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**TEACHING COMMUNICATION STRATEGIES TO  
SCIENCE AND TECHNOLOGY  
GRADUATE STUDENTS**

**Gorrarat Prinyajarn**

**A Thesis Submitted in Partial Fulfilment of the Requirements for the  
Degree of Doctor of Philosophy in English Language Studies  
Suranaree University of Technology  
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**TEACHING COMMUNICATION STRATEGIES TO SCIENCE  
AND TECHNOLOGY GRADUATE STUDENTS**

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งานวิจัยนี้มีจุดประสงค์เพื่อศึกษาผลของการสอนกลยุทธ์การสื่อสาร 4 ประเภท คือ การทำ  
เสียงประกอบ (Back-channels) การหยุดชั่วขณะเพื่อคิด (Pause fillers ad hesitation devices) การขอ  
คำอธิบาย (Requests for clarification) และการพูดอ้อม (Circumlocutions) ว่าจะมีผลต่อการเพิ่มการ  
ใช้กลยุทธ์การสื่อสารและพัฒนาประสิทธิภาพทักษะการสื่อสารเป็นภาษาอังกฤษของนักศึกษา  
หรือไม่ กลุ่มตัวอย่างในการศึกษาครั้งนี้คือ นักศึกษาปริญญาเอกสาขาวิชาวิทยาศาสตร์และ  
เทคโนโลยีจำนวน 10 คน ซึ่งอาสาสมัครเข้าร่วมการอบรม การใช้กลยุทธ์การสื่อสารเป็นเวลา 30  
ชั่วโมงเพื่อพัฒนาทักษะการพูด เครื่องมือที่ใช้ในการเก็บข้อมูลได้แก่ การสัมภาษณ์ การสังเกตการณ์  
ในชั้นเรียน การใช้แถบบันทึกเสียงบทสนทนาและการใช้แบบสอบถาม การวิเคราะห์ข้อมูลได้จาก  
การนำบทสนทนาถอดข้อความและประมวลผลโดยใช้สถิติ Paired Sample t-test ผลของ  
การศึกษาพบว่าความถี่ในการใช้กลยุทธ์การสื่อสารทุกประเภทของนักศึกษาเพิ่มขึ้นอย่างมีนัยสำคัญ  
ทางสถิติที่ระดับ 0.01 หลังจากได้รับการอบรม นอกจากนี้ นักศึกษายังสามารถใช้กลยุทธ์การสื่อสาร  
ได้เหมาะสมมากขึ้นในการสอบหลังการอบรมทั้ง 2 ครั้ง (Post-test and Delayed post-test) เมื่อ  
เปรียบเทียบกับ การสอบก่อนการอบรม (Pre-test)

สาขาวิชาภาษาอังกฤษ  
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ลายมือชื่อนักศึกษา \_\_\_\_\_  
ลายมือชื่ออาจารย์ที่ปรึกษา \_\_\_\_\_  
ลายมือชื่ออาจารย์ที่ปรึกษาร่วม \_\_\_\_\_

GORRARAT PRINYAJARN : TEACHING COMMUNICATION  
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COMMUNICATION STRATEGIES FOR SCIENCE AND TECHNOLOGY  
GRADUATES

This study investigates whether the teaching of specific communication strategies, namely, back-channels, pause fillers and hesitation devices, requests for clarification, and circumlocutions, will result in learners making greater use of these strategies and improving the effectiveness of their communication skills in English. The participants were 10 Ph.D Science and Technology graduates who volunteered to participate in a thirty-hour training programme to improve their speaking skills. Multiple sources of information for data collection, such as interviews, observations, audio-recordings and a questionnaire were used to provide detailed in-depth data. The data from the participants' performances were recorded and transcribed. The Paired Sample t-Test revealed a highly significant frequency for the use of all the communication strategies after the training. The results show that the students use the communication strategies more frequently and more appropriately both in the post-test and the delayed post-test than they did in the pre-test. The implications for language teaching, including materials development, are addressed.

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# **CHAPTER 1**

## **INTRODUCTION**

This chapter explores the rationale of the study which reviews recent developments of English language teaching including the views of some researchers in this field of study. In addition, a statement of the problem, the purpose of the study, and the research questions of the study will be described as well as the limitations of the study.

### **1.1 Rationale of the Study**

Research into L2 classroom interaction began in the 1960s with the aim of evaluating the effectiveness of different methods in foreign language teaching in the hope that the findings would show the best methods and their characteristics. Descriptions of interaction focused initially on the language used by the teacher, especially teacher questions and the learner responses elicited, teachers' feedback and turn-allocation behaviour.

Bygate (1987) points out that one of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. He points out that speaking in a second language (L2) involves the development of a particular type of communication skill because "oral language tends to differ from written language in its typical grammatical, lexical and discourse patterns. In addition, some of the processing skills needed in speaking differ from those involved in reading and writing." (Bygate, 2001, p.14).

According to Dornyei and Scott (1997) researchers first raised the notion of second language (L2) communication strategies (CSs) at the beginning of the 1970s, following the recognition that the mismatch between L2 speakers' linguistic resources and communicative intentions leads to a number of systematic language phenomena whose main function is to handle difficulties or breakdowns in communication. Since then there has been considerable interest in the nature and use of communication strategies and a substantial amount of research has been done on the nature of CSs, the taxonomies of strategic language devices, and more particularly on the extent to which CSs can be taught to students.

The importance of what takes place in the English language classroom and the increasing attention of researchers have been intensified by the fact that English has now become the language of international communication. According to Alptekin (2002), it was estimated as early as 1985 that the number of people who used English worldwide either as their native or non-native language was one and a half billion. Even now English is still the most commonly used language for communicating information. Many people also need to use English for their professional contacts, academic studies, and business activities. Therefore, the idea that the language presented in the classroom should be as authentic as possible, so as to represent the reality of native speaker language use, has been one of the tenets of the communicative approach. Nevertheless, as Widdowson (1998) observes, the language which is real for native speakers is not likely to be real for non-native speakers. Also Hyde (1998) suggests that intercultural communicative competence should be developed among learners of English as an International Language (EIL) by equipping them with linguistic and cultural behaviour which will enable them to



communicate effectively with others, and also by equipping them with an awareness of differences, and with strategies for coping with such differences.

Moreover, Littlemore (2003) proposes that there are three aspects of communicative effectiveness, which can be said to broadly reflect common aims amongst most language learners. The first aspect concerns the stylishness of the language produced. The second aspect is much more instrument goal, for many language learners is simply to pass an oral examination designed to measure their linguistics proficiency and the third is “ease of comprehension”. For most language learners, most of the time the main aim is to make themselves understood by their interlocutor. As cited in Littlemore, Cook (2000) points out the communicative aims of language learners may not always be strictly instrumental. They may, at times, want to show off or play with the language in order to demonstrate or share creativity with their interlocutor.

One possible method by which learners may improve “ease of comprehension” is the use of communication strategies. As Littlemore ( 2003 ) points out, communication strategies are the steps taken by the language learners in order to enhance the effectiveness of their communication. Speaking a language is difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners to speak the target language fluently and appropriately (Shumin, 2001).

There are, of course, many problems that learners generally experience when trying to communicate in English. Ellis, as cited in Washburn (1995) explains what sort of problems can occur in communication. He says that when native speakers and non-native speakers hold conversations they must generally work together to avoid and overcome communication breakdowns. The strategies and tactics which they use include selecting salient topics, checking comprehension, requesting clarification, repeating utterances, stressing key words, and switching topics. Washburn also points out that research has shown the skills involved in negotiating to avoid and repair breakdowns are important for ESL/EFL learners to have. She also quotes Browne (1993) who says that “To engage in the kind of interaction believed to activate the acquisition process, classroom activities must be structured to provide a context whereby learners not only talk to their interlocutors, but negotiate meaning with them as well”(p.40).

The shift from learning about language to using language for purposeful communication reflects a proficiency-oriented or communicative approach. Using language to communicate means that students should be able to explain, discuss, describe, request, persuade, argue, refuse, criticize, solve problems, and perform various other acts in the target language.

Foreign language learners are now being trained to use the target language for communication in real-life situations. Because of this recent focus on communication, educators must not overlook the fact that a significant proportion of real-life communication is problematic, and learners are likely to experience communication breakdown, and therefore the means of coping with these problems, such as communication strategies, require particular attention.

## **1.2 Statement of the problem**

In the view of some researchers (Dornyei, 1995; Rost, 1996; Ogane, 1998), the main problem students face in communicating with teachers or native speakers is that they cannot manage the difficulties they face either in the classroom or outside the classroom. They do not know what strategies should be used or how to use them, so they normally keep quiet or say “again, please” or ask their friends using L1. Dobao (2004) explains the processes that learners experience in these situations when faced with a number of frequent and inevitable communicative difficulties which are the consequence of their poor command of the target language. She says that the learners need more time than native speakers to express and understand meaning. For example, they do not always fully understand what their interlocutors are trying to tell them and therefore they have to try to negotiate for meaning to avoid misunderstandings. Thus, if they continually encounter the same problems and are unable to adopt some effective communication strategies, they may well become discouraged and finally lose interest in learning English altogether.

According to an unpublished case study of Bangkok University Students in “Encouraging Students to Speak English in class”, Prinyajarn (2003) points out that many students at university level when doing oral work do not have enough English to communicate, so they do not respond to the teacher’s questions, but ask their friends for help using L1 and then their friends tell them what to say. They only repeat what they have been told without thinking if it is correct or not and they never try to use any communication strategies to solve their problems. Moreover, when they are asked to do some activities, they always use L1 while they are talking or discussing in their groups.

Similarly at Suranaree University of Technology where graduate students are required to pass SUT GET (Suranaree University of Technology Graduate English Test) Proficiency exam. Many students who have some proficiency in reading skills still lack of basic oral communication skills. Students who failed SUT GET are able to take a GE (Graduate English) course which is a reading course for their substitution. These students frequently complain to the native English teacher who teaches the GE courses that they need help with oral skills as well as reading skills. Therefore, these students who are mature and highly motivated appeared to be a suitable target group for the teaching of communication strategies. Also, the researcher considers that it would be very useful to teach the students some communication strategies, such as back-channels, pause fillers and hesitation devices, requests for clarification, and circumlocution in social situations to help them cope with their communication problems which they can then apply for use in their future careers.

Faerch and Kasper (1983) also believe that it is useful to teach communication strategies to foreign language learners because they think the learners already have an intuitive knowledge of communication strategies and the learners will sometimes try to use them, but if the teachers teach them how to use communication strategies effectively, they will be able to use them more in the target language. (Tarone & Yule, 1989; Savignon, 1972; Dornyei and Thurrell, 1991; Dornyei, 1995; Rost, 1996).

Therefore, more emphasis on the teaching of communication strategies should help students to solve some of their problems in communicating in English and provide them with the necessary tools for coping with difficult linguistic situations both in the classroom and also in their daily lives. (Canale, 1983; Ogane, 1998).

### **1.3 Purpose of the Study**

The present study is being conducted to find out whether the teaching of specific communication strategies effect to Science and Technology graduate students at Suranaree University of Technology and improve the effectiveness of their communication skills in English. This study, therefore, investigate whether the teaching of specific communication strategies, such as back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution, which other researchers have studied and found useful for second language learners at different levels, will enhance the ability of Thai graduate students to communicate. Accordingly, the study was designed to answer the following questions.

1. Does the teaching of communication strategies result in the learners making greater use of communication strategies?
2. How do students use communication strategies in their conversation after the training?
3. How do the students use communication strategies in the delayed post-test?
4. What are the students' opinions concerning the usefulness of training in the use of communication strategies?

To summarise, this study investigates the effects of teaching communication strategies to Science and Technology graduates at Suranaree University of Technology. In addition, it examines whether the students perceived the training as useful in helping them to maintain oral communication in English. I chose the Science and Technology graduates who enrolled in the GE (Graduate English) course to be the subjects for my study because from an initial survey for the volunteers for this study, I found this group of students to be highly motivated to improve their conversational

skills. However, from an informal interview with a foreign English teacher, it emerged that these students do not have sufficient language to communicate effectively in social situations and when they have problems, they do not use any strategies to help them to continue. As a result, they frequently experience breakdowns in communication. Although, there have been several studies investigating the use of communication strategies, the research literature reveals that most of the studies have been inconclusive and only a few have focused on training of specific communication strategies such as back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution. Furthermore, there have not been any studies in teaching these particular communication strategies in Thailand until now.

#### **1.4 The Significance of the Present Study**

The teaching of communication strategies has been receiving increasing attention following on from early studies by Dornyei (1995) on the teachability of communication strategies. Also, further studies have developed his work and extended research into other areas on the effectiveness of teaching communication strategies, such as Si-Qing (1990), Browne (1995), Dula (2001), Littlemore (2003), Asato (2003), and Nakatani (2005). There are also a number of useful studies comparing the use of communication strategies between native and non-native speakers, such as Wanaruk (1997) who studied back-channel behaviour in Thai and American casual telephone conversations, as well as Mc Meekin (2003) who studied NS-NNs negotiation and communication strategy use in a host family compared to the study abroad classroom.

Moreover, the teaching of communication strategies is a crucial area for the teaching of English as it offers a platform for students who are struggling to communicate with minimal English. Communication strategies are valuable tools which will allow students to begin to communicate in the target language in a realistic way. They can provide a bridge between the classroom situation and the real world.

The importance of communication strategies is now clearly recognized as evidenced by the fact that major courses in English give emphasis to the teaching of communication stages at the earliest levels of language teaching use e.g Touchstone (2005) by McCarthy et al. which claims that students should be taught to model themselves on authentic conversation from the earliest stages of language learning and the learners are able to develop their confidence in their ability to understand real-life English.

There are many advantages of teaching communication strategies to students with low levels of English. Pause fillers and hesitation devices can be used by students to allow themselves time to think and to respond. For many students the alternative is simply not to respond when facing a difficult situation. Different strategies are necessary to resolve different types of problems: back-channels can be used to show that they are taking part in a conversation and following the speaker's ideas; requests for clarification are an essential tool as many students will find themselves in situations where they have not really understood what has been said to them; and circumlocution provides them with an opportunity to understand the meaning of words with which they are not familiar.

However, there is still relatively little research into how effectively communication strategies can be taught to students who have limited proficiency in English. Communication strategies by themselves are not sufficient tools to enable students to communicate effectively. Students must also have access to a basic vocabulary with which to operate.

The present study breaks new ground in focusing on the teaching of communication strategies in a short course using materials specifically tailored to a small group of graduate students of Science and Technology under optimum conditions. These particular students were mature, highly motivated and disciplined learners and were willing to give considerable time to practicing model dialogues and then to develop similar dialogues of their own with their partners. The students were also taught by an experienced native English language teacher, with a special interest in the teaching of communication skills, who understood their particular situation and also knew them personally from a course in academic reading. The advantages of such a situation are obvious. If communication strategies can be effectively taught to students with a relatively low level of language under almost ideal conditions then clearly it should be possible to teach communication strategies effectively under other less advantageous conditions, even if the results are not so positive. Also it is hoped that the research will be able to investigate which type of communication strategies can be used most successfully and at what language level and what sort of problems arise in the teaching of communication strategies to students under these particular conditions. Therefore, it is hoped that the results of this study will provide useful data for the development of the teaching of communication strategies, so that the teaching of communication strategies will become an informed and well-researched aspect of language teaching in the future.



## 1.5 Definition of Terms

**Communication strategies** refers to the four strategies in the training which are back-channels, pause fillers and hesitation devices, requests for clarification, and circumlocution. The definitions of these communication strategies are as follows:

(a) **Back-channels** are the signals used to show the listeners' attention and recreation. These signals can be verbal, such as "*uh-huh*", "*yes*", "*yeah*", "*I see*", "*really*", "*that's right*", "*that's good*", "*that's sounds interesting*" etc, or non-verbal like *head nods*. The examples of types of back-channels are: attention signals which indicate that the listener is paying attention to what the speaker is saying, and assenting signals show that the listener agrees with the speaker's idea (Wannaruk, 1997).

(b) **Pause fillers and hesitation devices** are words or gambits used to fill pauses and to gain time to think. They are often referred to as stalling or time –gaining strategies such as "*um*", "*er*", "*well*", "*now let me see*", "*let me think about it*", "*you know*", "*as a matter of fact*" etc. These strategies are not used to compensate for any linguistic deficiencies but rather than to gain time and to keep the communication channel open during times of difficulty (Dula, 2001; Nakatani, 2005).

(c) **Requests for clarification** are requests for further information triggered by some problem experienced with the interlocutor's previous utterance such as "*Could you say it again, please?*", "*Pardon?*", "*What do you mean by..... ?*", "*Could you make the clearer, please?*" etc. Requests for clarification are also achievement strategies. (Washburn, 1995; Dula, 2001).

(d) **Circumlocution** is a roundabout or indirect way of speaking; the use of more words than necessary to express an idea such as "*The thing you open bottles*

*with*” for “corkscrew”, “*something you use to control your car*” for “steering wheel” etc. Circumlocution is often viewed as the most important achievement strategy. (Dornyei, 1995; Dula, 2001).

**Science and technology graduates** refers to the Ph.D students whose majors are not English, and who are enrolled in a GE (Graduate English) course at Suranaree University of Technology.

## **Summary**

Chapter one gives the overview of the present study, which aims to investigate the effects of teaching communication strategies to Science and Technology graduate students. The contents cover the rationale of the study, statement of the problem, purpose of the study, limitation of the study, and the definitions of terms. The next chapter deals with the review of the literature relevant to the present study and a model for the teaching of communication strategies for this study.

## **CHAPTER 2**

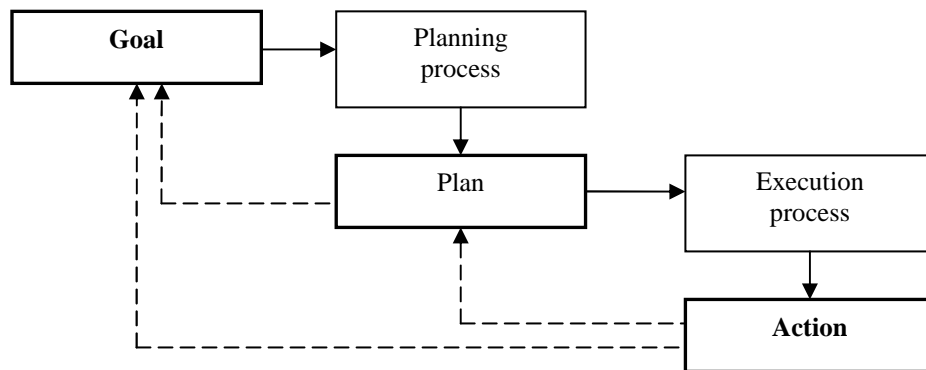
### **REVIEW OF THE LITERATURE**

This chapter includes a review of the literature relevant to the present study. This review begins with a theoretical framework for the study of communication strategies, some research studies of the teaching of communication strategies which are related to the present study and ends with a model for the teaching of communication strategies for the present study.

#### **2.1 Theoretical Framework**

Since the 1970's studies of communication strategies have occupied an important place in SLA research. A review of the literature on communication strategies reveals that the research is divided into various theoretical perspectives. The view that communication strategies are verbal plans within a speech production framework was proposed by Faerch and Kasper (1983a, 1983b). According to Faerch and Kasper, who adopt a psycholinguistic approach to the study of communication strategies, there are two phases of speech production: a planning phase and an execution phase. The aim of the planning phase is to develop a plan which can then be executed to allow the speaker/ hearer to achieve communicative goals. It seems that in this phase "the language user selects the rules and items which he considers most appropriate for establishing a plan, the execution of which will lead to verbal behaviour which is expected to satisfy the original goal"(1983a, p.25). See Figure 1

for a diagram of the planning and execution of intellectual behaviour as presented by Faerch and Kaspar (p.22).



**Figure 2.1:** Planning and Execution of Intellectual Behaviour

Communication strategies are a part of the planning process. They are needed when learners have a problem with their initial plan which prevents them from carrying it out (Faerch and Kasper, 1983a, 1983b). There are two possible alternatives for the learner: one alternative is to avoid the problem. According to Faerch and Kasper (1983a, 1983b), this occurs when learners change their original communicative goal by means of some kind of reduction strategy. There are two types of reduction strategies: formal and functional. Formal reduction strategies take place at the phonological, morphological, syntactical, or lexical levels, while functional reduction strategies affect the speaker's goal and occur at either the planning or the execution stage. Some examples of reduction strategies are message abandonment (leaving a message unfinished because of language difficulties) and topic avoidance (avoiding topic areas or concepts which cause language problems). For Faerch and Kasper (1983a, 1983b), the other solution is to maintain the original

goal by developing an alternative plan through the use of an achievement strategy. Achievement strategies are divided into those that are ‘compensatory’ (replacement of an initial plan with a ‘strategic’ plan) and ‘retrieval’ (perseverance with the initial plan by, for example, searching for the item required). Some examples of achievement strategies include circumlocution, code-switching, word-coinage, and requests for clarification. Fillers and hesitation devices are categorized as retrieval strategies.

According to the literature, communication strategies can also be viewed from a discourse analysis perspective. This is illustrated in the work of Tarone (1980). She views communication strategies as a means for two interlocutors to agree on a meaning in situations where an understanding of the meaning is not shared. Also Tarone adopts an interactional perspective whilst Canale (1983) further develops the idea of strategies to also include non-problem solving strategies. He proposes that communication strategies involve any attempt to “enhance the effectiveness of communication”. The focus is on strategies learners employ when faced with a gap in their vocabulary (Faerch & Kasper, 1983, p75).

