COMMUNICATION STRATEGIES USED BY TOURISM LEARNERS IN EFL CLASSROOMS

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A Thesis Submitted to University of Phayao

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CLASSROOMS

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Thesis

Title

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University of Phayao

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อค้นหากลวิธีการสื่อสารเพื่อการพูดภาษาอังกฤษของนิสิตชั้นปีที่ 2 สาขาการท่องเที่ยวและโรงแรม มหาวิทยาลัยพะเยาเพื่อเปรียบเทียบกลวิธีการสื่อสารของนิสิตที่มีผลสัมฤทธิ์ ทางการเรียนภาษาอังกฤษที่แตกต่างกันอย่างไร กลุ่มตัวอย่างที่ใช้ในการวิจัยนี้ได้แก่ นิสิตชั้นปีที่ 2 สาขาการ ท่องเที่ยวและการโรงแรม มหาวิทยาลัยพะเยา ปีการศึกษา 2559 จำนวน 45 คน ซึ่งได้มาโดยวิธีการสุ่มกลุ่ม ตัวอย่างแบบเจาะจง จากนิสิตที่ลงทะเบียนเรียนวิชาภาษาอังกฤษเพื่อการสื่อสาร เพื่อทำการกรอกแบบสอบ ถาม จากนั้นนิสิตจะถูกแบ่งกลุ่มออกเป็น 3 กลุ่ม คือ กลุ่มเก่ง กลางและอ่อน โดยใช้เกรดเฉลี่ยของวิชาภาษา อังกฤษพื้นฐานและวิชาภาษาอังกฤษเพื่อการพัฒนาของปีที่ผ่านมาเป็นเกณฑ์การแบ่งเพื่อทำการสำรวจและ สัมภาษณ์เป็นกลุ่มกลุ่มละ 2 คน ในส่วนของวิธีดำเนินการวิจัย การศึกษานี้เก็บข้อมูลจากแบบสอบถามเรื่อง กลวิธีการสื่อสาร การสำรวจ และการสัมภาษณ์แบบกึ่งโครงสร้างโดยการวิเคราะห์ข้อมูลที่ได้รับจากงานวิจัย จะใช้ทั้งการวิเคราะห์เชิงปริมาณและเชิงคุณภาพ สถิติที่ใช้ได้แก่ เปอร์เซ็นต์ ค่าร้อยละ ค่าเฉลี่ย ค่าส่วนเบี่ยง เบนมาตรฐาน และนำข้อมูลจากบทสนทนามาถอดความและประมวลผล

ผลการวิจัยพบว่า กลวิธีการสื่อสารภาษาอังกฤษของนิสิตชั้นปีที่ 2 สาขาการท่องเที่ยวและการโรง แรม มหาวิทยาลัยพะเยานิยมใช้มากที่สุดคือ กลวิธีการหยุดชั่วขณะเพื่อคิด ส่วนกลวิธีการสื่อสารที่นิยมใช้ น้อยที่สุดคือกลวิธีการหลีกเลี่ยง นอกจากนั้นผลการสำรวจยังพบว่า กลวิธีการสื่อสารของนิสิตที่มีผลสัมฤทธิ์ ทางการเรียนอยู่ในระดับสูงที่นิยมใช้มากที่สุดคือ กลวิธีการหยุดชั่วขณะเพื่อคิด และนิสิตที่มีผลสัมฤทธิ์ทาง การเรียนภาษาอังกฤษระดับปานกลางนิยมใช้มากที่สุดคือ กลวิธีการยืมคำ อีกทั้งนิสิตที่มีผลสัมฤทธิ์ทางการ เรียนอยู่ในระดับต่ำนิยมใช้กลวิธีการหลีกเลี่ยงมากที่สุด นอกจากนั้น ผลของการสัมภาษณ์พบว่านิสิตได้เล็ง เห็นความสำคัญของกลวิธีการสื่อสาร   เนื่องจากกลวิธีสื่อสารนี้เป็นเครื่องมือช่วยในการสื่อสารภาษาอังกฤษ ให้มีประสิทธิภาพ

ABSTRACT

This study aims to investigate communication strategies (CSs) used by EFL learners during communication activities in English for Communication classrooms. This study also addresses the different communication strategies used by the high, intermediate, and low proficiency EFL learners. The data was collected from forty-five participants, the sophomore students majoring Tourism and Hospitality who enrolled in English for Communication course at the University of Phayao, Thailand. This mixed-method study utilized both the quantitative and the qualitative research instruments including the close-ended questionnaire, a semi-structured interview and a non-participant observation checklist. The forty-five participants were asked to complete the questionnaires. By means of the interviewing process, the six undergraduate EFL learners chosen by purposive sampling technique were categorized into three groups according to their English proficiency levels (advanced, intermediate, and low proficiency). Then, these six learners were observed and interviewed individually by using audio recordings.

When considering the mean rating of overall CSs use, most of the EFL learners occasionally use Time gaining ($\overline{x}$ = 79), followed by the Borrowing ($\overline{x}$ = 38), the Paraphrase ($\overline{x}$ = 29), and the Avoidance strategies ($\overline{x}$ = 22) respectively. Regarding to the observation results, the high proficiency learners tended to employ the Time-gaining strategy the most, the intermediate learners preferred to Borrowing strategies, and the low proficiency attempted to use Avoidance strategies most frequently. This study suggests that it is beneficial to apply communication strategies in English classrooms in order to promote EFL learners to improve their communication performances.

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ABBREVIATIONS

CSs	=	Communication Strategies
EFL	=	English as a foreign language
FL	=	Foreign language
IL	=	Interlanguage
L1	=	First language
L2	=	Second language
SLA	=	Second language acquisition
TL	=	Target language

CHAPTER I

INTRODUCTION

Background and Rationale of the Study

With the sustainable growth of economy, tourism is considered as the significant industry and contributor of developing among many countries. It is presently one of the most powerful drivers of world commerce and prosperity. Each year, there are growing numbers of tourists travelled across countries. According to the number of international tourists, it reached 1,138 million in 2014, 51 million more than in 2013, 4.7% increase over previous year (World Tourism Organization UNWTO, 2015). As tourism has become a major source of income for many countries, there have been great demands for tourism undergraduates students who have outstanding skill in English. Most of international tourists use English in order to communicate with many people who have different languages and cultures, so skilled workers need to be fully prepared to meet all kinds of demands made by their clients. Being proficient in English languages is able to help these workers develop their skills which are attractive to many entrepreneurs.

Though there are more than 1,000 spoken languages across the world, English has increasingly become official regional lingua franca in the Association of Southeast Asian Nations (ASEAN). Based on an Article 34 of The ASEAN Charter, it is mentioned that "The working language of ASEAN shall be English" (ASEAN, 2008, p. 28). In other words, English is inevitably selected as an official language in ASEAN integration of ten countries comprising Brunei, Malaysia, the Philippines, Singapore, Cambodia, Indonesia, Laos, Myanmar, Vietnam, and Thailand. These ten countries share a similar emphasis on the educational development as a key in developing the whole nation to enter knowledge–based economy and global environment. ASEAN educational systems are challenged by how to produce skillful citizens for broadening markets. The key is to produce not only people who are well qualified in their fields but also who can communicate effectively with other ASEAN people as well.

Also in Thailand, English language is normally taught as a foreign language (EFL) in compulsory curriculum in order to support the Thai students to listen, speak, write, and read

effectively. According to the Ministry of Education (2008), English language has been become a compulsory subject in Thailand from grade one to twelve. In addition, the World Bank has consistently ranked Thailand is the most comfortable places to do business in Asia, and one of the top 20 countries in the world (Hurley & Smith, 2014). This information leads to the Thailand government worked extremely hard to stimulate its citizens' English skill to be ready for joining in the ASEAN Community, particularly communication skill.

Interestingly, communication skill is the most essential skill in tourism industry as it is one of the major revenues sources in Thailand (Simpson, 2011). As the statistics are shown, in 2010 Thailand's tourism revenue reached 585,900 million baht, generated from 15.8 million incoming tourists from all over the world (Ministry of Tourism and Sports, 2011). Since tourism is economically important and there is substantial diversity among tourists, effective communication with people of different cultural backgrounds is extremely important to the tourism industry.

Communication skill can be defined as "a process of exchanging information, from the person giving the information through verbal and non-verbal methods" (Iksan, et al., 2011, p. 72). It is a way that information is transferred from one to another in order to share thoughts, messages, or the information, for instance, speech, visual, signal, listening, writing, and symbols or gestures. In this study, the researcher focuses on the verbal communication since it has high priority in tourism context. When Thai tourism workers have to communicate with tourists from the different cultures and countries, verbal communication is required to deal with problem-related the intercultural communication. Therefore, the high achievement in English communication skill provides great opportunities for Thai employees to effectively cope with foreign tourists from all over the globe.

Although Thai EFL learners are expected to have high English proficiency due to spending twelve years studying English in the primary, secondary, and high schools, the English proficiency seems to be low expectation. When compared to people in neighboring countries, Thais' English proficiency is relatively low. The 2016 Test of English as a Foreign Language (TOEFL) showed that the Thai average score was 78 which was trailing far behind other ASEAN countries such as Indonesia, Malaysia, the Philippines, and Singapore. (Test and Score Data Summary for TOEFL, 2016). In addition, in most recent Education First English

Proficiency Index (EF EPI, 2017) released in April, 2017, Netherlands and Denmark ranked first and second, Singapore sixth, Malaysia twelfth and Thailand 56th out of 72 countries with average score of 47.21 and labeled 'very low proficiency' from 2011–2016. According to Boonkit's (2010) study, though Thai learners have been taught English as a compulsory subject for many years, they still lack of confidence and struggle to communicate with the foreigners. This is because, in EFL classrooms, learning and using English are limited to inside classrooms where grammar usages are focused rather than practice English communication in real–life situations. Without being taught to use language in a wide variety of real world contexts, the graduates struggle to apply linguistic–based knowledge learned in classroom to the real world communication (Konchiab, 2015).

According to the aforementioned reasons, it is worthwhile to support the Thai EFL undergraduates to use some communication strategies as a useful tool to overcome their communication's difficulties. The communication strategies are attempted to bridge the gaps between the linguistic knowledge of the EFL learners and the linguistic knowledge of foreign teachers in the real communication situations. Actually, communication strategies need to be explicitly taught for students in order to improve their accuracy and fluency (Dornyei, 1995). Moreover, Doqaruni (2013) mentions that there are two aspects of the communication strategies' importance, that is, they can deal with their communication problems, such as when the speakers do not know the exact words of something; and communication strategies can also enhance the fluency and help to keep the efficiency of communication. To sum up, the communication strategies are useful techniques for solving communication's difficulties, particularly for those whose English is as a second or foreign language in order to ensure smooth communication between speakers and listeners.

However, it can be seen that CSs employed by the Thai EFL tourism learners has been less focused, and the previous studies use unvaried research design by overlooking mixed method to collect both of quantitative data and the qualitative data. Consequently, it is hard to gain a rich data which provides in–depth information of the study. In light of the above, and in an attempt to contribute to knowledge on the communication strategies use in EFL classrooms and provide recommendations for EFL educators, the present study aims to investigate kinds of communication strategies used by the EFL learners during communication

activities in EFL classrooms and to examine how different practices of CSs use among the Thai EFL learners with different levels of English proficiency. Moreover, this current study also attempt to find out the EFL learners' opinions towards the use of these CSs.

Research Questions

1. What kind of communication strategies do the Thai EFL learners use during communication activities in the EFL classrooms?

2. What kind of communication strategies used among the Thai EFL learners with different levels of English proficiency?

3. What are the Thai EFL learners' opinions towards the use of communication strategies?

Purposes of the study

1. To find out the communication strategies used by the Thai EFL learners.

2. To examine the kind of communication strategies used among the Thai EFL learners with different levels of English proficiency.

3. To investigate Thai EFL learners' opinions towards the use of communication strategies.

The Scope of the Study

The present study aims to investigate communication strategies used by the forty-five EFL learners who enrolled in English for Communication in the University of Phayao during the academic year 2016. In this study, the researcher focused only on verbal communication and did not investigate use of the non-verbal communication. Furthermore, consciousness among the participants was not emphasized in this study. According to Dornyei and Scott (1997), consciousness in communication strategies may be problematic because communication is a complex and dynamic process that requires giving immediate responses.

The Significance of the Study

The findings of this current study are beneficial in terms of pedagogical and practical implications for EFL teachers, curriculum developers, and EFL learners. For the EFL teachers, the result may raise their awareness of L2 communication strategies used by EFL learners. Moreover, EFL teachers can apply the findings as a guideline for course designer in the tourism classroom to motivate the learners' studying. For the curriculum developers, they may design the integration of CSs training into teaching materials. For the EFL learners, particularly tourism graduates, the present findings will be useful as a guideline for them to apply these CSs in real life situations in order to overcome the communication problems in their career, thereby to gain success in their career in future. They will be more aware of the importance of communication strategies and apply them effectively.

Definition of Key Terms

EFL learners refer to the forty-five second year learners majoring Tourism and Hospitality from EFL tourism classroom in the University of Phayao.

Communication Strategies (CSs) refer to potential plans or techniques for solving communication's difficulties by the EFL learners.

Conclusion

In sum, Chapter 1 describes the background information and rationale of the study. It also provides statement of the problems, research questions, aims of the study, scope and limitation, significance of the study, and definitions of key term. The next chapter will review the theoretical framework of this study. It will provide a review and analysis of the literature relevant to the study. In addition, the next chapter also provides the significant theoretical perspectives related to the present study covering four major topics namely communication strategies in second language learning, communicative competence, communication strategy, as well as previous studies.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

Introduction

In order to understand the theoretical framework of this study, this chapter provides the reviews and analysis of the literature relevant to this study. There are many significant theoretical perspectives related to the present study covering four major topics including communication strategies in the second language learning, the communicative competence, communication strategies, and previous studies.

Communication Strategies in Second Language Learning

Communication strategies (CSs) are included the explicitly and implicitly in the frameworks of the L2 learner strategies (Konchiab, 2015). Second language learners' strategies are classified into language learning strategies and language use strategies (Cohen, 1996). According to Cohen (1996), the former involves learning new language of target language while the latter involves applying their existing knowledge of language to their current interlanguage (IL). Communication strategies are included in language use strategies, employed to solve the problems and avoid breakdown in communication.

Communication strategies draw on learners' metacognition which is a "higher level of cognition process that controls cognitive, social, and affective strategies and an important process for learners to manage their use of CSs by planning, monitoring, and evaluating CSs use" (Konchiab, 2015, p. 15). They are used to manage the whole learning method, such as specifying person learning style preferences, designing for an L2 task, grouping and forming an objects, preparing study timetable, controlling mistakes, and assessing learning strategy's achievement (Oxford, 2003). The studies of EFL learners among various countries uncovered evidence that metacognitive strategies are strong predictors of L2 proficiencies.

Interestingly, the relationship between CSs and metacognition strategies leads to framework of second language learning strategies. For instance, Oxford (2003) combines both of language learning and language use into six categories. These categories are (1) the

memory strategies, (2) cognitive strategies, (3) the compensatory strategies, (4) the affective strategies, (5) the social strategies, and (6) the metacognitive strategies. The majority of communication strategies fall into the compensatory strategies, particularly in speaking and writing skill. This study focuses on the four major kinds of communication strategies namely; avoidance or reduction, paraphrase or achievement, borrowing, and time-gaining strategies.

Communicative Competence

Communicative competence has been a goal of every language classroom where instructions are accommodated towards many components on organizational, pragmatic, systematic, and psychomotor (Brown, 1994). The competence refers to an organization of knowledge and skill needed for communication. Therefore, the communicative competence is described as capacity to apply the linguistic system suitably for a particular circumstance using the linguistic, the sociolinguistic, and strategic competence (Canale & Swain, 1980). Furthermore, it has been defined as "[t]he ability not only to know the rules of the target language, but also to know how to use language appropriately in the different contexts" (Littlemore, 2013, p. 671). There are four essential parts of the communicative competence namely grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, as Figure 1.
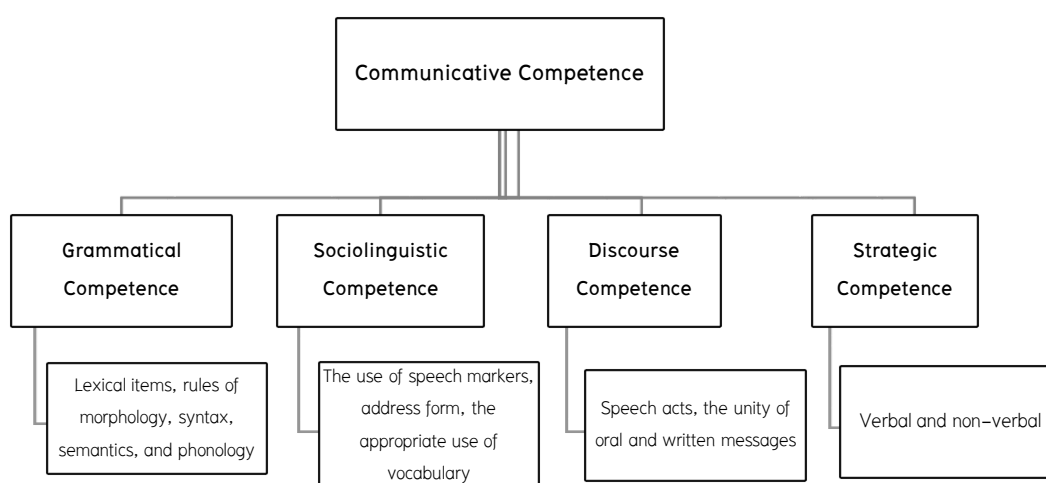
Figure 1 Model of Communicative Competence by (Canale & Swain, 1980)

With regard to the Figure 1, grammatical competence is the ability to recognize and produce distinctive grammatical structures of language, use them in communication, and use the form of language such as sound system, the order of words, and sentence structure (Ohno, 2011). In other words, it is knowledge of what is grammatically correct in language. Secondly, the sociolinguistic competence is "the knowledge of discourse rules of language use which enabling second language learners to use the language appropriately in communicative events and functions" (Konchiab, 2015, p. 15). Thirdly, discourse analysis involved how to employ and respond to speech acts, and how to organize the unity both of oral and written message. Lastly, the strategic competence is the set of strategies devised for the effective communication and put into use when communication breakdowns because of the insufficient knowledge. In addition, Canale and Swain (1980) state that the strategic competence is made up of verbal and non-verbal communication strategies that they enable learners to compensate their communication deficiencies. It is the "recognition of language use as dynamic process, involving the assessment of relevant information in the context, and the negotiation of meaning on the part of English language" (Bachman, 1990, p. 98). The sociolinguistic competence and the strategic competence are certainly different in terms of in the first one the speaker respects the criterion of the speech community with whom they are communicating; whereas, strategic competence enables them to use a certain strategy to compensate for his lack of knowledge.

