoidance means the speaker tries to transmit messages that are slightly different from what they expected but are still broadly related to the topic of the conversation. 1.4 Message reduction means that the speaker reduces the message by avoiding certain problematic linguistic structures or leaves out some intended elements because of a lack of linguistic knowledge.

2. Resource expansion strategies, on the other hand, are risk-taking strategies. In resource expansion strategies, learners prefer to adjust their messages to match their resources and seek help from interlocutors when faced with difficulties in their linguistic weak points in order to communicate their intended meaning in the

preferred manner. Resource expansion strategies consist of: 2.1. Borrowing is sometimes referred to as code- switching, which means that the learner transmits a native vocabulary or expression (L1), untranslated, into the target language (L2) utterance. It is the riskiest strategy because the interlocutor might not understand the switching of linguistic devices. 2.2. Paraphrase or circumlocution means the learner uses his experience of linguistic knowledge to solve communicative problems by describing concepts (circumlocution) or using a word that means the same thing (synonym) or an illustration or description of the characteristics of the target object. 2.3 An appeal for help means the learner asks for help from an interlocutor by using a word or expression, which means that they ask their interlocutor to help them to finish their utterances. 2.4 Paralinguistic or non-linguistic strategies means that the aspects of spoken communication that do not involve words, for example, body language, gestures, facial expressions and the pitch and tone of their voice.

To conclude, communication can be considered effective until the listeners understand the intended meaning of the message from the speaker. However, it is difficult for communicators to achieve their communication goals when the speaker and the listener have different native languages (Somsai & Intaraprasert, 2011). Therefore, communication strategies are often brought into action to deal with those problems, especially to do with speech. In other words, communication strategies are ways in which speakers attempt to solve linguistic problems through speaking. The communication strategies consisted of a variety of strategies and each strategy was utilized in different situations, depending on the speaker. Besides using strategies to deal with the problems, communication strategies are often used to enhance the effectiveness of communication (Bygate, 2002). Nevertheless, not only Tarone and

Corder classified communication strategies. Several researchers worked on their own taxonomy of communication strategies, for example, Faerch and Kasper, Blum and Levenston, Bialystok, and Dornyei and Scott (Delamere, 1998). However, Tarone was the first to propose a taxonomy of communication strategies used by non-native English language learners.

**Related Research**

This section displayed some previous related research on the following oral communication strategies:

Tarone (1977)investigated the types of communication strategies utilized by non-native speakers of English and speaking English as a second language. The participants were nine students with moderate language proficiency. They were asked to describe two simple drawings and a complex illustration in both English and their native language. The data was collected by using an observation approach. The communication strategies were directly observable in the transcripts of the production of learners. The results were as follows: 1) the CSs that the students employed in describing pictures were different and they used different strategies taken from their native language; 2) the CSs employed by students were paraphrasing, approximation, word coinage, literal translation, language switch, appeals for help, gestures and avoidance.

Cheng (2007) conducted a study to understand the communication strategies used by Taiwanese students when interacting with native English speakers during formal and informal interactions. The one hundred and two

Taiwanese international graduate students who studied at the University of Southern California (USC) in the 2006 academic year participated in this study. The participants were given a questionnaire asking their use of English oral communication strategies when speaking with native English speakers. The results indicated that there were three major communication approaches that Taiwanese preferred to use a meaningful communication approach (paraphrasing and appealing for help strategies), a word utilizing approach (borrowing strategies) and a playing it safe approach (avoidance strategies), respectively.

Binhayeearong (2009) examined the communication strategies used by students with high and low English proficiency in the grade nine (M.3) English Program at Attarkiah Islamiah School. The participants were twenty students whose average grades in four English subjects over two years from grades seven to nine (M.1 - M.2) were used as a criterion to divide them into high and low proficiency groups. The researcher used role-play and definition formulation tasks to elicit the communication strategies employed by each of the students. The analysis of the data was guided by a taxonomy of selected communication strategies and compiled from several taxonomies from the previously mentioned literature. The findings showed that there were significant differences between the use of communication strategies by the high and low proficiency students and their use of communication strategies in the role-play and definition formulation tasks. The 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.

Preedatawat (2010) explored which strategies international undergraduate students in Bangkok used when speaking English in real situations. The researcher also

investigated whether there were any differences in CSs used by students from different countries, faculties and genders. The four hundred undergraduate students in four universities in Bangkok were asked to complete the questionnaires and attend semi-structured interviews. The results showed that most of the students usually used circumlocution (the most frequently), self-repair, approximation, smurfing and appealing for help, respectively. The students from different countries, faculties and genders did not make any differences in the use of the communication strategies.

Nguyen and Nguyen (2016) studied the topic of oral English communication strategies among Vietnamese non-English majors at an intermediate level. The study was a combination of quantitative and qualitative research. The researcher analyzed and identified the use of communication strategies among twenty students in their recorded spoken performance and informal interviews. The results revealed that code-switching strategies were mostly used at 7.8%, then followed by clarification requests and asked for confirmation strategies which accounted for the same percentage at 6.2%, message abandonment, literal translation and asking for repetition were all 4.6%, and few students used topic avoidance (3.1%) in communication. According to the previously mentioned studies, there are many research studies on the English communication strategies used by EFL students in many countries, including Thailand. However, most of the studies were focused on the frequency of the CSs were used, and the types of CSs that utilized the same level of students. The studies on CSs used different English proficiency levels of Thai EFL students were rarely found. Therefore, a researcher would like to

investigate Thai EFL university students with different English proficiency levels about what CSs they used and to investigate what the differences between these groups of students.

# CHAPTER III

# RESEARCH METHODOLOGY

## Research Design

This present study was a mixed approach research; both quantitative and qualitative. It was conducted as a case study of first year English major students at Srinakarinwirot University. The study was based on survey forms and semi-structured interviews which were the core database used in the current study. The data were collected and reported in table form for improved readability and accessibility to a larger readership. The Likert-type survey was considered the main research tool for this study as it allowed the personal preferences of the respondents to be reflected in their responses, indicating the degree to which the respondent perceives their use of OCSs. Additionally, the Likert-type survey used minimal time and resources on the part of both the respondent and the researcher.

## Participants

The target participants in this study included eighty nine English majors at Srinakarinwirot University. The participants consisted of seventy students in the Bachelor of Arts program (B.A.) and nineteen students in the Bachelor of Education program (B.Ed.), who were selected through purposive sampling. The participants were of a similar age, ranging from twenty to twenty-one years of age at the time the study was conducted. They were all homogeneous with regard to age, ethnicity, mother tongue, exposure to English

and in terms of their educational and cultural background. All of the students were first year English majors at Srinakharinwirot University and were required to take English proficiency tests, specifically the Test of English for International Communication (TOEIC). As a result, all of the first year students had their TOEIC scores in hand. Therefore, the students were divided into three groups, consisting of beginner, intermediate and advanced levels, which were based on their TOEIC scores. Normally, TOEIC scores are divided into six levels, which were 0-250 points, 255-400 points, 405-600 points, 605-780 points, 785-900 points, and 905-990 points ("Interpret your Toeic score," n.d.). The three groups of the students in this study were grouped by TOEIC score as follows: 0-400 points for the beginner group, 405-780 points for the intermediate level group, and 785-990 points for the advanced level group. Then, all of the students in the sample groups were assigned to complete a self-evaluation questionnaire form. The students were informed of the purpose of the study on the survey. The data per individual respondents were presented anonymously in the study.

After that, twelve first year English major students, which consisted of six students from the B.A. group and six students from the B.Ed. group were selected by simple random sampling technique to take part in a one-on-one semi-structured interviews about their use of OCSs. The researcher purposely chose twelve students out of all of the participants because the sample size for many qualitative research studies typically consists of twelve to twenty homogeneous interview participants (Guest, Bunce, & Johnson, 2006). This was consistent with the statements of Latham (2013), who claimed that saturation often occurs between twelve and fifteen participants. Moreover, according to Morse (1994), there are no specific rules when determining an appropriate sample size in qualitative research.