According to Bialystok (1990), communication is not the only domain of language use that invites strategic behaviour. Learning a second language, understanding spoken language beyond one's formal proficiency level, achieving pragmatic goals with a second language in appropriate ways may all be considered strategic in that the speaker / learner has to make some choices about how to achieve the goal. Even within second language use, therefore, there are many questions regarding the nature of strategy use. However, there are two kinds of strategies that should be considered; strategies of learning and strategies of communication. In one of Bialystok's papers on “Some factors in the selection and implementation of

communication strategies”, she investigates “*who uses which strategy when and with what effect?*” As cited in Kasper & Kellerman (1997), Ellis (1994) points out that one of the central empirical problems arising from input theory is how learners can access comprehensible input. The most effective source of input seems to be conversational exchanges in which learners engage either together with other L2 learners or native speakers and in which they negotiate meanings. Yet, Dornyei (1995) has extended his definition of communication strategies to include devices that were not strictly meaning-related. He argued that the use of fillers and hesitation devices were also problem-solving strategies. For Dornyei and Scott (1995a, 1995b), strategic language use is equated with communication problem-solving in general. They suggest that communication strategies should include every attempt to cope with any language-related problem of which the speaker was aware during the course of communication. Speaking to a non-native speaker may require that we redirect special attention to lexical choices. As a listener we may direct our attention to para- and extra-linguistic aspects of a message- gestures, kinesics, intonation, the surrounding – as these may assist in the interpretation of the message (Kellerman & Bialystock, 1997). Furthermore, Kellerman and Bialystock (1997) refer to two strategies which are the conceptual strategy and the code strategy. These correspond to two kinds of mental representation. Conceptual strategy is explained as a process of analysis by means of utterances fitting traditional descriptions, such as paraphrase, circumlocution, some word coinages, mimetic, or iconic gestures. Whilst the code strategy refers to a process of analysis which tries to solve lexical problems. Also, Shumin (2001) claims that EFL learners need explicit instruction in speaking in order to gradually develop their speaking skills which can only be acquired through extensive and graded practice.

### **2.1.1 Communicative Competence**

According to Richards (1990), there is an important difference between communicative competence and actual communication as communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication. Knowledge refers to what one knows (consciously and unconsciously) about the language and about other aspects of communicative language use whereas skill refers to how well one can perform this knowledge in actual communication.

The concept of competence derives from Chomsky's ground-breaking work in *Syntactic Structures* (1957). In using the terms language competence, Chomsky, as cited in Crystal (2003), refers to a speaker's knowledge of their language, which is the system of rules the speaker has mastered, so that they are able to produce and understand an indefinite number of sentences, and to recognize grammatical mistakes and ambiguities. This is contrasted with the notion of performance, which refers to the specific utterances of speech. Hymes, as cited in Richards (2002), later coined the term "communicative competence" in the context of language teaching to contrast a communicative view of language with Chomsky's theory of competence.

### **2.1.2 Components of Communicative Competence**

The various components of communication have been defined by Ogane (1998), Richards (1990), Dornyei (1991), and Shumin (2001) who argue that the main components of communicative competence cover four areas of knowledge and skills: grammatical competence, which is the knowledge of what is grammatically correct in a language, sociolinguistic competence which is the knowledge of what is socially acceptable in a language, discourse competence, which is the knowledge of

how to participate in a conversation and strategic competence, which is the knowledge of how to use one's language to communicate. In this study the researcher will only focus on strategic competence which is the component that will allow students to communicate using their existing knowledge of the language, however deficient that may be.

### **2.1.3 Strategic Competence**

Canale and Swain (1980) regard strategic competence as the ability to use verbal and non-verbal strategies in order to avoid communication breakdown that might be caused by a learner's lack of appropriate knowledge of the target language. Also Bachman and Palmer (1996) propose that strategic competence is the ability to use metacognitive strategies consciously in order to solve language-related difficulties in communicative situations. According to Richards (1990), strategic competence is composed of mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting conditions in actual communication (e.g. momentary inability to recall an idea or grammatical form) or insufficient competence in one or more of the other areas of communicative competence; and (b) to enhance the effectiveness of communication (e.g. deliberately slow and soft speech). Richards illustrates this with the example of paraphrasing. If a learner does not remember the English term for "train station", he or she might use "the place where trains go" or "the place for trains" instead. Therefore, in order to cope with difficulties that arise in oral communication in the foreign language, learners need to use a variety of communication strategies (Cohen, 1998; O'Mally & Chamot, 1990; Wenden, 1999).



#### **2.1.4 Definitions of Communication Strategies**

As cited in Dobao (2004), the first attempts to provide a systemic definition for the communication strategies concept were made by Tarone, Frauenfelder and Selinker (1976), and Tarone, Cohen and Dumas (1976).

According to Tarone, Frauenfelder and Selinker (1976, p.100), Communication Strategies is “a systematic attempt by the learner to express meaning in the target language, in situations where the appropriate systematic target language rules have not been formed”.

Tarone, Cohen and Dumas (1976, p.78) defined Communication strategies as “a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been formed”.

These two definitions rely on the same principles. The proposal made by Tarone, Cohen and Dumas (1976) represents an extension of the previous definition, of Tarone, Frauenfelder and Selinker (1976), which aims at relating the notion of interlanguage strategies to language comprehension as well as language production. However, a year later Tarone, realizing that communicative problems “may occur when one speaks in one’s L1, as well as when one attempts to communicate in an interlanguage” (Tarone, 1997, p. 195), proposed a more developed definition for the term of communication strategy. This was not, however, Tarone’s last proposal on this issue. With the intention of recognizing the previously overlooked interactional function of communication strategies, this scholar made a new definition of communication strategies as presented in Tarone (1980, 1981), that also accounts for

the role played by the interlocutors in the strategic communication process and it is “A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared” (1981, p. 288).

This definition makes reference to two features that Tarone considers are the two basic defining characteristics of communication strategies: language use and interactional function. Communication strategies are seen as directly related to language use and not as part of the speaker’s linguistic knowledge. Quoting Tarone, “they are descriptive of the learners’ pattern of what they know as they try to communicate with speakers of the target language” (Tarone, 1981, p.287). This interpretation also implies that communication strategies are used only when a communication problem arises and that, therefore, she considers them to be problem-oriented.

On the basis of this description of the speech production process, Faerch and Kasper (1983b) propose the following definition for the communication concept that “Communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal”(p. 212). We can see in this definition that Faerch and Kasper (1983b) consider the criteria of problematicity and consciousness as the two basic features to be taken into account in a description of communication strategies. Communication strategies are problem-oriented because they are employed when the speaker does not have the resources required to express the intended meaning. The criterion of consciousness is secondary because it is derived from the first definition. In order to experience a problem, one should be aware that some kind of difficulty exists.

An alternative to Faerch and Kasper's (1983b) approach to the concept of communication strategy is the definition proposed by Poulisse et al. (1990). We should notice that this definition is restricted to those strategies which involve an attempt, on the part of the speaker, to achieve their originally intended meaning. In other words, Poulisse et al. (1990) account only for a subset of what are generally considered to be communication strategies, i.e. the subset of compensatory strategies. Poulisse defines these as the following:

Compensatory strategies are strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings (p. 22).

This description was developed on the basis of Faerch and Kasper (1983b) who proposed an initial working definition to be used for the purpose of identifying communication strategies. From this we can see that writers, like Faerch and Kasper (1983b), adopt problematicity as a defining criterion. However, they prefer the term awareness to consciousness, because awareness is a more restricted notion, which refers only to a language user who realizes he has a problem and not to his use of any particular strategy.

On the basis of this model and also from the results of an empirical investigation carried out on learners' use of compensatory strategies, Poulisse et al. (1990) developed a final version of their original working definition of compensatory strategies, which is as follows:

Compensatory strategies are processes, operating on conceptual and Linguistic knowledge representations, which are adopted by language users in the creation of alternative means of expression when linguistic shortcomings make it impossible for them to communicate their intended meanings in the preferred manner (p. 192-193).

The above definition thus accounts for problems which occur not only in the planning phase but also at later stages in the speech production process. It does not only define compensatory strategies as processes, but it also specifies the outcome of these processes. Like the first definition proposed, it can include both L1 and L2 communication. It provides an explanation for cases in which the adjustment of the message is due not only to speakers' linguistic problems, but also to an anticipation of the hearers' processing difficulties. At the same time, it is specific enough to be used in the field of interlanguage studies, since the presence of a linguistic problem may be one of the conditions for the use of a communication strategy. This definition, like that of Faerch and Kasper (1983b), is based on a model of speech production and not on a model of communication, so it can only account for communication strategies as cognitive production processes and it does not consider the role of these strategies in interaction.

### **2.1.5 Characteristics Identified in Definitions**

**Problematicity** is the idea that strategies are used only when a speaker perceives that there is a problem which may interrupt communication. There are two implications of proposing problematicity as a defining feature of communication strategies. First, the way in which speakers use language strategically and second, as a defining feature, it leaves uncertain the status of communicative language use that is not normally perceived as problematic but which nonetheless may be strategic.

**Consciousness** is implicit in most of the definitions proposed for communication strategies. It is not self-evident that speakers are indeed aware that their utterances constitute strategic uses of language. Communication always

involves choice, and the choices evident when a strategy has been used may have been made no more or less consciously than any other choice.

**Intentionality** refers to the learner's control over a repertoire of strategies so that particular ones may be selected from the range of options and deliberately applied to achieve certain effects (Bialystok, 1990, pp. 3-5).

### **2.1.6 The Nature of Communication**

On the nature of communication, Canale (1983) points out that Breen and Candlin (1980), Morrow (1977) and Widdowson (1978) claim that communication is understood to have different characteristics, namely that it is a form of social interaction and normally acquired and used in social interaction, and also it involves a high degree of unpredictability and creativity in form and message, it takes place in discourse and sociocultural contexts which provide constraints on appropriate language use and also clues as to the correct interpretation of utterances, and is carried out within the limits of psychological and other conditions, such as memory constraints, fatigue and distractions, it always has a purpose, involves authentic, as opposed to textbook-contrived language and is judged as successful or not on the basis of actual outcomes.

These characteristics as defined by Breen, Candlin, Morrow and Widdowson provide a very useful description of the nature of communication. Such characteristics make clear the fluidity and changeability of language during the communication process. This view of communication is also borne out by the use of communication strategies where language cannot be viewed as static but as a constantly evolving process whereby meaning is negotiated and transformed by its participants.

## **2.2 Theoretical and Observational Studies of Communication**

### **Strategies**

The study now refers to two important studies which combine both theory and observation of communication strategies. Firstly, Ogane (1998), who provides a theoretical background for the nature of communication strategies and the relationships between communication strategies and communicative competence, and also between communication strategies and learning strategies. Secondly, McMeekin (2003) who observed the communication strategies that occurred in unelicited interactions in a study abroad classroom and in a host family environment.

Ogane (1998), in her discussion of the teaching of communication strategies to learners of English as a second language, examines various definitions of communication strategies, including a technique used to solve problems in reaching a communication goal. Furthermore, the relationships between communicative competence and communication strategies and between communication strategies and learning are considered. Five commonly-used strategies for communication problem-solving (paraphrasing, borrowing from the first language, miming, asking for help, avoiding) are identified, and classroom techniques such as giving some activities, games, or using videos, etc., and specific exercises for teaching them are outlined. Ogane also claims that communication strategies are used to reach a certain communication goal, in other words, communicative competence is the ability to employ effective communication strategies while communication strategies are guidelines toward a communication goal.

In a rather different context, McMeekin (2003) has conducted a study using an observation technique of five learners of Japanese studying abroad in which she

compares negotiation and communication strategy use that occurs in unelicited interactions in the study abroad classroom and the host family environment. The purpose of this study was to examine how negotiation and communication strategy use differ in these two environments and, further, to examine the implications of these differences with regard to second language acquisition in terms of comprehensible input, modified output, and focus on form. The method used was to video and audio-tape unelicited interactions in the study abroad classroom and the host family environment. In her observation, McMeekin focuses on three communication strategies in particular, namely, comprehension checks, clarification requests and confirmation checks. She concludes that non-native speaker participation in the process of negotiation, including exposure to and possible uptake of information about the target language is conveyed through negotiation and she finds that this process differs clearly between the classroom and the host family setting, because the classroom negotiations are limited by the contents of the teaching units, but the negotiations in the host family occurs in a natural setting.

## **2.3 Research Studies on the Effectiveness of Teaching**

### **Communication Strategies**

The present study will now deal with seven research studies on the effectiveness of teaching communication strategies, namely, Poulisse (1989), Si-Qing (1990), Dornyei (1995), Washburn (1995), Dula (2001), which is a partial replication of Dornyei's study, Rossiter (2001) and Taylor (2002). These seven studies carried out research about how effective the teaching of a range of communication strategies is, including circumlocution, fillers and hesitation devices, topic avoidance and

replacement, requests for clarification and giving clarification, turn-taking, follow-up questions and comments, changing the subject, and back-channel cues for comprehension and agreement. Some of these above-mentioned strategies will be useful for the present study because the researcher will be able to adapt some of these strategies used by the other researchers to use with the Thai learners, who frequently have communication problems at a basic level. This study proposes to teach some of these communication strategies which are back-channels, pause fillers and hesitation devices, requests for clarification, and circumlocution to science and technology graduate students at Suranaree University of Technology in Thailand.

An investigation of the effect of foreign language learners' proficiency on communication strategy use in solving lexical problems was conducted by Poulisse (1989). The subjects in Poulisse's study, consisted of three groups of 15 Dutch learners of L2 (second language) English with various levels of proficiency. The subjects were asked to perform four tasks in English (1) a concrete picture description task involving everyday objects, (2) an abstract figure description task, (3) an oral interview, and (4) a story retelling task, where the learners listened to a story in Dutch and retold it in English with the help of picture prompts. The tasks were administered in two sessions, each lasting approximately 90 minutes. All the data were videotaped and replayed to the subjects for their retrospective comments. The findings of the study were that the less proficient learners used more communication strategies than the more proficient learners. Also, there was some evidence of proficiency-related effects on the types of strategies used.

A similar research study into the nature of the relationship between L2 learners' target language proficiency and their strategic competence was conducted by



Si-Qing (1990). He identified and analyzed 220 communication strategies employed by 12 Chinese EFL learners of both high and low proficiency in their target language communication with native speakers. The results indicated that the frequency, type and effectiveness of communication strategies employed by the learners varied according to their proficiency level. The language distance between the learners' first language and second language was also found to affect their choice of communication strategies. Si-Qing's (1990) study seems to suggest that strategy training is beneficial because he found that most Chinese EFL learners manage to express their meanings and achieve their communicative goals, although they have limited knowledge of the target language. However, the study looked at only one factor that is the learners' proficiency.

In a seminal study in the field of communication strategies, Dornyei (1995) conducted research to investigate how strategy training affected some qualitative and quantitative aspects of strategy use as well as the rate of delivery of speech and to find out how language proficiency affected the results and what students' affective dispositions were toward such training. The study focused on three strategies which were: topic avoidance and replacement, circumlocution, and using fillers and hesitation devices. In order to obtain empirical data on the teachability of communication strategies, he conducted a strategy training course and assessed the effects of the treatment using pre- and post-tests and he compared the results with those obtained from the control groups.

For this study the subjects were 109 students, aged 15-18, studying English in 8 class groups in 5 different secondary schools in Hungary. The 5 schools were the same type (similar to British grammar schools) and the 6 teachers involved in the

project were in the same age group, having had between 2-5 years of teaching experience. Moreover, the students in all 8 groups followed a similar EFL curriculum, the Hungarian national curriculum, using course books published in Britain. The experimental groups receiving treatment were taught by 2 teachers following the same syllabus. The strategy training took place in three lessons each week of a 6-week strategy training program, lasting for about 20-40 minutes each time. The activities focused on using topic avoidance and replacement, circumlocution, and fillers and hesitation devices. The control groups were divided into two sections, two groups received no treatment at all, but followed their regular EFL curriculum. In the other two control groups students were exposed to a conversational training supplement to their normal English without any specific strategic focus.

The results of the study showed that in the treatment group, the post training results showed improvement in measures related to both the quality and quantity of strategy use (quality of circumlocutions and the frequency of fillers and circumlocutions). A comparison of the gain scores with those obtained in the control groups provides evidence that the improvement in the quality of circumlocutions and in the quantity of fillers could indeed be attributed to the treatment. However, the speech rate gain after the training is unrelated to the students' language proficiency, which means that success in the training was not a function of the participants' initial language competence. Also the students found the strategies in the training useful, especially circumlocution, and their general attitude toward the training was very favorable. The assumption of topic avoidance and replacement skills have a positive effect on fluency and, therefore, an improvement in the use of this strategy will be

reflected in an increase in fluency. In addition, the results for the use of fillers and hesitation devices are highly significant, indicating that more students in the treatment group showed improvement in this area. However, the two types of control group showed a different pattern, as there was no significant change in the no-treatment group, but students in the conversation group improved in their speech rate significantly after the training.

According to Dornyei's study, communication strategies can help learners when facing difficulties in communication breakdown. Dornyei states that circumlocution is often seen as the most important achievement strategy and most of the existing training activities focus on it while fillers and hesitation devices help the learners to remain in the conversation and gain time to think and improve their fluency. Moreover, the group sizes which ranged from 13-18 students is suitable for practicing conversation. However, Dornyei found that circumlocutions are not frequently used in everyday speech and the language used in the tasks was too difficult for the learners. Also, there were too many teachers; 6 teachers, and too many schools; 5 schools, which made it difficult to rely on the methodology or the teachers' experience for the treatment group. Furthermore, the statistically significant results show that there were no differences between any of the three groups which are; the treatment group, no treatment group, and the conversational training group in fluency, so it was deduced that this was because of the time limitation of the 6-week strategy training.

Using an interesting pair-taping technique for developing communication strategies, Washburn (1995) carried out a study in order to encourage learners to use strategies for avoiding and repairing conversation breakdowns and requiring learners

to take initiative and accept responsibility for their success. Students at the Center for Language Research at the University of Aizu in Japan at false beginner and low intermediate level were the subjects for this study. They recorded original conversations using the technique of pair-taping for 1-3 minutes a time or 3-15 minutes a week using 5 communication strategies which were; follow-up questions and comments, turn-taking, back-channel cues for comprehension and agreement, requesting and giving clarification, and changing the subject. The teacher presented the conversation strategies via audio and video tapes of natural conversations held by sophomores and more advanced freshmen and then the students worked in pairs or groups of three participating in original conversations through a pair-taping technique. Each week the teacher collected one tape from each pair of learners and evaluated them using teacher evaluation sheets with the teacher's comments and the students' scores at the beginning of the semester and later, the teacher changed the evaluation form using a check list which contained the directions to the class prior to taping. The study took place over 14 weeks of their semester.

The results of the study show a marked increase in the willingness of students to interact with faculty members from around the world and also they became more responsible for their own English study. From Washburn's study, it is seen that learners were able to participate in different kinds of communication strategies, so they learned from each other and learned from their mistakes. Furthermore, learners could use appropriate words in their conversation and have more confidence in speaking English with their friends and other people. The duration of the study (over 14 weeks) was appropriate and the strategies used were suitable. Nevertheless, as Washburn points out, some learners might correct other learners incorrectly, because

only learners with a high level of proficiency can correct other students accurately. These methods would not work with large classes and would be very time-consuming for the evaluations carried out in this study.

In a study which replicates a part of Dornyei's study (1995), Dula (2001) carried out a study of the effects of communication strategy training on foreign language learners at university level. The research focused on 3 strategies which were: circumlocutions, fillers and hesitation devices, and requests for clarification. The 44 students who volunteered to participate in the experimental study were undergraduate students at a historically black university in Delaware, age 18- 24, who enrolled in three different sections of second-semester elementary French 102 classes. They were divided into two groups; the control group and the experimental group. Twenty-two students were randomly assigned to an experimental group and 22 students were randomly assigned to a control group. The students in the experimental group received two weeks of training (20-25 minutes a day and 3 days a week) in the use of circumlocutions, fillers and hesitation devices, and requests for clarification. The students in the control group did not receive any strategy training, but followed the regular course syllabus for French 102. The students in both groups also received three different versions of oral tasks which served as a pretest, an immediate posttest, and a delayed posttest.

The results of the main study showed that the experimental group made greater use of circumlocutions and fillers and hesitation devices than the control group when faced with communication problems, also the oral tasks had a dominant effects on the foreign language learners' use of the three communication strategies. However, in this study, the results revealed that the learners in the experimental group

did not make greater use of requests for clarification. Dula (2001) suggests that “This may have been due to the fact that requests for clarification are requests for help or further explanation, and the experimental group had received practice and training in the use of the strategy and may have required less help and explanation as the learners progressed from pretest to immediate posttest or delayed posttest, or it could also have been due to the actual design of the oral task” ( p. 67).

According to Dula’s research, the experimental group required less help after training, which was probably due to the design of the oral tasks which were (1) a topic description task, (2) a cartoon description task, and (3) a definition formulation task. The study was limited due to the sample size. Also, no formal pilot study was conducted because of too short a duration of time for the study.