The significance of strategic competence in communication has been extensively known as a major element of communicative competence (Canale and Swain, 1980). In this way, the communication strategies are considered as starting point of communicative competence because they help learners to compensate their communication difficulties. They are believed to be put together through the strategic competence that is seen as the capacity that relates language competence or language's knowledge, to language user knowledge structures and the features of the context in which communication takes place (Dornyei and Thurrell, 1991). In the same vein, Tarone and Yule (1989, p. 105) extend the ideas toward strategic competence as "an effective means of performing a communication act". In this study, the purposes aim to investigate four kinds of communication strategies, namely; the

avoidance or reduction strategies, the paraphrase or achievement strategies, borrowing strategies, and time-gaining strategies.

Communication Strategies (CSs)

1. Definitions of Communication Strategies

From different prospects, different scholars define communication strategies in different approaches. For instance, Dornyei and Scott (1997) mentioned that researchers initially considered CSs to be the verbal or nonverbal problem-solving tools in order to overcome the communication mistakes of L2 speakers. Following the same stream, Canale and Swain (1980) pointed out that communication strategies are a tool for both of native and non-native speakers to compensate the communicative deficiencies. Similarly, Corder (1983) considered communication strategies as "...a systematic technique employed by a speaker to express his meaning when faced with some difficulties" (p. 16). Moreover, Faerch and Kasper (1983, p.36) also expanded the ideas of communication strategies by defining them as "potentially conscious plans which are used by an individual to solve a problem in order to reach a specific communication goal." In addition, Tarone (1980) also pointed out that conscious CSs occurred when individual encounters with communication difficulties and attempts to find the way to overcome the crisis (cited in Donyei & Scott, 1997). In line with this, Tarone (1980), following the psycholinguistic approach to defining CSs as they" relate to a mutual attempt of two interlocutors to agree on the meaning in situations where requisite meaning structures do not seem to be shared" (p. 420). In accordance with above meaning, most researchers mentioned different definitions of CSs in different aspects.

In general, communication strategies were employed to negotiate the meaning (Tarone, 1980), to maintain the conversation (Long, 1981), and to handle the difficulties or communication breakdown (Faerch & Kasper, 1983). From different prospects, the scholars grouped CSs in three approaches include: the interactional view, the psycholinguistic view and integrated view. Initially, the interactional view focused on the interaction processes between language learners and their interlocutors (Long, 1983; Tarone, 1980; Nakatani, 2005). On the contrary, psycholinguistic view emphasized language learners' problems solving dealing with lexical and discourse problems (Faerch & Kasper, 1983; Kellerman,

1991; Littlemore, 2013). Finally, Dornyei and Scott (1997) presented integrated model of CSs based on the previous taxonomies with the idea of taking into consideration both of the meaning negotiation and the communication maintenance. However, all of definitions reflect to the same goal of communication strategies, which is solving communication problems. This evidence is clearly supported by Bialystok (1990) who points out that the communication strategies are defined into three main criteria, namely; 'problematicity', 'consciousness', and 'intentionality' (see Figure 2).
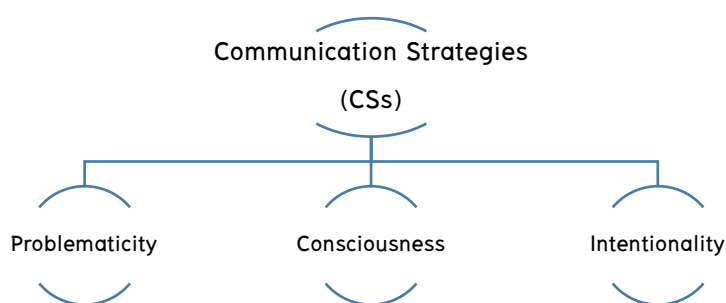
Figure 2 The Definitions of Communication Strategies (CSs) (Bialystok, 1990)

Problematicity

One of the major defining criteria of CSs use in many approaches is the problem–orientedness referring to fact that CSs occur when a goal presents itself to be problematic. The problem–orientedness showed that communication strategies were used when speakers encounter with the communication difficulties and they are unable to manage the problems. Following the same stream, Bialystok (1990) named problem–orientedness as a problem in communication that raises the need for CSs to reach the specific goal. Faerch and Kasper (1983) introduced that problems should be identified with the information inadequacy in the learner's interlanguage (IL) framework. Nevertheless, Dornyei and Scott (1997) refused the notion that this term was adequate to define on the overall meaning of CSs. There were three different types of communicative problems cited by Dornyei and Scott (1997), in an attempt to explain what has been known in the field as the resource deficit, namely, own performance problems, other–performance problems and processing time pressure. In own performance–problems, the language user notices that their knowledge is to some degree

incorrect and resorts to "self-repair, self-rephrasing and self-editing mechanisms" (Dornyei & Scott, 1997, p. 183). With other-performance problems, learners realized that problems caused by the interlocutor's speech, and they utilized to various negotiation strategies. In processing time pressure, it referred to the L2 speakers' plans what they attempt to say, especially, when the target language is foreign language or second language.

Consciousness

The second important criterion that was certainly demonstrated in the meanings of CSs is consciousness. For many scholars, consciousness was not a prerequisite criterion in identifying strategies since it has always been dealt with as a relative characteristic that depends on individual and situation variables as well as on the linguistic material and the psychological procedures (Faerch & Kasper, 1983). The consciousness implied to language users who used the communication strategies because of their communication's difficulties (Bialystok, 1990). The significant problem of consciousness was that it can be interpreted in a variety of ways in the context of CSs such as, referred to being conscious of a certain language problem, or of attempt to deal with the problem; to using an alternative plan, or to the execution of the plan (Frewan, 2015, p. 17). According to Dornyei and Scott (1997), consciousness in CSs may be problematic because communication is complex and dynamic process that requires giving immediate responses.

Intentionality

Intentionality refers to the learner's control over the strategies, thus they may select certain strategies over others in order to apply them to reach communicative goals (Bialystok, 1990). Hmaid (2014, p.23) also pointed out that the implications of CSs being intentional is that there would be "systematic relationships between the use of specific CSs and the specific requirements of the communicative situations". Consequently, one would expect that learners will select strategy which involves relevant factors, such as the learner's level of proficiency, the nature of concept being communicated, and the conditions under which communication occurred. Therefore, current study aims to focus on 'problematicity', the 'consciousness', and the 'intentionality' as the criteria to define CSs in the study.

2. Classifications of Communication Strategies

From different prospects, many scholars define communicative strategy in three major approaches: interactional, psycholinguistic and integrated approach. The interactional approach within communication strategies (CSs) research is clearly seen in Tarone's (1980) taxonomy of CSs where she defined them as a tools used in a joint negotiation of meaning where both interlocutors are attempting to agree as to communicative goal (Tarone, 1980, p. 420). Moreover, Faerch and Kasper (1983), and Bialystok (1990) perceive CSs from psychological approach. They all dealt with CSs as internal mental plans that can be analyzed but that can never be taught. This is because teaching CSs is like teaching mental cognitive processes. Finally, Dornyei and Scott (1997) presented integrated model of CSs based on all the previous taxonomies with the idea of taking into consideration both meaning negotiation and communication maintenance.

2.1 Tarone's (1980) Classification of Communication Strategies

Tarone (1980) studied CSs from the perspective of social interaction. She explained the definition of CSs by saying: "…mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared" (p. 288). Tarone (1980) summarized communicative strategies under the following three main types of communication strategies. The list is as follows:

Table 1 Tarone's classification of communication strategies (1980)

Main categories		Sub-categories
1. Paraphrase	a)	Approximation: the learner uses of a single TL vocabulary item or structure, which she/he knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker
	b)	Word coinage: the learner creates a new word to communicate a desired concept
	c)	Circumlocution: the learner describes the characteristics of the objects instead of using the appropriate target language item
2. Avoidance	a)	Topic avoidance: the learner does not try to talk about concepts for which the TL she/he does not known.
	b)	Message abandonment: the learner stops in the mid-utterance

Table 1 (cont.)

		since they are unable to continue
3. Borrowing (consider transfer)	a)	Literal translation: the learner translates word for word from the native language.
	b)	Language switch: the learner uses the native language term without bothering to translate
	c)	Appeal for assistance: the learner asks for the correct term
	d)	Mime: the learner uses nonverbal strategies in place of lexical item

There are three main types of communication strategies created by Tarone (1980), namely; the paraphrase, avoidance, and borrowing or consider transfer. For paraphrase strategy, it consists of approximation, word coinage, and circumlocution. Tarone (1980) mentions the approximation that is used by language user when a single target language vocabulary item, which the user recognizes it is incorrect, but shares enough semantic features in common with the desired item to satisfy the speakers. Moreover, word coinage is used when language user makes up a new word in order to communicate desired concept. The circumlocution is used when the learner describes the characteristics of object instead of using appropriate target language switch. It is a type of communication strategies that learners may or may not use when they encounter with difficulty in getting their messages through. According to Tarone (1980), circumlocution sometimes involves describing the color or size of the items. It increased EFL learners' linguistic development in describing and explaining the TL items when they did not have appropriate words to express themselves (Tarone and Yule, 1989). This was in line with Dornyei's (1995) study that circumlocution was the strategy used by learners when they wanted to describe something that could not find the right word or right phrase to use by paraphrasing it.

Regarding to the avoidance strategies, it involves topic avoidance and message avoidance. The former takes place when the learner does not try to talk about concepts for which the TL they does not known. Message abandonment involves the learner stops in the mid-utterance since she/he is unable to continue. Nevertheless, Rost and Ross (1991) noted that avoidance strategies should not be introduced to the low proficiency learners because

the purpose of communicative instruction is to help the learners anticipate and deal with conversation problems, not to prevent or avoid them.

Lastly, borrowing or consider transfer strategies includes four sub-strategies: literal translation, language switch, appeal for assistance, and mime. When the learner translates word for word from native language refers to using a literal translation. When discussing problems of correspondence of a translation, "differences between cultures may cause more severe complications for the translator than do differences in the language structure" (Nida, 1964, p. 130). Furthermore, in terms of language switch, learner uses native language term without bothering to translate the words. In the case of appealing for assistance, learners clarify the meaning of word by asking the others, whereas mime involves the use of non-verbal strategies in place of a lexical item such as gesture.

2.2 Faerch and Kasper's (1980) Classification of CSs

Faerch and Kasper (1980), who recommend communicative strategies as a psychological process, believe that CSs are the solution to the individual's problems of processing rather than the speaker's and the hearer's mutual problems. Faerch and Kaspers' framework of CSs (1980) describe what happens in the mind of the learner during two main different phases of the speech production model including planning phase and execution phase. The CSs used during these phases are divided into two broad categories which are achievement communicative strategies and reduction communicative strategies.

Table 2 Faerch and Kasper' s classification of communication strategies (1980

Main categories	Sub-categories
1. Reduction strategies	1.1 Formal reduction: in which parts of linguistic system are avoided. a) Phonology b) Morphology c) Syntactic d) Lexical

Table 2 (cont.)

Main categories	Sub-categories
2. Achievement strategies	2.1 Compensatory strategies or non-cooperative strategies
	a) Code switching
	b) Foreignizing
	c) Literal transfer
	d) IL based strategies or 'interlanguage strategies'
	(i) Paraphrase
	(ii) Generalization
	(iii) Word coinage
	(iv) Restructuring
	e) Cooperative strategies
	(i) Direct
	(ii) Indirect
	f) Non-linguistic strategies
	(i) Mime
	(ii) Gesture
	(iii) Initiation
	2.2 Retrieval strategies: the learner attempts to retrieve, or remember, the optimal form
	a) Waiting for the term to appear
	b) Appealing for formal similarity
	c) Retrieve via semantic fields
	d) Searching via other languages
	e) Retrieve from learning situations
	f) Sensory procedures

According to Faerch and Kasper's (1980) viewpoint, the achievement strategies involve the hypothesis and the communicator's practical statements and it can promote the language acquisition. On the other hand, when using reduction communicative strategies, the original purpose is changed and it may result in less language acquisition. Reduction strategies are used when the learners know that they produce an insufficient utterance and

therefore avoid making it. They are divided into formal and functional reduction strategies. Formal reduction includes the reduction of the phonological, morphological, syntactical or lexical reduction of communicative code, while functional reduction involves the reduction of the communicative goal.

Achievement strategies are employed when the learners faced the problem and to develop an alternative plan in order to achieve the original goal. Achievement strategies are divided into two sub classes which are compensatory or non-cooperative strategies and retrieval strategies. The compensatory strategies involve replacing the original plan with a strategic one (word coinage and code switching); whereas, retrieval strategies occur when the speaker retrieves the item required to achieve the original plan.

2.3 Bialystok's (1990) Classification

Bialystok (1990) is also CSs' researcher who focuses on psycholinguistic perspective. Bialystok defines CSs as "all attempts to manipulate the limited linguistic system in order to promote communication" (1990, p. 102). In other words, she focuses on CSs used when the learners are encountered with linguistic difficulties. She differently categorizes CSs from other researchers. She attempts to develop a psychological system of CSs classification, which is based on cognitive theory of language processing.

Table 3 Bialystok (1990) classification of communication strategies

Main categories and sub-categories
1. L1-Based-strategies
a) Language switch: inserting of a word or phrase from another language
b) Foreignizing: some TL modification is applied to the L1 term
c) Transliteration: some literal translation of a phrase is used
2. L2-Based-strategies
a) Semantic
b) Descriptive
c) Word coinage
3. Non-language strategies
4. Analysis-based strategies
5. Control-based strategies

Within the concept, Bialystok (1990) classifies CSs into five categories, namely, L1-Based-strategies, L2-Based-strategies,non-language strategies, analysis-based strategies, and control-based strategies. Considering the L1-Based-strategies, language switch and literal translation are similar to Tarone's (1980) form of borrowing or conscious transfer. In terms of L2-Based-strategies, sub-category semantic is related to Tarone's approximation; description is similar to Tarone's circumlocution, and word coinage is like Tarone's description. Another three sub-types of CSs are the non-language strategies, analysis-based strategies, and control-based strategies. An analysis-based strategies try to "convey the structure of intended concept by making explicit relational defining feature" (Bialystok, 1990, p. 133).

2.4 Dornyei and Scott's (1997) Classification

Dornyei's and Scott (1997) categorize communication strategies based on the work of Váradi (1973), and (Faerch & Kasper, 1980; Tarone, 1980). Dornyei and Scott (1997) classify the CSs into three principal categories namely; the avoidance or reduction strategies,the achievement or compensatory strategies, and the time-gaining strategies.

Table 4 Dornyei and Scott's (1997) classification of communication strategies

Main categories	Sub-categories
1. Avoidance strategies	a) Massage abandonment: leave a message unfinished because of language difficulty
	b) Topic avoidance: avoiding talking about a topic because of vocabulary or structure difficulty
	c) Circumlocution: describing the properties of the target object or action
	d) Approximation: using an alternative lexical item which shares semantic features with the target word
	e) Use of all-purpose words: extending a general, 'empty' lexical item to contexts where specific words are lacking
	f) Word coinage: creating non-existing L2 word by applying a supposed L2 rule to and existing L2 word
	g) Use of non-linguistic means: mime, gesture, facial expression, or sound imitation
	h) Literal translation: translating literally a lexical item, idiom, compound word, or structure from L1 to L2

Table 4 (cont.)

	i) Foreignizing: using a L1 word by adjusting it to L2 phonology
	j) Code switching: using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking in L2
	k) Appeal for help: asking for aid from the interlocutor either directly or indirectly
3. Time-gaining strategies	Use fillers or hesitation devices– using filling words or gambits to fill pauses and to gain time to think

In avoidance or reduction strategies, the learners attempt to alter, reduce, or abandon their intended message. There are two sub-categories in avoidance strategies, namely, message abandonment and topic avoidance. The former involves learner try to leaves message unfinished because of language difficulties. In the latter, topic avoidance is avoiding talking about the topic because of vocabularies or structure difficulties. However, these two strategies may not be help learners to study foreign language because when they encounter with message or vocabulary obstacles, they may be silent which make them miss the real goal in classroom activities, particularly the low proficiency learners who usually used the avoidance strategies because of their serious deficiency for the target language.