**Research Instruments**

The instruments used in this study can be described as follows:

**1. Self-evaluation questionnaire on the oral communication strategies used**

The main instrument used in this study is a self-evaluation questionnaire on oral communication strategies. The questionnaire was divided into two parts: personal data and self-evaluation questions. The latter part consisted of self-evaluation sentences that were adapted from the taxonomy of communication strategies composed by (Tarone, 1981). The questionnaire was constructed and developed, based the study by Tarone, by the present researcher for the purposes of this study. A Likert scale questionnaire was designed to assess the use of communication strategies and what kinds of strategies students used in English oral communication. The five-point scale on the questionnaire ranged from one (never true for me) to five (always true for me). The questionnaire was written both in English and Thai to avoid the problem of misunderstandings regarding questions.

The communication strategies that the questions in part two of the questionnaire are based on were classified into thirteen items according to the taxonomy of communication strategies by Tarone. They are as follows:

1. Avoidance strategies

1.1 Topic avoidance (item nine; “I avoid talking about unknown words or unfamiliar topics that are raised by the speaker.”)

1.2 Message abandonment (item one; “I leave a conversation incomplete when facing a communication problem.”)

2. Paraphrasing strategies

2.1 Approximation (item two; “When I cannot think of an English word, I use another word, phrase, or sentence with the same meaning to express the same idea. For example, the word ‘pity’ was used instead of the word ‘empathy’ which has the same meaning.”)

2.2 Word coinage (item three; “I try to create a new word for some terms I do not know, for example “airball” instead of “balloon”.)

2.3 Circumlocution (item four; “I try to explain characteristics of the object or action instead of using an English word I do not know. For example, you say that ‘It’s a weapon that has long and straight shape with sharp-edged on one or both sides” instead of saying ‘sword’.”)

3. Borrowing strategies

3.1 Language switch (item five; “When I cannot think of an appropriate word, phrase or sentence, I use the Thai word” For example, “I went to ตลาดนัด yesterday” instead of “I went to the floating market yesterday.”)

3.2 Literal translation (item six; “I translate directly from my mother tongue when I have difficulties expressing certain meaning in English”)

4. Appealing for assistance strategies

4.1 Comprehension check (item seven; “When I said something in English and I am not sure whether the listener understands, I ask him to check.” For example, “Do you know what I mean?”)

4.2 Clarification request (item ten; “If I am not sure about what the speaker says, I ask the speaker for help” For example, “Could you say it again please? ” or “Could you explain it please?” )

4.3 Confirmation check (item eleven; “if I am not sure whether what I heard is correct, I repeat the word or sentence that said by the speaker in order to confirm the correction”)

5. Mime or non-verbal strategies

5.1 Body language (item eight; “I use hand gestures to communicate when I do not know the English words. For example, “When I want to praise someone but I do not know how to say it in English, I make a thumbs up instead.”)

5.2 Facial expression (item twelve; “I use facial expressions to communicate instead of English words or sentences when I do not know English. For example, “When I do not agree with what the speaker says, but do not know how to tell him in English, I frown to let him know.”)

5.3 Eye contact (item thirteen; “I use eyes contact to communicate when I do not know English. For example, “When I start to not understand and do not want to continue the thing that the speaker is saying, I roll my eyes to let him know instead of speaking English.”)

The content validity and the accuracy of language use of each item in the questionnaire were examined by three experts of English major in Faculty of Humanities at Srinakharinwirot Universiy. The experts rated the items by giving the item a rating of 1 (for clearly measuring), -1 (for clearly not measuring), or 0 (for unclear) for each objective (Turner, Mulvenon, Thomas, & Balkin, 2002). Next, the Index of Item-Objective Congruence (IOC) formula was used to evaluate the content validity. The item which a value of .50 or higher is considered acceptable. The IOC result of the questionnaire was 0.97.

$$IOC = \frac{\Sigma R}{N}$$

$\Sigma R$ means the total score for each item given by all the experts.

$N$ means the number of experts reviewing the item validity.

**2. A Semi-Structured Interview**

A semi-structure interview was employed to investigate the use of students in CSs. The interview method was chosen to ensure accurate results from the questionnaires because it also allowed students the freedom to express their own opinion and provided reliable qualitative data. The twelve students were randomly selected for this interview.

The two open-ended questions were prepared by the researcher. The first question was "What strategies do you use when you don't know how to say things you want to say in English?" and the second was "If you do not understand for what the speaker is saying, what will you do?"

In order to determine the validity of the study, the researcher asked three specialists to review the instruments; a set of questionnaires to examine the use of communication strategies by the students and a set of interview questions.

**Data Collection**

This study aimed to investigate the CSs used by first year English major students in both the Bachelor of Arts and Bachelor of Education programs at Srinakarinwirot University. The questionnaires and semi-structured interviews were used to collect quantitative and qualitative data. After the research proposal was approved, the researcher proceeded to the data gathering step of the research. The data

were collected in the first semester of 2017 academic year. The data collection procedures were as follows:

1. Letters were sent to the advisors of the first year English major students in the Bachelor of Arts and Bachelor of Education programs to ask for permission to collect the data.

2. The researcher collected the data outside the classroom after classes were completed because students were available and had more time to participate. Then, the researcher explained the terms and characteristics of CSs briefly to participants and let them ask questions at any time if they did not understand some concept before then having them complete the questionnaires.

3. After collecting the completed questionnaires, the researcher randomized the sample group for interviews.

4. The collected data was analyzed with a statistical analysis program in order to determine the results from the answers to each research question.

5. Finally, after the data collection and data were completed, the researcher processed and delivered the results in the research report.

**Data Analysis**

This study was mixed methods research. The data on this research were collected with a questionnaire which was analyzed to find the frequency ($f$), mean score ( $\bar{x}$ ), standard deviations (SD), percentage (%), ANOVA and a t-test by using the Statistical Package for Social Sciences (SPSS/PC) program.

1. The demographic data of the participants were reported in the form of a percentage (%).

2. A five-point Likert scale was used to score the levels of the participants used in terms of their usage of English oral communication strategies. It is a scale used in a questionnaire to specify the level, based on the criteria of Likert (1932) as follows:

| Scale | Used level | Mean Range |
|---|---|---|
| 5 | Always | 4.21 – 5.00 |
| 4 | Usually | 3.41 – 4.20 |
| 3 | Occasionally | 2.61 – 3.403 |
| 2 | Seldom | 1.81 – 2.60 |
| 1 | Never | 1.00 – 1.80 |

3. Research question one: What communication strategies do Thai EFL students use at the beginner, intermediate, and advanced levels of English proficiency in terms of oral communication? For this question, the statistical procedure employed to examine the usage of CSs were frequency ($f$), percentage (%), mean score ( $\bar{x}$ ) and standard deviation (SD).

4. Research question two: Are there any significant differences in the use of communication strategies among students who are at the beginner, intermediate, and advanced levels of English proficiency? The statistical procedure used to analyze the data in this question was ANOVA, which was used to compare the means of more than three variables.

5. Research question three: Are there any significant differences in the use of communication strategies between English major students in the Bachelor of Arts and the Bachelor of Education programs? The statistical procedures used to analyze the data in this question was a t-test. The t-test was used to compare the means of the OCSs used between two variables.