In a very detailed but inconclusive study, Rossiter (2001) conducted research to find out, firstly, if communication strategy training leads to greater use of communication strategies, secondly, if it leads to an improvement in L2 performance, and thirdly, if it leads to a greater sense of self-efficacy. The participants for the first piece of research were 30 adults, of whom 13 were males and 17 were females, for the second piece of research there were 16 adults, of whom 7 were male and 9 female, and for the third there were 46 adults, of whom 23 were males and 23 were females. All the participants were of intermediate ESL proficiency and all were Canadian refugees with a mean residence of 48 months. For the first piece of research she used such methods as paraphrasing, inkblots, classification riddles and five picture stories; for the second, she used such consciousness-raising activities as relaxation, visualisation and positive self-talk; and for the third she administered a language learning questionnaire.

Rossiter's results show that the effects of strategy instruction on self-efficacy, causal attribution, motivation and attitudes, are quite limited. For example, no significant differences were found in task self-efficacy between the communication strategy group and the comparison group. Similarly, Rossiter's analyses show that strategy training had little effect on the achievement of the narrative task with respect to ability, ease or luck, but only with respect to effort where she found a trend towards significance in favour of the communication strategy condition. However, Rossiter suggests that the context in which this study was conducted plays an important role in the interpretation of the results. Most of the participants in the study were refugees or immigrants all of whom had opted to study ESL and whose motivation was at an optimal level. Rossiter believes that the results of her study would have been different in an English as a foreign language environment or in an academic setting where language instruction is mandatory. However, it is also suggested that any improvements in performance within groups and across time are probably due to full-time ESL instruction rather than strategy training and with regard to training in affective strategies it is pointed out that both groups had already received such training and thus the research was effectively giving them "more of the same". It is surprising in such a detailed study that more attention was not paid to the appropriateness of the situation and that a preliminary study was not carried out which might well have predicted some of the problems encountered and allowed the researcher to modify her research accordingly.

In an interesting study by Taylor (2002) on the use of gambits in different interactional situations by intermediate Spanish speakers after instruction, he finds that the use of gambits can be taught effectively and appropriately and that,

furthermore, the nature of the interactional situation seemed to make a difference in spontaneous interaction and in the types of gambits they produced. He defines gambits as “words or phrases that facilitate the flow of conversation by giving the speaker time to organize his thoughts or her thoughts, maintain or relinquish the floor, expound on an argument, or specify the function of a particular utterance” (p.171). Gambits are further subdivided into three groups, namely, discourse organizers, strategies to maintain the smooth flow of conversation and pause fillers. The participants in this study were students in a university-level beginning Spanish conversation class at a large urban university in the southeastern United States. Sixteen students were randomly organized into two groups to assess gambit use in different interactional situations. The study was divided into two phases: an instructional phase and a role-play phase. The total instructional time for both groups was seven class hours over a three-week period. For the role-play phase, a pre-test and a post-test were administered. One group engaged in a discussion with a native speaker about cultural differences between the United States and Latin America. The other group performed a role-play with a native speaker in a customer-clerk situation where the students played the role of the customer. The data was analyzed by three independent raters who judged separately whether an utterance was a gambit and into which category it fell. The raters counted the total number of gambits per student and divided it by the number of conversational turns for the discussion group or interactional acts for the role-enactment group.

The research questions were, firstly, whether instruction would increase the quantity and variety of appropriate gambits used by intermediate Spanish learners, secondly, whether there would be a differential increase in the quantity and variety of

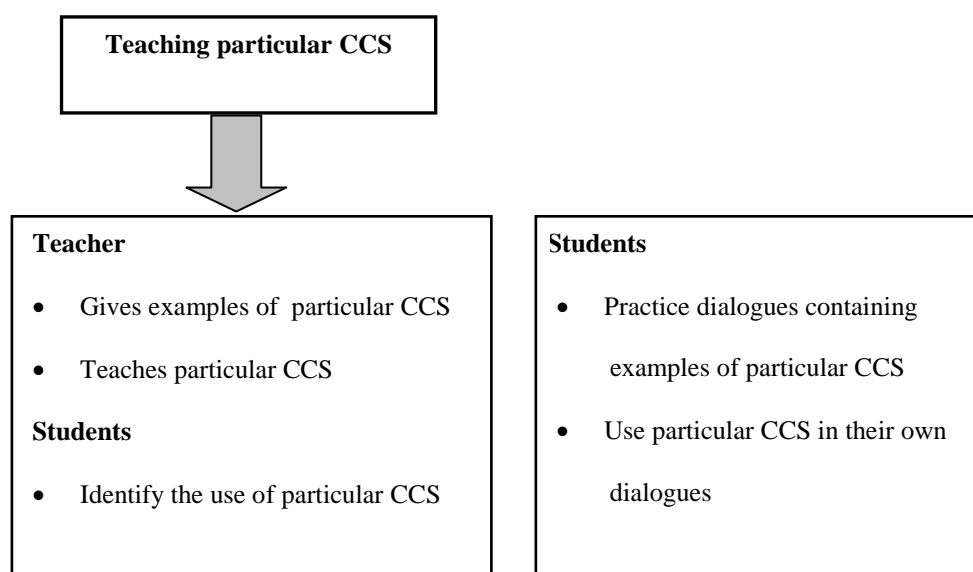


gambits such as pause fillers and back-channelling use between the discussion and role enactment group and, thirdly, which gambit categories would show the greatest increase in the number of gambits produced. The results showed a significant increase for the discussion group in category use from pre-test to post-test, but the role enactment group did not show a significant increase. For the third question, the results showed that the categories for the discussion group which increased the most were for indicating opinions and buying time, whilst for the role enactment group, thanking, requests, assent/giving in, leave-taking and greetings increased the most. It is suggested that the reason why the role enactment group did not show a significant increase in category use was because of the transactional nature of the task in which students had to accomplish a series of specific goals which might have interfered with their performance. Unfortunately, the study did not carry out a delayed post-test, so it is not known whether the effects of the training would last over a period of time. Taylor concludes by suggesting that more research needs to be done to determine the optimal time for teaching gambits, the time needed for gambits to enter interlanguage, and a comparison of methods of instruction. He also suggests that a topic worthy of further research may be the impressions and judgements of native speakers about the proficiency and fluency of learners before and after gambit instruction.

## **2.4 A Model for the teaching of communication strategies**

In the present study particular communication strategies which are back-channels, pause fillers and hesitation devices, requests for clarification, and circumlocution will be used in the training. The teacher who is a native English teacher will follow the instructions given in the teacher's notes which are divided into

five stages: firstly, the warm-up activity in order to revise and introduce the new lesson, secondly, providing a listening dialogue to check their comprehension, thirdly, giving each student a dialogue for completion to introduce the particular communication strategy for each unit, fourthly, giving students a dialogue for practice to show them some different ideas from the previous dialogue, so they are able to make their own dialogue appropriately and finally, students work in pairs and make their own dialogues for the audio-taping. Also the participants in this study who are the non-English major students will attend the training and follow the teacher's instructions by identifying the use of particular communication strategies and then try to use the strategies appropriately in their own dialogues.



**Figure 2.2:** A model for the teaching of communication strategies

ERROR: syntaxerror  
OFFENDING COMMAND: %ztokenexec\_continue

STACK:

-filestream-  
/GpPBeg  
-dictionary-

## **CHAPTER 3**

### **METHODOLOGY**

This chapter is divided into two parts, firstly, the pilot study and, secondly, the main study, which discuss the methods used to conduct the research for this study. In addition, the criteria used in the pilot study are defined with some examples of strategy uses and the results are presented. Based on the previous review, the present study intended to investigate the effects of teaching communication strategies to Science and Technology graduate students. So, the subjects, the procedure, the research instruments, such as interviews, oral tests, observations, questionnaires, a summary of data collection process and the data analysis methods for the pilot study are described in detail. The examples of strategy training activities are also presented. Then the methodology used in the main study is reported at the end of this chapter.

#### **3.1 The Pilot Study**

The purposes of the pilot study were to test the validity and reliability of the materials to be used in the training. Prior to conducting the main study, a formal pilot study was carried out to try out the materials for the training and to ensure that the topics and the strategies used in the training would be useful and would help the students to develop their communication skills. The pilot study was carried out at Suranaree University of Technology for fifteen weeks (twenty-four hours of training) from December 2005 to March 2006. Each training session was from 4.00 p.m. to

7.00 p.m. on Wednesday evenings. Whilst the main study was carried out for seventeen weeks (thirty hours of training) from May 2006 to August 2006 with the same training schedule as in the pilot study.

### **3.1.1 Participants**

There were 10 participants from graduate students in Science and Technology at Suranaree University of Technology who volunteered for this study. Their ages ranged from twenty-seven to thirty-seven years. They were all enrolled in the Graduate English Programme (3), which is one of three graded courses designed for those students who could not pass the SUT GET (Suranaree University of Technology Graduate English Test) examination. The purpose of this course is to help graduate students improve their reading proficiency in English so that they can read articles in English in their respective fields of study. The participants were six females and four males whose majors are Environmental Biology (3), Chemistry (3), Remote Sensing (3), and Food Technology (1). The reason for choosing students from different majors was to obtain a cross-section of students who would not have specific knowledge of the other participants' fields of study.

As a result of a semi-structured interview with a native English teacher conducted in the first week of training using the fluency scale for the Common European Framework for criteria as cited in Fulcher (2003), it was found that the participants' levels of proficiency in English were low: 5 students scored between B1 to B2 which is the low level of the Independent User; 1 student scored A2+, 1 student scored A2 and 3 students scored A1 which was the level of a Basic User. None of the students had ever been abroad. See Appendix F

### **3.1.2 Procedure**

3.1.2.1 A study plan, instruments, a teaching plan and teaching materials were prepared.

3.1.2.2 The students were volunteers from the Graduate English Programme (GE 3) and all of them were Science and Technology students.

3.1.2.3 A semi-structured interview was conducted to investigate the students' levels of oral proficiency in English.

3.1.2.4 A pre-test was carried out one week before the training in which there were three tasks: firstly, the students were asked to describe their families to their partners, secondly, the students were asked to give directions, and thirdly, the students were asked to perform an information gap activity in which they had to help their partners complete a CV.

3.1.2.5 A programme consisting of a total of thirty hours of training in the use of communication strategies was conducted between December 2005 and February 2006. Four communication strategies, namely, back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution were taught by a native English teacher with over 40 years' teaching experience. The training consisted of a 3 hour period once a week, for 10 weeks, which included observations, informal interviews, and audio-recordings of all the students' dialogues at the end of the training session.

3.1.2.6 An immediate post-test, which was the same as the pre-test, as well as a questionnaire was carried out one day after the training was completed.

3.1.2.7 A delayed post-test, which was the same as the pre-test and the immediate post-test, was carried out four weeks after the immediate post-test to find

out to what extent the participants were still able to use the communication strategies taught.

3.1.2.8 Data collection was conducted by using the scores of the pre-test, classroom observations, the audio-recordings, informal interviews, a questionnaire as well as the post-test.

### **3.1.3 The Training Plan**

The teaching materials were adapted from the website of onestopenglish.com, eduref.org and iteslj.org and were divided into eight units for the teaching of four communication strategies, which were back-channels, pause fillers and hesitation devices requests for clarification and circumlocution. Teacher's notes and student's handouts were prepared and checked by the native English teacher (who suggested some changes to the materials) and some of the materials were then adapted to an appropriate level for the students. A dialogue, demonstrating the use of particular communication strategies, was recorded for listening practice for each unit. The details of the topics, strategies, materials and times are as follows:

**Table 3.1:** Training Plan for the Pilot Study

<b>Week</b>	<b>Topics</b>	<b>Strategies</b>	<b>Activities</b>	<b>Materials</b>
1	Family	Back-channels	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape
2	Jobs	Back-channels	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette tape
3	Appearances	Pause fillers and Hesitation Devices	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape CD/ handout of people's appearances
4	Keeping Fit	Pause fillers and Hesitation Devices	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette ta



<b>Week</b>	<b>Topics</b>	<b>Strategies</b>	<b>Activities</b>	<b>Materials</b>
5	Giving Directions	Requests for Clarification	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape Maps
6	Sports	Requests for Clarification	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette tape Photos of Croquet Game
7	Studying at SUT	Circumlocution	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape
8	Research work	Circumlocution	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette tape

### **3.1.4 Data analysis of the pilot study**

Samples of the data from the pre-test, post-test, and delayed-post-test were transcribed and coded as appropriate, inappropriate, or incorrect respectively.

#### **3.1.4.1 Inter-rater Reliability**

The recordings from the pre-test, the post-test and the delayed post-test were transcribed by the researcher and were checked by a Thai university English teacher who has over twenty years' teaching experience to ensure that the scripts were correctly transcribed. The raters were a native English teacher with over 40 years' university teaching experience, a Thai university English teacher with a Ph.D from abroad and 22 years' teaching experience, and the researcher who has 27 years' teaching experience in the teaching of English at university level. The two raters were given transcriptions of all the participants' conversations and the copies of the recordings from the pre-test, the post-test and the delayed post-test to score individually, including the researcher. Prior to the scoring, the criteria were discussed among the three raters. After the raters scored the results individually, there were found to be some differences in the ratings, most of which were problems arising from the scoring of the use of circumlocutions and pause fillers and hesitation devices. However, the three raters were able to solve their differences through discussion with reference to the criteria.

#### **3.1.4.2 Results of the Pre-Test, the Post-Test and the Delayed Post-**

##### **Test**

Four randomly selected students were used as samples and their dialogues were transcribed and analyzed using the following criteria.

**Appropriate** means the correct form used in an appropriate situation such as a native speaker might use.

The following excerpts show the appropriate uses of communication strategies students used in the pilot study.

Example 1: Appropriate use of back-channels.

A: How many are there in your family?

B: Um...there is eight

A: *Oh really?*

B: *Yes, that's right*

Example 2: Appropriate use of pause fillers and hesitation devices.

A: And how old is your father?

B: *Er...* my father is 50 years old

A: What what does he do?

B: *Um....* He's a merchant

Example 3: Appropriate use for requests of clarification.

A: What about your research?

B: I plan to do any research work on er... Hurdle Technology

Do you know Hurdle Technology?

A: Oh, I'm sorry. *Could you tell me about what Hur...*

B: Hurdle Technology

A: Yes, yes, *what's it mean?*

B: Let me see how to tell you in a simple way

Example 4: Appropriate use of circumlocution.

B: Umm...*Hurdle technology is a method for preserving food*

A: Uh-huh

B: *Such as freezing, drying*

A: Yes, yes

**Inappropriate** means the correct form used in an inappropriate situation.

The following excerpts show the inappropriate uses of communication strategies students used in the pilot study.

Example 1: Inappropriate use of back-channels.

A: Pom, Good evening...

B: **[Uh-Huh]**

A: I haven't seen you a long time.....

B: **[Uh-huh]**

A: How are you?

B: I'm fine, thank you. I'm glad to see you again

Example 2: Inappropriate use of pause fillers and hesitation devices.

A: I want to ask you um....how many **er...** people in your family?

B: Four people

A: Oh, do you have er....grandfa...**er**....grandfather?

**Incorrect** means using an appropriate form in a situation where it would not be used by a native speaker or using a Thai utterance or the use of a communication strategy when there is no need for it.

The following excerpts show the incorrect uses of communication strategies students used in the pilot study.

Example 1: Incorrect use of back-channels.

A: How about your grandfather?

B: He died a long time ago

A: That's good. And about your grand mother?

B: She is 70, but still very strong

A: That's right. What about your father and mother?

Example 2: Incorrect use of pause fillers and hesitation devices.

A: What's about your grandmother?

B: She she died a long time ago

A: Grandmother?

B: Yes

A: She dies ok....er....what er....do you have er....er....father  
and mother life er....do you have father?

B: Um....my mother er....she lives in Sakonnakorn, but er....  
my father er....er....died on must nineteen er....nineteen  
seventy-seven

There were not any inappropriate or incorrect uses of requests for clarification or circumlocution. This may be because the students did not have sufficient opportunities to use them in the tests or because they found them easier to use appropriately.

The data was analyzed by the three raters from transcriptions of the pre-test, the post-test and the delayed post-test. The raters discussed the criteria for

classifying the uses of communication strategies as appropriate, inappropriate or incorrect. Then they analyzed the data independently before discussing their results with the other raters. In cases where there were some doubts about the classifications, the raters discussed them until they reached an agreement.

The results of the pre-test and the post-test can be seen from the following table:

**Table 3.2:** The Frequency of the Communication Strategies Used in the Pre-test

Student	Appropriate use	Inappropriate use	Incorrect	Total
1	9	3	3	15
2	11	8	6	25
3	18	4	15	37
4	16	8	10	34
Total	54	23	34	111
Percentage	48.65	20.72	30.63	100

$$\chi^2 = 105.358, p < 0.01$$

However, Chi-square goodness of fit was calculated to find out whether the frequency of use of communication strategies occurred due to chance factors or whether they were significantly different statistically. The results from the Chi-square goodness of fit for the pre-test indicated that the frequency of use of communication strategies showed a highly significant difference at .01 level as shown in table 3.3.

**Table 3.3** Chi-square goodness of fit for the pre-test

#### Test Statistics

	Pre-test
Chi-Square(a)	105.358
df	2
Asymp. Sig.	.000

**Table 3.4:** The Frequency of the Communication Strategies Used in the Post-test

<b>Student</b>	<b>Appropriate use</b>	<b>Inappropriate use</b>	<b>Incorrect</b>	<b>Total</b>
1	28	6	15	49
2	32	9	5	46
3	52	8	18	78
4	44	15	31	90
Total	156	38	69	263
Percentage	59.31	14.45	26.24	100

$\chi^2 = 61.775, p < 0.01$

Table 3.4 above shows the frequency of use of communication strategies by the students in the post-test which indicated that the students used more frequent communication strategies in the post –test than in the pre-test and they were also able to use communication strategies more appropriately in the post-test.

Moreover, the results from the Chi-square goodness of fit revealed a highly significant difference at .01 level as shown in table 3.5.

**Table 3.5** Chi-square goodness of fit for the post-test**Test Statistics**

	Post-test
Chi-Square(a)	61.775
df	1
Asymp. Sig.	.000

There is a marked difference in the frequency of use by the four selected students between the pre-test and the post-test. The total difference in the number of occurrences for all four students was 111 for the pre-test compared to 263 for the post-test. This clearly shows a considerable effect from the teaching of communication strategies. However, 50% of these occurrences were used either inappropriately or incorrectly. This is not at all surprising since the students are

obviously trying to use communication strategies as much as possible, but still lack the practice and experience to use them appropriately in all situations.

As regards the use of particular strategies, all the students in the pre-test only used back-channels and pause fillers and hesitation devices, but not any requests for clarification or circumlocution. But in the post-test, all the students used all types of the communication strategies, although they used substantially more back-channels and pause fillers and hesitation devices than requests for clarification and circumlocution. One of the reasons why they only used a few requests for clarification and circumlocution was that the topics only offered a few opportunities for their use. The students with a higher proficiency of English used the strategies more accurately than the weaker students, as one might expect. Interestingly, the weaker students used the strategies far more frequently, but also with less accuracy. However, the level of accuracy of the weaker students improved considerably (44 appropriate uses compared to 16 appropriate uses in the pre-test). The weakest of all the students shows a dramatic increase in the frequency of use of all the strategies (a total of 90 occurrences) with a corresponding improvement in accuracy. This reflects the general increase in confidence in the use of English of all the students following the training programme.



**Table 3.6:** The Frequency of the Communication Strategies Used in the Delayed Post-test

Student	Appropriate use	Inappropriate use	Incorrect	Total
1	35	2	1	38
2	58	4	2	64
3	53	11	7	71
4	72	32	50	154
Total	218	49	60	327
Percentage	66.67	14.98	18.35	100

$$\chi^2 = 6.942, p < 0.01$$

**Table 3.7** Chi-square goodness of fit for the delayed post-test

#### Test Statistics

	Delayed Post
Chi-Square(a)	6.942
df	1
Asymp. Sig.	.008

The results of the delayed post-test show a considerable increase in the number of strategies used giving a total of 327 compared to 263 in the post-test. This suggests that the students have consolidated the skills acquired from the training programme during the intervening period of one month. Also the students used the strategies more appropriately in the delayed post-test than in the post-test as there were 156 appropriate uses in the post-test compared to 218 in the delayed post-test. The number of inappropriate uses increased slightly, from 38 in the post-test to 49 in the delayed post-test. However, in view of the substantial increase in the total number of frequencies this increase is relatively small. Interestingly, as regards the number of inaccurate uses of the strategies, the number in the delayed post-test was actually lower than in the post-test in spite of the considerable increase in frequency. Clearly,

the students have managed to use the communication strategies much more frequently and more accurately than in the post-test.

If we consider the use of the particular strategies used in the delayed post-test we find that, as in the other tests, the strategies that were most used were back-channels, and pause fillers and hesitation devices. For example, the combined totals for the use of each of these strategies for the four students were, 30, 58, 64, and 148 respectively, compared to 6, 6, 7, and 6 for the number of uses of requests for clarification and circumlocution. The number of requests for clarification and circumlocution were very similar to those in the post-test and, as suggested above, this is probably the result of limited opportunities for using these strategies in the test. Furthermore, the results from the Chi-square goodness of fit revealed a highly significant difference at .01 level as shown in table 3.7.

The general improvement in the use of communication strategies in the post – test and the delayed post-test suggests that the training programme had very positive effects which were further increased by a period of consolidation. However, it should be pointed out that the students were repeating the test for the third time in the delayed post-test, so it can be assumed that they had learnt from their previous experience and also they were very much aware that they were expected to use the communication strategies that they had been taught as often as possible. Perhaps a different test from the pre-test and the post-test would have shown rather different results.