On the contrary, the achievement strategies involve the compensation for missing knowledge. Dornyei and Scott (1995) identify the achievement strategies into the nine sub-types include; the circumlocution, word coinage, foreignizing, approximation, literal translation, appeal for help, use of non-linguistic means, use of all-purpose words, and code switching strategies. Time-gaining strategies are different from other strategies because they are used for keeping the channel of communication open rather than substitution for missing language. It may provide learners with the sense of security in the L2 (English) by giving them more time to think in the target language.

The Theoretical Framework for the Study

The perspectives of communication strategies highlighted previously shed the light on this current study which aims at investigating the communication strategies coined by the EFL learners. The theoretical framework for this current study is underpinned the perspective

of communicative strategies (CSs) presented by Dornyei and Scott (1997) and Tarone (1980). There are many justifications to select this useful theoretical framework. First of all, it includes strategies used by both of the speaker and listeners. It is not simply those used by only the speakers. In addition, the taxonomy is created by including well-known strategies or sub-categories, studies on repair, negotiation of the meaning, and hesitation phenomena, as well as lesser known communication strategies, and also three principal categories of CSs including; avoidance strategies, the paraphrase strategies, the borrowing strategies, and the time-gaining strategies as identified by Dornyei and Scott (1997), and Tarone (1980) as Table 5:

Table 5 The theoretical and analytical framework for the current study

Main categories	Sub-categories
1. Avoidance or reduction strategies (Dornyei and Scott, 1997; Tarone, 1980)	1.1 Message abandonment 1.2 Topic avoidance
2. Paraphrase (Tarone, 1980)/ Achievement or compensatory strategies (Dornyei and Scott, 1997)	2.1 Circumlocution 2.2 Approximation 2.3 Word coinage 2.4 Use of all-purpose words
3.Borrowing strategies (Dornyei and Scott, 1997; Tarone, 1980)	3.1 Literal translation 3.2 Foreignizing 3.3 Code switching 3.4 Appeal for assistance/help
4. Time-gaining strategies (Dornyei and Scott, 1997)	Use fillers or hesitation devices- using filling words or gambits to fill pauses and to gain time to think

Avoidance strategies or reduction strategies are the attempt to avoid the communication's problems. According to Ellis's (2002) study, avoidance strategy sometimes was the result of first language transfer as the learners sometimes avoided the use of English structure due to their native languages not containing such structures. Avoidance strategies were divided into two sub-types namely massage abandonment and topic avoidance. Topic avoidance occurs "when learner simply does not talk about concepts for which the vocabulary

or other meaning structure is not known," whereas the message abandonment occurs "when the learner begins to talk about concept but is unable to continue because of lack of meaning structure, and stops in mid-utterance" (Tarone, 1980, p. 429). Based on Dornyei's (1995) study, topic avoidance provided the learners with "a sense of security in the L2 by allowing them room to manoeuvre in times of difficulties" (p. 180). The name of 'Avoidance strategies' is chosen in this current study as the EFL learners employed when they are unable to keep the communicate flow.

The second main type of CSs is **Paraphrase or achievement strategies** which are used to compensate for an L2 word that is not known. Paraphrase strategies are able to solve the students' communication's difficulties possibly caused by "their linguistic deficits, particularly vocabulary and pronunciation" (Konchiab, 2015, p. 220). They can be divided into five sub-types: the circumlocution, approximation, word coinage, use of non-linguistic means, and use of all- purpose words. For circumlocution, it is used when learners describe the characteristics of the object instead of using appropriate target language structure. This strategy is aimed to describe the duty, purpose, functions, characteristics or examples of the object when learners lacked of the appropriate target language (Tarone, 1980). This was in line with Dornyei's (1995) study that circumlocution was the strategy used by learners when they wanted to describe something that could not find the right word or phrase to use by paraphrasing it. With regard to approximation, it is used when language user recognizes that the target language vocabulary is incorrect, the user will use the similar words or synonym to satisfy the speaker. Moreover, word coinage is used when language user makes up a new word in order to communicate a desired concept. In addition, use of non-linguistic means is a nonverbal strategy which is used in place of a meaning target word. For use of all-purpose words, learners use a general, empty lexical item to contexts where specific words are lacking. Dornyei (1995) pointed out that use of all-purpose words was employed to "extend a general, empty lexical item to the context" (p. 58). In this present study, the 'Paraphrase strategy' is applied in order to refer to this group of CSs.

Another type of CSs is **Borrowing strategies** which are divided into four sub-categories including the literal translation, foreignzing, code switching, and appeal for help. The literal translation strategy is used to translate word to word from another languages.

Literal translation involved transiting lexical items from Thai to English word by word. Kaweera (2013) mentioned that EFL learner's errors result from the word for word translation strategy or thinking in mother tongue language. This echoes the work of Chanawong (2007), the dependence on the first language is helpful for the EFL learners when they encountered communication's difficulties. In addition, foreignzing is used when the language users speak L1 word by adjusting it to L2 accent. The major problem of the EFL learners employed these strategies may be because these learners did not know how to pronounce the word in English (Meriem, 2015). Moreover, the code switching means using the L1 word with L1 pronunciation or L3 word with L3 pronunciation instead of using L2. According to Eldridg (1996, p.303), code–switching was "a natural and purposeful phenomenon, which facilitates both communication and learning". The last sub–strategy is the appeal for help which learner uses this to ask for correct term or structure. According to Wei (2011), the appealing for help was a straight strategy of asking for questions, help or repetition from the expert.

The last main type of strategy is **Time–gaining strategies**. They are different from other strategies because they need to gain more time and to keep the communication channel at times of difficulty. Based on Dornyei and Scott (1997) study that these strategies are not applied to compensate for the vocabulary deficiency but rather to help learners to gain more time to think and maintain their communication with the other listeners. In the context of EFL, Dornyei (1995) mentioned that the time–gaining strategy "may provide the students with the sense of security in L2 by giving them time to think in times of the difficulty" (p.80). Interestingly, Kongsom (2009) recommended that the EFL learners should be taught by using the time–gaining strategy which was long fillers such as 'I see what you mean', 'To be honest', and 'Hang on' in order to keep the conversation flowing.

Previous Studies on Communication Strategies

Recent studies in communication strategies have dealt with new issues related to the communication strategies pedagogy and learning. For example, Binhayeearong's (2009) study showed that the EFL learners applied the compensatory strategies more frequently than avoidance strategies. In addition, the CSs used by high school English language learners in the multilingual classrooms were also investigated (Spromberg, 2011). In the study, the

twenty-five high school English language learners were observed in their own classrooms in New York City public school while they worked in small groups. All observations were video recorded and were then transcribed. The findings showed that the participants mostly used confirmation, asking for clarification, and response.

Moreover, Preedatawat's (2009) study also aims to examine the communication strategies of international undergraduate students in Bangkok when speaking English in real situations. Her research employed questionnaires and semi-structured interviews as research tools to collect data. The subjects consisted of 400 undergraduate students in four universities in Bangkok. The results showed that the majority of the students used 1) Circumlocution at the most, 2) Self-repair, 3) Approximation, 4) Smurfing and 5) Appeal for help. Interestingly, the students occasionally used achievement strategies more than reduction strategies.

Furthermore, Kongsom's (2009) investigated the impact of teaching CSs on Thai engineering undergraduate learners' CSs use and strategic competence. The fifty-seven engineering undergraduate learners were taught in ten communication strategies for ten weeks and responded to self-report communication strategy questionnaire before and after the communication strategy instructions. Data were collected using a self-report CSs questionnaire, four speaking tasks, and a rating form indicating the levels of strategic competence. The findings showed that the instructions in the use of ten CSs had positive influence on learners' reports of the use of those strategies. The participants successfully transferred all ten taught communication strategies.

A study of Wei (2011) revealed relationship between Chinese learners' opinions toward the use of communicative strategies and the reported frequency of using them in actual communication. The forty Chinese learners were selected randomly to participate in this investigation. These EFL learners were divided into two different groups according to their different levels of language proficiency. The main methodology of the essay are two questionnaires and an interview. The result showed that the EFL learners' attitude toward CSs has some influences on the use of communication strategies. The learners often used reduction strategies and seldom used the achievement strategies

With regard to Malasit's (2012) study, purpose of the study was to investigate communication strategies use and the effects of task types and the English proficiency by

Mattayom 3 studying English program at Joseph Upatham School. The participants were 30 classified into three group including, high, middle, and low. The finding showed that the most frequently used CSs was the time-gaining strategies. Regarding to the high proficiency learners, message abandonment was used by leaving a message unfinished and switching to another related topic to keep the conversation going rather than stopped the conversation or keeping silent without any response. With regard to intermediate learners, they attempted to apply the circumlocution by describing the characteristics of properties refer to the target lexical terms. In terms of time-gaining strategy, they gave answer to their teacher by making a repetitive use of fillers devices by starting "um.. like a very bad flood..um..like a". For the low English proficiency learners, topic avoidance was preferred to use among this group of the learners. Moreover, they also involved more use of use of all-purpose words. This is because they had limited the stock of vocabulary, so they tried to employ their available repertoire of the English resources to express what they wanted to show. Most importantly, the study show that the low proficiency learners also needed to gain some time to think by saying 'er', 'ah', and so on.

In addition, Zhao's (2013) study also examined communication strategies use by 814 tourism EFL learners in the Southwest China, as well as the relationship between CSs use and learners' gender, perceived language ability (good, fair, and poor), exposure to oral communication in English, and attitude towards English speaking and English language. The questionnaire and the semi-structured interview were the main methods used to collect data for his study. The results showed that EFL learners mostly employed time-gaining strategy when they encountered with lack of English structure knowledge. Furthermore, significant variations were found in relation to learners' attitude towards English speaking and English language, and significant variations were not found with the reference to the learners' gender, perceived language ability and exposure to oral communication in English.

Moreover, Wahyuni (2013) investigated the L2 speaking strategies used by the Indonesian EFL tertiary learners. The study addressed what strategies the EFL learners used in relation to L2 and speaking proficiency, as well as gender; how the learners used the strategies; and why they used strategies in specific ways. This study was conducted by using a mixed method approach, with a questionnaire, a proficiency test, a documents recording,

a speaking learning diaries, and interviews as the data collection instruments. The study demonstrated that the learners used a wide range of strategies that spread over six strategy groups, favoring metacognitive strategies. Furthermore, the result showed that speaking proficiency and gender significantly affected the use of affective strategies only. The study also showed that the learners used strategies consciously, confidently, and persistently because of usefulness of the strategies or pleasure in using them.

Furthermore, Reungnam (2014) also examined the communication strategies use by the Mattayom 3 learners at Nawamintrachinuthit Satriwittaya 2 School. There were 240 participants who were asked to complete the questionnaires. The findings revealed that most frequently use time-gaining strategies while the most useful strategy to develop English skill was appeal for assistance. Interestingly, Reungnam's study revealed that code-switching, foreignizing, and word coinage were less useful for the EFL learners since they combined both Thai and English in communication, so it was hard for the EFL learners to practice L2 effectively.

In addition, Uztosun and Erten (2014) also studied the communication strategies employed by the Turkish EFL learners and aimed at revealing their relationship between language proficiency and the use of CSs. The finding illustrated that the participants use particular strategies such as 'use of fillers', 'self-repair', and 'self-repetition'. The proficiency level was not found as a factor influencing learners' strategy choice but significant differences were found in three strategies which are the 'message reduction', 'topic avoidance', and 'mime'.

Lastly, Konchiab (2015) conducted the study to develop communication strategy instruction to enhance Thai tourism learners' English oral communication performance. The participants of this study were 24 fourth-year tourism learners, who participated in different aspects of the voluntary short course of the communication strategies, at a public university located in the northern part of Thailand. The findings showed the eight key communication strategies that could be taught for tourism learners including circumlocution, approximation, the literal translation, the self-repair, lexicalized fillers, direct appeals for assistance, and modified interaction strategies. Moreover, it seemed that high proficiency learners tried to

use more communication strategies or tried to use the available resources to express what they wanted because of their larger stocks of vocabulary lists.

However, previous studies have not focused these CSs as in-depth information. The gap of the study is that the research of communication strategies (CSs) employed by Thai EFL tourism learners has been less emphasized. The previous studies seem to use unvaried research designs, therefore it is not easy to gain rich data which may provide in-depth picture of communication strategies used by EFL learners. Therefore, the present study aims to investigate the kinds of communication strategies used by EFL learners during communication activities in EFL tourism classrooms and to examine how different practices of CSs use among EFL learners with different levels of English proficiency. Moreover, this current study also finds out what EFL learners' opinions towards the use of these CSs.

Conclusion

To sum up, this chapter reviews the literature relevant to the study. Significant theoretical perspectives related to the present study are uncovered in four major topics namely; the communication strategies in second language learning, the communicative competence, the communication strategies, as well as the previous studies. The next chapter will present the research methodology used in this study

CHAPTER III

RESEARCH METHODOLOGY

Introduction

This chapter presented research methodology used in the study. The purposes of this study were to examine what kinds of communication strategies that EFL learners used during communication activities in the EFL tourism classrooms and to investigate whether the individual differences of the EFL learners related to their use of the communication strategies. Therefore, mixed-method research approach was used in this study.

The Research Design

A mixed-method research was employed in order to gain both of qualitative and quantitative data in the present study. The mixed method was "the type of research in which a researcher or team of researchers combines elements of the qualitative and quantitative research approaches for purposes of breadth and depth of understanding and corroboration" (Johnson, Onwuegbuzie, and Turner, 2007, p. 123). Firstly, to obtain the quantitative data, the questionnaires were used to explore the communication strategies used by Thai EFL tourism learners. Furthermore, Fundamental English and Developmental English grades were designed to divide the participants into three groups namely; high, intermediate, and low proficiency. In terms of the qualitative data, the semi-structured interview and the non-participant observations were employed in order to collect an in-depth data. Lastly, all data was analyzed based on research questions.

The Participants

The participants of this study were forty-five second year learners majoring Tourism and Hospitality. They were required to complete questionnaires during engaged in the EFL classrooms at the University of Phayao. These participants were grouped into three levels including; high, intermediate, and low English proficiency level, by using the Fundamental English and Developmental English grades in the first year. The EFL learners who had grade

between 3.5–4.00 were categorized as 'high English proficiency learners'. The 'intermediate English proficiency learners' were grouped from their grade between 3.00–3.49, while the EFL learners who had grade between 2.59 or below were divided into the 'low EFL English proficiency learners'. Moreover, the reason why the second year EFL learners were chosen as the participants in this current study was they were more developmentally ready and educationally prepared to examine in this research. They were selected to take part in questionnaire, semi–structured interview, and the observations. All of participants were chosen respectively by purposive sampling because "it allows the researcher to home in on people or events which there are good grounds for believing will be critical for research" (Denscombe, 2014, p. 17).

The Instruments

The instruments used for the data collection in this study included questionnaire, observation forms, and a semi–structured interview.

1. The Questionnaire (see Appendix A)

To collect quantitative data, researcher developed questionnaire consisting of two parts. The first part contained of two sub–sections. The first section aimed to ask the participants demographic data such as grades, age, gender, and number of years studying English. The second section contained questions to elicit information about the participants' use of communication strategies (CSs). A five–point Likert Scale was utilized to evaluate participants' level of frequency in use of communication strategies. The overall participants were asked to check the number of frequency which most suitable to their actual situation when they encountered during participated in L2 communication activities (1 = never, 2 = hardly, 3 = sometimes, 4 = usually, 5 = always). The mean frequency score of strategy use of any categories or items was valued from 0.80 to 1.60 as 'never', from 1.61 to 2.40 as 'hardly', from 2.41 to 3.20 as 'sometimes', from 3.21 to 4.00 as 'usually', and from 4.01 to 5 as 'always'. The mean frequency score of strategy use of any categories or items was valued from 0.80 to 1.60 as 'never', from 1.61 to 2.40 as 'hardly', from 2.41 to 3.2 as 'sometimes', from 3.21 to 4.00 as 'usually', and from 4.01 to 5 as 'always'.

In this study, the researcher proposed 20-items adapted from Preedatawat (2009) in order to evaluate the second-year learners' communication strategies use. Each question was presented in Thai language in order to reduce the misunderstanding of questions' meaning. To ensure reliable and valid questionnaires, the supervisor and the co-supervisor helped to suggest and eliminate the irrelevant items. In addition, all of question items were examined by the three experts in order to determine whether all question items in the questionnaire were appropriate. In addition, the three experts gave comments for the questionnaire improvement. Their rating was analyzed based on Index of Item Objective Congruence (IOC) by using mean and standard deviation. The result of the analysis was those of all 20 five-scale items got higher than 0.5 (see Appendix E), so these items could be used to collect quantitative data in the study. After the drafted questionnaire was analyzed and revised according to the feedback from the experts, it was tried out with 20 second-year tourism major students who were not in the sample of the study. They were checked on their understanding i.e., the language and clarity of questions in the questionnaire. Finally, the questionnaire was employed as one of the research tools in the current investigation.