6. The semi-structured interview was analyzed by some techniques of content analysis.

# CHAPTER IV

# RESULTS OF THE STUDY

This study was conducted to investigate the English oral communication strategies used among Thai EFL Students at the beginner, intermediate, and advanced levels of English proficiency. The English proficiency of the students were categorized based on the TOEIC score criteria. The study attempted to answer what OCSs that Thai EFL students of different levels used or did not use and whether or not there were any significant differences among the OCSs used among the three levels students. Moreover, the study aimed to examine whether or not there were any significant differences in the OCSs used among English major students in the Bachelor of Arts (B.A.) and the Bachelor of Education (B.Ed.) programs.

This chapter presents the findings of the data collected in relation to the research questions. The first part of the chapter presents the demographic data of the participants and their TOEIC scores. The second part presents OCSs use of the students in each level of English proficiency. The third part presents the comparison of the different use of OCSs among the students at different levels. The forth part presents the comparison of the OCSs used between the students in two different programs. The fifth part shows the results from the semi-structured interviews and the last part is the summary of the chapter.

**4.1 Demographic Data**

The first part of the questionnaire sought demographic data concerning gender, age, major field of study and TOEIC score. All information was displayed in the form of frequency and percentage of the participants as follows:

Table 1: Demographic Features of the Participants

| **Category** | **Frequency** | **Percentage** |
|---|---|---|
| Gender | | |
| Male | 16 | 17.98 |
| Female | 73 | 82.02 |
| Age | | |
| 19 years old | 12 | 13.48 |
| 20 years old | 77 | 86.51 |
| Program: | | |
| Bachelor of Arts in English | 70 | 78.65 |
| Bachelor of Education in English | 19 | 21.35 |
| TOEIC Score: | | |
| 0 - 400 points | 11 | 12.36 |
| 405 - 780 points | 69 | 77.53 |
| 785 - 990 points | 9 | 10.11 |
| **Total** | 89 | 100 |

According to Table 1, a total of eighty-nine participants took part in this study. The number of the participants in the study included seventy-three females (82.01%) and sixteen men (17.98%). The twelve selected participants

(13.48%) were nineteen years old, and seventy-seven of the participants (86.51%) were twenty years old. The participants studied in the Bachelor of Arts in English program and included seventy students (78.65%), and there were nineteen Bachelor of Education in English students (21.35%). The table also showed that the 77.53% of participants had a TOEIC score in the range of 405 – 780 points, 12.36% of participants had TOEIC score in the range of 0-400 points, and 10.11% of participants had TOEIC score in the range of 785 – 990 points respectively.

### 4.2. OCS Use among Students at Each Level of English Proficiency

The second part of the questionnaire sought the OCS preferences of the participants. All information was measured to elicit OCS preferences. A series of closed-ended questions with a 5-point Likert scale were used to measure the degree of OCS usage. The findings were shown in the form of mean ( $\bar{x}$ ) and standard deviation (S.D.).

**Research Question 1:** What communication strategies do Thai EFL students at the beginner, intermediate and advanced levels of English proficiency utilized in oral communication?

Table 2: OCS preferences of the students at the beginner level of English proficiency

| Oral Communication Strategies | $\bar{X}$ | *S.D.* | Degree of use |
|---|---|---|---|
| 1. Topic avoidance: *I avoid talking about unknown words or unfamiliar topics that are raised by the speaker.* | 4.18 | 0.75 | Usually |
| 2. Message abandonment: *I leave a conversation incomplete when facing a communication problem.* | 3.64 | 0.67 | Usually |
| 3. Approximation: *When I cannot think of an English word, I use another word phrase, or sentence that meaning the same to express idea. For example, I say "I've got a very big problem." Instead of "I've got a huge problem." which has the same meaning.* | 2.36 | 0.50 | Seldom |
| 4. Word coinage: *I try to create a new word for some terms I do not know, for example "airball" instead of "balloon".* | 3.45 | 0.68 | Usually |
| 5. Circumlocution: *I try to explain characteristics of the object or action instead of using an English word I dot't know. For example, I say "It's a weapon that has long and straight shape with sharp-edged on one or both sides." instead of the word "sword".* | 3.18 | 0.75 | Occasionally |

Table 2 (continued)

| Oral Communication Strategies | $\bar{X}$ | *S.D.* | Degree of use |
|---|---|---|---|
| 6. Language switch: *When I cannot think of an appropriate word, phrase or sentence, I use Thai word instead." For example, "I went to ตลาดน้ำ yesterday" instead of "I went to the floating market yesterday."* | 3.09 | 0.83 | Occasionally |
| 7. Literal translation: *I translate directly from my mother tongue when I have difficulties expressing certain meaning in English. For example, in a sentence "คุณจะไปที่ไหน" I say "You will go where?" instead of "Where are you going?* | 3.55 | 1.03 | Usually |
| 8. Comprehension check: *When I said something in English and I wasn't sure whether the listener understood, I asked him to check." For example, "Do you know what I mean?"* | 2.91 | 0.70 | Occasionally |
| 9. Clarification request: *If I wasn'tt sure about what the speaker says, I ask the speaker to help" For example, "Could you say it again please? " or "Could you explain it please?* | 4.45 | 0.68 | Always |

Table 2 (continued)

| Oral Communication Strategies | $\bar{X}$ | *S.D.* | Degree of use |
|---|---|---|---|
| 10. Confirmation check: *When I wasn"t sure whether what I heard is correct, I repeated the word or sentence that said by the speaker in order to confirm the correction* | 3.45 | 0.52 | Usually |
| 11. Body language: *I use hand gestures to communicate when I do not know English words. For example, When I want to praise someone but I do not know how to say it in English, I make a thumb up instead.* | 4.45 | 0.52 | Always |
| 12. Facial expression: *I use facial expressions to communicate instead of English words or sentences when I do not know English. For example, When I do not agree with what the speaker says but I do not know how to tell him in English, I frown to let him know* | 4.36 | 0.80 | Always |
| 13. Eye contact: *I avoid an eye contact when I don't understand or can't follow a conversation.* | 4.45 | 0.52 | Always |
| Overall Oral Communication Strategies | 3.66 | .186 | Usually |

Based on Table 2, the preference of OCSs usage of the students at the beginner level of English proficiency:

The beginners always used a clarification request strategy ( $\bar{x}$ = 4.45), a body language strategy ( $\bar{x}$ = 4.45), an eye contact strategy ( $\bar{x}$ = 4.45) and a facial expression strategy ( $\bar{x}$ = 4.36). The students usually used a topic avoidance strategy ( $\bar{x}$ = 4.18), a message abandonment strategy ( $\bar{x}$ = 3.64), a word coinage strategy ( $\bar{x}$ = 3.45), a literal translation strategy ( $\bar{x}$ = 3.55) and a confirmation check strategy ( $\bar{x}$ = 3.45). They occasionally used a circumlocution strategy ( $\bar{x}$ = 3.18), a language switch strategy ( $\bar{x}$ = 3.09) and a comprehension check strategy ( $\bar{x}$ = 2.91). Furthermore, most of the students at this level seldom used an approximation strategy ( $\bar{x}$ = 2.36).

In summary, the students at beginner level usually used OCSs ( $\bar{x}$ = 3.66). The results indicated that the frequency of OCS usage among all students at this level went in the same direction and showed that the average for standard deviation (S.D.) was 0.186, which was less than 1.25 (Panthai, 2002). In the same way, the S.D. in each strategy was less than 1.25, which indicated that the preference for each OCS among the students at the beginner level were similar.