From the results of the classroom observation, it was observed that from the beginning this group of students were enthusiastic and highly-motivated to take the opportunity to develop their oral proficiency in English. For example, there was 100%

attendance at all training sessions, although one absentee from the pre-test because of a change of dates. Furthermore, some of the students arrived early for the class, although it was held late in the afternoon, and all the students were willing to stay longer than expected in order to complete the recordings of their dialogues. They also carried out all the tasks conscientiously, including practising the dialogues with their partners many times, which compares favourably with many other conversation classes at SUT, where students soon tired of practising their dialogues (communication from the class teacher).

With regard to the training in communication strategies, it was observed that the students made considerable efforts to use the communication strategies that were being taught and that they also used the new strategies that had been taught in subsequent sessions so that, by the end of the training program, some students were using all the strategies that had been taught, although sometimes they used them either inappropriately or incorrectly. Following are the examples of appropriate use, inappropriate use, and incorrect use of communication strategies the students used after the training.

### **1. Appropriate Uses**

Example 1: An appropriate use of back-channels.

A: Um..... I don't know about Surimi. Could you explain about  
Surimi? What's it mean?

B: Yes, of course, it's very easy. Um..... I explain about Surimi in  
a simple way for you. Surimi is product of fish

A: *Uh-uh*

Example 2: An appropriate use of pause filler and hesitation devices

A: *Er....*I want to know what what do they do?

B: *Um....*my dad is a retirement

A: Retired?

B: Retirement, before he was a a air-force air-force officer

Example 3: An appropriate use of requests for clarification.

A: Um..... I don't know about Inorganic Chemistry. *Could you explain Inorganic Chemistry?*

B: Yes, of course, Let me think how to explain you in a simple way

A: Uh-huh

Example 4: An appropriate use of circumlocution.

A: Um....*Inorganic Chemistry we study about many many many metal such as iron er....sodium, aluminium, silicon, but er... we don't study in hydrocarbon*

B: Uh-huh

## 2. Inappropriate Uses

Example 1: An inappropriate Use of back-channels.

A: It's a big family

B: I have.....

A: **[Uh-huh.]** Who are they then?

B: Um...well, my family er.... my mother, two brother.....

A: **[Uh-huh.]**

B: four sister and me

A: Uh-huh

Example 2: An inappropriate use of pause fillers and hesitation devices.

A: Oh.... Hi, Pee Oh, nice to see you, I'm fine. Um... I heard  
you doing your Ph.D at **er....er....er....**

B: **[That's right]**

A: at SUT

### 3. Incorrect Uses

Example1: An incorrect use of back- channels.

A: We can make many kind of food from Surimi such as  
Chikuwa and Crab analog. Do you know Crab analog?

B: Er....Um...I don't know about Crab analog. What does it  
mean?

A: Ar....Crab analog is a product from Surimi

B: Or...or...or....(Thai utterance)

Example2: Incorrect uses of pause fillers and hesitation devices.

A: Er.... And what does er.... What do your parents do?

B: Orr... (Thai utterance) my er.... well, my father is a  
policeman um... but my mother is a wifehouse.

A: Hur....(Thai utterance)where er... where do work then  
where do they work then?

B: Orr...(Thai utterance) well, um... er...both of them work at  
Ubun Ratchanee

As mentioned above there were not any inappropriate or incorrect uses of requests for clarification or circumlocution. This may be because the students did not have sufficient opportunities to use them in the practice exercises or in the audio-recordings because when they made their own dialogues, they tended to imitate the sample dialogues when they were practicing them.

Some of the more enterprising students did not always spend time practising the sample dialogue, but proceeded to develop their own dialogues in anticipation of the recording.

One particularly interesting observation of the pair work was the effect of more proficient students working with less proficient students. In this situation it was clearly noticeable that a more proficient student's performance was adversely affected by working with a less proficient student. However, stronger students were often able to help weaker students by prompting them or, occasionally, by correcting their mistakes. One particularly weak student seemed to have an adverse effect on all the other students.

The results of the interviews of the semi-structured interview showed the proficiency level of the students' English. Using the fluency scale from the Common European Framework, 5 of the students were found to have the proficiency level of a basic user (A1-A2+) and the other 5 were found to have the proficiency level of an independent user (B1-B2+).

The results of the informal interviews conducted immediately after the recordings on four separate occasions showed that the students felt the listening dialogues provided useful examples of the use of communication strategies which they were able to adapt for use in their daily lives. In some of the dialogues they

found that there was a lot of unfamiliar and difficult vocabulary, for example, the dialogue on appearances.

Students complained that because they were not used to being recorded, it made them nervous, so they did not perform as well as they might have done. Some students commented that they even forgot what they had planned to say in their dialogues.

**Table 3.8:** Cronbach's Alpha reliability of the questionnaire

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.739	.634	15

To find out the reliability of the questionnaires used in this study in order to investigate the students' opinion about the training, the Cronbach's alpha reliability was calculated and the results show that the questionnaire used in this study was reliable with .739 for Cronbach's Alpha compared to .634 for Standardized Items. However, when the covariance matrix was calculated and used in the analysis it showed that item 9 was automatically removed because there was no variance at all as all the subjects gave the same answer.

### 3.1.5 Summary of the findings from the Pilot Study

The findings from the pre-test, the post-test, the delayed post-test, observations, audio-recordings, and the questionnaire were as follows.

In the pre-test the students used mainly back-channels and pause fillers with a few requests for clarification but no examples of circumlocution occurred. In the post-test the students used all the strategies, namely back-channels, pause fillers and

hesitation devices, requests for clarification and circumlocution, although some students used them inappropriately or incorrectly. However, in the delayed post-test the students still used all the strategies. But the strategies they used most were pause fillers and hesitation devices and back-channels respectively.

From the classroom observation the researcher found that the students were enthusiastic and highly motivated. By the end of the training programme all the students were able to use all the strategies taught, although the weaker students sometimes used them inappropriately or incorrectly. Also it was found from the audio-recordings that there was a general increase in the use of all the strategies compared to their use at the beginning of the training. It was also found that good students who were paired with poor students were adversely affected in their performance. Furthermore, it was observed that students of a higher level of proficiency performed better than students' of a lower level of proficiency in the use of communication strategies.

The results of the questionnaire show that almost all the students were pleased with the training, that the communication tasks provided them with an accurate idea of their abilities to speak English, that their training allowed them to show their ability in English and that they believed the training was useful for them. In response to a question about the usefulness of the strategies, the students said that requests for clarification was the most useful, followed by circumlocution, back-channels and pause fillers and hesitation devices, respectively.

As a result of what occurred in the pilot study, it was decided that for the main study the tasks in the three tests should be revised in order to make the results more reliable, since the previous tests contained material which was the same as in the



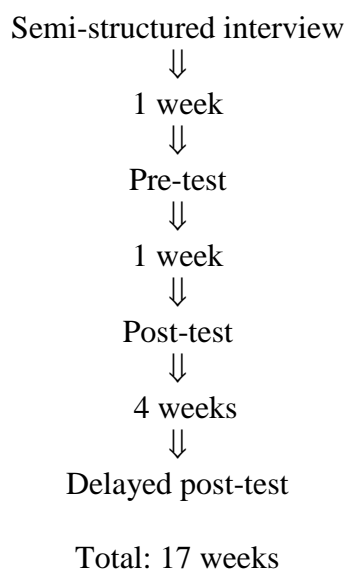
content of the course. Also, the length of time for the training programme was extended from 24 hours to 30 hours, to allow the students more time to learn how to use the strategies properly and to practise them appropriately. Therefore, two further topics were added to the original eight units, namely, weekend activities and ceremonies. It was also decided to show the students authentic video materials, so that they could see how native speakers use communication strategies in daily life. Finally, a few of the questions from the questionnaire were removed as they were considered to be leading questions which would influence the students' responses.

## **3.2 The Main Study**

### **3.2.1 Research Approach**

This study was quantitative and qualitative in its research approach. One group of learners consisted of 10 students was investigated. Multiple sources of information for data collection such as interviews, observations, audio-recordings and questionnaires were used to provide detailed in-depth data (Wallace, 1998; Creswell, 1998). All the students took a semi-structured interview in order to find out their language proficiency in English, using the fluency scale for the Common European Framework (Fulcher, 2003, p.112) as a criteria, most students were in the basic user level (A1- A2+), a few were in lower independent user (B1-B2) and four activities which were explaining feelings, explaining instruments, formulation of a definition, and making dialogues were administered as an oral test before the programme as a pre-test and the same test again after the programme was completed as an immediate post-test (or after ten weeks) as well as a delayed post-test ( or 4 weeks after the post-test). The main study was carried out for seventeen weeks (thirty hours of training)

from May 2006 to August 2006 with a similar training schedule developed from the pilot study as shown in figure 3.1 below.



**Figure 3.1:** The process of the research plan for the main study

During the training the researcher observed and took notes for all the activities which occurred in the class. Also, all the conversations the students produced were audio-recorded at the end of the class throughout the programme to see whether the students were able to use the communication strategies appropriately. However, all the students were asked to give some opinions to the researcher about the training as a feedback in an informal interview after each strategy training session. A questionnaire was given to the participants at the end of the teaching programme to find out their opinion about the teaching programme and then four weeks later they had a delayed post-test to ensure that the students were still able to use the communication strategies to help them when they face problems in communication. All the elicited speech from the tests were recorded and transcribed to see the effectiveness of students' use of communication strategies in communicating with a native speaker (the teacher) and non-native speakers in English and what

improvements there had been in the students' ability to communicate efficiently and fluently.

This study was a partial replication of the previous research studies on the effectiveness of teaching communication strategies; however, certain aspects such as the setting, sample, level of proficiency, the language of instruction, and other facets differs from previous studies. The research focussed on training students to use different communication strategies which were:

- (a) back-channels
- (b) pause fillers and hesitation devices
- (c) requests for clarification
- (d) circumlocution

As cited in Dornyei (1995, p. 59), "several researchers have highlighted the significance of using fillers and hesitation devices as a conscious means to sustain communication in the face of difficulties" and in the past, teaching fillers brings about an improvement in students' fluency. He also claims that circumlocution is often seen as the most important achievement strategy, and most of the existing strategy training activities focus on it. Taylor (2002) points out that requests for clarification is one of the gambit categories with the largest increases in use for the students. However, back-channels help conversation to continue smoothly and lets the speaker know that the listener is paying attention to or agreeing with the speaker. Therefore, the researcher thought that it would be useful for Thai students to learn how to use these communication strategies appropriately in their daily life and in their subsequent careers.

### **3.2.2 Participants**

The subjects of the main study were 10 Science and Technology Ph.D students (2 males and 8 females) whose majors are Animal Production, Chemistry, Environmental Biology, Remote Sensing, and Electrical Engineering. All the students were enrolled in the GE (Graduate English) course at Suranaree University and volunteered to participate in a thirty hour speaking class taught by a native English teacher. A semi-structured interview was conducted by a native English teacher before the training and he used the fluency scale for the Common European Framework (cited in Fulcher, 2003) as a criteria to rate the English language proficiency level of the students. The students were found to range from a basic user (A1) to an independent user (B2). (See Appendix F for details of the criteria.)

### **3.2.3 Research Instruments**

This study employed the following research instruments as follows:

#### **3.2.3.1 Pre-test, post-test and delayed post-test**

Before the training, the pre-test was used to investigate if the students used communication strategies while they were doing the oral test, if so, which strategies they used. After the training, the post-test was used to find out if the teaching of communication strategies resulted in the learners making greater use of communication strategies. Then, the delayed post-test was used four weeks after the post-test to see to what extent the students used communication strategies. These tests were adapted from Dornyei (1995) and Dula (2001) and they consisted of the following.

**Explaining Feelings:** Students were asked to pick a word from a box (e.g., angry, frightened, jealous, lonely, happy etc.) and to explain to their partner its meaning without any actions, so their partner could guess what the word was.

**Explaining Instruments:** Students were asked to pick a word from a box (e.g., a computer, a coffee maker, a microwave oven, a water heater, a lift etc.) and to describe it to their partners without any actions, so that their partners could guess what the word was.

**Formulation of a Definition:** Students were asked to pick one technical word with a definition from a box (e.g., Seismology: the scientific study of recording earthquakes) and were asked to explain to their partner the meaning of the definition using their own words or to restate the definition in a different way.

**Making dialogues:** Students were asked to pick a topic from a box to make their own dialogues (e.g., My favourite food, My favourite football player, My favourite car, My favourite movie star, My favourite song etc.) and took turns to ask and answer questions. The topics were adapted from the website of onestopenglish.com, eduref.org and iteslj.org.

#### 3.2.3.2 The Training Plan

The teaching materials were adapted from the website of onestopenglish.com, eduref.org and iteslj.org and were divided into ten units for the teaching of four communication strategies, which were back-channels, pause fillers and hesitation devices and circumlocution. Teacher's notes and student's handouts were developed and checked by the native English teachers (who suggested some changes to the materials) and some of the materials were then adapted to an appropriate level for the students. A dialogue, demonstrating the use of particular communication strategies, was recorded for listening practice for each unit by native speakers. The details of the topics, strategies, materials and times were as follows:

**Table 3.9** Training Plan for the Main Study

<b>Week</b>	<b>Topics</b>	<b>Strategies</b>	<b>Activities</b>	<b>Materials</b>
1	Family	Back-channels	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape
2	Jobs	Back-channels	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette tape
3	Weekend Activities	Back-channels	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape
4	Appearances	Back-channels & Pause fillers and Hesitation Devices	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape CD/ handout of people's appearances

<b>Week</b>	<b>Topics</b>	<b>Strategies</b>	<b>Activities</b>	<b>Materials</b>
5	Keeping Fit	Back-channels & Pause fillers and Hesitation Devices	<ul style="list-style-type: none"> <li>• Introduce the strategy</li> <li>• Listening</li> <li>• Complete the dialogue</li> <li>• Practice the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette tape
6	Giving Directions	Back-channels, Pause fillers and Hesitation Devices & Requests for Clarification	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape Maps
7	Sports	Back-channels, Pause fillers and Hesitation Devices & Requests for Clarification	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette tape Photos of Croquet Game
8	Ceremonies	Back-channels, Pause fillers and Hesitation Devices & Requests for Clarification	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette tape

<b>Week</b>	<b>Topics</b>	<b>Strategies</b>	<b>Activities</b>	<b>Materials</b>
9	Studying at SUT	Back-channels, Pause fillers and Hesitation Devices, Requests for Clarification & Circumlocution	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> </ul>	Teacher's Notes Students' Handouts A cassette tape
10	Research work	Back-channels, Pause fillers and Hesitation Devices, Requests for Clarification & Circumlocution	<ul style="list-style-type: none"> <li>• Introducing the strategy</li> <li>• Listening</li> <li>• Completing the dialogue</li> <li>• Practising the dialogue</li> <li>• Audio recording</li> <li>• Informal interview</li> </ul>	Teacher's Notes Students' Handouts A cassette tape

### 3.2.3.3 Observations

Observation is a technique used for obtaining information about the learning process and problems or difficulties that may occur in classroom interaction. (Wallace, 1998; p.46). In this study the researcher used the checklist observation schedules developed from Wilkinson and Birmingham (2003), throughout the thirty-hour training. See Appendix C.

### 3.2.3.4 Audio- recordings

Audio recordings were used at the end of each training session throughout the program to find out what communication strategies the students used and how they used them.



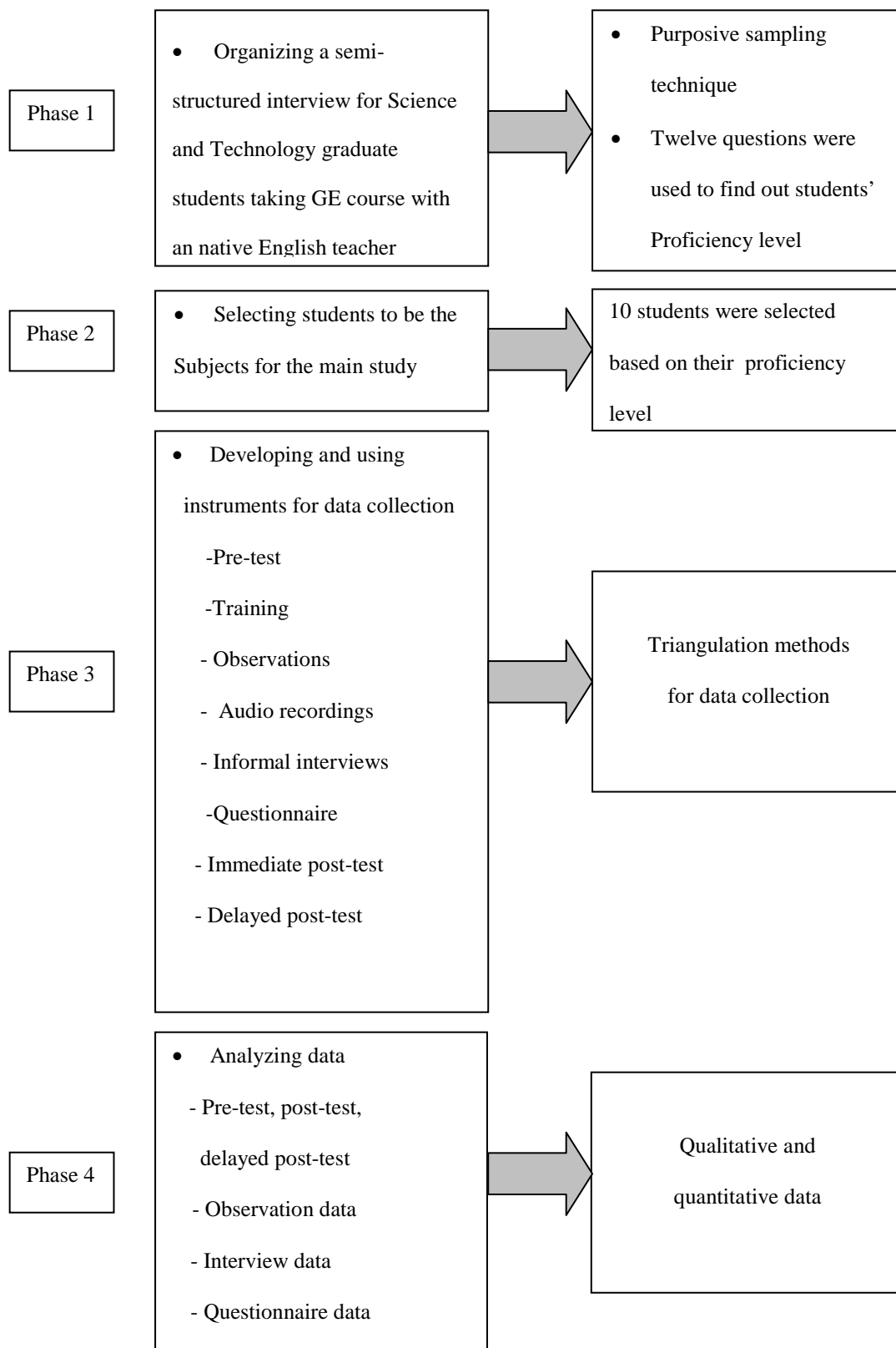
### 3.2.3.5 Informal Interviews

Interviews usually seek to elicit the knowledge, opinions, ideas and experiences of the learners in as much depth as possible (Wallace, 1998, p.124). In this study informal interviews were used as it is the most appropriate and most popular format for gathering in-depth data (Burns, 1997; Nunan, 1992; Seliger & Shohamy, 1989; Wallace, 1998) to find out about the learners' opinion towards the teaching programme. The researcher interviewed each pair of the participants after each strategy training session to find out about their opinions of the programme.

### 3.2.3.6 Questionnaires

The main purpose of a questionnaire is to investigate attitudes, opinions, or characteristics of population (Nunan, 1992). In this study the researcher adapted the questionnaire used by Fulcher (2003, pp. 253-255) and the questionnaires were given to the participants after thirty hours of training to investigate the opinion of the participants about the communication strategies training. See Appendix E.

### 3.3 A summary of the data collection process for the main study



**Figure 3.2:** A summary of the data collection process for the study

### **3.4 Data analysis**

All data were analyzed and interpreted using the data analysis methods as follows:

3.4.1 Pre-test, post-test and delayed post-test: The students' results gained from the pre-test, the post-test and the delayed post-test were analyzed to see the frequency of each of the communication strategies used by the students (see Tables 4.1 and 4.3). Then the proportions of the scores in the pre-test, the post-test and the delayed post-test were analyzed for each communication strategy by using descriptive statistics and the Paired Sample t-Test were calculated ( table 4.2, 4.4).

3.4.2 Observation: The audio-recording tape scripts and the observation checklists were analyzed to see how the students use the communication strategies and whether the students used them appropriately in their conversation after the training (see the example on pp. 116-117).

3.4.3 Interview: After the students received training in using each of the strategies, all of them were interviewed (informal interviews). Throughout the training, they were interviewed 4 times informally. The in-depth data was analyzed to investigate the participants' opinions concerning the training in the use of communication strategies.

3.4.4 Questionnaire: The results of the opinion questionnaire were analyzed by using the statistical software SPSS for Windows and content analysis will be used for the open-ended questionnaires.

## **Summary**

This chapter focuses on how the pilot and the main study were conducted. The contents covered the research approach, the participants, the research instruments, a summary of the data collection process, the data analysis, and finally the procedures of the pilot study and the main study were described. Some improvements for the main study were explained on the basis of the weaknesses of the pilot study. The next chapter discusses the results of the data analysis.