2. The Non-Participant Observation (see Appendix B)

The non-participant observation was designed to examine how the learners used communication strategies (CSs) in different English proficiency levels. The reason for selecting observation as a main technique for data collection in this present study was because it is used "when an activity, event, or situation can be observed firsthand, when a fresh perspective is desired, or when participants are not able or willing to discuss the topic under study" (Merriam, 2009, p. 119). Both audio and video recordings and in class observations were conducted by researcher. The purpose of audio and video recordings and the in class observations was to elicit the qualitative data through verbal strategies the EFL learners use while attempting to communicate English in the EFL classroom. The six learners, two from each of the high, intermediate, and low proficiency group, were purposively selected to be observed. A five-Likert scale, ranging from never (scale 1) to always (scale 5), was used to evaluate the frequency of EFL learners' behaviors of the communication strategies. To ensure the reliable and the valid observation schedule, the researcher constructed each items to ensure that the content was relevant to the purposes of the study. The observation items

were examined and verified by the supervisor and three experts. The researcher role was as non-participant observer. The non-participant observation means "conducting an observation without participating in the activities or events from a distance" (Hennink, Hutter, and Bailey, 2013, p. 185). In or der to gain the principal data, the audio recording were used, and the transcribed verbatim to examine what kinds of communication strategies of the Thai EFL participants. The video recording was designed for backup and adjunct to data when researcher requires more information of the EFL participants' behaviors. However, the video recordings were conducted to record the classrooms and were not focused on the individual participants. There were no evidences of "use of nonlinguistic means", thereby this study only aimed at investigating the communication strategies through spoken language

3. The Semi-Structured Interview (see Appendix C)

The interview also used as an important technique in this current study since they "represent the very different way of understanding human experience, regarding knowledge as generated between people rather than as objectified and external of them" (Hyland, 2003, p. 254). The semi-structured interview which adapted from Preedatawat (2009) was employed in this study by asking all forty-five participants with the same set of questions in same order. This was because it provided a space for the EFL participants to share the ideas and responses to all of questions. Moreover, the questions allowed the participants to express their personal thoughts and provide some comments, suggestions, and opinions on a given topic. The researcher expected to elicit some useful information involving CSs which may not be found in the questionnaire, so interviewing was able to find out the in-depth data.

The five questions were designed based on the research questions which aimed to investigate communication strategies used among EFL tourism learners, and to examine the relationships between the individual differences of English proficiency and communication strategies used. Though the questions were predetermined, the interviewer had an option to vary the questions based on learners' responses. The Thai language was employed in the interview in order to obtain clearly information from the EFL participants of this study. The questionnaire items were examined and checked by the supervisor, the co-supervisor, and three experts.

The Data Collection

The data of this current study was collected from the English for Communication classrooms at the University of Phayao, Thailand. Moreover, the language use for giving the instructions in the EFL classrooms were in English language. In addition, the EFL classroom activities were emphasized on both of knowledge-based and activity-based teaching. There were five steps of data collection as following:

First, EFL participants were asked to sign consent forms. To ensure confidentiality of the participants, the pseudonyms were used and all data were collected and stored accessible only to the researcher. To conduct this research, the EFL participants had a right to withdraw at any time without prejudice and without providing any reasons. Second, to obtain the quantitative data, open-ended questionnaires were distributed to all forty-five second year learners. The total time to complete the questionnaires was approximately 10 to 15 minutes. The questionnaire was designed into both of English and Thai versions to collect data of the participants' communication strategies use.

Second, the overall participants were divided into three levels; two high, two intermediate, and two low proficiency learners by using their Fundamental English and Developmental English grades in the first year. The six of participants were observed three weeks continually. They were chosen randomly to sit in groups of five people and can talk with classmates or the teacher naturally. Moreover, the six audio recording devices were distributed to the six participants in order to record what actually happened in classrooms regarding to the use of communication strategies. The video recording was also employed for a backup and adjunct to data when the researcher required more information of participants' verbal communication behaviors. However, researcher did not analyze data from video recording and nonverbal communication strategies as explained in the sub-heading 3.4.2. The Non-Participant Observation (page 35). Additionally, the observation time was approximately three hours in class per week. The researcher played a role as a non-participant observer who sat behind the classrooms and did not involve any activities in classroom.

Third, after the completion of observation, the researcher conducted the interview which revealed the participants' opinions of the effectiveness of each type of CSs. The six

participants who were categorized into three levels; two high, two intermediate, and two low learners, were selected to take part in the semi-structure interviews in the week after the last observations. Therefore, there were three times of interview with three groups and each of times was taken approximately 15-30 minutes. The semi-structured interviews were from individual face-to-face conversations with the EFL participants. They were held in a quiet room which provided a comfortable environment for them. At the end of interview, each interviewee was asked whether they have any comments or opinions to add to the interview that was not addressed by any of the questions or their responses. This was to avoid a situation where the interview failed to cover some important issues. Lastly, all the interviews of this current study were recorded by audio recorders and then transcribed. After that transcriptions were translated from Thai to English, the transcriptions will be sent out to participants to check and verify before analyzing the data.

Data Analysis

The present study analyzed the data from questionnaires by using Mean ( ) and the Standard Deviation (S.D.). A five-point Likert scale was used to score the participants' level of agreement in terms of their CSs use. The levels were shown as follows:

5 = Always (100%)

4 = Usually (75%)

3 = Sometimes (50%)

2 = Hardly (25%)

1 = Never (0%)

In addition, the data from audio recordings was transcribed to examine the differences of communication strategies use. Transcription conventions used in the analysis of communication strategies use are provided as follows:

Regular   Utterances in English produced by the Thai EFL learners

Bold regular   Communication strategies applied by the Thai EFL learners

Italic   Utterances in Thai produced by the Thai EFL learners

(Parentheses)   Translation from Thai to English

(...)   A pause during the conversation

[Bracket]	Information added by the researcher
I (Interlocutor)	Stand for the teacher

Trustworthiness of the Data

The most significant concerns in this study were the issues of reliability and validity in qualitative research. When conducting quantitative and qualitative research it is important to ensure reliability and validity in an ethical manner (Merriam, 2009). In order to enhance data reliability, the data in this study were collected from the EFL students repeatedly and continually for three weeks as they participated in the EFL classroom. Moreover, in order to ensure the consistency and reliability of the data, this study also used multiple methods including participant observations, semi-structure interviews, and questionnaire. As Cohen et al. (2007) mentioned multiple of data sources and data collection strategies "can assist the researcher to generate reliable evidence" (p. 403).

Conclusion

To sum up, this chapter depicted the methodological framework for this current study, suggesting that the mixed-method approach was the approach that best addressed the research problems. The instruments used for data collection in this study included open-ended questionnaires, non-participant observations and semi-structured interview. The questionnaires were used to investigate communication strategies used by the EFL learners during communication activities in EFL tourism classrooms. Moreover, observations were designed to examine how learners use CSs in different English proficiency levels. Lastly, the two semi-structured interview questions were also employed in this study by asking all EFL learners. The whole results are presented in a more detailed way in the next chapter.

CAPTER IV

RESULTS

Introduction

This chapter aimed to describe the research results of the mixed-method study at the four different levels of data analysis, which are: 1) general information of subjects 2) overall use of communication strategies (CSs); 3) use of individual CSs; and 4) the opinions toward CSs. The comparisons of the frequency of communications were employed by forty-five participants, the second year EFL learners majoring Tourism and Hospitality. These EFL learners enrolled in English for Communication at the University of Phayao, Thailand. The percentages and holistic mean scores obtained through the communication strategies questionnaires are determined. In addition, non-participant observations were designed to examine how the EFL learners at different English proficiency levels used CSs, and semi-structured interview which revealed learners' opinions towards effectiveness of each type of CSs was also analyzed. The results were presented based on quantitative data and qualitative data as following:

The Subjects' Information

Table 6 Distribution of the subjects according to gender

Gender	Frequency	Percentage
Male	16	35.6%
Female	29	64.4%
Total	45	100%

Table 6 illustrated the entire number of subjects was 45 learners. The majority of the subjects was female, 29 female subjects or 64.4%, and 16 male subjects or 35.6% respectively

Table 7 Distribution of the subjects according to age

Age	Frequency	Percentage
19	13	28.9%
20	25	55.6%
21	6	13.3%
22	1	2.2%
Total	45	100%

Table 7 revealed that the most of EFL learners were 20 years old and accounted for 55.6%. In addition, 28.9% of the respondents were aged 19 years old. Moreover, 13.3% of the EFL learners were aged 21 years old, and 2.2% were aged 22 years old respectively

Table 8 Distribution of the fundamental grade

Grade	Frequency	Percentage
A	2	4.4%
B	2	4.4%
B+	3	6.7%
C	12	26.7%
C+	8	17.8%
D	8	17.8%
D+	7	15.6%
F	2	4.4%
W	1	2.2%
Total	45	100%

It was shown in Table 8 that the highest percentage pointed at 26.7% for EFL respondents who had the Fundamental grade at C, followed by 17.8% for learners who had Fundamental grade point C+ and D, and 15.6% for grade D+ respectively. In addition, the EFL respondents who got grade A, B, and F were covered at 4.4%, and lastly 2.2% for learners who got grade W.

Table 9 Distribution of the developmental grade

Grade	Frequency	Percentage
A	3	6.7%
B	7	15.6%
B+	5	11.1%
C	12	26.7%
C+	6	13.3%
D	5	11.1%
D+	4	8.9%
F	3	6.7%
Total	45	100%

From Table 9, it showed that the majority of EFL learners who had a Developmental grade at C was pointed at 26.7%, followed by 15.6% for EFL learners who got grade B, and 13.3% for learners who got C+. Moreover, 11.1% was illustrated for EFL respondents who had grade point at B+ and D. Lastly, the Thai EFL learners who got Developmental grade at A and F were covered the same percentage at 6.7%

Table 10 Distribution of the time spend in study English per week

Time	Frequency	Percentage
>2 hours	24	53.3%
Between (2–3 hours)	15	33.3%
Between (4–5 hours)	6	13.3%
Total	45	100%

With regard to Table 10, it presented that most of EFL learners spent time to study English below 2 hours per week (53.3%). In addition, 33.3% were shown for EFL learners who take 2–3 hours for studying English per week, followed by 13.3% for who spent 4–5 hours respectively.

Answer to Research Question 1: What kinds of CSs do the EFL learners use during communication activities in EFL classrooms?

  1. The kind of communication strategies used by the EFL learners

    In this section, simple statistical methods were employed to analyze the data obtained from forty-five learners through the communication strategy questionnaires. The frequency of strategy use was indicated on a five-point Likert Scale, ranging from 1 to 5, namely. 'Never' valued as 1, 'Hardly' valued as 2, 'Sometimes' valued as 3, 'Usually' valued as 4, and 'Always' as 5. The mean frequency score of strategy use of any categories or items was valued from 0.8 to 1.6 as 'never', from 1.61 to 2.4 as 'hardly', from 2.41 to 3.2 as 'sometimes', from 3.21 to 4.0 as 'usually', and from 4.01 to 5 as 'always'. The overall communication strategies employed by the EFL learners are illustrated in terms of frequency of occurrence are presented in Table below.

Table 11 The overall use of communication strategies by the EFL learners

Categories of CSs	Mean	Standard Deviation	Frequency Category
1. Avoidance strategies	3.22	0.34	usually
2. Paraphrase strategies	3.29	0.36	usually
3. Borrowing strategies	3.38	0.33	usually
4. Time-gaining strategies	3.79	0.62	usually
Total	3.42	0.26	usually

    Table 11 presented the frequency of the CSs used by the EFL learners to show the overview of the EFL learners' use of communication strategies. When considering the mean rating of overall use of CSs, most of the EFL learners normally employed Time-gaining strategies ($\bar{x}$ = 3.79), followed by Borrowing strategies ($\bar{x}$ = 3.37), Paraphrase strategies ($\bar{x}$ = 3.29), and Avoidance strategies ($\bar{x}$ = 3.28) respectively as reported in the 'usually' level.

Table 12 The overall use of avoidance strategies by the EFL learners

Avoidance Strategies	Mean	Standard Deviation	Frequency Category
1. Topic avoidance	3.03	0.25	Sometimes
2. Message abandonment	3.40	0.35	Usually
Total	3.22	0.34	Usually

As shown in Table 12, it was found that Message abandonment mostly employed by the EFL learner ($\bar{x}$ = 3.40) in the 'usually' level, followed by the Topic avoidance ($\bar{x}$ = 3.03) in the 'sometimes' level.

Table 13 The overall use of paraphrase strategies by the EFL learners

Paraphrase Strategies	Mean	Standard Deviation	Frequency Category
1. Circumlocution	3.25	0.13	Usually
2. Approximation	3.33	0.33	Usually
3. Word coinage	3.06	0.39	Sometimes
4. Use of all-purpose words	3.50	0.53	Usually
Total	3.29	0.36	Usually

Regarding to Paraphrase strategies shown in Table 13, it illustrated that Use of all-purpose words were commonly used the most by EFL learner ($\bar{x}$ = 3.50) in the 'usually' level, followed by Approximation ($\bar{x}$ = 3.33), Circumlocution ($\bar{x}$ = 3.25), and Word coinage ($\bar{x}$ = 3.06) respectively.

Table 14 The overall use of borrowing strategies by the EFL learners

Borrowing Strategies	Mean	Standard Deviation	Frequency Category
1. Literal translation	3.69	0.25	Usually
2. Foreignizing	2.96	0.22	Sometimes
3. Code switching	3.33	0.21	Usually
4. Appeal for help	3.52	0.12	Usually
Total	3.38	0.33	Usually

With regard to Borrowing strategies, It was obvious that Literal Translation was commonly employed the most for avoiding communication problems by the EFL learners shown in the 'usually' level ($\bar{x}$ = 3.69). In addition, Appeal for help was also covered at mean score 3.52, followed by Code switching ($\bar{x}$ = 3.33), and Foreignizing ($\bar{x}$ = 2.69) respectively.

Table 15 The overall use of time-gaining strategies by the EFL learners

Time-gaining strategies	Mean	Standard Deviation	Frequency Category
Time-gaining strategies	3.79	0.62	Usually
Total	3.79	0.62	Usually

Table 15 illustrated that Time-gaining strategy was required in order to help the EFL learners keep the conversations going, and increase their English fluency. This strategy seemed to be mostly employed by the EFL learners in the 'usually' level ($\bar{x}$ = 3.79).

Answer to Research Question 2: What are different practices of CSs use among EFL learners with different levels of English proficiency?

As mentioned earlier, communicative strategies under the current study have been grouped into four main categories including, 1) the Avoidance strategies; 2) the Paraphrase strategies; 3) the Borrowing strategies and 4) the Time-gaining strategies. To answer the research question 2, there were two general approaches to gather the result including the quantitative results obtained from the questionnaire, and the qualitative results obtained from the non-participant observations. Table below demonstrated the frequency of CSs use in the four categories with different levels of English proficiency along with the standard deviation.

Table 16 The frequency use of CSs by EFL learners with different proficiencies

Categories & types of CSs	High level group (N=4)			Intermediate level group (N=22)			Low level group (N=19)		
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
1. Avoidance strategies	3.00	0.35	sometimes	3.15	0.01	sometimes	3.51	0.42	usually
2. Paraphrase strategies	3.53	0.36	usually	3.36	0.28	usually	2.97	0.21	sometimes

Table 16 (cont.)

Categories & types of CSs	High level group (N=4)			Intermediate level group (N=22)			Low level group (N=19)		
	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level	$\bar{x}$	S.D.	Level
3. Borrowing strategies	3.35	0.45	usually	3.55	0.30	usually	3.23	0.22	usually
4. Time–gaining	4.5	0.74	always	3.45	0.60	usually	3.42	0.58	usually
Total	3.60	0.64	usually	3.38	0.31	usually	3.28	0.36	usually

From the Table 16 above, it presented the frequency use of communication strategies from the EFL learners with different levels of proficiency. To begin with the high EFL learners proficiency, it showed that the time–gaining strategy was applied the most ($\bar{x}$ = 4.5), and avoidance strategies ($\bar{x}$ = 3) were used at least. In addition, the intermediate EFL learners preferred to use the borrowing strategies most frequently ($\bar{x}$ = 55), while avoidance strategies were employed at least ($\bar{x}$ = 15). In contrast, the low EFL proficiency liked to utilize avoidance strategies the most ($\bar{x}$ = 51), and paraphrase strategies were shown in the least ($\bar{x}$ = 2.97).

Table 17 The frequency use of avoidance strategies by the EFL learners with different proficiencies

Avoidance strategies	High level group (N=4)			Intermediate level group (N=22)			Low level group (N=19)		
	Mean	S.D.	Level	Mean	S.D.	Level	Mean	S.D.	Level
1. Topic avoidance	2.75	1.35	sometimes	3.14	0.93	sometimes	3.21	0.86	usually
2. Message abandonment	3.25	0.91	usually	3.15	1.12	sometimes	3.80	0.98	usually
Total	3.00	1.12	sometimes	3.15	1.01	sometimes	3.51	0.91	usually

As shown in Table 17, the frequencies of communication strategies used by the three group of English proficiency were illustrated clearly. Regarding avoidance strategies, it was found that the high proficiency learners attempted to employ message abandonment the most ($\bar{x}$ = 3.25) in the 'usually' level. This was similar to message abandonment strategy that was also a common use by the EFL intermediate proficiency learners ($\bar{x}$ = 3.15) in the 'usually' level. Interestingly, low proficiency learners tended to use message abandonment

more extensively than the intermediate and the high proficiency learners ($\bar{x}$ = 3.80) in the 'usually' level.