Table 3: OCS preferences among students at an intermediate level of English proficiency

| Oral Communication Strategies | $\bar{X}$ | *S.D.* | Degree of use |
|---|---|---|---|
| 1. Topic avoidance: *I avoid talking about unknown words or unfamiliar topics that are raised by the speaker.* | 2.72 | 0.82 | Occasionally |
| 2. Message abandonment: *I leave a conversation incomplete when facing a communication problem.* | 3.35 | 0.68 | Usually |
| 3. Approximation: *When I cannot think of an English word, I use another word phrase, or sentence that meaning the same to express idea. For example, I say "I've got a very big problem." Instead of "I've got a huge problem." which has the same meaning.* | 3.97 | 0.76 | Usually |
| 4. Word coinage: *I try to create a new word for some terms I do not know, for example "airball" instead of "balloon".* | 3.86 | 0.75 | Usually |
| 5. Circumlocution: *I try to explain characteristics of the object or action instead of using an English word I don"t know. For example, I say "It"s a weapon that has long and straight shape with sharp-edged on one or both sides." instead of the word "sword".* | 3.20 | 0.77 | Occasionally |

Table 3 (continued)

| Oral Communication Strategies | $\bar{X}$ | *S.D.* | Degree of use |
|---|---|---|---|
| 6. Language switch: *When I cannot think of an appropriate word, phrase or sentence, I use Thai word instead." For example, "I went to ตลาดน้ำ yesterday" instead of "I went to the floating market yesterday."* | 1.83 | 0.68 | Seldom |
| 7. Literal translation: *I translate directly from my mother tongue when I have difficulties expressing certain meaning in English. For example, in a sentence "คุณจะไปที่ไหน" I say "You will go where?" instead of "Where are you going?* | 3.74 | 0.83 | Usually |
| 8. Comprehension check: *When I said something in English and I wasn't sure whether the listener understood, I asked him to check." For example, "Do you know what I mean?"* | 3.70 | 0.67 | Usually |
| 9. Clarification request*: If I am not sure about what the speaker says, I ask the speaker to help" For example, "Could you say it again please? " or "Could you explain it please?* | 4.51 | 0.53 | Always |

Table 3 (continued)

| | | | |
|---|---|---|---|
| 10. Confirmation check: *When I wasn't sure whether what I heard is correct, I repeated the word or sentence that said by the speaker in order to confirm the correction* | 3.36 | 0.72 | Occasionally |
| 11. Body language: *I use hand gestures to communicate when I do not know English words. For example, When I want to praise someone but I do not know how to say it in English, I make a thumb up instead.* | 4.03 | 0.72 | Usually |
| 12. Facial expression: *I use facial expressions to communicate instead of English words or sentences when I do not know English. For example, When I do not agree with what the speaker says but I do not know how to tell him in English, I frown to let him know* | 3.81 | 0.79 | Usually |
| 13. Eye contact: *I avoid an eye contact when I don't understand or can't follow a conversation.* | 2.28 | 0.82 | Seldom |
| Overall Communication Strategies | 3.41 | .240 | Usually |

Based on Table Three, the preference of OCS usage among students at an intermediate level of English proficiency, as shown below:

The students at the intermediate level always employed a clarification request strategy ( $\bar{x}$ = 4.51). The students usually used a body language strategy ( $\bar{x}$ = 4.03), an approximation strategy ( $\bar{x}$ =3.97), a word coinage strategy ( $\bar{x}$ = 3.86), a facial expression strategy ( $\bar{x}$ = 3.81), a literal translation strategy ( $\bar{x}$ = 3.74), a comprehension check strategy ( $\bar{x}$ = 3.70) and a message abandonment strategy ( $\bar{x}$ = 3.35). They occasionally used a confirmation check ( $\bar{x}$ = 3.36), a circumlocution strategy ( $\bar{x}$ = 3.20) and a topic avoidance strategy ( $\bar{x}$ = 2.72). Most of the students at the intermediate level seldom used an eye contact strategy ( $\bar{x}$ = 2.28) and a language switch strategy ( $\bar{x}$ = 1.83).

In summary, the students at the intermediate level usually used OCSs ( $\bar{x}$ = 3.41). The results indicated that the frequency of OCS usage by the students at this level went in the direction and showed that the average of standard deviation (S.D.) was 0.24, which was less than 1.25 (Panthai, 2002). In the same way, the S.D. in each strategy was less than 1.25, indicating that the preference of each OCS of the students at an intermediate level were not much different.

Table 4: OCS preferences of the students at advanced level of English proficiency

| Oral Communication Strategies | $\bar{X}$ | *S.D.* | Degree of use |
|---|---|---|---|
| 1. Topic avoidance: *I avoid talking about unknown words or unfamiliar topics that are raised by the speaker*. | 1.33 | 0.50 | Never |
| 2. Message abandonment: *I leave a conversation incomplete when facing a communication problem.* | 2.33 | 0.70 | Seldom |
| 3. Approximation: *When I cannot think of an English word, I use another word phrase, or sentence that meaning the same to express idea. For example, I say "I've got a very big problem." Instead of "I've got a huge problem." which has the same meaning.* | 4.56 | 072 | Always |
| 4. Word coinage: *I try to create a new word for some terms I do not know, for example "airball" instead of "balloon".* | 2.89 | 1.05 | Occasionally |
| 5. Circumlocution: *I try to explain characteristics of the object or action instead of using an English word I don"t know. For example, I say "It"s a weapon that has long and straight shape with sharp-edged on one or both sides." instead of the word "sword".* | 4.78 | 0.44 | Always |

Table 4 (continued)

| Oral Communication Strategies | $\bar{X}$ | *S.D.* | Degree of use |
|---|---|---|---|
| 6. Language switch: *When I cannot think of an appropriate word, phrase or sentence, I use Thai word instead." For example, "I went to ตลาดน้ำ yesterday" instead of "I went to the floating market yesterday."* | 1.89 | 1.03 | Seldom |
| 7. Literal translation: *I translate directly from my mother tongue when I have difficulties expressing certain meaning in English. For example, in a sentence "คุณจะไปที่ไหน" I say "You will go where?" instead of "Where are you going?* | 2.89 | 0.60 | Occasionally |
| 8. Comprehension check: *When I said something in English and I wasn"t sure whether the listener understood, I asked him to check." For example, "Do you know what I mean?"* | 3.11 | 0.60 | Occasionally |
| 9. Clarification request: *If I am not sure about what the speaker says, I ask the speaker to help" For example, "Could you say it again please? " or "Could you explain it please?* | 4.67 | 0.50 | Always |

Table 4 (continued)

| Oral Communication Strategies | $\bar{X}$ | *S.D.* | Degree of use |
|---|---|---|---|
| 10. Confirmation check: *When I wasn"t sure whether what I heard is correct, I repeated the word or sentence that said by the speaker in order to confirm the correction* | 4.00 | 1.00 | Usually |
| 11. Body language: *I use hand gestures to communicate when I do not know English words. For example, When I want to praise someone but I do not know how to say it in English, I make a thumb up instead.* | 4.44 | 0.52 | Always |
| 12. Facial expression: *I use facial expressions to communicate instead of English words or sentences when I do not know English. For example, When I do not agree with what the speaker says but I do not know how to tell him in English, I frown to let him know* | 2.44 | 0.88 | Seldom |
| 13. Eye contact: *I avoid an eye contact when I don't understand or can't follow a conversation.* | 2.00 | 0.70 | Seldom |
| Overall Oral Communication Strategies | 3.18 | 0.13 | Occasionally |

Based on Table Four, the preference of OCS usage of students at an advanced level of English proficiency showed below:

Students at the advanced level always used a circumlocution strategy ( $\bar{x}$ = 4.78), a clarification request strategy ( $\bar{x}$ = 4.67), an approximation strategy ( $\bar{x}$ = 4.56) and a body language strategy ( $\bar{x}$ = 4.44). The students usually used a confirmation check strategy ( $\bar{x}$ = 4.00). They occasionally employed a comprehension check strategy ( $\bar{x}$ = 3.11), a word coinage strategy ( $\bar{x}$ = 2.89) and a literal translation strategy ( $\bar{x}$ = 2.89). Most of the students at the advanced level seldom used a facial expression strategy ( $\bar{x}$ = 2.44), a message abandonment strategy ( $\bar{x}$ = 2.33), an eye contact strategy ( $\bar{x}$ = 2.00) and a language switching strategy ( $\bar{x}$ = 1.89). Most of the students at the advanced level never used a topic avoidance strategy ( $\bar{x}$ = 1.33).