## **CHAPTER 4**

### **RESULTS**

This chapter presents the results of the data analysis from the study both quantitatively and qualitatively and examines data relating to the four research questions. The study was conducted to find out the effects of teaching specific communication strategies to Science and Technology graduate students and how their communication skills improved. The study also investigated whether the teaching of specific communication strategies, such as back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution enhanced the ability of the graduate students to communicate.

Based on the research questions formulated in Chapter One which provide a framework for the analyses of the results, this chapter is divided into four major parts:

- 4.1 Types of communication strategies and their frequency use;
- 4.2 Strategic competence;
- 4.3 The retention of communication strategies; and
- 4.4 Descriptive analysis of the results of communication strategies training.

#### **4.1 Types of Communication Strategies and their Frequency Use**

To answer research question one, which is, “Does the teaching of communication strategies result in the learners making greater use of communication strategies?” four types of communication strategy are used in this study: back-

channels, pause fillers and hesitation devices, requests for clarification, and circumlocution. All the students used each type of strategy in all their conversations in the post-test and the delayed post-test. The data was analyzed to find out the significant differences in the frequency of use of the communication strategies for all the four strategies used by the ten students in this study.

The data for this study was obtained from audio-recordings from the pre-test, the post-test and the delayed post-test and from in-class observations and informal interviews with the participants after each strategy training session. The ten participants were graduate students whose majors were Science and Technology. They participated in the 30-hour training programme and their conversations were recorded and then transcribed. The results of the data analysis from the transcriptions are shown as follows:

**Table 4.1:** Comparison of the Average Number of the Frequency Use of Communication Strategies in the Pre-test and the Post-test

Communication Strategies	Pre-test (average frequency)	Post-test (average frequency)
Back-channel	15.5	34.7
Pause fillers & Hesitation Devices	44.2	58.5
Requests for Clarification	4.0	4.1
Circumlocution	3.7	2.7
Average	16.85	24.9

Table 4.1 above shows the comparison of the average number of the frequency use of communication strategies for back-channel, pause fillers and hesitation

devices, requests for clarification and circumlocution in the pre-test and the post-test. The results for the average frequency of use for back-channels show that the number of back-channels in the post-test were 34.7, which is a little more than double the number in the pre-test (15.5) as well as the number of pause fillers and hesitation devices shows a dramatic increase in the post-test with 58.5 compared to 44.2 in the pre-test. Although the frequency of use of communication strategies for requests for clarification shows a small little increase in the numbers of the strategy used in the post-test, the frequency of use of circumlocution shows a slight decrease in number in the post-test.

However, to determine whether the frequency of use of communication strategies occurred due to chance factors or whether they were significantly different statistically, the Paired Samples t-Test was used to analyze the scores of all the communication strategies used by the ten students both before and after the training.

**Table 4.2:** A Comparison Between the Pre-Test and Post-test Scores of All

Communication Strategies Used.

	M	SD	N	t	sig	r	sig
Pre-test	16.85	23.48	40	2.81	.01	.74	.007
Post-test	24.90	26.05	40				

Table 4.2 shows a comparison between the pre-test and the post-test scores of all communication strategies used. N= 40 refers to the calculation of the 10 students using the four strategies in each conversation as they did not use each strategy separate from the others, so, each strategy was calculated for ten times using the Paired Samples t-Test. The results from the Paired Samples t-Test indicate that the frequency of use of the communication strategies shows a highly significant difference at .01 level. The mean score of the pre-test was 16.85 and of the post-test

was 24.90. The statistical evaluation for both the pre-test and the post-test was significant, where  $t(40) = 2.81$ ,  $p < .01$  (two-tailed). The relationship of the pre-test and the post-test shows a significant difference where  $r = .74$ ,  $p = .007$  ( $p < 0.01$ ). Also, a comparison of the total number of the frequency of use of the communication strategies in the post-test and the delayed post-test were calculated and the results are shown in table 4.3 as follows:

**Table 4.3:** Comparison of the Total Number of the Frequency of Use of the Communication Strategies in the Post-test and the Delayed Post-test.

Communication Strategies	Post-test (average frequency)	Delayed Post-test (average frequency)
Back-channels	34.7	30.9
Pause fillers & Hesitation Devices	58.5	47.5
Requests for Clarification	4.1	2.2
Circumlocution	2.7	3.0
Average	25.0	20.9

Table 4.3 shows the comparison of the average number of the frequency use of communication strategies for back-channel, pause fillers and hesitation devices, requests for clarification and circumlocution in the post-test and the delayed post-test. The results for the average frequency of use for back-channels show that the numbers of back-channels in the delayed post-test were 30.9, which represents a slight decrease from the post-test (34.7), while the numbers of pause fillers and hesitation devices and requests for clarification show a decrease in the delayed post-test. On the other hand,



Table 4.3 shows a slight increase in frequency of use for circumlocution in the delayed post-test.

To determine whether the frequency of use of the communication strategies in the delayed post-test compared to the post-test were affected by the teaching of communication strategies, the averages of the frequency of use of communication strategies were calculated as shown in Table 4.4 below.

**Table 4.4:** A Comparison Between the Post-Test and the Delayed Post-test Scores for All Communication Strategies Used.

	M	SD	N	t	sig	r	sig
Post-test	24.90	26.05	40	2.14	.05	.89	.039
Delayed Post-test	20.87	23.94	40				

Table 4.4 shows a comparison between the post-test and the delayed post-test scores of all communication strategies used. N= 40 refers to the calculation of the 10 students using the four strategies in each conversation as they did not use each strategy separate from the others, so, each strategy was calculated for ten times using the Paired Samples t-Test. The results from the Paired Samples t-Test analysis indicate that there is a significant difference in the frequency of use of the communication strategies between the post-test and the delayed post-test at .05 level. The mean score of the post-test is 24.90 and of the delayed post-test is 20.87. The statistical analysis relating to the post-test and the delayed post-test is significant, where  $t(40) = 2.14$ ,  $p = .05$  (two-tailed). The relationship of the post-test and the delayed post-test is significant where  $r = .89$ ,  $p = .039$  ( $p < 0.05$ ).

In conclusion, the Paired Samples t-Test analysis reveals a highly significant difference in the frequency of use of the communication strategies, where  $t = 2.81$ ,  $p < .01$  (two-tailed) in the post-test compared to the frequency of use of communication strategies, where  $t = 2.14$ ,  $p < .05$  (two-tailed) in the delayed post-test.

Some examples of a comparison of the total number of frequency of use of the communication strategies for all the student shows a substantial overall improvement in the students' use of the strategies after the training as can be seen from table 4.5 below:

**Table 4.5:** A Comparison of the Total Number of the Frequency of Use of Communication Strategies in the Pre-test and the Post-test.

<b>Student</b>	<b>Pre-test frequency</b>	<b>Post-test frequency</b>
1	113	100
2	127	74
3	60	76
4	26	106
5	109	128
6	101	123
7	34	86
8	73	149
9	20	76
10	11	82
<b>Total</b>	674	1000

It is evident from Table 4.5 which shows the frequency of use of the communication strategies used by each student in the pre-test and the post-test that there is a marked difference in the frequency of use by the ten students between the pre-test and the post-test. The total number of occurrences for all students was 674 for the pre-test compared to 1000 for the post-test. This clearly shows a considerable effect from the teaching of communication strategies, especially for some students as,

for example, student 4 whose frequency of use is 26 in the pre-test and increases sharply to 106 in the post-test. Also, student 9, whose frequency of use is 20 in the pre-test shows a dramatic increased 76 in the post-test.

Moreover, the findings from the present study indicate that the frequency of use of communication strategies by the ten students dramatically increased after the training while for some students in particular, notably students 4 and 9, there is seen to be an even greater effect from the teaching of the communication strategies, as their frequency of use increased considerably in the post-test. In order of frequency of use, pause fillers and hesitation devices were used the most followed by back-channels, requests for clarification and circumlocutions respectively in the pre-test, the post-test. Therefore, the teaching of communication strategies can be seen to have had a significant result in the learners making greater use of communication strategies.

Furthermore, the development of the four communication strategies from the present study are presented in tables 4.6 to 4.9 below.

**Table 4.6:** A Comparison of the Total Number of Back-channels Used appropriately, inappropriately and incorrectly in the Pre-test and the Post-test

<b>Back-channels</b>	<b>Pre</b>	<b>Post</b>
Appropriate	64 (24%)	199 (76%)
Inappropriate	25 (34%)	49 (66%)
Incorrect	66 (40%)	99 (60%)

Table 4.6 shows a comparison of the total number of back-channels used appropriately, inappropriately and incorrectly in the pre-test and the post-test. For the category of appropriate use of back-channels there were 64 usages in the pre-test. This number increased by 521% in the post-test to a total of 199 usages. However,

for the category of inappropriate use, the number of usages was much lower with 25 usages in the pre-test, which increased by 32% to 49 usages in the post-test. For the category of incorrect use, there were a higher number of usages for the pre-test than for the other categories with a total number 66. This increased by 20% to 99 usages in the post-test. Thus the overall pattern for the back-channels is similar for each of the three categories of use: the number of usages increases from the pre-test to the post-test. The overall number of appropriate usages is higher than for the other two categories.

**Table 4.7:** A Comparison of the Total Number of Pause fillers and Hesitation

Devices Used appropriately, inappropriately and incorrectly in the Pre-test and the Post-test

<b>Pause fillers &amp; Hesitation Devices</b>	<b>Pre</b>	<b>Post</b>
Appropriate	251(44%)	326 (56%)
Inappropriate	157 (41%)	225 (59%)
Incorrect	34 (50%)	34 (50%)

Table 4.7 shows a comparison of the total number of pause fillers and hesitation devices used appropriately, inappropriately and incorrectly in the pre-test and the post-test. For the category of appropriate use for pause-fillers and hesitation devices, there were a large number of usages in the pre-test (251). This increased by 12% to 326 usages in the post-test. For the category of inappropriate use, the number of usages for the pre-test was substantially lower than that for the appropriate category with a total of 157. This increased by 18% to a total of 225 usages in the post-test. As regards the incorrect category, the number of usages was relatively small with 34 for both the pre-test and for the post-test. The overall pattern for pause-

fillers and hesitation devices is fairly similar to that for back-channels, with increases in the appropriate and inappropriate categories from the pre-test to the post-test.

**Table 4.8:** A Comparison of the Total Number of Requests for Clarification Used appropriately, inappropriately and incorrectly in the Pre-test and the Post- test

<b>Requests for Clarification</b>	<b>Pre</b>	<b>Post</b>
Appropriate	25 (39%)	39 (61%)
Inappropriate	10 (83%)	2 (17%)
Incorrect	5 (100%)	0 (0%)

Table 4.8 shows a comparison of the total number of requests for clarification used appropriately, inappropriately and incorrectly in the pre-test and the post-test. For the category of appropriate use, there were 25 usages in the pre-test which increased to 39 in the post-test. For the inappropriate category of use, there were 10 usages in the pre-test which declined to 2 usages in the post-test. The number of incorrect usages was very low with 5 for the pre-test and none for the post-test. Thus, the overall pattern of usage noted above for back-channels and pause fillers and hesitation devices with an increase from the pre-test to the post-test can only be seen in the category of appropriate use for requests for clarification. The other two categories for inappropriate and incorrect use show a decline in the post-test, although the number of usages is very low.

**Table 4.9:** A Comparison of the Total Number of Circumlocutions Used

appropriately, inappropriately and incorrectly in the Pre-test and the Post-test

<b>Circumlocutions</b>	<b>Pre</b>	<b>Post</b>
Appropriate	16 (53%)	14 (47%)
Inappropriate	10 (56%)	8 (44%)
Incorrect	11 (69%)	5(31)

Table 4.9 shows a comparison of the total number of circumlocutions used appropriately, inappropriately and incorrectly in the pre-test and the post-test. For the category of appropriate use, there were 16 usages of circumlocutions in the pre-test, which declined to 14 in the post-test. For the category of inappropriate use, there were 10 usages of circumlocutions in the pre-test which decreased very slightly to 8 in the post-test. As regards the category of incorrect use, the number of incorrect usages for the pre-test was 11 which decreased to 5 for the post-test. Thus the overall pattern for the use of circumlocutions is a decrease from the pre-test to the post-test for all categories of use.

If we compare the overall pattern of usages for each of the four categories of back-channels, pause fillers and hesitation devices, requests for clarification and circumlocutions, we can see that the overall pattern is for an increase in usages from the pre-test to the post-test. This overall pattern is clear for back-channels and pause fillers and hesitation devices, but is only observable in the appropriate category of use for requests for clarification and the pattern for circumlocutions is different from all the other strategies as there is a decrease from the pre-test to the post-test for all three categories of use.

## 4.2 Strategic Competence

To answer research question two, which is, “How do students use communication strategies in their conversation after the training?” the frequency of use of the communication strategies was calculated and also the extent to which the communication strategies were successfully used. The results from the pre-test and the post-test were categorized as appropriate, inappropriate or incorrect to find out how accurately students use the strategies in their conversations.

To determine whether there was a significant difference among these three categories of communication strategies used in the pre-test and the post-test, the Analysis of Variance was used. Also, the Scheffe post-hoc comparison technique was performed to find out the significant differences between the three categories which were appropriate, inappropriate and incorrect use.

It is evident from Table 4.8 below which shows the comparison of the total number of communication strategies used in the three categories of appropriate, inappropriate and incorrect use in the pre-test that, although all students used communication strategies more appropriately than inappropriately or incorrectly, the percentage use of the communication strategies in the categories of inappropriate and incorrect are high.

**Table 4.10:** A Comparison of the Total Number of Communication Strategies Used Appropriately, Inappropriately and Incorrectly in the Pre-test.

Student	Appropriate Use	Inappropriate Use	Incorrect Use	Total
1	58	50	5	113
2	73	32	22	127
3	43	10	7	60
4	12	6	8	26
5	47	38	24	109
6	40	26	35	101
7	23	8	3	34
8	40	23	10	73
9	13	7	0	20
10	7	2	2	11
Average	35.6	20.2	11.6	

Furthermore, the ANOVA analysis results in the pre-test reveal a statistically significant difference between the categories of appropriate and incorrect use at .05 level ( $F = 5.18, p < .05$ ), also, the Scheffe post-hoc was calculated, but no significant difference was found between the categories of appropriate and inappropriate use or between the categories of inappropriate and incorrect use ( see Table 4.11).

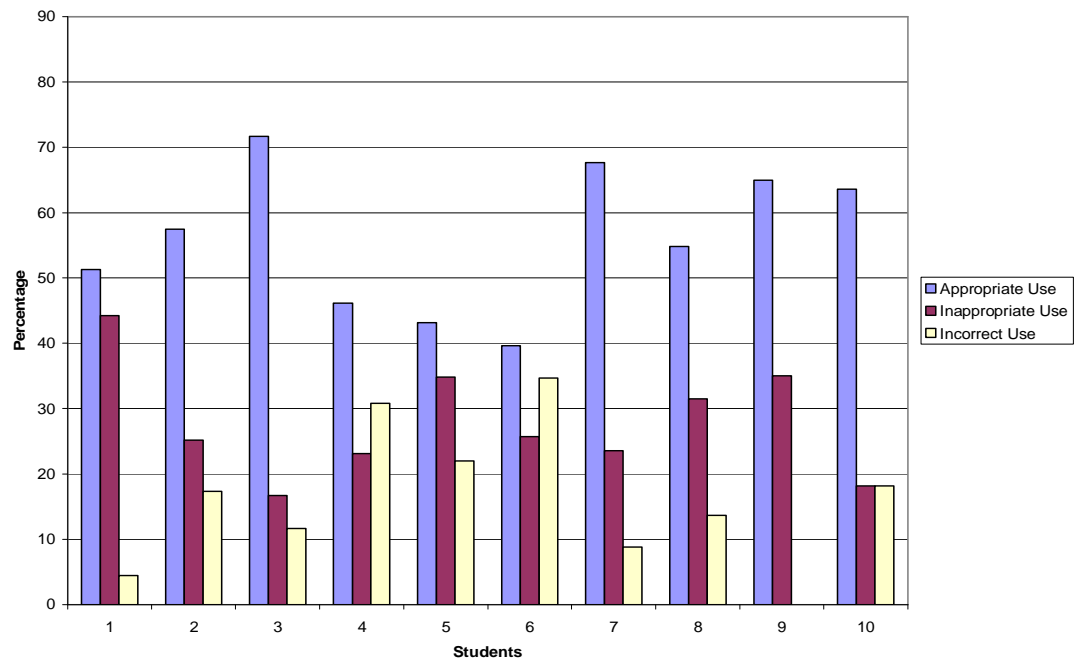
**Table 4.11:** ANOVA and Scheffe post hoc Results of Category Differences in the Pre-Test.

Category	Subset (1)	Subset (2)	F	sig
Appropriate		35.60	5.18	.012*
Inappropriate	20.20	20.20		
Incorrect	11.60			

Figure 4.1 below shows how the students used the communication strategies before the training and it is evident that all the students used the communication strategies more appropriately than inappropriately or incorrectly. However, it can be seen that the students falls into three main groups: the first group shows considerably



more appropriate usages than inappropriate or incorrect (students 2, 3, 7, 8, 9, 10), the second group shows the slightly more appropriate usages than inappropriate (students 1 and 5) and the third group shows the slightly more incorrect usage than inappropriate (students 4 and 6).



**Figure 4.1:** Percentage of Communication Strategies Used in the Pre-Test for All Students.

If we compare the total number of communication strategies used by each of the students in the three categories of appropriate, inappropriate and incorrect use following the training, we find that in the post-test all the students used the communication strategies more appropriately than inappropriately or incorrectly as shown in Table 4.12 below. It should be noted, however, that for Student 6 the number of appropriate usages and inappropriate usages were almost the same, 52 compared to 51, while Student 5 also had a high number of inappropriate usages compared to appropriate usages, 50 to 58. Nevertheless, the average numbers for the

categories of appropriate, inappropriate and incorrect use are 57.8, 28.4 and 13.8 respectively, which show that overall the average of appropriate to inappropriate usages was approximately 2:1, with the average number of incorrect usages representing only about 14% of the total number of usages.

**Table 4.12:** A Comparison of the Total Number of Communication Strategies Used Appropriately, Inappropriately and Incorrectly in the Post-test.

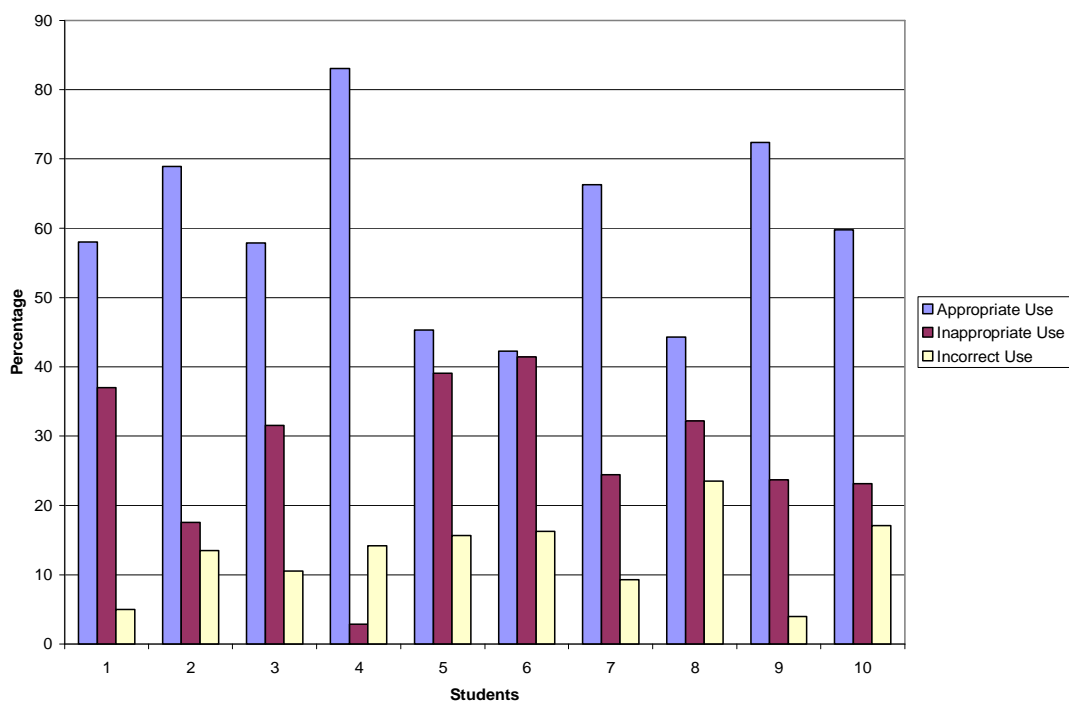
Student	Appropriate Use	Inappropriate Use	Incorrect Use	Total
1	58	37	5	100
2	51	13	10	74
3	44	24	8	76
4	88	3	15	106
5	58	50	20	128
6	52	51	20	123
7	57	21	8	86
8	66	48	35	149
9	55	18	3	76
10	49	19	14	82
Average	57.8	28.4	13.8	

Moreover, the ANOVA analysis results for the post-test show a highly significant difference for all categories at .01 level ( $F = 28.68$ ,  $p < .01$ ), also, the Scheffe post-hoc was calculated, but there was no significant difference between the categories of inappropriate and incorrect use (see Table 4.13).