Table 18 The frequency use of paraphrase strategies by the EFL learners with different proficiencies

Paraphrase Strategies	High level group (N=4)			Intermediate level group (N=22)			Low level group (N=19)		
	Mean	S.D.	Level	Mean	S.D.	Level	Mean	S.D.	Level
1. Circumlocution	3.13	0.77	sometimes	3.38	1.06	usually	3.24	1.10	usually
2. Approximation	3.50	0.58	usually	3.55	0.85	usually	2.95	0.97	sometimes
3. Word coinage	3.50	0.58	usually	2.95	1.21	sometimes	2.74	1.19	sometimes
4. Use of all-purpose words	4.00	0.58	usually	3.42	0.96	usually	2.95	1.12	sometimes
Total	3.53	0.62	usually	3.36	1.02	usually	2.97	1.10	sometimes

Paraphrase strategy was also utilized by the EFL learners in order to use alternative linguistic items to compensate for communication gaps because of their insufficient knowledge of lexical, grammatical, and phonological forms. These strategies included the circumlocution, approximation, word coinage, and use of all-purpose words. Based on the finding from Table 18 above, Use of all-purpose words was more frequently used by the high proficiency learners ($\bar{x}$ = 4.00) in the 'usually' level which could be concluded that they tended to use this strategy more extensively than the EFL learners who had intermediate and the low proficiency level ($\bar{x}$ =3.42, and 2.95 respectively). With regarding to approximation strategy, the 'usually' level occurred in the intermediate proficiency ($\bar{x}$ = 3.55) the most. In addition, circumlocution strategy was employed the most by the low proficiency learners ($\bar{x}$ = 3.24) in the 'usually' level.

Table 19 The frequency use of borrowing strategies by the EFL learners with different proficiencies

Borrowing Strategies	High level group (N=4)			Intermediate level group (N=22)			Low level group (N=19)		
	Mean	S.D.	Level	Mean	S.D.	Level	Mean	S.D.	Level
1. Literal translation	3.75	0.82	usually	3.91	0.75	usually	3.42	1.21	usually
2. Foreignizing	2.75	0.96	sometimes	3.18	1.29	sometimes	2.95	0.91	sometimes
3. Code switching	3.25	0.96	usually	3.56	0.98	usually	3.16	1.24	sometimes

Table 19 (cont.)

Borrowing Strategies	High level group (N=4)			Intermediate level group (N=22)			Low level group (N=19)		
	Mean	S.D.	Level	Mean	S.D.	Level	Mean	S.D.	Level
4. Appeal for help	3.63	0.96	usually	3.53	0.88	usually	3.40	0.98	usually
Total	3.35	0.91	usually	3.55	0.95	usually	3.23	1.03	usually

Regarding borrowing strategies as shown in Table 19, this category comprised of four sub-strategies namely literal translation, foreignizing, code switching, and appeal for help. It was obvious that the literal translation was commonly employed in order to avoid communication problems by the three group of English proficiency shown in the 'usually' level. The intermediate proficiency learners had the highest rate of liberal translation used ($\bar{x}$ =3.91), followed by the high and the low proficiency Thai EFL learners ($\bar{x}$ =3.75 and 3.42 respectively). Based on the foreignizing strategy, the Thai EFL learners in the three groups 'sometimes' employed this strategy. Furthermore, the code switching strategy was mostly utilized by the intermediate learners and the high proficiency groups in the 'usually' level ($\bar{x}$ = 3.56 and, 3.25 respectively). As illustrated in Table 6 above, interestingly, the appeal for help strategy occurred in the 'usually' level with the mean score (3.63, 3.53 and 3.40) by the high proficiency learners, the intermediate and low learners respectively.

Table 20 The frequency use of time-gaining strategies by the EFL learners with different proficiencies

Time-gaining strategies	High level group (N=4)			Intermediate level group (N=22)			Low level group (N=19)		
	Mean	S.D.	Level	Mean	S.D.	Level	Mean	S.D.	Level
Time-gaining strategies	4.5	1.13	always	3.45	0.8	usually	3.42	0.90	usually
Total	4.5	1.13	always	3.45	0.8	usually	3.42	0.90	usually

Time-gaining strategy was required in order to help the EFL learners keep the conversations going, and increase their English fluencies. This strategy seemed to be mostly employed by the high learners group in the 'always' level ($\bar{x}$ = 4.5). Meanwhile, this strategy was utilized the least by two groups of the EFL learners that were the intermediate

level group ($\bar{x} = 3.45$) followed by the low level group ($\bar{x} = 3.42$) respectively which was in the 'usually' level.

2. Different practices of communication strategies used by Thai EFL learners

To gain more an in-depth data, following dialogues occurred how the EFL learners used CSs as mediating tool in order to compensate the communication difficulties during dialogic interactions in the Thai EFL classroom. Consequently, these perspectives of communications shed light on role of CSs during communicative interactions which took place while EFL learners were engaged in EFL classroom activities. Researcher observed and transcribed utterances representing how each CS was employed by the high, intermediate, and low proficiency learners. Therefore, findings were illustrated based on the EFL learners with different level of English proficiency, as shown in the Table below.

2.1 The Use of Communication Strategies by the High Proficiency EFL Learners

Table 21 The use of avoidance strategies by the high proficiency EFL learners

Extract	Date	Participant	Move		Dialogue	CSs
Category 1: Avoidance Strategies						
1	07/12/16	Oven (O)	1	I:	Which pieces of kitchen equipment *should* you buy for your *kitchen*?	
			2	O:	Um **actually, I can't remember, but I think it is many.**	Avoidance: Topic avoidance
			3	I:	Okayl.many. Can you give me some examples?	
			4	O:	Aor..pot and pan. [laugh]	
			5	I:	Well, that's good.	

In this and the following conventions are used:

Regular	Utterances in English produced by the Thai EFL learners
Bold regular	Communication strategies applied by the Thai EFL learners
Italic	Utterances in Thai produced by the Thai EFL learners
(Parentheses)	Translation from Thai to English
(...)	A pause during the conversation

[Bracket]	Information added by the researcher
I (Interlocutor)	Stand for the teacher

The Extract 1 above showed how the high proficiency EFL learner, Oven, entered into dialogue with his teacher to share the ideas of utensils in the kitchen. At first, the teacher initiated the dialogue by asking Oven with the aim at gaining some ideas of kitchen utensils equipment. Oven later was unable to talk about concepts for which the vocabulary concerning kitchen equipment. Therefore, he decided to use the avoidance strategies in a form of topic avoidance to answer the question with his teacher. In other words, he tended to avoid talking about this topic with his teacher by saying that "Um actually, I can't remember, but I think it is many."(Move 2). However, the EFL teacher attempted to encourage the learners by asking more examples. In so doing, the high proficiency EFL learner subsequently enabled to continue the conversation in English with his teacher effectively.

Table 22 the use of paraphrase strategies by the high proficiency EFL learners

Extract	Date	Participant	Move		Dialogue	CSs
Category 2: Paraphrase Strategies						
2	(30/11/16)	Oven (O)	6	I:	Where did you go on last weekend?	
			7	O:	I <u>tour</u> [travel] to Chiang Mai, Lamphun and Lampang… err…with my teacher and friends.	**Word coinage**
			8	I:	Wow! That sounds great. What did you do there?	
			9	O:	I went to Wat Phra That Lampang Luang and ride the horse car.	
3	(07/12/16)	Oven (O)	10	I:	When you say you put food there, what kind of food and drink?	
			11	O:	It is …um… rice…and food for Thai people…It is a…boiled egg.	
			12	I:	Boiled egg?	
			13	O:	Yeah and **<u>everything…everything</u>** to eat.	**Paraphrase: Use of all-purpose word**
4	(09/12/16	Mummy (M)	14	I:	What are the complaint of parents to Jason and Lisa?	
			15	M:	Err… Jason always turns off television	

Table 22 (cont.)

Extract	Date	Participant	Move		Dialogue	CSs
					loudly...and... ah ...ah...Lisa **making**...no...put **everything** to the floor.	Paraphrase: Use of all-purpose word
			16	I:	Can you explain more?	
			17	M:	Ahh... for example she always.. put the dolls on the floor.	
			18	I:	Alright I got it.	

With regard to paraphrase strategies, the high proficiency EFL learner just started to share his vacation experience in Chiang Mai with his teacher. He entered the dialogue by answering in that where he went to and what he did in Chiang Mai. As illustrated in the paraphrase strategy employed by Oven, it can be seen that word coinage emerged at the beginning of dialogue. Referring to extract 2, Oven misused an English word 'tour' (move 7) instead of the verb 'travel'. Nevertheless, the word he used to share semantic features which were general idea and were able to be understood by his teacher. Moreover, as shown in Extract 3, the high proficiency EFL learner engaged in the dialogue with his teacher to explain his ideas of the signature foods of his family. Initially, when the teacher asked Oven what kind of food and drink that his family always preferred to eat for dinner, Oven decided to employ the English word 'everything' (move 13) referring to those kinds of food. Due to the lack of vocabulary resources, the use of all-purpose word strategy, which is the word 'everything', was employed by Oven in this context. However, this may lead to unclear message because the teacher may not understand what Oven really wanted to explain. In the same vein, another high proficiency learner, Mummy, also applied paraphrase strategy in a form of use of all-purpose words to convey her ideas. As illustrated in extract 4, Mummy was asked to show her ideas from the listening of dialogue in the audio CD. The problems was she could not remember to the words in that dialogue. To solve this problem, Mummy attempted to use English words such as 'making' and 'everything' (move 16) to explain why Jason and Lisa were complained by their mother. However, Mummy's situation was different from Oven's in that she finally solved her problem by giving example to her teacher.

Table 23 The use of borrowing strategies by the high proficiency EFL learners

Extract	Date	Name	Move		Dialogue	CSs
Category 3: Borrowing Strategies						
5	(16/12/16)	Mummy	19	I:	What about your hometown in Sakonnakorn?	
		(M)	20	M:	We have…er… **dainosao** [dinosaur in Thai	Borrowing:
			21	I:	accent].	Foreignizing
			22	M:	Oh! Are you scared?	
					No, it's just a statue.	
6	(23/12/16)	Mummy	23	I:	Can you explain your close friend's	
		(M)			characteristics? Why do you love her?	
			24	O:	She like to get dress **long and beautiful**. We	Borrowing:
					like to share our problems together. That's why	Literal
					I love her very much.	translation

As can be seen from extract 5, borrowing strategy in a form of foreignizing was required by the high proficiency learner. Mummy engaged in this dialogue with an aim to present her hometown to the teacher. In this context, when Mummy was asked to expand the ideas of her hometown, she attempted to choose Thai phonological accent '*dainosao*' (move 20) instead of *'dinosaur'* in English accent. Thereby, it seemed clear that Mummy was more familiar with her first language rather than the second language (L2). Furthermore, the dialogue in the Extract 6 above occurred at the beginning of English for communication classroom. Initially, the teacher turned on the audio of friends' dialogue. The EFL learners then had to complete the test after they had listened for two times. After the EFL teacher provided the test, the high proficiency EFL learners was required to explain her own close friend's characteristics and literal translation strategy was shown in this context. As illustrated in the context, Mummy translated directly word by word similar to structure of a Thai noun phrase as *'dress long and beautiful'*, instead of *'long and beautiful dress'* (move 24). As she struggled to convey the appropriate meaning of conversation, she was thus able to apply the literal translation strategy during this context.

Table 24 The use of time-gaining strategies by the high proficiency learners

Extract	Date	Name	Move		Dialogue	CSs
Category 4: Time-gaining Strategies						
7	(09/12/16)	Mummy (M)	25	I:	What are the complaint of parents to Jason and Lisa?	
			26	M:	**Err**... Jason always turns off television loudly...and... **ah** ...**ah**...Lisa making...no...put everything to the floor.	**Time-gaining**

The extract 7 showed that the high English proficiency learners employed the time-gaining in order to deal with communicative problems while communicating with the English teacher. After Mummy was asked to show the idea of what are the complaint of parents to Jason and Lisa, it can be seen that she needed more time to think and plan her ideas by using these utterances such as *'urr'* and 'ah' (move 26).

2.2 The Use of Communication Strategies by Intermediate Proficiency EFL Learners

Table 25 The use of avoidance strategies by intermediate proficiency learners

Extract	Date	Name	Move		Dialogue	CSs
Category 1: Avoidance Strategies						
8	(14/12/16)	Eye (E)	27	I:	Where did you go on weekend? What did you do in there?	
			28	E:	Um.....I go to Chiang Mai to see temple and the zoo... and ...um... [Laugh] **I don't know.**	**Avoidance:**
			29	I:	Wow, what was your favorite thing at Chiang Mai, and where would you like to have spent more time?	**Message abandonment**
			30	E:	I like the zoo since many animals live there.	

As shown in Extract 8, the dialogue occurred when the intermediate proficiency EFL learner was asked to share her weekend experience and she could not continue her conversation with the teacher. Thereby, Eye decided to utilize the Avoidance strategy using the sub-strategy, message abandonment by saying *'I don't know'* (move 28) to end the conversation about the places she visited on the last weekend. In this situation, she

probably had no ideas to continue the conversation to talk about other places in Chiang Mai in English. For this reason, Eye decided to employ the message abandonment strategy to stop the dialogue in the mid-utterance with her teacher.

Table 26 The use of paraphrase strategies by the intermediate proficiency EFL learners

Extract	Date	Name	Move		Dialogue	CSs
Category 2: Paraphrase Strategies						
9	(07/12/16)	Bamboo	31	I:	What flowers best represents of your city?	
		(B)	32	B:	Err.. they have many beautiful colors..Ahh..they grow on the tree.[orchid]	Paraphrase : Circumlocution
			33	I:	I think is it orchid?	
			34	B:	Yes..Yes [Laugh]	

Regarding to paraphrase strategy shown in Extract 9, it presented Bamboo's use of circumlocution strategy to deal with his language difficulties. In this context, the teacher initiated to narrate her city to the EFL learners in order to lead learners to describe their hometown city. Bamboo then was the first person to volunteer to tell the flowers represented his city. It seemed that Bamboo attempted to explain characteristics of orchid (move 32). However, he was unable to find right word in English for 'orchid.' Thereby, he employed the circumlocution to solve the problem by explaining that *"Err.. they have many beautiful colors..Ahh..they grow on the tree"*.

Table 27 The use of borrowing strategies by the intermediate proficiency EFL Learners

Extract	Date	Participant	Move		Dialogue	CSs
Category 3: Borrowing Strategies						
10	(02/12/16)	Bamboo	35	I:	What is your favorite subject in this semester?	
			36	B:	... [silent]	
			37	I:	The subject you like the most.	
			38	B:	Aor... Finance *Krub (L1)*. [Thai ending style]	**Code switching**
11	(07/12/16)	Eye (E)	39	I:	What is your complaint to your parents?	
			40	E:	Again please.	Appeal for help

With regard to borrowing strategies, we can see that the intermediate proficiency learner used code switching in order to compensate their communication difficulties. For answering the teacher question concerning favorite subject, as shown in extract 10, Bamboo said in Thai *'Krub'* (move 38) or ending particles to show respect to the teacher and make the conversation more flow and polite. As we can see, he switched the English language (L2) into Thai language (L1) to show polite culture of Thai people. Moreover, entering into the dialogue in Extract 11 presented Eye the opportunity to use borrowing strategies in a form of appeal for help as a tool for asking help from her teacher. As can be seen, when the teacher asked Eye question of what her complaint to parents but she was unable to answer in English immediately. In particular, Appeal for Help strategy was preferably. Therefore, Eye decided to ask her teacher to repeat the question by saying in English *'Again please'* (move 40).

Table 28 The use of time-gaining strategies by the intermediate proficiency
EFL learners

Extract	Date	Participant	Move		Dialogue	CSs
Category 4: Time-gaining Strategies						
12	(02/12/16)	Bamboo (B)	41	I:	What is your favorite subject in this semester?	
			42	B:	... **[silent]**	**Time-gaining**
			43	I:	The subject you like the most.	
			44	B:	**Ah**... Finance Krub. [Thai ending style]	**Time-gaining**

Time-gaining strategy was one of the communication strategies used by the intermediate learners as shown in the Extract 12. Bamboo initiated to keep silent when he was not understand of teacher's question in which what is his favorite subject (move 42). Then, after teacher attempted to explain question to make clearer, he decided to employ time-gaining strategy *'Ah'* again in order to expand time to think before he talked (move 44).

2.3 The Use of Communication Strategies by the Low Proficiency EFL Learners

Table 29 The use of avoidance strategies by the low proficiency EFL learners

Extract	Date	Participant	Move		Dialogue	CSs
Category 1: Avoidance Strategies						
13	(07/12/16)	Aek (A)	45	I:	Why do your parents always complain you?	
			46	A:	I'm *Sok ka prok* (dirty)...Aor...dirty in	
					common life... and...**Yes.**	Avoidance:
			47	I:	And how do you deal with these problems?	Message
			48	A:	I'm in a hurry to pick up my things. [Laugh]	abandonment

With regard to avoidance strategies shown in extract 13 above, at the beginning of the dialogue, the teacher initiated the lesson with the low proficiency EFL learner by turning on the audio CD which contained the dialogues of the parents' complaint. The teacher later asked questions designed to lead EFL learners to participate in communication activities. However, Aek could not transfer his ideas into English, he tried to solve this communicative problem by saying Thai that "I'm Sok ka prok. [dirty]". Later, Aek engaged in the use of communication strategy by applying the message abandonment strategy. Significantly, he attempted to explain more about his mother's complaint, but he could not translate his ideas into English so he avoided to continue their conversation by saying *'Yes'* (move 46).

Table 30 The use of paraphrase strategies by the low proficiency EFL learners

Extract	Date	Participant	Move		Dialogue	CSs
Category 2: Paraphrase Strategies						
14	(07/12/16)	Aek (A)	49	I:	Why do your parents always complain you?	
			50	A:	I'm *Sok ka prok* (dirty)...Aor...dirty in	
					common life... and...Yes.	
			51	I:	Can you give me example?	
			52	A:	**Everything**... [laugh]	Use of all–
						purpose word

Regarding to the paraphrase strategies shown in Extract 14, the low proficiency EFL student engaged in communication activities in order to explain their experiences towards the parents' complaint. This Extract emerged from Aek's efforts to state the

evidence why he was complained by his mother but he was unable to give example to his teacher. Thus Aek decided to employ all-purpose word in English that *'Everything'* in order to help him to deliver comprehensible message (move 52).