In summary, the students at the advanced level occasionally used OCSs ( $\bar{x}$ = 3.18). The results indicated that the frequent use of OCSs by all of the students at this level went in the same direction and the average standard deviation (S.D.) was 0.13, less than 1.25 (Panthai, 2002). In the same way, the S.D. in each strategy was less than 1.25, indicating that the preference for each OCSs among the students at the advanced level were not much different or went in the same direction.

### 4.3 Comparison of OCSs used among the Students at the Three Levels of English Proficiency

This section showed the results from the questionnaire on the OCS preferences of the participants at the beginner, intermediate and advanced level. A One-Way

ANOVA was used to measure the differences of OCSs used among the participants at three different levels.

**Research Question 2:** Are there any significant differences in the use of communication strategies among students at the beginner, intermediate, and advanced levels of English proficiency?

Table 5: Comparison between three groups of English proficiency level students and OCS usage

| Oral Communication Strategies | Beginning Level | | Intermediate Level | | Advanced Level | | *P-value* |
|---|---|---|---|---|---|---|---|
| | $\overline{X}$ | *S.D.* | $\overline{X}$ | *S.D.* | $\overline{X}$ | *S.D.* | |
| 1. Topic avoidance | 4.18 | 0.75 | 2.72 | 0.82 | 1.33 | 0.50 | .000* |
| 2. Message abandonment | 3.64 | 0.67 | 3.35 | 0.68 | 2.33 | 0.70 | .000* |
| 3. Approximation | 2.36 | 0.50 | 3.97 | 0.76 | 4.56 | 0.72 | .000* |
| 4. Word coinage | 3.45 | 0.68 | 3.86 | 0.75 | 2.89 | 1.05 | .005* |
| 5. Circumlocution | 3.18 | 0.75 | 3.20 | 0.77 | 4.78 | 0.44 | .000* |
| 6. Language switch | 3.09 | 0.83 | 1.83 | 0.68 | 1.89 | 1.53 | .000* |
| 7. Literal translation | 3.55 | 1.03 | 3.74 | 0.83 | 2.89 | 0.60 | .019* |
| 8. Comprehension check | 2.91 | 0.70 | 3.70 | 0.67 | 3.11 | 0.60 | .000* |
| 9. Clarification request | 4.45 | 0.68 | 4.51 | 0.53 | 4.67 | 0.50 | .661 |

Table 5 (continued)

| Oral Communication Strategies | Beginning Level | | Intermediate Level | | Advanced Level | | *P-value* |
|---|---|---|---|---|---|---|---|
| | $\bar{X}$ | *S.D.* | $\bar{X}$ | *S.D.* | $\bar{X}$ | *S.D.* | |
| 10. Confirmation check | 3.45 | 0.52 | 3.36 | 0.72 | 4.00 | 1.00 | .056 |
| 11. Body language | 4.45 | 0.52 | 4.03 | 0.72 | 4.44 | 0.52 | .061 |
| 12. Facial expression | 4.36 | 0.80 | 3.81 | 0.79 | 2.44 | 0.88 | .000* |
| 13. Eye contact | 4.45 | 0.52 | 2.28 | 0.82 | 2.00 | 0.70 | .000* |
| Overall OCSs | 3.66 | .186 | 3.41 | .240 | 3.18 | 0.13 | .000* |

From Table 5, the researcher grouped all of the participants both B.A. students and B.Ed. students into three groups according to their English proficiency divided by TOEIC scores which are beginner level, intermediate level and advanced level. When the One Way ANOVA was used to test for the research question two, a statistically significant difference was mostly found between the three groups of English proficiency level students and OCSs used. However, no statistically significant differences were found between the groups of students and three OCSs, including a clarification request, a confirmation check and a body language. The details of each strategy are shown below:

There was a statistically significant difference found between the three groups of students in using a topic avoidance strategy ($p<0.05$), a message abandonment strategy ($p<0.05$) and an approximation strategy ($p<0.05$). Hence, the students from different English proficiency levels reported differences in the use of approximation

strategy, word coinage strategy ($p<0.05$), circumlocution strategy ($p<0.05$), language switch strategy ($p<0.05$), literal translation strategy ($p<0.05$), comprehension check strategy ($p<0.05$), facial expression strategy ($p<0.05$) and eye-contact strategy ($p<0.05$). Hence, the students from different English proficiency levels reported differences in the previously mentioned strategies.

There were no statistically significant differences found in the use of three OCSs which included a clarification request strategy ($p>0.05$), a confirmation check strategy ($p>0.05$) and a body language strategy ($p>0.05$). Hence, students at different levels did not show any statistical differences with reference to the previously mentioned strategies.

In summary, even though there are three OCSs (clarification request strategy, confirmation check strategy and a body language strategy) that the different groups of students at different English proficiency levels did not use them differently, the overall results revealed that statistically significant differences were found between different levels of students and OCSs used as a P-value $<0.05$. Therefore, students from different levels of English proficiency tend to utilize different OCSs.

**4.4 The Comparison of OCSs used between Students in Different Programs**

This section concerns the results from the questionnaire about OCS preferences of the participants in the B.A. and the B.Ed. program. A t-test was used to measure the differences between the OCSs used between the participants in two different programs.

**Research Question 3:** Are there any significant differences in the use of communication strategies between English major students in the Bachelor of Arts and Bachelor of Education programs?

Table 6: Comparison of OCS usage among B.A. and B.Ed. students

| Oral Communication Strategies | *B.A. students* (n=70) | | *B.Ed. students* (n=19) | | *t* | *P-value* |
|---|---|---|---|---|---|---|
| | $\bar{X}$ | *S.D.* | $\bar{X}$ | *S.D.* | | |
| 1. Topic avoidance | 2.67 | 0.98 | 3.42 | 0.60 | .045 | .833 |
| 2. Message abandonment | 3.73 | 0.90 | 3.89 | 0.87 | 8.241 | .005* |
| 3. Approximation | 3.24 | 0.73 | 2.95 | 0.91 | 1.298 | .258 |
| 4. Word coinage | 3.83 | 0.78 | 4.05 | 0.78 | 4.606 | .035* |
| 5. Circumlocution | 3.29 | 0.90 | 3.63 | 0.76 | 14.714 | .000* |
| 6. Language switch | 1.81 | 0.80 | 2.63 | 1.01 | .004 | .952 |
| 7. Literal translation | 3.53 | 0.71 | 4.00 | 0.94 | .768 | .383 |
| 8. Comprehension check | 3.51 | 0.67 | 3.63 | 0.89 | .642 | .425 |
| 9. Clarification request | 3.53 | 0.71 | 3.11 | 0.80 | .636 | .427 |
| 10. Confirmation check | 4.51 | 0.53 | 4.53 | 0.61 | 2.304 | .133 |
| 11. Body language | 4.14 | 0.70 | 4.05 | 0.70 | .948 | .333 |
| 12. Facial expression | 3.79 | 0.88 | 3.58 | 1.07 | 6.919 | .010* |
| 13. Eye contact | 2.30 | 1.08 | 3.00 | 1.05 | 1.686 | .198 |
| Overall OCSs | 3.43 | .251 | 3.37 | .255 | .802 | .373 |

Table Six shows that when a t-test or independent sample t-test was used to test research question three, the overall mean scores were not significantly different between the programs (B.A. and B.Ed.) and OCS usage ($p>0.05$). Therefore, the students who studied in different programs did not show statistical differences in terms of OCS usage. Other details about each of the strategies were as follows:

The mean scores were not significantly different between the two programs in using a topic avoidance strategy ($p>0.05$), an approximation strategy ($p>0.05$), a language switch strategy ($p>0.05$), a literal translation strategy ($p>0.05$), a comprehension check strategy ($p>0.05$), a clarification request strategy ($p>0.05$), a confirmation check strategy ($p>0.05$) and a body language strategy ($p>0.05$). Hence, students from different programs did not show statistical differences in using the previously mentioned strategies.