**Table 4.13:** ANOVA and Scheffe post hoc Results of Category Differences in the Post-Test.

Category	Subset (1)	Subset (2)	F	sig
Appropriate		57.80	28.68	.000**
Inappropriate	28.40			
Incorrect	13.80			

If we compare the percentage use of the communication strategies for each of the 10 students, as shown in Figure 4.2 below, we can see clearly that, with the exception of Students 5 and 6, and to a lesser extent 8, all the students show that they used the strategies substantially more appropriately than inappropriately and with the exception of Student 9, with relatively few incorrect usages, although Student 4 shows more incorrect than inappropriate usages. It is evident, therefore, that the students used the communication strategies more appropriately than in the pre-test and also comparing the categories of inappropriate and incorrect use, for example, it is clearly seen that the percentage use of the communication strategies in the category of appropriate use for students 4 and student 9 have dramatically increased and sharply decreased in the categories of inappropriate and incorrect use compared to the pre-test. Nevertheless, the percentage use of the communication strategies in the categories of inappropriate use and incorrect use are still quite high in overall terms.



**Figure 4.2:** Percentage of Communication Strategies Used in the Post-Test for All Students.

### **4.3 The Retention of Communication Strategies**

To answer research question three, which is, “How do the students use communication strategies in the delayed post-test?” it is possible to examine the retention of the communication strategies by focusing on the ability of the students to use the communicative strategies in a delayed post-test which was carried out one month after the end of the training. During this intervening period the students did not have any opportunity to practise their communication strategies at all. Thus by comparing the post-test results for the categories of appropriate, inappropriate and incorrect use with those of the delayed post-test it is possible to determine the extent to which the students were able to retain the communicative strategies they were able to use in the post-test. The analysis of ANOVA and Scheffe post hoc were employed to find out the significant difference between the three categories of communication strategies used in the delayed post-test. The results indicate a highly significant difference between the categories of appropriate, inappropriate and incorrect use at .01 level.

It is evident from Table 4.14 below which shows the comparison of the total number of communication strategies used in three categories of appropriate, inappropriate and incorrect use in the delayed post-test that, although all the students use communication strategies more appropriately than inappropriately or incorrectly, the percentage use of communication strategies in all categories for all strategies are less than in the post-test. However, if we compare the average of the percentage use of communication strategies in the categories of appropriate use and incorrect use between the delayed post-test and the pre-test, the average for appropriate use in the

delayed post-test is higher than in the pre-test and for the category of incorrect use it is less than in the pre-test (see Tables 4.10 and 4.14).

**Table 4.14:** A Comparison of the Total Number of Communication Strategies Used Appropriately, Inappropriately and Incorrectly in the Delayed Post-test.

Student	Appropriate Use	Inappropriate Use	Incorrect Use	Total
1	53	45	5	103
2	42	14	5	61
3	38	14	2	54
4	36	6	5	47
5	53	51	11	115
6	53	35	14	102
7	69	55	9	133
8	53	61	15	129
9	28	20	4	52
10	27	6	6	39
<b>Average</b>	45.2	30.7	7.6	

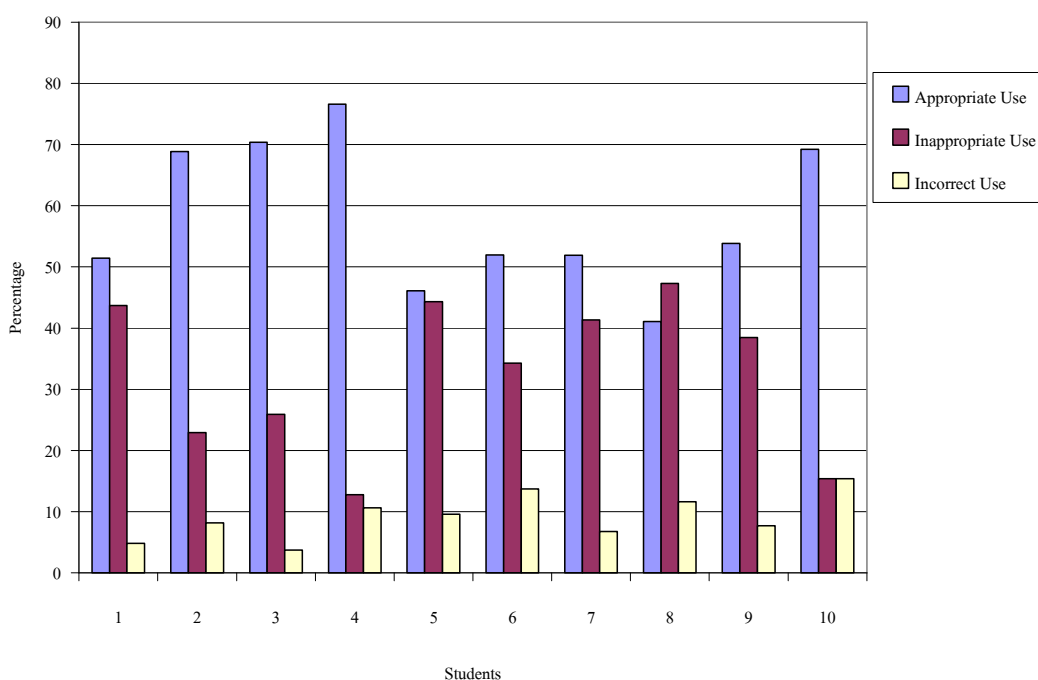
Moreover, the ANOVA analysis results for the post-test reveal a highly significant difference for all categories at .01 level ( $F = 16.75$ ,  $p < .01$ ), and the Scheffe post-hoc was calculated, but there was no significant difference between the category of appropriate and inappropriate use (see Table 4.15).

**Table 4.15:** ANOVA and Scheffe post hoc Results of Category Differences in the Delayed Post-Test.

Category	Subset (1)	Subset (2)	F	sig
Appropriate		45.20	16.75	.000**
Inappropriate		30.70		
Incorrect	7.60			

Figure 4.3 below shows how the students used communication strategies in the delayed post-test and it is evident that all the students used the communication strategies more appropriately than inappropriately or incorrectly. Moreover, in the category of incorrect use, the percentage use of communication strategies in the

delayed post-test sharply decreased compared to the pre-test and the post-test (see Figures 4.1, 4.2 and 4.3). It is clearly seen that the percentage use of communication strategies in the category of appropriate use for student 3 and student 10 has dramatically increased and sharply decreased in the categories of inappropriate and incorrect use compared to the post-test (see figure 4.2).



**Figure 4.3:** Percentage of communication strategies used in the Delayed Post-Test for All Students.

## 4.4 Descriptive Analysis of the Results of Communication Strategies

### Training

Data regarding the usefulness of the communication strategies training were obtained from the classroom observations, informal interviews and a questionnaire which elicited the students' opinion about the training programme. The results

are introduced and then described qualitatively.

To answer research question 4 which were the students' opinions concerning the training in the use of communication strategies, the results of the classroom observations and the results of the interviews are presented descriptively and Cronbach's Alpha Reliability was calculated and the analysis of the questionnaire and the results were presented quantitatively and qualitatively as follows:

Before the training programme, all the students took a semi-structured interview in order to find out their language proficiency in English, using the fluency scale for the Common European Framework (Fulcher, 2003, p. 112). The results reveal that most of the students were in the basic user level (A1- A2+) whilst a few were in the lower independent user category (B1- B2). However, this test was unable to discriminate clearly between the different levels of the students. For this reason, the test was not administered to the students a second time after the completion of the course as it was considered very unlikely to show any differences in their level of proficiency.

It was observed that from the beginning of the course that this group of students were enthusiastic and highly-motivated to take the opportunity to develop their oral proficiency in English. For example, there was 100% attendance at all training sessions, although there was one absence from the informal interview before the pre-test because of a change of volunteer. Furthermore, most students arrived early for the class, although it was held late in the afternoon, and all the students were willing to stay longer than expected in order to complete the recordings of their dialogues. They also carried out all the tasks conscientiously, including practicing the dialogues with their partners many times, which compares favorably with many other

conversation classes at SUT, where students soon tire of practicing their dialogues (communication from the class teacher).

With regard to the training in communication strategies, it was observed that the students made considerable efforts to use the communication strategies that were being taught and that they also used the new strategies that had been taught in subsequent sessions so that, by the end of the training programme, some students were using all the strategies that had been taught and some students who tried very hard improved a lot, although sometimes they still used the strategies either inappropriately or incorrectly. Therefore, it was concluded that the language proficiency in English for all students was improved compared to at the beginning of the training programme as they were able to use communication strategies more appropriately than inappropriately or incorrectly after the training.

The results of the informal interviews conducted immediately after the recordings on four separate occasions showed that the students felt the listening dialogues and the video tapes which showed authentic conversations provided useful examples of the use of communication strategies which they were able to adapt for use in their daily lives. In some of the dialogues they found that there was a lot of unfamiliar and difficult vocabulary, for example, the dialogue on the topics called Appearances and Ceremonies.

Students complained that because they were not used to being recorded, it made them nervous so they did not perform as well as they might have done. Some students commented that they even forgot what they had planned to say in their dialogues.



The results from the questionnaire indicate that the students thought that a 30 hour training period was suitable for the learning of communication strategies and they said they felt nervous before the training and while doing the recording. Furthermore, most of the students believed that they did well on the recordings, but they agreed that they would have done better if they had recorded the dialogues on another day. Nevertheless, all the students agreed that their training allowed them to show their ability in English. Nearly all the students agreed that they liked making the recordings and they did not think that making their own dialogues was too difficult. It was found that all the students agreed that the practice dialogues were related to the strategies in the training. The video tapes showing authentic examples of communication strategies were considered interesting by the students. Finally, all the students believed that the training improved their speaking ability so they were pleased with the training and they also agreed that the topics chosen for the training were useful. Six students thought that back-channels were the most useful strategy, five students thought that requests for clarification were a useful strategy, five students thought that pause fillers and hesitation devices were less useful strategies while most of the students thought that circumlocution was the least useful strategy. Most of the students rated their language proficiency as good or average after the training whilst one student rated herself as fluent. Only two students considered their proficiency as poor after the training.

## **Summary**

In summary, this chapter shows the results of the present study. The types of communication strategies and the frequency of the communication strategies used in the pre-test, post-test and the delayed post-test are presented. The significance of the

communication strategies used after the training was calculated using the Paired Sample t-Test, one-way Analysis of Variance and the Scheffe post hoc and the results were discussed. Also, the results of the classroom observations, the results of the interviews, the results of the analysis of the questionnaires and the students' comments on the training programme are presented quantitatively and qualitatively. The next chapter presents a discussion of the research results of this study along with some general recommendations.

## **CHAPTER 5**

### **DISCUSSION**

This chapter presents a discussion of the results reported in chapter four in relation to related theories concerning the use of communication strategies and to the previous studies reviewed in chapter two. Firstly, the instructional model is described to show how the components of the research programme were developed. Secondly, the relationships of types of communication strategies and their frequency of use, strategic competence, the retention of communication strategies and the results from the research questions are discussed with regard to the research questions presented in chapter one. Thirdly, some sample dialogues from the transcriptions in the present study as well as some recommendations for the future. Finally, the results from the triangulated methods of data were discussed qualitatively.

#### **5.1 Instructional Model**

Developing the Kemp, Morrison and Ross Model (1994) to design effective instruction for this study benefited both the researcher and the learners in many ways. The researcher herself carried out a situational analysis to find out the learners' problems in order to develop an appropriate teaching plan and then looked at the learners' background in English using the semi-structured interview. Then the communication strategies for the training were chosen to help the learners to solve their communication problems. After that suitable topics for teaching were selected

and put in sequence. Moreover, the appropriate methods for teaching were chosen before writing the instructional materials, then the instruments provided were evaluated, and the proper resources were prepared and finally the instruments were tried out. In the pilot study, the instruments were used and the reliability of the instruments was calculated. However, to prevent the learners' remembering what they did in the previous test, the instruments used in the main study were developed as the instruments used in the pilot study did not let the learners use the communication strategies frequently and also, the topics in the tests were not appropriate as they were the same as in the practice dialogues, so, the learners knew in advance which communication strategies they would have to use. This meant that the language used would not be as authentic as it should be.

## **5.2 Types of Communication Strategies and their Frequency of Use**

The investigation of teaching communication strategies in this study concerned four communication strategies, namely back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution. A data analysis was conducted of the frequency of use of the communication strategies used in the pre-test, post-test and delayed post-test. The results reveal a highly significant difference in the frequency of use of the communication strategies. Also, the findings from the present study indicate that the frequency of use of communication strategies by the ten students dramatically increased after the training and the most frequently used communication strategies were pause fillers and hesitation devices, followed by back-channels, requests for clarification and circumlocution respectively in the pre-test,

post-test and the delayed post-test. Moreover, the occurrences of the frequency of use of the communication strategies for some students clearly shows a considerable effect from the teaching of the communication strategies, for example, students 4, student 7, student 8, and student 9 whose frequency of use of the communication strategies increased noticeably in the post-test with 106, 86, 149, and 76 usages compared to the pre-test with 26, 34, 73, and 20 usages (see Table 4.5) which indicates that after the training, these students tried to use more communication strategies in their conversation in order to avoid communication breakdowns or to help them keep the floor during the communication process.

Furthermore, from the examination of the observation data, we can see that some weak students gained considerable benefit from the training programme and developed their skills in using communication strategies, especially those who tried very hard and used a lot of communication strategies without being interrupted by their interlocutors or the teacher as interrupting or correcting more than is necessary might undermine their confidence (Willis, 1996b). A similar point is made by Savignon (2001), as cited in Asato, 2003, who emphasizes that by encouraging learners to ask for information, to seek clarification, to use circumlocution and whatever other linguistic and nonlinguistic resources they could master, they learn to negotiate and to stick to the communication task at hand.

Also, learners learn best by doing and by active experimentation (John Dewey, as cited in Brown, 2001) and “they (students) discover language principles by trial and error, by processing feedback, by building hypotheses, and by revising these assumptions in order to become fluent” (Brown, 2001, p. 38). Similarly, Faerch and Kasper, 1983a, 1983b, Bialystock, 1990, and Shumin, 2001, claim that learners need

explicit instruction in speaking in order to gradually develop their speaking skills which can only be acquired through extensive and graded practice to enable them to make choices about how to achieve their goals by developing an alternative plan through the use of an achievement strategy. Furthermore, learners use communication strategies in order to compensate for their imperfect mastery of the language when faced with a communicative need (Bygate, 1987; Ellis, 1985 as cited in Gabriellatos, 2002).

A statistical analysis using the Paired Samples t-Test shows a significant difference at .01 when comparing the pre-test with the post-test, which means that teaching communication strategies made a significant difference to the learners making greater use of communication strategies.

However, there were some students whose frequency of use of communication strategies decreased in the post-test and the delayed post-test. Student 2, for example, whose frequency of use of communication strategies was 127 in the pre-test, 74 in the post-test and 61 in the delayed post-test (see Tables 4.5 and 4.14). This might be because she was the best in the group and she learned how to use communication strategies appropriately, so she did not have to use a large number of communication strategies in her conversation, especially pause fillers and hesitation devices, which are necessary when students want to gain time, and circumlocution which is used when students want to explain some difficult words to their dyads in a simple way. Also, the graphs shown in Figures 4.1, 4.2 and 4.3 indicate that she used the communication strategies more appropriately than inappropriately and incorrectly in the pre-test, post-test and delayed post-test. The following is an example of how student 2 used communication strategies in the post-test:

S2: *Now I have got some words about the equipment in the kitchen.*

S1: Um-huh.

S2: Um-huh. *It's an electric electric equipment electric...*

S1: [Electric equipment?]

S2: *Uh-huh It use for er...use for roast chicken or cooking food.*

S1: Or cooking food...

S2: [Can you guess what is it?]

S1: Um...I'm sorry, I (laughs) er...could you could you explain it er...it's er...

S2: *Um...*

S1: [roast chicken?]

S2: *Yeah, it's look like a box. Uh-huh, it look likes a box.*

S1: Yes.

S2: Uh-huh.

S1: [Microwave?]

S2: *Yes. (both laugh) that's right, right. (both laugh) You can guess. (both laugh).*

In the delayed post-test student 2 used less communication strategies in her conversation than in the post-test, but more appropriately as the frequency of use of communication strategies in terms of appropriate use was 42, while in terms of inappropriate use and incorrect use were 14 and 5 respectively (see table 4.14), for example,

S2: *Hi Dang, I have some word to ask you. Er... if somebody kick you. And what do you feel?*

S1: [laughs] Okay, I'm angry.

S2: *Oh, that's right. (both laugh) It ...is it true, is it er...easy word?*

In conclusion, the findings from the present study reveal that the frequency of use of communication strategies used by most of the students dramatically increased after the training, although there was one student whose frequency of use of communication strategies decreased in the post-test and the delayed post-test, but whose number of appropriate usages was greater than the number of inappropriate and incorrect usages. Also, the results of the teaching of communication strategies shows a highly significant difference in the frequency of use of the communication strategies, therefore, the teaching of communication strategies results in learners making greater use of communication strategies.

### **5.3 Strategic Competence**

Strategic competence is described as the learners' ability to use verbal and nonverbal strategies in order to avoid communication breakdowns (Canale and Swain, 1980 as cited in Nakatani, 2005). It is evident from the findings in the present study that in the pre-test, the students could not use the communication strategies appropriately or correctly. This might be because of lack of practice or lack of confidence in using the strategies and also a lack of knowledge of the target language. They do not have the ability to use metacognitive strategies consciously in order to solve language-related difficulties in communicative situations which occurs when learners change their original communicative goal by means of some kind of reduction of achievement strategies, which includes circumlocution, requests for clarification and fillers and hesitation devices (Canale & Swain,1980; Faerch &



Kasper, 1983a, 1983b; Bachman & Palmer,1996). Therefore, in order to cope with difficulties that arise in oral communication in the foreign language, learners need to use a variety of communication strategies (Cohen,1998; O'Mally & Chamot, 1990; Wenden,1999).

However, the results from the present study show that most students use the communication strategies more frequently and more appropriately in the post-test than in the pre-test and, in terms of incorrect use, the frequency use of the communication strategies declined dramatically in the post-test. However, in terms of inappropriate use the frequency of use slightly increased in the post-test (see Table 4.12).

Moreover, the transcription analysis of the audio-recordings (without the correction of the errors) reveals that the students use more fluent and more appropriate communication strategies in the post-test than in the pre-test. The following are examples of circumlocution used by student 4 in the pre-test compared to the post-test. The words in *italic* are the student's appropriate uses, words in **bold** are the student's inappropriate uses, and underline words are the student's incorrect uses.

### **5.3.1 Communication strategies used by student 4 in the pre-test**

**S4: When you go to supermarket you want to to in to upstairs what do you**

**what do you go? (laughs) what do you go upstairs when you supermarket?**

S3: Um...lift.

S4: No.

S3: Er...

S4: It's...

S3: Electric stair?

S4: (laughs) Electric stair *um...* you... (laughs)

S3: Moving stair. Um... I I I don't know I don't know what is er... what is it?

S4: Or...(Thai) an escalator.

S3: Es...

S4: An escalator.

S3: Escalator?

S4: Yes.

It is noticeable that in the pre-test student 4 used only one circumlocution which was not appropriate as she had not received any training in the use of communication strategies. However, in the post-test the frequency and the appropriate use of the communication strategies used by student 4 increased dramatically (9 appropriate back-channels, 6 appropriate pause fillers, 1 appropriate request for clarification and 1 appropriate circumlocution) with a few incorrect usages (5 incorrect back-channels) as shown in the example.

### **5.3.2 Communication strategies used by student 4 in the post-test**

S4: Hi Pooky.

S3: Hi Pim.

S4: How do you do?

S3: I'm fine and what about you?

S4: Um-huh. *Um...I...could you...I would like to explain to you...*

S3: Uh-huh.

S4: Uh-huh, this word is *er...if you run very quickly.*

S3: Uh-huh.

S4: *Er...what do you feel?*

S3: Um...I think I feel tired.

S4: Oh,

S3: [Is it all right? Is it right?]

S4: *That's right.*

S3: Oh, thank you, it's very interesting.

S4: *Uh-huh.*

S3: [It is very interesting word.]

S4: *Um...*what about you?

S3: Um...I try to explain some word to you. When you catch a cold...

S4: *Um-huh.*

S3: catch a cold? You er...er...it's called you...you what...er... you you are...bla bla  
bla. Do you know?

S4: *Er...*I I'm sorry. (laughs)

S3: When you er...have when you catch a cold or when you er...stomachache,...

S4: *Uh-huh.*

S3: headache,...

S4: *Uh-huh.*

S3: you cannot go go to work.

S4: *Uh-huh.*

S3: Uh-huh. Er...you say to...anot... to er...another you are bla bla bla. Do you know  
this word?

S4: Uh-huh. *Um...*I I'm sorry I think I ill.

S3: Oh no, It's the...another word....

S4: And I...

S3: [but it's the same word.]

S4: I and I I don't I I don't know if I I don't know. Could you tell *could you explain me it's again?*

S3: Uh-huh. When you has a cold,...

S4: *Uh-huh.*

S3: When you er...stomachache,...

S4: *Uh-huh.*

S3: You headache,...

S4: *Uh-huh.*

S3: We call...we sick.

S4: *Uh-huh*, I to...

S3: Is it clear?

S4: Oh...(laughs) really? Thank you.

S3: Okay.

It is evident from the example shown above that the ability of the students in using communication strategies improved after the training as the students were able to use the communication strategies more appropriately. However, in the delayed post-test, the frequency of use of the communication strategies for all students decreased, but on the other hand, all of them were able to use the communication strategies more appropriately and less inappropriately and incorrectly than in the pre-test.