Table 31 The use of borrowing strategies by the low proficiency EFL learners

Extract	Date	Participant	Move		Dialogue	CSs
Category 3: Borrowing Strategies						
15	(30/11/16)	Toey (T)	53	I:	Where are you come from?	
			54	T:	I come from Phrae.	
			55	I:	Do you like Phrae?	
			56	T:	Yes, I do.	
			57	I:	Why? Why do you like Phrae?	
			58	T:	Err… because it is … **_Sa Ngop_ (L1).** (peachful)	Borrowing: Code switching
16	(07/12/16)	Toey (T)	59	I:	When you make a Kratong, What do you put in?	
			60	T:	Ah…flowers,..err…money ….and **_Thoop (L1)_**.(joss stick)	Borrowing: Code switching
17	(30/11/16)	Aek (A)	61	I:	What is the complaint of your mother?	
			62	A:	I have girlfriend…Ah… my mom want me to study **_Korn (L1)_** (first)… [laugh]	Borrowing: Code switching
18	(07/12/16)	Aek (A)	63	I:	What is your parents always complain you?	
			64	A:	I'm **_Sok ka prok (L1)_** (dirty)…Aor…dirty in common life… and…Yes.	Borrowing: Code switching
			65	I:	Can you give me example?	
			66	A:	Everything… [laugh]	

Throughout borrowing strategies, a highlight of the dialogue was both of the low proficiency EFL learners preferred to employ code switching. Regarding the Extract 15, the data showed that the low proficiency EFL learner, Toey, applied the code switching to help her to compensate for communication gaps through clarifying the messages. Seemingly, Toey utilized the Thai word *'Sa Ngop'* (move 58) for describing her hometown referring to English meaning that 'being in the peaceful condition'. In this situation, without any descriptions from the learner in English, Toey's teacher may not understand what she wanted to convey

meaning. Similarly, as illustrated in Extract 16, while talking about a Kratong, Toey also switched Thai word *'Thoop'* (move 60) instead of saying in English *'joss stick'* because she could not say this word in English. Furthermore, the dialogue in Extract 15 also highlighted the use of the code switching applied by the low proficiency learners. As shown in Extract 15, Aek applied borrowing strategy by code switching the word '*First*' in English to a Thai word, '*Korn*' (move 62). Furthermore, code switching strategy was also used in the case that the EFL student's memorization of English vocabulary was unavailable, thereby he said in Thai words that '*Sok ka prok*' (move 64). However, when this EFL student could retrieve this word in English, later he switched in English by saying 'dirty'.

Table 32 The use of time-gaining strategies by the low proficiency EFL learners

Extract	Date	Participant	Move		Dialogue	CSs
Category 4: Time-gaining Strategies						
19	(07/12/16)	Toey (T)	67	I:	When you make a Kratong, What do you put in?	
			68	T:	<u>Ah</u>..flowers <u>err</u>..money and Thoop.(joss stick)	Time-gaining

As shown in Extract 19, the dialogue occurred when Toey was asked to show the idea of making Kratong. For this reason, Toey decided to employ time-gaining strategy *'Ah' and 'Er'* in order to help her keep the conversations going (move 68).

Answer to Research Question 3: What are the EFL learners' opinions towards the use of CSs?

The semi-structured interviews were conducted in the third phase of the data collection with EFL learners chosen by purposive sampling technique based on their English proficiency levels in order to elicit their opinions toward use of CSs. The number in Table 17 showed the sequences of learners interviewed from the EFL participants. The results of the EFL learners' semi-structured interviews were presented in the following sections.

1. Question one: Do you have communication problems when you communicate with others? If yes, what communication problems do you have? And how do you solve your problems?

Table 33 The EFL learners' communication difficulties and solutions

No.	Participants	Levels of Proficiency	The EFL learners' communication difficulties	The use of CSs
1	Oven (O)	The high proficiency EFL learners	When I have problems in English or someone asked me some questions, I _**had to spend time to think**_ before I talked.	**Time-gaining**
2	Mummy (M)		I attempt to find the _**synonym or the similar word**_ to help me compensate my communication difficulties. I think It is very useful method.	**Approximation**
3	Bamboo (B)	The intermediate proficiency EFL learners	I always used _**Thai language mixed with English language**_. When I did not know some words, I will search the meaning in dictionary immediately.	**Code switching**
4	Eye (E)		When I had problems, I will _**think the words in Thai first and then translate it into English**_, using simple words that could help teacher to understand me.	**Literal translation**
5	Toey (T)	The low proficiency EFL learners	When I encountered difficulties while communicating in English with foreigners, I usually _**stopped talking and smiled.**_	**Message Abandonment**
6	Aek (A)		I preferred to _**repeat what the teacher has said**_. It was able to help me better understand the interlocutor.	**Appeal for help**

Table 33 represented data from the interview regarding the Thai EFL learners' communication difficulties and strategies used during communication activities. As can be seen, if the conversations did not go smoothly by keeping talking, the majority of the learners reported employing various CSs to overcome their communication difficulties because they did not want to stop the conversation. The most noticeable feature of the interview above was that the high proficiency learner, Oven, preferred to use theTime-gaining strategy when he needed more time to think before talking in English. Moreover, Mummy mentioned that she was able to solve her problem by utilize approximation strategy in order to find out the similar English words to communicate completely and effectively as the goals. Regarding to the intermediate proficiency Thai EFL learners, code switching was the first strategy chosen by Bamboo to help him keep the communication flowing by switching L2 to L1. In addition, when Eye was unable to think to the target language, she applied the literal translation to translate Thai to English word by word. With regard to the low proficiency learners, you can

see that the message abandonment was employed when Toey could not communicate with foreigners or she felt it was too difficult to solve the problem. To do this, she decided to stop talking and keep smiling. Finally, Aek continued to share his opinions about the problems he was experiencing in communication and solutions he used to overcome those difficulties. At this point, Aek realized that appeal for Help was the one of communication strategies he used when needed help from his teacher in order to convey his message completely.

      2. Question two: Do you think the communication strategies are able to improve your English speaking ability?

Table 34 The EFL learners' opinions toward the use of communication strategies

No.	Participant	Levels of Proficiency	Opinions towards the use of communication strategies by the EFL learners	Summary of the given Opinions
1	Oven (O)	The high proficiency EFL learners	I think my English communication may much more excellent if I have a chance to learn the CSs in classroom.	Ask for learning CSs in the EFL classroom
2	Mummy (M)		We didn't have such kind of CSs in this class but I think it is very helpful for us to communicate with English speaking people. I think we need much more practical training.	Request, Ask for CSs' learning and practice in the EFL classrooms
3	Bamboo (B)	The intermediate proficiency EFL learners	Yes, they are helpful. The teacher should teach learners CSs for communication in class because we are tourism-oriented learners and we need to learn more practical CSs.	Request for CSs' learning and practice in the EFL classrooms
4	Eye (E)		I think the teacher should encourage us to study CSs because we always lack of confidence when we have to talk with foreigners and we did not have the way to solve.	Request for CSs' instructions in the English for Communication classrooms
5	Toey (T)	The low proficiency EFL learners	I think it may help to improve English communication. I hope we have chances to use CSs in class. If it's practical, it should be very helpful.	Request for CSs' instructions in the EFL classrooms
6	Aek (A)		I think it would be better if in an English course book added CSs content to help learners practice speaking fluently.	Request for CSs' content in the English curricula

The most remarkable feature of above Table showed that most of the Thai EFL learners needed more practical training of communication strategies in the classroom because they thought that it was beneficial for their communication. According to the high proficiency learners, Oven, he asked for learning communication strategies in classroom. That is, Oven believed that if he was able to learn CSs, his communication will be better. In addition, Mummy also pointed out that her classroom did not have such kind of CSs instructions so, she also requested for CSs' learning and practice in the EFL classrooms. Similarly, with regard to the intermediate learners, Bamboo, he mentioned that CSs teaching and learning was very essential because he was the tourism learners. As shown by the dialogue in the Table 23, Eye also requested for CSs learning in the EFL classroom as she always lacked of confidence when she had to talk with foreigners. Based on the low proficiency learners, Toey, focused that CSs instruction was needed among the EFL learners since it may helped to improve the communication skill. Lastly, Aek also asked for CSs content in English curricula in order to help the EFL learners practice speaking fluently. As can be seen from the Table above, the CSs teaching and learning were needed among the EFL learners in the current study.

Conclusion

The key results presented throughout this chapter included both of the quantitative, qualitative, and combined methods results. For the quantitative findings constituted the clear identification of 11 communication strategies employed by EFL learners. The results presented that the Time-gaining strategies were used the most. This can be concluded that EFL learners needed time to think before talking. Interestingly, results showed that the high proficiency .learners preferred to use the Time-gaining strategy the most as similar to the quantitative results mentioned earlier. In contrast, the intermediate learners decided to employ the Borrowing strategies in a form of Literal Translation frequently because they were not yet codified in the target language. However, the low proficiency tended to use Avoidance strategies more extensively than the intermediate and the high proficiency learners. It may be because the low proficiency learners attempted to avoid topics they did not know and stop talking in the mid-utterance due to the lack of language knowledge. To gain more in-depth data, dialogues discussion occurred how the EFL learners used the CSs as the

mediating tool in order to compensate communication difficulties during the dialogic interactions in EFL classroom. For the interview, it was found that all of participants agreed to add CSs instruction to the English curricula. These key results require detailed discussion, which is offered in the next chapter.

CHAPTER V

CONCLUSION

Introduction

As the last chapter of thesis, this chapter aims to summarize the principal findings of the present investigation in response to the answer research questions one to the research questions three including, the use of CSs by the Thai EFL learners; the different practices of communication strategies used by the Thai EFL learners and these learners' opinions toward communication strategies. This is followed by the discussion of research findings as well as the implications arising from the research for teaching and learning of English communication strategies in EFL classrooms. At last, the limitations of the present investigation and proposals for further research are presented.

Answer to Research Question 1: The Overall Use of CSs by Thai EFL Learners

With regard to first research question, 'What kinds of communication strategies do EFL learners use during communication activities in EFL classrooms?', the findings of the present study were shown that most of Thai EFL learners normally employed the ***Time-gaining strategies***, followed by borrowing strategies, paraphrase strategies, and the avoidance strategies. This echoes the work of Malasit (2012) and Reungnam (2014), the time-gaining was most frequently strategies EFL learners used when they encountered with the communication difficulties. This can be indicated that the EFL learners attempted to gain time to keep conversation flowing and maintain their interactions with the teacher. This is because the use of this strategy allowed them to generate their thought before talking as well as did help speech in English language to flow naturally. This evidence is supported by Dornyei (1995) who mentioned that the time-gaining may provide learners with the sense of security in the L2 (English language) by giving them more time to think in target language. Therefore, the Thai EFL learners in this study attempted to employ time-gaining strategies frequently when there was the communication obstacles emerging from the interlocutor's performance or comprehension of intended message. Moreover, this

finding is in line with Zhao's study (2013), conducted in China, in which tourism learners mostly employed the time-gaining strategy when they encountered with the lack of English structure knowledge. Interestingly, Kongsom (2009) recommended that the EFL learners should be taught by using the time-gaining strategy which was long fillers such as 'I see what you mean', 'To be honest', and 'Hang on' in order to keep conversation flowing. To sum up, time-gaining was found useful since it enabled the EFL leaners to reach their communication goal under real-time constraints.

With regard to **Borrowing strategies**, the sub-category 'foreigizing' was less frequently used by the EFL learners compared with the other communication strategies. This foreigizing was aimed to help the EFL learners to resort L1 (Thai) words by adjusting it to English pronunciation. In other words, the major problem of the EFL learners may be because these learners did not know how to pronounce the word in English (Meriem, 2015). Thus, the EFL learners decided to use the foreignizing strategy to overcome this problem by saying an English words in Thai accent. This seems that the EFL learners were more familiar with their L1 rather than the L2. The EFL learners may consider this strategy is useful for them to solve the communication's difficulties if the native speaker is able to understand what the Thai EFL learners actually wanted to convey the meaning. Thus, the finding of the current study indicates that the foreignizing strategy may enhance the Thai EFL learners to meet their communicative goal in case that the native speaker is familiar with the EFL learners' first language.

Regarding to **Paraphrasing strategy**, the 'use of all-purpose words' was also employed frequently by the Thai EFL learners. When the Thai EFL learners were unable to use some English words to express the ideas, the use of all-purpose words was required to solve their communication problems. In other words, to fill in the gap in English lexical knowledge during conversation, the EFL learners tended to use words that were available the most, thereby demanding the least amount of their effort in L2 learning. Therefore, the use of all-purpose words enabled EFL learners to communicate with their foreigner teacher in attempt to share their intended meaning by saying new word or similar word, thereby to continue the conversation.

To illustrate ***Avoidance strategies,*** 'message abandonment' was applied the most when the EFL learners were unable to continue communication. This can be indicated that the EFL learners attempted to refer to an object or to talk about concept in English, but they gave up since it was too difficult. According to Ellis's (2002) study, avoidance strategy sometimes was the result of the first language transfer as Chinese and Japanese learners sometimes avoided the use of English structure due to their native languages not containing such structures. Thus, these EFL Chinese students decided to employ avoidance strategies to overcome their communication difficulties. However, this finding is not in line with Binhayeearong's (2009) finding which the EFL participants of the study applied compensatory strategies more frequently than avoidance strategies. Thus, message abandon allowed the Thai EFL learners to keep communication going by expanding their communicative resources and compensating for their language deficiencies rather than renouncing their target goal by avoiding unknown topics or leaving a message unfinished because of some language difficulties.

Answer to Research Question 2: Different Practices of CSs Used by Thai EFL Learners

In response to the research question two in the study, 'What are different practices of the communication strategy use among Thai EFL learners with different levels of English proficiency?', there were two general approaches to gather finding including, the quantitative results obtained from the questionnaire, and the qualitative results obtained from the non-participant observation. Consequently, the frequency use of communication strategies and the data of dialogue among the EFL learners in different English proficiency were discussed further below.