The mean scores were significantly different between the two programs in terms of using a message abandonment strategy ($p<0.05$), a word coinage strategy ($p<0.05$), a circumlocution strategy ($p<0.05$) and a facial expression strategy ($p<0.05$). Hence, the students from different programs did not show statistical differences in terms of strategy usage.

In summary, even though statistically significant differences were found in the use of the four OCSs (message abandonment strategy, word coinage strategy, circumlocution strategy and facial expression strategy) between B.A. and B.Ed. students. The overall results showed that there were no statistically significant differences between students from different

programs and OCSs used as a P-value >0.05. Therefore, the students who come from different programs did not use OCSs differently.

**4.5 Semi-Structured Interviews**

The data from the interview were analyzed by content analysis. The results from interviewing some students in the Bachelor of Arts in English and Bachelor of Education in English programs supported the results from the questionnaires.

The first interview question was "What strategies do you use when you don't know how to say things you want to say in English?" The results showed that the interviewees preferred to use a body language strategy, a circumlocution strategy and an approximation strategy, respectively, when facing problems communicating in English. All of the twelve interviewed students agreed to use body language strategies when faced with communication problems. The students said, "If I can't explain the things I want to say, I'll use body language to explain the term that I'm talking about.", "I try to explain the term I don't know by using gestures." In terms of the circumlocution strategy, there were six students that mentioned that they often used this strategy. For example, "I tried to explain the meaning of the English word that I don't know to let the listener know what I'm talking about", as one student said. Other students claimed that they tried to identify the characteristics or functions of the specific word to make the listener understand. The four interviewed students said that they prefer using an approximation strategy. For example, they said, "When I have a problem communicating, I will try to think about what I really want to say and I will use the word that has the same meaning to the thing that I want to talk about", "I use another word which is easier that meaning the same", and someone also said that "I use the similar word instead of the word that I don't know".

The second question was “If you don’t understand what the speaker is saying, what will you do?” The results for this question showed that the students usually used the two OCSs which were a clarification request strategy and a facial expression strategy. The clarification request strategy was mentioned by eight students. For example, one student commented, “I will say ‘Pardon?’, so that the speaker can say it again slowly and clearly, so that I can easily understand the conversation.” Three of the students said that “I will tell the speaker directly that I don’t understand and ask him to explain it.” The other students said that if they do not understand the conversation, they will ask the speaker to repeat it by saying “Could you say it again please?” or “Sorry, can you explain it again please?” Another strategy that the interviewed students mentioned was the facial expression strategy. Two students said that they used facial expressions to let the speaker know that they did not understand what the speaker was talking about.

There were also some interesting comments found in the interviews. One student suggested at the end of the interview, “We can search for the words that we do not know in a dictionary. It is very easy and convenient to do that nowadays, because everyone has a smartphone with a dictionary application on it. So, can this be another communication strategy?” Some of the students added, “I use body language along with other strategies, for example, when I try to explain the meaning of a term that I don’t know in English (circumlocution strategy), I also use my hands to explain it (body language strategy).”

In conclusion, it can be seen that the results of the interview relevant to the results from the questionnaire. The result of the OCSs that the students used in the interview sessions revealed that the students used various strategies to cope with their communication problems. It was found that the highest use of OCSs included clarification request, approximation, body language, circumlocution and facial expressions, respectively. In the same way, according to the results of the questionnaire, the beginner level students used clarification request and body language strategies the most, the intermediate level students used the clarification request strategy the most, and the advanced level students used circumlocution, clarification, approximation and body language the most.

**4.6 Summary of the Chapter**

This chapter presented the results of the research questions regarding the communication strategies used among B.A. and B.Ed. first year students at different levels of proficiency (beginner, intermediate and advanced levels).

The types of communication strategies employed by the students at the beginner, intermediate, and advanced levels of English proficiency in oral communication were shown. The results showed that the majority of the beginner and intermediate level students usually used OCSs. They used the clarification request strategy the most. While the students at advanced levels occasionally used OCSs and the circumlocution strategy the most. The results also showed that the strategies least used by each level were approximation at the beginner level, language switching at the intermediate level and topic avoidance at the advanced level.

Moreover, this chapter also showed the comparison of OCSs used by B.A. students and B.Ed. students. The results indicated that most of OCSs used between B.A. student and B.Ed. students were not different. However, there are four strategies that the students in the two programs used differently and included message abandonment strategy, word coinage strategy, circumlocution strategy and facial expression strategy.

Based on the results of the study, the next chapter provides a conclusion of the study with a discussion, the implications of the study, the limitations of the study and recommendations for further studies.

# CHAPTER V

# CONCLUSION AND DISCUSSION

This study identified the different OCSs that Thai EFL students of different levels of English proficiency employed when speaking English. Furthermore, the study explored the different uses of OCSs between Bachelor of Arts and Bachelor of Education students. This chapter also presents a summary of the research and a summary of the main findings, followed by discussion. It also provides the implications and the limitations of the study, as well as recommendations for further studies.

## Summary of the Research

This study was conducted to examine the different communication strategies used by Thai EFL students of different English proficiency levels when speaking English, and to investigate the different usage of OCSs between Bachelor of Arts (B.A.) and Bachelor of Education (B.Ed.) students. The eighty-nine first-year English major students at Srinakharinwirot University were the participants in this study. The participants consisted of seventy B.A. students and nineteen B.Ed. students. This study was conducted during the first semester of the 2017 academic year.

In terms of this study, the students were divided into three groups; beginner, intermediate and advanced levels, which was based on their TOEIC score. A self-evaluation questionnaire on OCSs usage and semi-structured interviews were used as the research instruments to collect the data in this study.

Before the students started filling out the questionnaire they were given some information about the CSs of oral communication in order to have them understand CSs

in the same direction. Then, all the students in English major were asked to complete the questionnaire comprised of two parts which are their demographic information, and their CSs used in oral communication. The questionnaire was administered to investigate the different usage of OCSs among students at the beginner level, the intermediate level and the advanced level. The OCSs used by the B.A. and B.Ed. students were also examined. After that, an oral and semi-structured interview was conducted with twelve students. The questionnaire was analyzed using frequency ($f$), percentage (%), mean score ($\overline{X}$), standard deviation (SD), One - Way ANOVA and a t-test. The data from the interviews were analyzed by content analysis.

The results showed that the English major students at the beginner and intermediate level usually used OCSs, while advanced level students occasionally used OCSs. It also showed that there was a statistically significant difference between the OCSs used among the students at different levels of English proficiency. This means that students at different levels used OCSs differently. However, statistically significant differences were not found in the use of OCSs between B.A. and B.Ed. students. This indicates that the students in the B.A. and B.Ed. programs did not use OCSs differently.