As regards the use of particular strategies, all students in the pre-test mostly used pause fillers and hesitation devices and back-channels, with only a few requests for clarification and circumlocution (442 pause fillers, 155 back-channels, 40 requests

for clarifications, 35 circumlocutions). Some examples of the communication strategies used in the pre-test follow:

### 5.3.3 An Example of a Dialogue in the Pre-test

S2: Hello Dang, I have some article for our two uh-huh this word *um...*it means *when you go alone and you ha... er...and then it it has er...some person to er...attack you to to push you er...what do you feel?*

S1: Um.....I feel... I feel... I feel angry.... feel angry.

S2: *No no angry before angry I think you have to feel this before.*

S1: *Um...(laughs) I'm sad.*

S2: No not not sad.

S1: No sad (laughs) I want to I want to people help me.

S2: Er...(Thai)... *yes when you er...if you want to to er... many people to help you, you have to feel this before. Er... (giggles) Do you know? (unclear) this word?*

S1: *Er...um...er...er...er...afraid.*

S2: Afraid er...(both laugh) like.

S1: (laughs) Afraid.

S2: *Er...er...like um...um...afraid not not not afraid.*

S1: [But not afraid?]

S2: *Uh-huh.*

S1: *Um...I don't like er...word you talk me.*

S2: *Er...*

S1: *Er... what er... er...I'm I'm understand me I not word.*

S2: *Er...do er...if you don't if you want to know this word I will tell you, it is fri...frighten.*

S1: frighten.

S2: Frighten frighten.

S1: Frighten.

S2: Oh, I'm so sorry frighten, f-r-i-g-h-t-e-n.

S1: Thank you. (both laugh)

S2: You're welcome.

All the words in italics show appropriate use, words in bold show inappropriate use and underlined words show incorrect use of communication strategies. The students produced this conversation in the pre-test before the training, and it is noticeable that the students used a lot of communication strategies, such as back-channels, pause fillers and hesitation devices, requests for clarification and circumlocutions, but there were also a large number of inappropriate and incorrect usages. Some students used pause-fillers and hesitation devices more than a native speaker would normally do, when they didn't know what to say (this may be due to poor language ability), and it is noticeable that the students who could not respond appropriately, frequently laughed excessively instead of answering the question, as it is a cultural reaction to embarrassment which is different from what is cited in Wanaruk (1997) who argues that "laughter is one type of back-channel which displays consensus among interlocutors (Jefferson, 1979). When a speaker laughs, it means that s/he understands the message and signals his/ her personal response as well".

Moreover, some of the students tried to use circumlocutions in the pre-test, but they could not use any appropriate examples of circumlocution at all, student 1 for example. The following excerpt shows how student 1 used circumlocution in the pre-test.

S1: *When you er... excite or when you see flower you happy and happy*

*very much example happy very much happy happy...*

S2: (laughs) I don't know (laughs) I don't know please tell me.

S1: Okay, the word is sleepy.

In the post-test, all the students still used all the various types of communication strategies to enhance the effectiveness of their communication strategies and to achieve pragmatic goals with a second language in appropriate ways (Canale, 1983; Bialystok, 1990), but they used substantially more pause fillers and hesitation devices which were also problem-solving strategies (Dornyei, 1995) and back-channels than requests for clarification and circumlocution (see Table 4.4). There were 585 pause fillers and hesitation devices, 343 back-channels, 41 requests for clarifications and 27 circumlocutions. The reason why they used all types of communication strategies, but they used two strategies, namely back-channels and pause fillers and hesitation devices, more than the other two strategies, namely requests for clarification and circumlocutions, were that the activities provided offered them opportunities to use all the strategies, but when they did use them they could not use them appropriately, for example:

#### **5.3.4 An Inappropriate Use of Back-channels.**

S1: Er...when atomic nuclear join together to make heaver nuclear...

S2: **[Uh-huh Uh-huh]**

S1: This result in enormous release of energy.

S2: Enormous?

S1: Enormous er... of energy, but it can only take place at very high temperature.

S2: Uh-huh.

### 5.3.5 An Inappropriate Use of Pause Fillers and Hesitation Devices.

S1: Er...MSN.Com is er...a web site er... talk about to your friend  
and everybody.

S2: Uh-huh. Why do you like this web site?

S1: Er... er... because I like er... MSN.Com because er... it talk  
my friend send photo to my friend and song to my friend er...  
and in save money.

S2: Uh-huh. Er... if I want to use this programme er... this web  
site, how should I do?

S1: Er... the first you er... the first you must have er... e-mail  
address.

S2: Uh-huh.

### 5.3.6 An Inappropriate Use of a Request for Clarification.

S1: Pim, I have been reading an interesting article about the Congruence.

S2: Uh-huh. Could you please explain to me?

S1: Yes, of course. Um... when the two geometrical figure are exactly  
the same size.

S2: Um-huh.

S1: Is it clear?

S2: Um... I I think I don't clear. **Do you (laughs) do you again, please?**

### 5.3.7 An inappropriate use of circumlocution.

S1: **It's it's look like the box on your on your top. Look like the box on  
your top and have feel freshy.**



S2: Excuse me, it's not it's not clear. Um... what do you mean something make me fresh?

S1: **It's make wind, but it's the box on the top.**

S2: Oh, I think it's a air-condition.

Also, in one of the activities in which they had to use circumlocution, they read the definition given instead of simplifying, for example:

S1: Synchronesh, a system of gear. I have been reading an interesting article about Synchronesh.

S2: What is it?

S1: **Synchronesh is a system of gear-changing (mispronounced) in motor vehicles (mispronounced) in which the gear wheels (mispronounced) move at the same speed to to to make the changing (mispronounced) of the gear of the gear easier and smooth.....smoother (mispronounced) easier and smoother (mispronounced),** Okay, spell please?

S2: It is a system of gear-changing (mispronounced) in motor vehicles (mispronounced) in which the gear wheels (mispronounced) move at the same speed to make the changing (mispronounced) of the gear easier and smoother.

S1: Okay, correct.

However, the topics only offered a few opportunities for the use of some of the communication strategies, such as requests for clarification and circumlocution. The students with a higher proficiency of English were able to use the strategies more appropriately than the weaker students as one might expect. The following excerpts show how the students with a high proficiency of English performed when they used communication strategies in their conversation.

### 5.3.8 Appropriate Uses of communication strategies

#### 5.3.8.1 An appropriate use of back-channels.

S1: I have been reading an interesting article about Nuclear Fusion.

S2: *Uh-huh*

S1: Do you know, do you know about it?

S2: Er...no, I don't know.

S1: Okay, er...I explain to you, er...when atomic nuclear join...together to make heavy nuclei.

S2: *Uh-huh*

It is clear from this that student 2 is able to use back-channels appropriately because she is showing her partner that she is following what is being said, instead of simply using a non-verbal device (nodding) or remaining silent, like some of the other students.

#### 5.3.8.2 An appropriate use of pause fillers and hesitation devices.

S1: *Er...*Hydrography is refer to the science of making map of ocean, lake, and river, is that right?

S2: Yes, Okay right.

As this technical term is quite difficult, student 1 wanted to gain time to think for a moment before explaining the definition to her interlocutor so she used a pause filler.

#### 5.3.8.3 An appropriate use of requests for clarification.

S1: Oh, what kind of song do you like?

S2: Actually, I like country song.

S1: Ar...(Thai) that sounds interesting. Er...,but I'm sorry I don't

know. *Could you tell me what country song is?*

S2: Yes, of course.

It can be seen in this excerpt that student 1 wanted some help, so she used a request for clarification appropriately to ask for help in this conversation.

#### 5.3.8.4 An appropriate use of circumlocution.

S1: *I have got some words about the equipment in the kitchen.*

S2: Um-huh

S1: *It use for er... use for roast chicken or cooking food.*

S2: Um... I'm sorry, I er... could you could you explain it?

S1: Yeah, *it's look like a box.*

S2: Microwave?

S1: Yes, that's right.

It is clearly seen that student 1 is trying to use circumlocution to help his interlocutor and he eventually succeeded, so his interlocutor was able to guess what the word was.

Interestingly, the weaker students used the strategies far more frequently, but also less appropriately. However, the level of appropriateness of the weaker student (student 9) improved considerably (55 appropriate usages in the post-test compared to 13 appropriate usages in the pre-test). The weakest of all the students (student 4) shows a dramatic increase in the frequency of use of all the strategies (88 in the post-test compared to 12 in the pre-test) with a corresponding improvement in appropriateness. This reflects the general increase in confidence in the use of English of all the students following the training programme. On the other hand, it indicates that learners could not use conceptual strategies, which is explained as a process of

analysis by means of utterances fitting traditional descriptions, such as circumlocution (Kellerman & Bialystok, 1997). However, according to the statistical analysis, the level of significant use of the communication strategies between the pre-test and the post-test in terms of appropriateness showed a highly significant difference at .01 level which means that the students used the communication strategies more appropriate in the post-test than in the pre-test.

#### **5.4 The Retention of Communication Strategies**

The teachability of communication strategies focuses on whether the training of a specific strategy effects the quantity and quality of learners' use of communication strategies after the training (O'Malley, 1990 and Dornyei, 1995 as cited in Nakatani, 2005). The findings from the present study reveal that in the delayed post-test, the frequency of the communication strategies used slightly decreased compared to the post-test, however, most students were able to use the communication strategies more appropriately in the delayed post-test than in the post-test and less inappropriately and less incorrectly, for example, student 3 whose appropriate usages in the post-test were 44, inappropriate usages were 24 and incorrect usages were 8 compared to 38 appropriate usages, 14 inappropriate usages and 2 incorrect usages in the delayed post-test. Also, student 10, whose appropriate usages in the post-test were 49, whose inappropriate usages were 18, and whose incorrect usages were 14 compared to 27 appropriate usages in the delayed post-test and in terms of inappropriate and incorrect usages there was a decrease to 6 and 6 respectively in the delayed post-test.

### 5.4.1 The Improvement of Student 10 in the Use of Communication

#### Strategies in the Post-test.

Student 10 is a good student who worked very hard throughout the training who was able to acquire communication strategies easily and use them successfully. The following are examples of communication strategies used by student 10 in the post-test compared to the delayed post-test for the same activity:

S9: Hi too.

S10: Hi Pee Nok.

S9: Erm...I have a word to explain you, if you know you can answer to me.

S10: Yes.

S9: It's mean opposite sad, do you know?

S10: Yes, I know. *Er...*I think it's **er...**it's **er...**happy.

S9: Okay, really? Yes, well.

S10: Thank you.

S9: [That's right.]

S10: And what about your your word that you got? Ei...(Thai) sorry.

S9: And what about you, Too?

S10: Well...I have a *er...*easy word it's like *er...when you feel to to sleep...*

S9: Uh-huh

S10: [Uh-huh *And before you sleep what you feel?*

S9: Er...I don't really know, can you tell me what is that?

S10: Yes, and *um...*when **er...***you feel er...something like a drowsy drowsy er...before you want to sleep...*

S9: Uh-huh

S10: [*and you feel before that. It's before.*]

S9: Uh-huh I think I want go to bed, but I don't really know the word.

S10: *Um...Okay, if you sleep, but not enough enough so, what you feel?*

S9: Er...I...

S10: *It's not a tired.*

S9: Oh, I'm sorry I don't really know.

S10: Okay. I will tell you, it's sleepy.

S9: Okay. Thank you.

Interestingly, in the post-test the frequency use of the communication strategies used by student 10 was high as he used 6 appropriate pause fillers, 3 appropriate circumlocutions, 1 appropriate request for clarification, 4 inappropriate pause fillers, 1 incorrect pause filler and 1 incorrect back-channel. Whilst in the delayed post-test, the frequency use of the communication strategies was less (3 appropriate pause fillers, 3 appropriate back-channels, 1 appropriate circumlocution and 2 inappropriate pause fillers). Although, in terms of frequency of use in the post-test, student 10 used more communication strategies than in the delayed post-test, but in terms of appropriate use, the communication strategies he used were more appropriate. Some examples follow of the communication strategies used by student 10 in the delayed post-test.

#### **5.4.2 Acquisition of Communication Strategies by Student 10 in the Delayed**

##### **Post-test.**

Student 10 is one of the students with a high proficiency of English who performed well throughout the training and, therefore, because he had established a sound basis in the use of communication strategies, he was in a better position than

the weaker students to maintain his use of them after the training. The following are examples of communication strategies used by student 10 in the delayed post-test.

S10: This word *when you er...receive some some gift, something or something*  
*From other people people, you will you will be.*

S9: Er...

S10: [Be nice er...]

S9: [Er...glad?]

S10: No.

S9: Er...happy?

S10: *Yes, that's right.*

S9: Too, er...I have some word for you, er...it's word the word is the adverb. When  
 you er...stay at your home.

S10: *Uh-huh*

S9: Er...by alone.

S10: *Uh-huh*

S9: You will feeling, your feeling is er...

S10: Lonely.

S9: Yeah. (both laugh)

S10: Thank you.

It is noticeable that in the delayed post-test, student 10 did not need to use any requests for clarification, which may be because his interlocutor used circumlocution clearly, as she had learned from the training, or because his proficiency in English was good enough for him to be able to use compensatory strategies which Poulisse et al. (1990) define as the strategy that a language user employs in order to achieve his

intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings.

Although, in the delayed post-test students used less communication strategies than in the post-test, they used them more accurately, which means that the students had enough knowledge of how to participate in a conversation and “know how” to use the target language in order to communicate (Ogane, 1998; Richards, 1990; Shumin, 2001). However, all the students still used more pause fillers and hesitation devices (475) and back-channels (309) than requests for clarification (22) and circumlocutions (30). See Table 4.3. On the other hand, it can be assumed that the students were not able to practice the skills acquired much from the training programme during the intervening period of one month. However, the students were able to use the strategies more appropriately in the delayed post-test than in the pre-test, but a lot less incorrectly than in the pre-test and in the post-test as there were 76 incorrect usages in the delayed post-test (see Table 4.14) compared to 116 in the pre-test and 138 in the post-test (see Tables 4.10 and 4.12). The number of inappropriate usages increased slightly, from 284 in the post-test to 307 in the delayed post-test (see Tables 4.12 and 4.14). However, in view of the substantial decrease in the total number of frequencies used overall, this decrease is relatively small. Interestingly, as regards the number of appropriate uses of the strategies, the number in the delayed post-test was actually lower than in the post-test in spite of the considerable increase in frequency. Clearly, the students have managed to use the communication strategies much more frequently and more appropriately in the delayed post-test than in the pre-test.



## 5.5 Descriptive Analysis of the Results of Communication Strategies

### Training

In chapter 4, the findings from each of the research instruments (classroom observations as well as audio-recordings, interviews and questionnaire) were presented. The results reveal that the students were enthusiastic and highly motivated to take the opportunity to develop their oral proficiency in English. Also, they carried out all the tasks conscientiously, made considerable efforts to use the communication strategies that were taught and tried to use the new strategies in subsequent sessions, so that after the training, those students who worked very hard were able to improve a lot. The following are some sample dialogues from the audio transcriptions.

#### 5.5.1 A Sample Dialogue from the Topic about their Research Work

Som: Hi Dang, how are you?

Dang: Hi: Som, I know you studying...you studying in *er...*PhD. at SUT?

Som: *That's right.* I'm studying in Chemistry and one of my research about Activated Carbon.

Dang: Oh dear, *could you tell me what Activated Carbon is?*

Som: Yes, of course. *Well, let me think how to tell you in a simple way.*

Dang: *Uh-huh*

Som: *Um...well, it's...it is a kind of absorbance and it derives from wood, coal,*

Dang: [uh-huh] [umm]

Som: *coconut shell, things like that for example, when refrigerator has a bad smell,*

Dang: [uh-huh]

Som: *we can use it.*

Dang: Ar...yes, that's right.

Som: H...and about you and what about you?

Dang: *Er...I studying in Animal Production and I hope er...I hope to do my research on er...Animal Nutrition.*

Som: *That sounds interesting, but I never heard of that. What do you mean about it?*

Dang: *Er...um...it's very easy, er...a Nutrition Animal er...it's like human nutrition,*

Som: **[Uh-huh]**

Dang: *in your food er...that you eat everyday.*

Som: *Uh-huh*

Dang: *There are five things er...consist of er...protein, carbohydrate, lipid, mineral and vitamins.*

Som: *Uh-huh. That's...that's right.* (both laugh) Okay. well, I'm sorry I have appointment with my advisor. Hope to see you again.

Dang: Yes, I hope so too. Bye.

Som: Bye.

It is evident from the dialogue above that both students tried to use all the types of communication strategies that had been taught during the training, which were back-channels, pause fillers and hesitation devices, requests for clarification and circumlocutions. Both of the above students were in the low proficiency group before the training, but they improved considerably by the end of the training, as they were able to use almost all of the strategies appropriately, with only a few inappropriate and incorrect uses of the strategies, such as in line 9 and 11, one of them overlapped which was rated as an inappropriate back-channel and the same student used an

incorrect back-channel in line 13 while the other student used an incorrect back-channel in line 24 (4<sup>th</sup> line from the bottom).

However, from the data of the classroom observations, all the students seemed to be more relaxed when they practiced the dialogues from the topics provided for the audio-recordings, which were Families, Jobs, Weekend Activities, Appearances, Keeping Fit, Giving Directions, Sports, Ceremonies, Studying at SUT and Research Work as they were able to adapt them with reference to their daily lives. Also, the authentic conversations recorded from the T.V. channel 9 programme called “Morning Talk” were shown as models of how communication strategies are normally used in order for the students to see that people use communication strategies all the time in real life. The researcher was also able to check the students’ listening ability to find out how much they could hear from the videos when the teacher asked them what communication strategies they heard from the conversations and how they were used.

The results from the informal interviews after each communication strategy was taught and recorded show that the students felt that the listening dialogues and the video tapes showed authentic conversations were very useful for them because they would be able to use them in their daily lives. However, in some of the dialogues, they found that there was a lot of unfamiliar and difficult vocabulary, for example, the dialogue on the topics called Appearances and Ceremonies. (e.g. freckles, spiked hair, braids, cornrows, pierced ear, braces, ordination, gratitude, saffron, cremation, Ploughing Ceremony etc.). Also, some students were obviously nervous during the recordings, so they did not perform as well as they might have done.

The questionnaire was given to the students in order to investigate their opinions about the training. It was found that all the students agreed that the training allowed them to show their ability in English and they were able to improve their speaking ability. Also, they felt that the practice dialogues and the topics chosen for the training were useful and related to the strategies taught in the training. Moreover, most of them thought the thirty hour training was suitable for the learning of communication strategies, although they believed that they would have done better if they had recorded the dialogues on another day. This was because the classes finished very late and they were often very tired by the end of the training. Interestingly, most of the students agreed that pause fillers and hesitation devices and back-channels were the most useful strategies as they could keep the floor in their conversations and they could gain time to think during the conversation, without having to keep quiet which could seem to be impolite or could be interpreted as an unintentional communication breakdown. These communication strategies are not normally taught in Thai schools, so students are usually unaware of them and do not, therefore, know how to use them. Generally, the students all agreed that following the training they would have them more confidence in everyday conversation (personal conversation after analyzing the results). However, nearly all the students in the present study thought that circumlocutions were the least useful because they did not use them frequently in their daily lives, unlike the pilot group who thought circumlocution was the most useful strategy, because they would be able to use it in their research presentations.

## **Summary**

In summary, this chapter has presented the results from the previous chapter and discussed some of the important points which have arisen from the results of the present study together with references to those scholars whose work and theories relate to the findings. Also, the results from the triangulated methods were discussed qualitatively. The next chapter will deal with the conclusions, the implications of the study and suggestions for further study.

## **CHAPTER 6**

### **CONCLUSION**

This chapter begins with a summary of the major findings of the present study followed by the pedagogical implications and recommendation for further research.

#### **6.1 Summary of the Study**

Foreign language learners are now being trained to use the target language for communication in real-life situations. Because recent studies have focused on communication, educators should not overlook the fact that a significant proportion of real-life communication is problematic, and learners are likely to experience communication breakdown, therefore the means of coping with these problems, such as communication strategies, require particular attention. Consequently, this study investigated what effect the teaching of specific communication strategies had on Science and Technology graduate students and how it would improve the effectiveness of their communication skills in English. The training programme consisted of a total of thirty hours of training in the use of communication strategies, namely, back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution, which were taught by a native English teacher. The findings of the present study are as follows:

Four types of communication strategies were used in this study: back-channels, pause fillers and hesitation devices, requests for clarification, and

circumlocution. The findings indicate that after the training, all the students used each type of strategy in all their conversations in the post-test and the delayed post-test and in terms of frequency of use, the frequency of use of the communication strategies by all the students dramatically increased, especially, back-channels and pause fillers and hesitation devices.

In terms of appropriate use, it is evident from the findings in the pre-test that the students could not use communication strategies appropriate or correctly. However, they learned how to use the communication strategies more appropriately, less inappropriately and less incorrectly in the post-test and the delayed post-test.

The findings from the present study reveal that in the delayed post-test, the frequency of use of communication strategies slightly decreased compared to the post-test, however, most students were able to use communication strategies more appropriately in the delayed post-test than in the post-test and less inappropriately and less incorrectly.