The High Proficiency EFL Learners

1. Time-gaining strategy

2. Paraphrase strategies

   (2.1) Use of All-purpose Words

   (2.2) Approximation

   (2.3) Word Coinage

   (2.4) Circumlocution

3. Borrowing strategies

   (3.1) Literal Translation

   (3.2) Appeal for Help

   (3.3) Code Switching

   (3.4) Foreignizing

Differences of Communication Strategies Used by Thai EFL Learners

The Intermediate Proficiency EFL Learners

1. Borrowing strategies

   (1.1) Literal Translation

   (1.2) Code Switching

   (1.3) Appeal for Help

   (1.4) Foreignizing

2. Time-gaining strategy

3. Paraphrase strategies

   (3.1) Approximation

   (3.2) Use of All-purpose Words

   (3.3) Circumlocution

   (3.4) Word Coinage

The Low Proficiency EFL Learners

1. Avoidance strategies

   (1.1) Message Abandonment

   (1.2) Topic avoidance

2. Time-gaining strategy

3. Borrowing strategies

   (3.1) Literal Translation

   (3.2) Appeal for Help

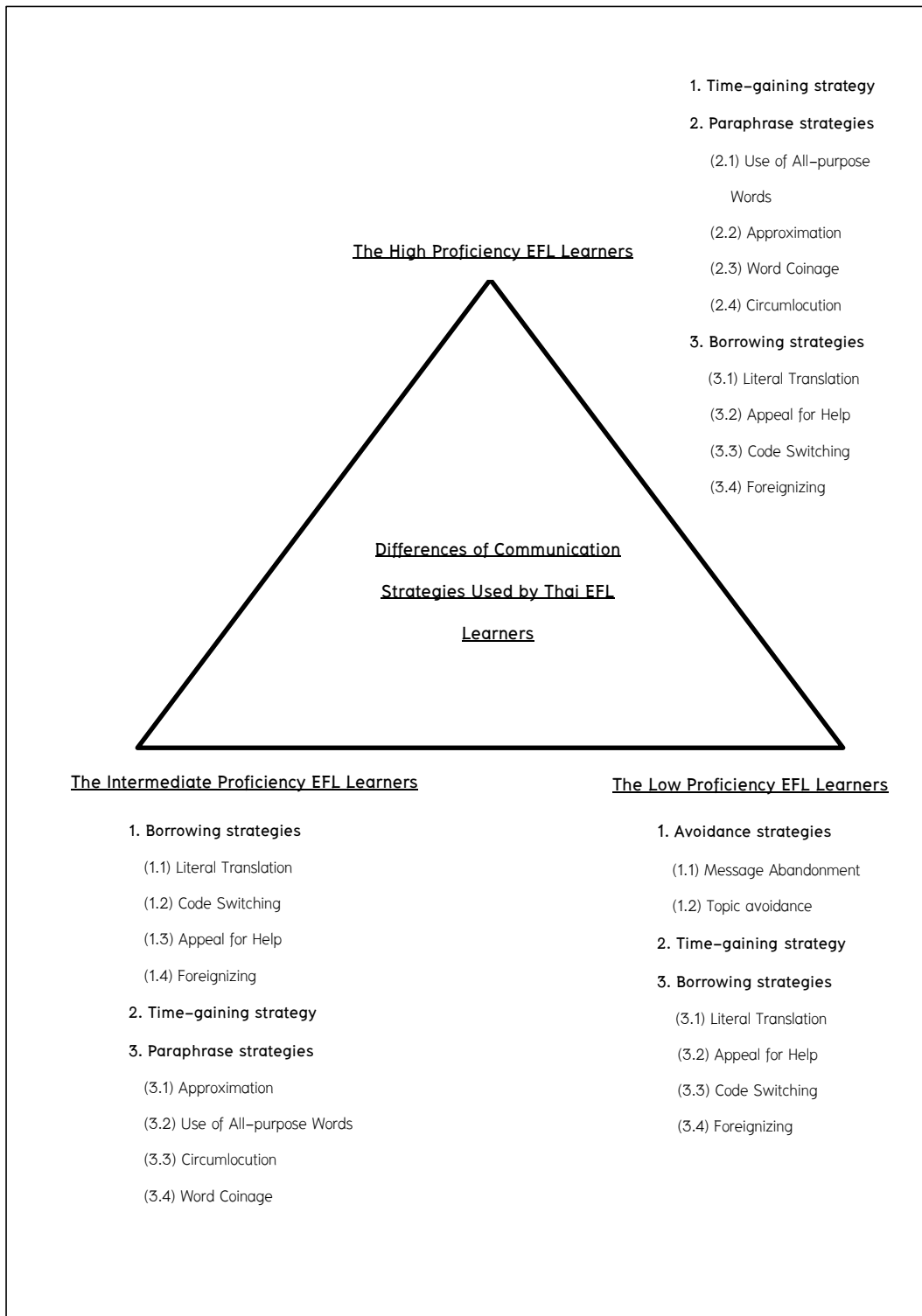   (3.3) Code Switching

   (3.4) Foreignizing

Figure 3 Communication Strategies Use by the EFL Learner with Different

    Proficiencies

Figure 3 has shown that the EFL learners used different communication strategies regarding to their different English proficiency levels. Regarding **the high proficiency EFL learners**, it was found that they preferred to employ the time-gaining strategy the most frequently. When the high proficiency learners needed more time to think before they talk to the others, time-gaining strategy was required in order to help them keep conversations going, and increase their English fluencies. Based on the finding from Kongsom's (2009) study, time-gaining strategy was one of the strategies among the sixteen CSs which was reported being used by the high proficiency learners before they received CSs instructions. In terms of **the intermediate learners**, they decided to employ the borrowing strategies in a form of literal translation the most because they were not yet organized in the target language (TL). In other words, the EFL intermediate learners attempted to translate literally from Thai to English. When discussing problems of correspondence in the translation, "differences between cultures may cause more severe complications for the translator than do differences in language structure" (Nida, 1964, p.130). Interestingly, culture was one of significant factor which influenced EFL learners' communication strategies. For **the low proficiency learners**, they attempted to use the avoidance strategies more extensively than the intermediate and the high proficiency learners. It may be because the low proficiency learners attempted to avoid topics they did not know and stop talking in the mid-utterance because of lack of target language knowledge, probably both vocabulary and the grammatical knowledge. This issue was supported by Dornyei and Scott's (1997) study that the learners of very low proficiency usually used avoidance strategies because of their serious deficiency for the target language.

To gain more in-depth data, dialogues discussion occurred how the EFL learners used CSs as the mediating tools in order to compensate communication difficulties during the dialogic interactions in the Thai EFL classroom. The discussion below were illustrated based on the three groups of proficiency learners namely the high proficiency learners, the intermediate learners, and the low proficiency learners.

1. The Use of Communication Strategies by the High Proficiency Learners

With regard to the high-proficiency learners proficiency, it seemed that they employed various types of communication strategies probably because of their vocabulary and grammatical knowledge according to the high proficiency level. According to context of this current study, the **Time-gaining strategy** was employed by the high proficiency EFL learners most frequently for example, 'err', 'ah', and 'silent'. This was because the use of this strategy allowed the high proficiency learners to avoid a lengthy silence which may make them lose the connections in conversation as well as help their speech to flow naturally. This finding was related to Dornyei's (1995), view that time-gaining strategy "may provide the students with the sense of security in L2 by giving them time to think in times of difficulty" (p. 80). Thus, the high number of the time-gaining strategy use by the high proficiency EFL learners indicates that they need more time to think the utterance run smoothly by using filling words.

Moreover, **Paraphrase strategies** which were used by the high proficiency EFL learners in order to help them solve problems possibly caused by "their linguistic deficits, particularly the vocabulary and pronunciation" (Konchiab, 2015, p. 220) were occurred. Word coinage is one of the paraphrase strategies that the EFL learners preferred to use when they lacked of English vocabulary resources. Referring to the context, the high proficiency learners made up English words which were perhaps based on the morphological rules that they knew well. In other words, the high EFL learners attempted to invent a new L2 word to maintain the flow of communication by applying L2 morphological rules. Evidence of the use of word coinage reflected from Konchiab' s (2015) study that due to the larger stock of vocabulary, the high proficiency learners were more likely to be risk-takers, trying to use available resources to express what they wanted. In addition, the use of all-purpose word strategies referred to extending general items to the exact word was also employed by the high proficiency learners. They sometimes utilized this strategy when they seem to be unsure about appropriate L2 terms for something. Based on Dornyei (1995, p. 58), use of all-purpose words was employed to "extend a general, empty a lexical item to the context". It is possible that the use of all-purpose words was rather simple and not new to the EFL high proficiency learners. Because there were several stocks of English words among the high proficiency learners, the results of

this study reveal that word coinage or finding new word was required to help them to keep the conversation going. Furthermore, use of all-purpose word was also preferred by the high proficiency learners because this strategy provided a general words which were generally used to refer to the all kinds of actions. Paraphrase strategies, therefore, play an important role in assisting the Thai EFL learners to choose appropriate strategies to achieve their communication goals.

Regarding to the **Borrowing strategies** in a form of foreignizing strategy, it was required by high proficiency learners in dialogue with an aim to present their hometown to teacher. In the context, the high proficiency learners had a problem to pronoun English words correctly, so she decided to choose Thai phonological accent instead of an English accent. This may be because this high learners were more familiar with their first language (L1) than the second language (L2). However, there may be a large linguistic gap between L1 and L2 which may cause the native speakers to misunderstand what the EFL learners wanted to say (Kongsom, 2009). In other words, the native teachers may not understand what the EFL learners wanted to communicate as they spoke in their L1 (Thai) accent. In addition, literal translation involved transiting lexical items from Thai to English word by word was also utilized by the high proficiency EFL learners. This evidence echoes the work of Chanawong (2007), the dependence on the first language is helpful for the EFL learners when they encountered communication difficulties. It can be said that when the Thai EFL learners sometimes lacked of the grammatical structure, they may apply their L1 (Thai) structure to L2 (English) structure in order to maintain the communication completely. Consequently, the findings of this study show that the high proficiency learners preferred to apply both of the foreignizing and the literal translation due to their familiarity of L1 use in their daily lives.

For **Avoidance strategies**, the topic avoidance were applied by the high proficiency EFL learners in order to help them to complete the communication difficulties with the teacher effectively. With topic avoidance, the EFL learners seem to have less of linguistic knowledge for expressing their thoughts, so they tried to avoid talking about topics for which the L2 vocabulary was not known. Thus, topic avoidance was chosen the most by the high proficiency learners. This echoes the work of Dornyei (1995), topic avoidance

provided the learners with "a sense of security in the L2 by allowing them room to manoeuvre in times of difficulties" (p.180). Consequently, instead of giving up from the communicative difficulties, the high proficiency EFL learners try to keep the conversation going and achieve the communication goal by employing topic avoidance strategy.

2. The Use of Communication Strategies by the Intermediate Proficiency EFL Learners

Regarding to the intermediate learners, ***Borrowing strategies*** in a form of *code-switching* was employed when they wanted to say L1 words, such as '*Krub'* or Thai ending particles, to show respect to the teachers and make the conversations more polite because of the effect of their Thai background culture. This was possibly Thai culture was one of the significant factor which influenced the use of CSs in the present study. This echoes the work of Yawiloeng (2013), the differences between culture of Thailand and cultures of English speaking countries lead many Thai students to experience significant difficulties when attempting to speak and write in English. According to Eldridg (1996, p. 303), the code-switching was "a natural and purposeful phenomenon, which facilitates both of the communication and learning". Moreover, appeal for help for repetition questions also needed among this group of EFL learners. This strategy enabled the EFL learners to ask the teacher for help in order to express themselves more effectively in the target language In this context, when the EFL learner was unable to answer questions from the teacher immediately, she decided to ask the repetition from the teacher. One possible explanation for this context was that the Thai EFL learners in the present study may solve the communicative problems by themselves. This evidence is consistent with the work from Wei (2011) in which appealing for help was a straight strategy of asking for questions, help or repetition from the expert. To sum up, switching the L2 words into the native language and asking for help from the EFL teachers were required among the intermediate EFL learners since they try to avoid delivering difficult words to the listeners.

Time-gaining strategy use by the intermediate EFL learners occurred when they were unable to spontaneously provide answers to the teacher's questions. However, they attempted to convey their ideas by saying 'um', and 'er' This evidence is related to Malasit (2012) study, the intermediate EFL learners gave the answer to their teacher by

making a repetitive use of fillers devices by starting "um.. like a very bad flood..um..like a". Thus, the intermediate EFL learners tried to stay in their conversation by saying such common fillers such as 'a', 'um', 'er', and so on to help them to transfer their ideas into their second language successfully.

Furthermore, when the intermediate EFL learner was unable to find exact words of English, **Paraphrasing strategies** in a form of *circumlocution* were applied in order to describe English words in the hope that the listeners can get what they mean in English by themselves. The circumlocution strategy is used to describe the duty, purpose, functions, characteristics or examples of the object when learners lacked of the appropriate target language (Tarone, 1981). This was in line with Dornyei's (1995) study that circumlocution was the strategy used by learners when they wanted to describe something that could not find the right word or phrase to use by paraphrasing it. In this current study, intermediate EFL learners made use the circumlocution to describe the unknown words in English. They attempted to describe by providing characteristics of the flower. It can be concluded that this strategy is essential because it enables the EFL learners to tackle problems at different stages of speech processing. That is, the circumlocution enhanced the Thai EFL learners' linguistic development in describing and explaining the target language items when they did not have the appropriate words to express themselves (Tarone & Yule, 1989). This was in line with Dornyei's (1995) study that circumlocution was strategy used by learners when they wanted to describe something that could not find the right word or the right phrase to use by paraphrasing it. In this study, consequently, the intermediate EFL learners were confident of coming across a more complicates English words by describing characteristics or elements of the object to convey what they want to say

3. The Use of Communication Strategies by the Low Proficiency EFL Learners

Regarding to the **Avoidance strategies**, the low proficiency EFL learners tended to use message abandonment strategy most frequently when they could not continue the communication. In order to solve the communicative problems, the Thai EFL learners decided to stop talking in the mid–utterance. This may be because they were unable to remember the vocabulary or grammatical rules. This echoes the work of Malasit

(2012), the low proficiency learners attempted to utilize message abandonment by leaving the message unfinished and switching to another related topic to keep the conversation going rather than simply stopping the conversation or keeping silent without any response. This evidence is in accordant to a study of Konchiab (2015), the study revealed that due to the lack of vocabulary knowledge, less abilities in communication occurred in the low proficiency learners. Similarly, a study carried out by Wei (2011) in the Chinese university revealed that Chinese learners often reduce their communicative goal to avoiding the problem by applying this strategy. However, Rost and Ross (1991) noted that avoidance strategies should not be introduced to the low proficiency learners because the purpose of communicative instruction is to help the learners anticipate and deal with conversation problems, not to prevent or avoid them. In summary, avoidance strategies may not be appropriate for the low EFL proficiency learners since it seemed to be unhelpful for them in coping with the lack of English language knowledge.

For **Time-gaining strategy**, the low proficiency EFL learners preferred to use this strategy when they were required to express the L2 meaning spontaneously in the real-time situation. Time-gaining strategy was employed to help them gain more time to think and fill the silence during the conversations in English with the teacher. This evidence echoes the work of Malasit (2012) which uncovered that most of the low EFL proficiency learners needed to gain some time to think by saying 'er', 'ah', and so on. This also implies that the low proficiency learners seem to have more need for achieving communication goals when talking with the native speakers of English.

With regard to the **Borrowing strategies**, one of the sub-strategies namely code switching was employed among the low proficiency EFL learners. Using the code switching strategy, the EFL learners employed Thai words such as '*Sok ka prok'* in instead of saying 'dirty' in English. In addition, the term *'Korn'* in Thai for the term 'first' in English was used for the code switching. To compare with the intermediate EFL learners, these students used *'Krub'* or Thai ending particles to show respect to their teacher and make the conversation more polite. Although these two EFL learners employed the same code switching strategy, this strategy was used for different purposes. The first student used code switching because he or she was unable to think in English words, while the latter

applied code switching because of their Thai culture. Therefore, the code-switching is an essential strategy which the low proficiency EFL learners preferred to utilize in order to overcome their English difficulties when they were unable to come up with the English words or structures.

Answer to Research Question 3: Thai EFL Learners' Opinions towards the CSs

With regard to the third research question three in the study, 'What are the EFL learners' opinions towards the use of communication strategies?', most of the EFL learners encountered with the similar communication difficulties, but they represented in the different solutions. Regarding to *the high proficiency EFL learners*, the time-gaining strategy was required to use when they had an English problems in finding correctly the English words or grammatical structures. This result study is similar with the observation's result above in which when the high proficiency EFL learners need more time to think before talking, they will employ time-gaining strategy most frequently. In addition, approximation was also employed by high proficiency learner. Approximation facilitated the EFL learners to overcome their communication difficulties by using the English words which can express the closet meanings of their target language (TL). Furthermore, the EFL learners reported in the interview that this strategy was very useful in helping them save time coming up with the correct English vocabulary items which they did not know, echoing a study of Malasit (2012).

With regard to *the intermediate proficiency EFL learners*, code switching and literal translation were regarded as a helpful devices for the learners which they relied on when they were unable to solve their communicative problems. With the use of the code-switching, the first language (Thai) was switched into the second language (English) again once their knowledge of English was in place. For the literal translation, it was the strategy which the EFL learners literally translated lexical items, and compound words from L1 (Thai) to L2 (English). This was probably because the Thai EFL learners attempted to combine words with heavy reliance on L1 equivalents without awareness of L1-L2 mismatches.

For ***the low proficiency EFL learners***, message abandonment one of a sub-strategy of avoidance strategy was utilized to avoid engaging in unfamiliar conversations and left message unfinished. This evidence is related to Binhayeearong's (2009) study, the lack of intended words led the low proficiency learners use message abandonment to leave message incomplete unfinished. Lastly, appeal for help, sub-strategy of borrowing strategy, was also preferred by the low proficiency EFL learners. The evidences in this study showed that asking help from the teachers was the one of significant devices which the low proficiency learners of this group preferred to since they were lack of confidence to talk in English by themselves.

In brief, the possible explanation for the EFL learners' positive opinions toward CS instructions was oral communication practices in the real-life situations were needed among the Thai EFL learners, such as describing subjects in English, or talking to foreigners at tourist attractions. These EFL learners may be motivated to communicate in the target language when they have more chances to engage in communicative activities in order to use English. Moreover, it also helped to decrease their depression of applying the CSs. The findings of this study confirmed Cohen and Dornyei (2002) that learners generally felt more motivated and paid more attention when they were experienced new learning activities. In this way, EFL learners could develop their communication skill through using various kinds of CSs as some previous researchers have confirmed that CS training in the classroom could literally help learners to communicate more effectively, raise the learners' awareness of CSs, and enhance learners' confidence in speaking English (Konchiab, 2015). Moreover, teacher should encourage learners to exploit the use of achievement strategies rather than reduction strategies (Wei, 2011). Finally, the current finding of the present study seems to confirm that language is best learned and taught through interaction; hence, teaching communication strategies is the recommended fulcrum by which strategic competence can be developed (see e.g. Faerch and Kasper, 1984; Tarone and Yule, 1989, and Maleki, 2010).

Implications for EFL Teachers

Based on the findings of this study, the Thai EFL learners appeared to have positive opinions towards the communication strategy since it enabled them to cope with their communicative problems and promote them achieve their communication's goals. This finding implies that it is useful to use CSs' instructions in EFL classrooms. This is supported by Dornyei and Thurrell's (1992) study, it is useful to incorporate communication strategies in the EFL curriculum in order to enhance their learners' communication abilities. Therefore, the use of communication strategies in EFL classrooms may encourage the EFL learners' confidence in managing their communication's difficulties. Moreover, it is important for the EFL teachers to promote communication strategies (CSs) and support the use of CSs in the target language during the speaking activity in order to help the EFL learners to communicate most effectively and enhance the learners' confidence in speaking English. Moreover, the EFL teachers should encourage learners to exploit the use of various kinds of communication strategies. It would be interesting to practice them with the real places and real situations or create real-life communication in classrooms. As suggested by Kongsom (2009) study, since Thailand is a monolingual country, the EFL learners tend to have fewer chances to communicate in English language outside classroom which cause them unable to communicate in English effectively. In addition, the current study reveals that the EFL learners with different levels of proficiency had different needs and approaches to use CSs. Therefore, the EFL teachers should be aware of such the differences. In other words, since the English language proficiency of the Thai EFL learners influenced their different uses of communication strategies, it is essential that the EFL teachers should provide strategies instruction which is suitable to the EFL learners' proficiency level so that the EFL learners can use the strategies effectively according to their language ability. If EFL teachers give strategy instruction which is inappropriate to the EFL learners' proficiency level, they may find learning how to use communication strategies to reduce their stress. Furthermore, it is also important for EFL teachers to know what types of communication strategies the high, intermediate, and low proficiency EFL learners lack because they should only be taught strategies that they do not know. When the Thai EFL learners learn more communication strategies and learn how to use them appropriately, they will push out

more an effective communication. The more they use target language for communication in real life, the more their proficiency level may be improved effectively. Thus, it is beneficial for the EFL teachers to prepare teaching method or appropriate ways to enhance the EFL learners' communicative ability.