**Discussion**

There were some interesting points based on the findings. First, it was noticed that students from the beginner level of English proficiency used CSs more frequently in oral communication ($\overline{x}$ = 3.66) compared to students at the advanced level ($\overline{x}$ = 3.18). The advanced level students used fewer

strategies than beginner students because they had more competency in English and therefore, they did not utilize OCSs to help them while communicating. In contrary, the beginner level students used OCSs more often than the advanced students because they lacked knowledge of English or did not know much about English vocabulary, therefore, when it comes to oral communication, the OCSs were often used by beginner level students in order to help with their English oral communication. These findings were consistent with those of Weerarak (2003), and Cheng (2007). These studies reported that the less able group of students employed CSs on oral communication more frequently than the more able ones. The results implied that the less able group of students used more OCSs because they wanted to cope with their English communication problems. When they faced communication problems, they tried to handle those difficulties by using OCSs. They may use the strategies intentionally or unintentionally. However, the work of Malasit and Sarobol (2013) showed different results. Their study indicated that grade nine (Matthayom Three) students with different English proficiency levels did not use OCSs differently. This point could be explained by the differences between the participants in the study by Malasit and Sarobol (2013) and the present study. The participants of this study were first-year English major undergraduates while the participants in the study by Malasit and Sarobol (2013) were grade nine students. The differences between the participants could make the results of both studies different.

The second point regards the different uses of OCSs between students of different levels of English proficiency, the beginner, intermediate and advanced levels. According to the findings of this study, even though the statistically significant differences were found in the overall mean scores of the OCSs used among the students

of different proficiency levels, no statistically significant differences were found among the groups of students using three OCSs, which included a clarification request ($p>0.05$), a confirmation check ($p>0.05$) and a body language strategy ($p>0.05$). Therefore, students from different levels of English proficiency mostly use OCSs differently, but similarly used the previously mentioned strategies. They used a clarification request, a confirmation check and a body language strategy similarly because they were easy to use. Sometimes they used these strategies unconsciously. Clarification request and confirmation checks were easy to use because the speakers can directly request assistance from the interlocutors and receive immediate answers. The body language strategy is another one that is easy to use because people normally express body language without knowing that it is a communication strategy. In other words, speakers instinctively use the body language strategy. In summary, for the above mentioned reasons could illustrate why the students with different levels of English proficiency mostly use OCSs differently, but similarly used in clarification request, confirmation check and body language strategies. This result confirmed the findings of other, previous studies (Binhayeearong, 2009; Chuanchaisit & Prapphal, 2009) that argues that the different levels of CSs on oral communication were used in significantly different ways by the students.

Third, the comparison of OCSs used by students in the B.A. and B.Ed. programs, it was found that the overall mean scores was not significantly different. This finding was consistent with the study by Preedatawat (2010), which stated that the students from different faculties did not use OCSs

differently. However, in the present study, the statistically significant differences were found in the mean scores of message abandonment ($p<0.05$), word coinage ($p<0.05$), circumlocution ($p<0.05$) and facial expression strategy ($p<0.05$). Therefore, students in both programs did not use OCSs differently. However, there were four strategies; message abandonment (B.A.= 3.73, B.Ed.=3.89), word coinage (B.A.=3.83, B.Ed.=4.05), circumlocution (B.A.=3.29, B.Ed.=3.63) and facial expression (B.A.=3.79, B.Ed.=3.58), which they used differently.

Finally, the last point of discussion is that the OCSs that were the least and the most frequently by the students in each level. The beginner level students used the clarification request, body language and eye contact strategies the most frequently. The majority of the students at the intermediate level used clarification request at the most, while the advanced level students used circumlocution and clarification requests the most often. This result corresponded with the research of Chuanchaisit and Prapphal (2009), which reported that the advanced level students preferred risk taking strategies such as circumlocution and clarification request strategies, whereas beginner students tended to employ the body language strategy. The reasons that the beginner students mostly used this strategy was because of their limited English proficiency, therefore, they used a body language strategy, which is an international human language of communication. However, the findings of Chuanchaisit and Prapphal (2009) also showed that the beginner students rarely used a literal translation and comprehension check strategy, while the advanced students rarely used the topic avoidance and literal translation strategies. This finding contradicted the results in this study. In the present study, the beginner students rarely used an approximation or a comprehension check strategy, and the advanced students rarely used topic avoidance and language switch

strategies. This might be because of the different participants. The participants of the study by Chuanchaisit and Prapphal (2009) study were third-year students, while in this study the participants were the first-year English major students. The third year students had studied English for two years more than the first year students. They could acquire more English skills than the first-year students. Some differences of these two studies could be explain by the ages of the participants. The participants in this study were nineteen years old and had only attended university for less than a year. Therefore, they might had not attained English competencies than Chuanchaisit and Prapphal's participants who were twenty-one years old and in their third year of university. Thus, students with different levels of English proficiency tended to select different OCSs based on their English proficiency levels (Binhayeearong, 2009).

**Implications of the Study and Recommendations for Teachers**

The results of this study provide the following beneficial implications for foreign language teaching and learning.

Firstly, since the goals of English language teaching and learning for non-native speakers is to develop communicative competence among students (Srithongrung, 1997), the development of communication strategy competence, which has rarely been included in language teaching might be considered for an ESL/EFL syllabus. In order to promote the development of strategic competence, teachers should introduce a wider range of communication strategies for students to use through classroom activities. The

findings that most of the students at the beginner, intermediate and advanced levels rarely used the approximation, language switch and topic avoidance strategies, respectively. This indicates that they did not know much about these strategies or how to use them effectively. The students should be taught and encouraged to use more of the strategies in order to keep their conversation going smoothly and effectively. Moreover, teachers should provide students with opportunities to communicate in real-life situations in which they are able to try to use appropriate strategies to solve their communication problems.

Secondly, since the English language proficiency of the students influences their use of OCSs, it is necessary for teachers to promote strategy instruction that is suitable for the proficiency level of the students and can use the strategies effectively, according to their language ability level. The students might feel that learning how to use OCSs in their communication to be stressful, if teachers provided strategy instructions appropriate for the proficiency level of the students. Furthermore, it is also important for teachers to know what OCSs the advanced and beginner level students lack, so that teachers can emphasize teaching those specific strategies to the students at each level. When the students know more about OCSs and know how to use them appropriately, they will be more confident about communicating. The more they pay attention to the importance of the OCSs used for communication, the more their proficiency level will increase.

Lastly, teachers should instruct the students about the importance of choosing appropriate OCSs in communication because some strategies, such as topic avoidance, language switch and literal translation may not enhance their communication. Rost (1996) stated that avoidance strategies should not be introduced to the learners because

the purpose of communicative instruction is to help learners prepare and deal with communication problems, not to prevent or avoid them. However, according to Nakatani (2006), to some extent, learners may benefit from the use of avoidance strategies because they do not need to stop the conversation immediately, but can remove or replace the problematic word or sentence with a new one. Therefore, teachers should instruct students to use avoidance strategies properly and according to the situation. However, teachers should not encourage students to use avoidance strategies, instead, they should encourage students to not avoid their original message but try to compensate their language deficiency by using other strategies such as circumlocution, approximation or appealing for assistance strategies when they face communication difficulties. When students know how to use OCSs appropriately, their communication will be more effective as a result.

**Limitations of the Study**

This study was conducted with first-year English major students at Srinakharinwirot University, a particular group of participants. The students of different universities may be unique. Therefore, the findings of this study cannot be generalized to other groups of students at different levels and in a different context.

**Recommendations for Further Studies**

The following are some recommendations for further studies:

1. This study addressed the issue of CSs used in oral communication by eighty-nine Thai EFL students who were first-year English majors at Srinakharinwirot University. It was a small and specific group of participants. It would be interesting if future researchers used a larger number of participants in the study, or may include a variety of students.

2. As in this study, the taxonomies of CSs by Tarone (1981) were used. A further study might be conducted by using the taxonomies of CSs.

3. It was recommended that future researchers conduct a comparative study on the use of CSs in oral communication between second-language learners between Thai students and those coming from other countries who were not English speakers. This would enable the identification of the differences and similarities in the acquisition of language and provides evidence on whether or not language acquisition is universal or culturally dependent.

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# APPENDICES

# APPENDIX A

## Questionnaires

# QUESTIONNAIRES

## Part I: Demographic Data

**Instruction:** Pleas answer all the questions below by making a check mark (/) for your answer or writing your answers in the space provided.

1. Gender:

   ☐ Male ☐ Female

2. Age: _____

3. Program:

   ☐ Bachelor of Arts in English

   ☐ Bachelor of Education in English

4. TOEIC's Score:

   ☐ 0 - 250 points

   ☐ 255- 400 points

   ☐ 405 - 600 points

   ☐ 605 - 780 points

   ☐ 789 - 900 points

   ☐ 905 – 990 points

**Part II: Oral Communication Strategies Used**

**Instruction:** Pleas answer all questions below by making a check mark (/) for each statement that comes closest to reflecting your opinion with each of the following ways to cope with your English oral communication problems.

| Oral Communication Strategies | Strongly Agree | Agree | Moderate Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| **I as a speaker** | | | | | |
| 1. I leave a conversation incomplete when facing a communication problem. ฉันหยุดสนทนากลางคัน เมื่อพบปัญหาในการสื่อสาร | | | | | |
| 2. When I cannot think of an English word, I use another word phrase, or sentence that meaning the same to express idea. For example, I use the word 'pity' instead of the word 'empathy' which has the same meaning. เมื่อฉันไม่สามารถคิดคำภาษาอังกฤษได้ ฉันใช้กลุ่มคำอื่นๆ หรือ ประโยคที่มีความหมายเหมือนกันในการแสดงความเห็น ตัวอย่างเช่น ฉันใช้คำว่า 'pity' แทนคำว่า 'empathy' ที่ซึ่งมีความหมายเหมือนกัน | | | | | |
| 3. I try to create a new word for some terms I do not know, for example "airball" instead of "balloon". ฉันพยายามสร้างคำใหม่สำหรับคำที่ฉันไม่รู้จัก ตัวอย่างเช่น "airball" แทนคำว่า "balloon" | | | | | |
| 4. I try to explain characteristics of the object or action instead of using an English word I do not know. For example, "It's a weapon that has long and straight shape with sharp-edged on one or both sides" instead of the word 'sword'. ฉันพยายามอธิบายรูปร่างลักษณะ ของสิ่งของหรือการกระทำ แทนการใช้คำภาษาอังกฤษที่ฉันไม่รู้ ตัวอย่างเช่น "มันเป็นอาวุธที่ยาว ตรง และ มีคมด้านเดียวหรือสองด้าน" แทนคำว่า "ดาบ" | | | | | |
| 5. When I cannot think of an appropriate word, phrase or sentence, I use Thai word instead." For example, "I went to ตลาดน้ำ yesterday" instead of "I went to the floating market yesterday." เมื่อฉันไม่ | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| สามารถคิดถึงคำภาษาอังกฤษที่เหมาะสม ฉันเลือกใช้คำภาษาไทยแทน ตัวอย่างเช่น “I went to ตลาดน้ำ yesterday” แทนประโยค “I went to the floating market yesterday.” | | | | | |
| 6. I translate directly from my mother tongue when I have difficulties expressing certain meaning in English. ฉันแปลโดยตรงจากภาษาไทยเมื่อฉันมีปัญหาในการพูดให้ความหมายในภาษาอังกฤษ ตัวอย่าง เช่น “คุณจะไปที่ไหน” as “You will go where?” instead of “Where are you going?” | | | | | |
| 7. When I said something in English and I am not sure whether the listener understands, I ask him to check.” For example, “Do you know what I mean?” เมื่อฉันพูดบางอย่างเป็นภาษาอังกฤษ แต่ฉันไม่แน่ใจว่าคู่สนทนาเข้าใจหรือไม่ ฉันถามเขาเพื่อตรวจสอบความเข้าใจ ตัวอย่างเช่น “คุณรู้ไหมว่าฉันหมายถึงอะไร” | | | | | |
| 8. I use hand gestures to communicate when I do not know English words. For example, When I want to praise someone but I do not know how to say it in English, I make a thumb up instead. ฉันใช้ภาษามือในการสื่อสาร เมื่อฉันไม่รู้คำภาษาอังกฤษ ตัวอย่างเช่น เมื่อฉันต้องการกล่าวชื่นชมใครสักคน แต่ฉันไม่รู้จะพูดอย่างไรในภาษาอังกฤษ ฉันยกนิ้วโป้งขึ้นเพื่อแสดงความชื่นชมแทนคำพูด | | | | | |
| **I as a listener** | | | | | |
| 9. I avoid talking about unknown words or unfamiliar topics that are raised by the speaker. ฉันหลีกเลี่ยงที่จะพูดถึงคำที่ไม่รู้จักหรือหัวข้อที่ไม่คุ้นเคยตามที่ผู้พูดยกขึ้นมา | | | | | |
| 10. If I am not sure about what the speaker says, I ask the speaker for help” For example, “Could you say it again please? ” or “Could you explain it please? ถ้าฉันไม่แน่ใจเกี่ยวกับสิ่งที่คู่สนทนาพูด ฉันถามเพื่อขอความช่วยเหลือจากคู่สนทนา ตัวอย่างเช่น “คุณกรุณาพูดอีกครั้งได้ไหม” หรือ “คุณช่วยอธิบายมันหน่อยได้ไหม” | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 11. If I am not sure whether what I heard is correct, I repeat the word or sentence that said by the speaker in order to confirm the correction. ถ้าฉันไม่แน่ว่าฉันได้ยินถูกต้องหรือไม่ ฉันจะพูดทวนคำศัพท์ หรือประโยคที่ฉันไม่แน่ใจ เพื่อขอคำยืนยันความถูกต้องจากคู่สนทนา | | | | | |
| 12. I use facial expressions to communicate instead of English words or sentences when I do not know English. For example, When I do not agree with what the speaker says but I do not know how to tell him in English, I frown to let him know. ฉันแสดงสีหน้าเพื่อสื่อสารแทนการใช้คำหรือประโยคในภาษาอังกฤษที่ฉันไม่รู้ ตัวอย่างเช่น เมื่อฉันไม่เห็นด้วยกับสิ่งที่ผู้พูดได้พูดไป แต่ฉันไม่รู้ว่าต้องพูดเป็นภาษาอังกฤษอย่างไร ฉันจึงขมวดคิ้ว ทำหน้าบึ้ง เพื่อให้คู่สนทนารู้ | | | | | |
| 13. I use eyes contact to communicate when I do not know English. For example, When I start to do not understand and do not want to continue the thing that the speaker is saying, I roll my eyes to let him know instead of speaking English. ฉันใช้สายตาสื่อสารเมื่อฉันไม่รู้ภาษาอังกฤษ เช่น เมื่อฉันเริ่มไม่เข้าใจ และไม่ต้องการพูดต่อถึงสิ่งที่คู่สนทนากำลังพูด ฉันกรอกตาไปมาเพื่อให้เขาเข้าใจแทนการพูดบอกเป็นภาษาอังกฤษ | | | | | |

# APPENDIX B

## Interview Questions

## Interview Questions

1. What strategies do you use when you don’t know how to say things you want to say in English?
2. If you don’t understand for what the speaker is saying, what will you do?

# APPENDIX C

## IOC Ratings of Questionnaire

**IOC Ratings of Questionnaire**

**(The Ratings of Each Item by the Three Specialists)**

| Items No. | Expert 1 Rating | Expert 2 Rating | Expert 2 Rating | Total | IOC | Remarks |
|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 2 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 3 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 4 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 5 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 6 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 7 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 8 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 9 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 10 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 11 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 12 | 1 | 1 | 1 | 3 | 1 | Accepted |
| 13 | 1 | 1 | 0 | 2 | 0.67 | Accepted |
| **Average** | | | | | 0.97 | |

# VITA

| | |
|---|---|
| **NAME** | Chanawan Inkaew |
| **DATE OF BIRTH** | 23 September 1991 |
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