Recommendations for Further Study

1. For researchers, a further study should be undertaken in the several major EFL learners since effective communication in English is needed among Thai learners. It may be interesting for EFL researchers to conduct research in the EFL classrooms and compare the results of their findings across undergraduate students from different majors and different classes.

2. A longer time was needed to the further study in order to see a complete process of using the communication strategy as well as the learning development in L2 communication among EFL learners.

3. The longitudinal aspect of the current study was only attempted with a small number of EFL learners, so this would be area to investigate more fully in future research. The overall number of participants was the 45 second year learners studying English for Communication course in the University of Phayao. More conclusive findings may have been obtained if the study were replicated with a larger sample.

Limitations of the Current Study

1. The current study was limited by data collecting duration, with only three weeks available for the research observations. With the time limitation, this could not fully get the rich data of the communication strategy as the researcher expected. The EFL participants' uses of CSs were observed repeated and continually only three weeks.

2. The limitation of this study was the researcher focused only on the verbal communication strategies, the use of non-linguistic means including mime, gesture, facial expression, or sound imitation were not included since data was typically obtained by audio recording, and there were not data of the non-linguistic behavior focused on this current

study. For further research, the non-linguistic behaviors are suggested to be undertaken in the EFL classrooms in order to gain more an in-depth data.

Conclusion

From the data analysis, it is revealed that communication strategies (CSs) serve a variety of functions when the EFL learners encountered with the difficulties of English communication. It is also worth pointing out that among eleven communication strategies, the time-gaining appeared to be the most-frequently used strategies as they tended to be overused when the EFL learners performed their communication. Because EFL learners needed time to think when encountered with communication's difficulties. In terms of the observation results, the high-proficiency group's tended to employ more various types of CSs due to their greater repertoire of English resources than the intermediate and low proficiency learners. Interestingly, the high-proficiency learners also employed time-gaining strategies the most which is similar to the finding from questionnaire. In addition, the intermediate proficiency learners mostly employed the borrowing strategies, while the low proficiency learners preferred to use avoidance strategies at least. In addition, based on this current finding, it can be concluded that Thai EFL learners encountered communication problems as the results of their target linguistic inadequacy. In addition, the EFL learners reported that they just had insufficient knowledge about CSs because they have not been taught or introduced in English classrooms. The communication strategies instructions were considered useful for EFL learners. Therefore, EFL teacher should practice EFL learners and add more real-life activities in classrooms. Finally, future researchers should consider some implications emerging from research findings for EFL pedagogy. Moreover, the limitations of the present study and some recommendations for the future research have been provided. The researcher believe that the CS researchers, the EFL educators, and EFL students can gain further insights into how to handle their communication problems in their oral CSs in English, and how the CSs are employed by different learners in different learning contexts for successful communication in English.

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APPENDIX

Appendix A A Communication Strategy Questionnaire

A Communication Strategy Questionnaire

The purpose of this questionnaire is to obtain your views of communication strategies use while communicating in English. Your personal information and all the data collected will be only used for research on "Communication Strategies Used by Thai Tourism Learners in EFL Classrooms"

แบบสอบถามฉบับนี้มีวัตถุประสงค์เพื่อสอบถามความคิดเห็นของท่านเกี่ยวกับการใช้กลวิธีการสื่อสารขณะที่พูดหรือสื่อสารเป็นภาษาอังกฤษข้อมูลที่ได้รับจากแบบสอบถามฉบับนี้จะ ถูกนำไปใช้เพื่องานวิจัยเรื่อง"กลวิธีการสื่อสารภาษาอังกฤษโดยนิสิตสาขาการท่องเที่ยวที่เรียนภาษาอังกฤษในฐานะเป็นภาษาต่างประเทศ" เท่านั้น

Instructions (คำชี้แจง)

The questionnaire consists of two parts: (แบบสอบถามฉบับนี้แบ่งออกเป็น 2 ตอน ดังนี้)

Part I: General information (ข้อมูลส่วนบุคคล)

Part II: Your communication strategies preferences (กลวิธีการสื่อสารที่ท่านใช้)

Part I: General information (ข้อมูลส่วนบุคคล)

Direction: Please complete the questionnaire below by filling the relevant information or ticking (√) the alternatives that are relevant to you.

คำชี้แจง: (กรุณากรอกรายละเอียดที่เกี่ยวข้องในแบบสอบถามด้านล่างให้สมบูรณ์หรือใส่เครื่องหมาย (√) ลงในหน้าตัวเลือกที่ตรงกับท่าน)

1. Gender (เพศ):   (   ) male (ชาย)   (   ) female (หญิง)

 2. Age (อายุ): _____

3. Grade (เกรดวิชาภาษาอังกฤษปี 1)

4.1 Fundamental English (ภาษาอังกฤษพื้นฐาน) _____

4.2 Developmental English (ภาษาอังกฤษพัฒนา) _____

4. How much time do you spend approximately in communicating with others in English every week? (ท่านใช้เวลาประมาณกี่ชั่วโมงต่ออาทิตย์ในการสื่อสารเป็นภาษาอังกฤษ)

Part II: Your communication strategies preferences (กลวิธีการสื่อสารที่ท่านใช้)

Directions**:** From your opinion, please indicate your choice with (√) to the degree in which communication strategies you use.

คำชี้แจง: จากทัศนคติของท่าน กรุณาใส่เครื่องหมาย (√) ตามระดับการใช้กลวิธีการสื่อสารของท่าน

5	=	Always (สม่ำเสมอ) 100%
4	=	Usually (เป็นประจำ) 75%
3	=	Sometimes (บางครั้ง) 50%
2	=	Hardly (ไม่ค่อย) 25%
1	=	Never (ไม่เคย) 0%

Strategies	No	Items	5	4	3	2	1
Topic Avoidance (การพูดไม่ตรงประเด็น) (1–2)	1	You change the topic when communication barrier occurred. (ท่านเปลี่ยนหัวข้อสนทนาทันทีเมื่อมีอุปสรรคในการสื่อสารเกิดขึ้น)					
	2	You avoid talking about concept for which the vocabulary or the meaning structure is not known by saying "I do not know". (ท่านหลีกเลี่ยงการแสดงความคิดเห็นเกี่ยวกับเรื่องหรือหัวข้อที่ท่านไม่ทราบคำศัพท์หรือโครงสร้างความหมายของคำที่จะพูดในภาษาอังกฤษในเรื่องนั้นๆ เช่น พูดว่า "ฉันไม่รู้")					
Message Abandonment (การยุติการพูด) (3–5)	3	When you cannot convey your English message, you will stop talking. (เมื่อท่านไม่สามารถสื่อสารด้วยถ้อยคำภาษาอังกฤษ ท่านจะหยุดพูดทันที)					
	4	When you have difficulty in thinking of the right word in English, you avoid talking any kind reference to it.					

Strategies	No	Items	5	4	3	2	1
		(เมื่อท่านประสบปัญหาในการนึกถึงคำศัพท์ภาษาอังกฤษ ท่านหลีกเลี่ยงที่จะพูดถึงคำศัพท์นั้นๆ)					
	5	You try to continue your message although you run into difficulty with English language rules. (ท่านพยายามที่จะสื่อสารแม้ว่าท่านต้องพบกับความยากลำบากด้านหลักการใช้ภาษาอังกฤษ)					
Circumlocution (การอธิบายความ) (6–7)	6	If you do not know the English word for something, you will describe it, e.g., "what it looks like?", or "what can you use it for?" (ถ้าท่านไม่ทราบคำศัพท์บางคำในภาษาอังกฤษ ท่านจะบรรยายคำศัพท์นั้นโดยพูดว่า "มันมีลักษณะ....." หรือ "คุณใช้มันเพื่อ......")					
	7	When you do not know English vocabulary, you try to give an example. (เมื่อท่านไม่ทราบคำศัพท์ภาษาอังกฤษ ท่านพยายามยกตัวอย่างแทน)					
Approximation (การใช้คำที่มีความหมายใกล้เคียง) (8)	8	When you do not know how to express something in English, you use a word that has roughly the same meaning, e.g., 'river' instead of 'canal', 'animal' instead of 'eel' (ถ้าท่านไม่ทราบคำศัพท์บางคำในภาษาอังกฤษ ท่านจะใช้คำศัพท์ที่มีความหมายใกล้เคียงหรือเหมือนกันกับคำที่ต้องการพูด เช่น ใช้คำว่า 'แม่น้ำ' แทนคำว่า 'ลำคลอง', 'สัตว์' แทนคำว่า 'ปลาไหล')					
Word Coinage (กลวิธีการสร้างคำใหม่) (9)	9	You try to create a new word instead some terms you do not know for example 'play Internet' refers to 'surf Internet'. (ท่านพยายามคิดคำใหม่แทนบางคำซึ่งท่านไม่ทราบ)					

Strategies	No	Items	5	4	3	2	1
		ตัวอย่างเช่น 'play Internet' แทนคำว่า 'surf Internet')					
Use of all-purpose words (การใช้คำอเนกประสงค์) (10)	10	You use general words like "thing", or "something" to refer to the English word you do not know (ท่านใช้คำเรียกแทนสิ่งต่างๆ เช่น ใช้คำว่า "สิ่งนั้น" หรือ "บางสิ่งบางอย่าง" แทนคำศัพท์ที่ท่านไม่ทราบในภาษาอังกฤษ)					
Literal Translation (การพูดแบบแปลคำต่อคำ) (11)	11	If you do not know the vocabulary you want to use, you translate word for word from Thai to English. (ห า ก ท่ า น ไ ม่ ท ร า บ คำ ศั พ ท์ ที่ จ ะ ใ ช้ ท่านใช้การแปลคำต่อคำจากภาษาไทยเป็นภาษาอังกฤษ)					
Foreignzing (การพูดภาษาไทยด้วยสำเนียงภาษาอังกฤษ) (12)	12	You use a word or phrase from Thai with English pronunciation when you do not know the right one in English. (ถ้าท่านไม่ทราบคำศัพท์บางคำในภาษาอังกฤษ ท่านพูดคำศัพท์หรือวลีเป็นภาษาไทย แต่ออกเสียงเป็นสำเนียงภาษาอังกฤษ)					
Code-switching (การพูดภาษาไทยหรือภาษาอื่นปนกับภาษาอังกฤษ) (13-14)	13	You use Thai word with Thai pronunciation if you do not know how to say something in English such as "แผงลอย" (ท่านใช้คำศัพท์ภาษาไทยโดยออกเสียงเป็นสำเนียงไทยเมื่อท่านไม่ทราบว่าจะอธิบายเป็นภาษาอังกฤษอย่างไร เช่น "แผงลอย")					
	14	When you communicate with foreigners, you use both English and Thai or other language to bridge communication gaps. (เมื่อท่านสื่อสารกับชาวต่างประเทศ					

Strategies	No	Items	5	4	3	2	1
		ท่านใช้ทั้งภาษาอังกฤษและภาษาไทย หรือภาษาอื่นๆ)					
Appeal for assistant (การขอความช่วย เหลือ) (15–18)	15	If you do not know how to say something in English, you turn to interlocutors for assistance by asking questions, e.g., "how do you say…", "what do you call….."(หากท่านไม่ทราบว่าจะอธิบายเป็นภาษาอังกฤษได้อย่างไร ท่านจะถามคำถามคู่สนทนา เช่น "คุณเรียกสิ่งนั้นว่าอะไรในภาษาอังกฤษ" หรือ "คุณจะพูดว่าอย่างไรในภาษาอังกฤษ")					
	16	You request explanation from interlocutor of un unfamiliar meaning structure like "Again, please!" or "Pardon?" (ท่านขอให้คู่สนทนาอธิบายความหมายของคำศัพท์ที่ไม่คุ้นเคยโดยพูดว่า "คุณช่วยพูดคำนั้นอีกครั้งได้ไหม")					
	17	When you do not understand others, you ask them to clarify what they mean by asking "What do you mean?" (เมื่อท่านไม่เข้าใจคำพูดของผู้อื่น ท่านขอให้เขาอธิบายในสิ่งที่เขาพูดโดยถามว่า "คุณหมายถึงอะไร")					
	18	If you do not know how to say something, you ask more proficiency speaker how to say it in. (หากท่านไม่ทราบว่าจะอธิบายคำบางคำเป็นภาษาอังกฤษอย่างไรท่านถามผู้พูดที่มีความชำนาญในการใช้ภาษาอังกฤษว่าควรพูดอย่างไร)					
Time-gaining	19	You use "stalling strategies" like "well", "now let me see", "as a matter of fact", "not at all", or					

Strategies	No	Items	5	4	3	2	1
(กลวิธีการขอเพิ่มเวลา) (19–20)		"absolutely", etc. (เมื่อท่านต้องการใช้เวลาในการคิดคำศัพท์นั้นเป็นภาษาอังกฤษ ท่านจะพูดว่า "เอ่อ", "เดี๋ยวขอคิดดูก่อน", "อันที่จริงแล้ว", "ไม่เลย" หรือ "แน่นอนที่สุด" เป็นต้น)					
	20	You use pauses or pause fillers such as "uh.....,um....or er....." to gain time to think what to say in English (ท่านใช้คำอุทาน เช่น "เอ่อ" หรือ "อืม" เพื่อชะลอเวลา เมื่อท่านต้องการที่จะนึกถึงสิ่งที่จะพูดในภาษาอังกฤษ)					

Other comments (ข้อเสนอแนะด้านกลวิธีการใช้สื่อสารภาษาอังกฤษ):

....

....

....

....

Thank you for your cooperation

Appendix B Observation Checklist

Observation Checklist

Level: _____   Date: _____

Communication Strategies	Frequency	Note

1. Avoidance strategies
  1.1 Massage abandonment
  1.2 Topic avoidance		

2. Paraphrase strategies
  2.1 Circumlocution
  2.2 Approximation
  2.3 Word coinage
  2.4 Use of all-purpose words		

3. Borrowing strategies
  3.1 Literal translation
  3.2 Foreignizing
  3.3 Code switching
  3.4 Appeal for assistance/help		

4. Time-gaining strategies 4.1 Use fillers or hesitation devices using filling words or gambits to fill pauses and to gain time to think		

Appendix C Semi-structured Interviews

Semi-structured Interviews

Level: _____   Date: _____

Questions about communication strategies (คำถามเกี่ยวกับกลวิธีการสื่อสาร)

1. Do you have communication problems when you communicate with others? If yes, what communication problems do you have? And how do you solve your problems?

……

……

……

……

2. Do you think the communication strategies are able to improve your English speaking ability?

……

……

……

……

Appendix D Consent Form

Consent Form

โครงการวิจัยเรื่อง:

....

....

วันที่ให้คำยินยอม   วันที่................เดือน............................พ.ศ.....................

1.   ก่อนที่จะลงนามในใบยินยอมให้ทำการวิจัยนี้ ข้าพเจ้าได้รับการอธิบายจากผู้วิจัยถึงวัตถุประสงค์ของ
การวิจัย วิธีการวิจัย และมีความเข้าใจดีแล้ว

2.   ผู้วิจัยรับรองว่าจะตอบคำถามต่าง ๆ ที่ข้าพเจ้าสงสัยด้วยความเต็มใจไม่ปิดบังซ่อนเร้นจนข้าพเจ้าพอใจ

3.   ข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้และเข้าร่วมโครงการวิจัยนี้โดยสมัครใจ
และการบอกเลิกการเข้าร่วมการวิจัยนั้นไม่มีผลต่อคะแนนหรือเกรดของรายวิชา
5500314ที่จะพึงได้รับ ต่อไป

4.   ผู้วิจัยรับรองว่าจะเก็บข้อมูลเฉพาะเกี่ยวกับตัวข้าพเจ้าเป็นความลับจะเปิดเผยได้เฉพาะในรูปที่เป็น
สรุปผลการวิจัย การเปิดเผยข้อมูลของตัวข้าพเจ้าต่อหน่วยงานต่าง ๆ ที่เกี่ยวข้องต้อง ได้รับอนุญาต
จากข้าพเจ้าแล้วจะกระทำได้เฉพาะกรณีจำเป็นด้วยเหตุผลทางวิชาการเท่านั้น

5.   ข้าพเจ้าได้อ่านข้อความข้างต้นแล้ว และมีความเข้าใจดีทุกประการ และได้ลงนามในใบยินยอมนี้ด้วย
ความเต็มใจ

ลงนาม...ผู้ยินยอม

(...)

ลงนาม...พยาน

(...)

ลงนาม...ผู้ทำวิจัย

(...)

Appendix E Item Objective Congruence (IOC)

Item Objective Congruence (IOC)

Descriptive Statistics

	N	Mean	Std. Deviation
Item1	3	1.00	.000
Item2	3	1.00	.000
Item3	3	1.00	.000
Item4	3	1.00	.000
Item5	3	1.00	.000
Item6	3	1.00	.000
Item7	3	.67	.577
Item8	3	1.00	.000
Item9	3	1.00	.000
Item10	3	1.00	.000
Item11	3	1.00	.000
Item12	3	.67	.577
Item13	3	1.00	.000
Item14	3	1.00	.000
Item15	3	.67	.577
Item16	3	.67	.577
Item17	3	1.00	.000
Item18	3	1.00	.000
Item19	3	1.00	.000
Item20	3	1.00	.000
Valid N (listwise)	3		

BIOGRAPHY

BIOGRAPHY

Name-Surname	Warangkana Bootprom
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Position	-

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Other -