The findings from the research instruments, which were classroom observations, audio-recordings, interviews and a questionnaire reveal that the students were enthusiastic and highly motivated to take the opportunity to develop their oral proficiency in English and made considerable efforts to use the communication strategies. The questionnaire findings suggest that most students thought that back-channels are the most useful strategy as they could use them in their daily life and they thought circumlocution was the least useful. The transcription analysis of this study reveals that the students' strategic competence in using communication strategies improved. The findings from the informal interviews during the training suggest that some students felt the listening dialogues and the video tapes which

showed authentic conversations provided useful examples of the use of communication strategies which they would be able to adapt for use in their daily lives, but that there was a lot of unfamiliar and difficult vocabulary in the sample dialogues. However, it was found that all the students agreed that the practice dialogues related to the strategies used in the training and the topics chosen for the training were found to be useful. Also, the students thought the training was very useful for improving their ability in English as they had more confidence after the training, especially in speaking.

Moreover, the findings of the present study reveal that the teaching of communication strategies was effective with respect to pause fillers and hesitation devices and back- channels, but apparently not so effective with respect to requests for clarification and circumlocution. This may be because the teaching materials provided limited opportunities for the use of requests for clarification and circumlocution strategies.

However, these two latter strategies may not show increases because after the training the students were able to use them more effectively and so did not need to repeat them in order to obtain a suitable response. Also the findings from the study suggest that the training programme had very positive effects which were further increased by a period of consolidation. So, it can be assumed that following the training, the students had learned from their previous experience how to use the communication strategies effectively.

Nonetheless, the need for research in the teaching of communication strategies is still crucial and further in-depth investigations should be conducted to enhance the ability of Thai students to communicate both in the classroom and outside the classroom.



## **6.2 Limitations of the Study**

This study was conducted with a small number of participants consisting of 10 subjects whose majors were Science and Technology. The procedures followed in the investigation were triangulated methods using in-depth data collection involving multiple sources of information, that is, a semi-structured interview, classroom observations, audio-recordings, and a questionnaire. Furthermore, a thirty hour training may not be enough for learners to use all the communication strategies appropriately all the time, but the time limitation of the trimester at Suranaree University of Technology, which only has 12 weeks per term during which the programme had to include a semi-structured interview, a pre-test, a thirty-hour training programme, an immediate post test and a delayed post test, limited the training to 17 weeks. This limitation needs to be taken into consideration with regard to the length of training for any further studies.

## **6.3 Pedagogical Implications**

The teaching of the four communication strategies, namely back-channels, pause fillers and hesitation devices, requests for clarification and circumlocutions improved the effectiveness of the learners' communication strategies in English and enhanced the ability of the learners to communicate. The results of the present study, therefore, have pedagogical implications concerning the teaching of communication strategies as follows.

Firstly, the students who participated in this study were an ideal group because they were a small group of graduate students who were intelligent, well-motivated

and mature, a situation which would not normally occur in a typical situation, so researchers might not obtain similar results in a different situation.

Secondly, during the recordings following each training, students were able to practice their own dialogues for a long time, while the other students were recording their dialogues which would not be possible in a normal class.

Thirdly, the purpose of the study aimed to improve the students' speaking skills in English and to encourage them to speak in authentic situations. However, one of the findings of the study from the informal interviews and the questionnaire was that students complained about the lack of time to practice before the recordings, because they wanted more time. This is perhaps because they tried to memorize the dialogues for the recording sessions, which they had previously prepared, which is not useful for them as Savignon (1997, p. 81) claims that "Practice in communication, by definition, forces learners to come out from behind memorized dialogues and ready-made phrases, leaving them in a particularly vulnerable position. The rapport they feel with the teacher as well as with classmates may be crucial in determining the success or failure of the venture". Therefore, in order to achieve the goal in teaching communication, the teacher should contextualize the lesson to enhance students' use of language naturally and decrease their memorization to avoid phenomenon.

Fourthly, one of the tasks which was the Formulation of a Definition, which provided words with definitions which the students were supposed to restate or paraphrase, resulted in some of the weaker students reading the definitions instead of explaining them, perhaps because the task was too difficult for them. This is a weak point in the activities, as if teachers need to set up realistic tasks which are "goal-

oriented” or “meaning-focussed” they should design materials at the appropriate level for their language classes (Asato, 2003).

Fifthly, from the data of the class observations, it was observed that changing partners to practice the dialogues sometimes benefited the weak students, but did not always benefit the good students, as sometimes the weak students confused the good students. However, even in pairs where both students were weak, the better students were still able to help the weaker students, perhaps because of their strategic competence, which refers to their ability to get one’s meaning across successfully in order to communicate with a partner, especially when problems arise in the communication process (Dornyei & Thurrell,1991). Also, in each newly formed pair, students had to negotiate their understanding of the meaning of their transaction which Bygate (1996, p. 137) explains as the negotiation of meaning when “students check with each other on appropriate forms of language while carrying out a given task.” Clearly students who have developed greater strategic competence are better able to cope with communication problems that arise, even those created by students who have poor communication skills.

Sixthly, it might have been better to let the students pick out the words for each activity in the three tests because this would prevent them from simply remembering the words.

Finally, it would be useful to investigate to what extent students can benefit from hearing authentic conversations on videos, films or live English programmes, particularly with regard to their language level.

## 6.4 Recommendations for Further Research

Teaching foreign language learners to use communication may have a positive effect on the learners' strategic competence. This study investigated only four communication strategies, which were back-channels, pause fillers and hesitation devices, requests for clarifications and circumlocutions. Therefore, the following are some recommendations for further research.

- 6.4.1 Further studies should investigate any other strategies such as topic avoidance, changing the subject or leave taking which would help the learners to solve their problems when faced with difficulties in their conversations with native speakers.
- 6.4.2 The four communication tasks provided in the present study took a long time even for a small group of participants so, in any further studies researchers should provide tasks which the participants can do in a limited time.
- 6.4.3 The topics for this study were designed for Science and Technology graduate students so that if other researchers wish to carry out similar programmes, they would need to adapt more appropriate topics for their learners.
- 6.4.4 If students in a further study consisted of a larger group, it might be difficult to organize so many tests (there were 4 tests in this study).
- 6.4.5 It might be beneficial to investigate these communication strategies with a small group, but over a longer period of time, perhaps over a semester.
- 6.4.5 Researchers should use the interview technique to get the ideas, opinions and experience of the learners by asking questions and the answers should

be recorded so that they become available for subsequent reflection and analysis (Wallace, 1998).

## **Summary**

In summary, this chapter draws conclusions from the results of the study and then discusses them in relation to the literature reviewed. The pedagogical implications of the study are presented and recommendations for further studies in the use of teaching communication strategies are made. Regarding the effectiveness of teaching communication strategies, the results of the data analysis reveal that the teaching of communication strategies in this study improved the effectiveness of the learners' use of communication strategies in English as well as enhancing the ability of Thai graduate students to communicate effectively in English.

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## **APPENDICES**

# **APPENDIX A**

## **TEACHING COMMUNICATION STRATEGIES**

### **Teacher's Notes**

**Level:** Intermediate

**Time:** 90 minutes

#### **Unit 1: Families**

**Objective:** Students will be able to use back-channels in their conversation.

#### **Materials:**

- 1) A cassette giving a sample dialogue of back-channels about the family.
- 2) Handout of sample dialogue for listening.
- 3) Handout of sample dialogue for completion.
- 4) Handout of sample dialogue for practice.

#### **Procedure:**

Warm-up: (10 minutes)

To begin with, the teacher asks the students to introduce themselves briefly including details about their family. The teacher uses some back-channels, for example, uh-huh, yeah, right, I see, really, that's right, that's good, etc. as the examples.

**Stage one:** The teacher plays a cassette of the sample dialogue once about family to the students and asks the students some comprehension questions about the dialogue. Then the teacher plays the cassette again and pauses after each phrase and asks them to say what they can hear. After that, the teacher explains what these phrases are and how to use them appropriately.



**Stage two:** The teacher gives each student a handout for completion and asks them to fill in the blanks the phrases of back-channelling they hear from the cassette, then checks the answers with all the students.

**Stage three:** The teacher gives the students the handout for practice with some back-channels and asks the students to practice the conversation in pairs.

**Stage four:** The teacher asks the students to work in pairs practising their own dialogues telling each other about their family and also they have to use back-channels appropriately. The teacher walks around to listen to them and corrects the mistakes they make.

**Assessment:** The teacher asks each pair to present their conversations and he records the dialogues to check how often they use back-channels and whether they use them appropriately.

**Level:** Intermediate

**Time:** 90 minutes

**Unit 2: Jobs**

**Objective:** To review and practise using back-channels.

Students can use back-channels to talk about the jobs of their family members appropriately.

**Materials:**

- 1) A cassette giving a sample dialogue of back-channels about jobs in a family.
- 2) Handout of sample dialogue for listening.
- 3) Handout of sample dialogue for completion.
- 4) Handout of sample dialogue for practice.

**Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of back-channelling by asking the students about their families and asks them to work in pairs and take turns asking and answering about their families. Then the teacher discusses with the students what back-channelling they use in their conversations.

**Stage one:** The teacher plays a cassette of the sample dialogue once about family jobs and asks the students some comprehension questions about the dialogue. Then the teacher asks them what back-channels they can hear from the dialogue and asks them to write their answers on the board, but not in the same order as in the dialogue.

**Stage two:** The teacher plays the cassette again and pauses where the back-channels occur and then the teacher explains how to use back-channels appropriately in different situations.

**Stage three:** The teacher gives each student a handout for completion to fill the blanks by putting back-channels where they occur while they are listening to the cassette and then checks the answers with all the students.

**Stage four:** The teacher gives each student a handout for practice and asks them to work in pairs with different partners from the previous task practicing the dialogue given and the students take turns to play each role.

**Stage five:** The teacher asks the students to practice their own dialogues telling each other about their family jobs using back-channels appropriately. The teacher walks around to listen to each pair and corrects the mistakes they make.

**Assessment:** The teacher asks each pair of students to present their conversations and the teacher records the dialogues to check how often the students use back-channels and whether they use them appropriately.

**Level:** Intermediate

**Time:** 90 minutes

**Unit 3: Weekend Activities**

**Objective:** To review and practise using back-channels.

Students can use back-channels to talk about their weekend activities appropriately.

**Materials:**

- 1) A cassette giving a sample dialogue of back-channels about weekend activities.
- 2) Handout of sample dialogue for listening.
- 3) Handout of sample dialogue for completion.
- 4) Handout of sample dialogue for practice.

**Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of back-channelling by asking the students about the activities they always do during the weekends and then asks them to work in pairs and take turns to ask and answer questions about their weekend activities. Then the teacher discusses with them what back-channelling they use in their conversations.

**Stage one:** The teacher plays a cassette of the sample dialogue once about weekend activities and asks the students some comprehension questions about the dialogue. Then the teacher asks them what back-channels they hear from the dialogue and he asks them to write their answers on the board, but not in the same order as in the dialogue.

**Stage two:** The teacher plays the cassette again and pauses where the back-channels occur and he explains how to use them appropriately in different situations.

**Stage three:** The teacher gives each student a handout for completion to fill the blanks by putting back-channels where they occur while they are listening to the cassette and then checks the answers with all the students.

**Stage four:** The teacher gives each student a handout for practice and asks them to work in pairs with different partners from the previous task and he asks them to practice the dialogue given and the students take turns in playing each role.

**Stage five:** The teacher asks students to practice their own dialogues telling each other about their weekend activities using back-channels appropriately. The teacher walks around to listen to each pair and corrects the mistakes they make.

**Assessment:** The teacher asks each pair of students to present their conversations and the teacher records the dialogues to check how often the students use back-channels and whether they use them appropriately.

**Level:** Intermediate

**Time:** 90 minutes

**Unit 4: Appearances**

**Objective:** To review the use of back-channels.

Students will be able use pause fillers and hesitation devices to talk about people appearances.

**Materials:**

- 1) A cassette giving a sample dialogue of pause fillers and hesitation devices about people appearances.
- 2) Handout or CD of pictures of different people.
- 3) Handout of sample dialogue for listening.
- 4) Handout of sample dialogue for completion.
- 5) Handout of sample dialogue for practice.

**Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of back-channelling by asking the students about their family jobs one by one. Then the teacher shows the students a picture of different people with different appearances, for example, a girl with braces, a man with a beard, or a woman with freckles, etc. And then the teacher introduces the words that describe the people's appearances from the picture and writes the words on the board.

**Stage one:** The teacher plays a cassette of the sample dialogue about appearances once and asks the students some comprehension questions about the dialogue. Then the teacher introduces the use of pause fillers and hesitation devices such as um..., er..., well, actually, you know, I think, let me see, let me think about it, and as a matter of fact, etc. and explains how to use them.

**Stage two:** The teacher plays the cassette again and pauses where the pause fillers and hesitation devices occur and explains how to use them appropriately in different situations.

**Stage three:** The teacher gives each student a handout for completion to fill in the blanks by putting pause fillers and hesitation devices where they occur while the students are listening to the cassette and then checks the answers with all the students.

**Stage four:** The teacher gives each student a handout of a dialogue for practice and asks the students to work in pairs with different partners from the previous task in order to practice the dialogue and the students take turns to play each role.

**Stage five:** The teacher asks the students to choose two of the people from the pictures shown on the screen or from the handout to make their own dialogues telling each other about the appearance of people using pause fillers and hesitation devices appropriately. The teacher walks around to listen to each pair and corrects the mistakes they make.

**Assessment:** The teacher asks each pair of students to present their conversations and the teacher records the dialogues to check how often the students use back-channels and pause fillers and hesitation devices and whether they use them appropriately.

**Level:** Intermediate

**Time:** 90 minutes

### **Unit 5: Keeping Fit**

**Objective:** To review the use of back- channels and pause fillers and hesitation devices.  
Students can use pause fillers and hesitation devices to talk about how people being fit.

**Materials:**

- 1) A cassette giving a sample dialogue of pause fillers and hesitation devices about how people being fit.
- 2) Handout of sample dialogue for listening.
- 3) Handout of sample dialogue for completion
- 4) Handout of sample dialogue for practice

**Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of pause fillers and hesitation devices by asking the students about the phrases they used for pause fillers and hesitation devices in the previous lesson, and then the teacher writes all the phrases they mention on the board. Then the teacher asks students one by one how they keep themselves fit and the teacher helps the students when they have problems.

**Stage one:** The teacher plays a cassette of the sample dialogue about Keeping Fit once and asks the students some comprehension questions about the dialogue. Then the teacher asks the students what pause fillers and hesitation devices they hear from the tape.

**Stage two:** The teacher plays the cassette again and pauses where the pause fillers and hesitation devices occur and asks the students to explain how to use them appropriately in different situations.



**Stage three:** The teacher gives each student a handout for completion to fill the blanks by putting pause fillers and hesitation devices where they occur while they are listening to the cassette and then checks the answers with all the students.

**Stage four:** The teacher gives each student a handout of a dialogue for practice and asks them to work in pairs with different partners from the previous task in order to practice the dialogue and to take turns to play each role.

**Stage five:** The teacher asks students to make their own dialogues telling each other about how people keep fit using pause fillers and hesitation devices appropriately. The teacher walks around to listen to each pair and corrects the mistakes they make.

**Assessment:** The teacher asks each pair to present their conversations and he records the dialogue to check how often they use back-channels and pause fillers and hesitation devices and if they use them appropriately.

**Time:** 90 minutes

### **Unit 6: Giving Directions**

**Objective:** To review the use of back-channels and pause fillers and

hesitation devices.

Students will be able to use requests for clarification when they have problems asking for directions.

#### **Materials:**

- 1) A cassette giving a sample dialogue of requests for clarification about giving directions.
- 2) Maps for the listening dialogue and for practicing.
- 3) Handout of sample dialogue for listening.
- 4) Handout of sample dialogue for completion.
- 5) Handout of sample dialogue for practice.

#### **Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of pause fillers and hesitation devices by asking the students about their research work and how they make themselves fit. Then the teacher introduces the new topic by showing a map to the students and asks students some phrases for giving directions such as turn left, turn right, go straight on, go along this street, intersection, junction, cross the road, traffic lights, opposite, across, in the corner, etc. Then the teacher writes all the phrases on the board to make sure that the students can write them correctly as well.

**Stage one:** The teacher gives each student a map for listening practice and plays a cassette of the sample dialogue about giving directions once and asks the students some comprehension questions about the dialogue. Then the teacher asks them what they can say when they have some problems asking for directions and what examples they heard from listening to the tape.

**Stage two:** The teacher plays the cassette again and pauses where the requests for clarification occur and asks students to explain how to use them and in what situation.

**Stage three:** The teacher gives each student a handout for completion to fill in the blanks by putting the expressions for requests for clarification where they occur while they are listening to the cassette and then the teacher checks the answers with all the students.

**Stage four:** The teacher gives each student a map and a handout of a dialogue for practice and asks them to work in pairs with different partners from the previous task in order to practice the dialogue in the handout and they should take turns for each role.

**Stage five:** The teacher asks students to make their own dialogues using the map to practice asking and giving directions using the expressions for requests for clarification appropriately. The teacher walks around to listen to each pair and correct the mistakes they make.

**Assessment:** The teacher asks each pair to present their conversations and to record them and the teacher checks later how often they use back-channels, pause fillers and hesitation devices and requests for clarification and if they have used them appropriately.

**Time:** 90 minutes

**Unit 7: Sports**

**Objective:** To review the use of back-channels, pause fillers and hesitation devices and requests for clarification.

Students can use requests for clarification to talk about sports.

**Materials:**

- 1) A cassette giving a sample dialogue of requests for clarification about playing sports.
- 2) Handout of sample dialogue for listening and underlining.
- 3) Handout of sample dialogue for practice.
- 4) Some photos of playing croquet.

**Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of requests for clarification when giving directions by showing the map from the previous lesson on the screen and the teacher asks students to ask and give directions either in pairs or one by one. Then the teacher introduces the new topic about sports by asking students how they keep themselves fit.

**Stage one:** The teacher shows a photo of someone playing croquet and the teacher plays a cassette of the sample dialogue about playing croquet once. Then asks the students some comprehension questions about the dialogue and explains to them how croquet is played.

**Stage two:** The teacher gives each student a handout for listening and asks them to underline where the requests for clarification occur. Then the teacher plays the

cassette again and pauses where the requests for clarification occur to check the answers and asks students to explain how to use them and in what situations.

**Stage three:** The teacher gives each student a handout for practice and asks them to work in pairs with different partners from the previous task practicing the dialogue given and then the students take turns to play each role.

**Stage four:** The teacher gives each student a list of different kinds of sports to get some ideas for them to make their own dialogues. The teacher walks around to listen to each pair and correct the mistakes they make.

**Assessment:** The teacher asks each pair to present their conversations and then to record their dialogues. The teacher then checks the audio recording to see how much the students use back-channels, pause fillers and hesitation devices and requests for clarification and if they can use them appropriately.

**Level:** Intermediate

**Time:** 90 minutes

**Unit 8: Ceremonies**

**Objective:** To review and practise using requests for clarification.  
Students can use circumlocution to talk about ceremonies or festivals in Thailand.

**Materials:**

- 1) A cassette giving a sample dialogue of circumlocution about ceremonies in Thailand.
- 2) Handout of sample dialogue for listening.
- 3) Handout of sample dialogue for completion.
- 4) Handout of sample dialogue for practice.

**Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of requests for clarification by asking the students about ceremonies or festivals in Thailand and then the teacher asks them to work in pairs and take turns to ask and answer questions about ceremonies or festivals. Then the teacher discusses with them what communication strategies they have used in their conversations.

**Stage one:** The teacher plays a cassette of the sample dialogue about ceremonies once and asks the students some comprehension questions about the dialogue. Then the teacher asks them what communication strategies they can hear from the dialogue and then he asks them to write their answers on the board, but not in the order used in the dialogue.

**Stage two:** The teacher plays the cassette again and pauses where circumlocutions occur and he explains how to use them appropriately in different situations.

**Stage three:** The teacher gives each student a handout for completion to fill the blanks by putting circumlocutions in the blanks where they occur while they are listening to the cassette and then checks the answers with all the students.

**Stage four:** The teacher gives each student a handout for practice and asks them to work in pairs with different partners from the previous task and he asks them to practice the dialogue given and then the students take turns to play each role.

**Stage five:** The teacher asks the students to practice their own dialogues telling each other about their family's jobs using back-channels appropriately. The teacher walks around to listen to each pair and correct the mistakes they make.

**Assessment:** The teacher asks each pair to present their conversations and he records them. The teacher then checks the recordings to see how often they use back-channels and if they use them appropriately.

**Time:** 90 minutes

### **Unit 9: Studying at SUT**

**Objective:** To review the use of back-channels, pause fillers and hesitation devices and requests for clarification.

Students will be able to use circumlocution to talk about studying at SUT.

#### **Materials:**

- 1) A cassette giving a sample dialogue of circumlocution about studying at some universities.
- 2) Handout of sample dialogue for listening.
- 3) Handout of sample dialogue for completion.

#### **Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of requests for clarification about playing sports by showing the photo from the previous lesson and he asks students to ask some questions about the photo using requests for clarification.

**Stage one:** The teacher plays a cassette of the sample dialogue once about studying at SUT and then he asks the students some comprehension questions about the dialogue. Then he shows them where circumlocutions occur in the dialogue and explains how to use them.

**Stage two:** The teacher gives each student a handout for completion and asks them to complete the dialogue. Then he plays the cassette again and pauses where circumlocutions occur and explains to the students how to use them and in what situations.

**Stage three:** The teacher asks students to think about their fields of study and give the teacher one technical word each from their majors. The teacher writes the words on the board and asks the students to work in pairs, taking turns asking and explaining their own words, and then to explain to the class what circumlocutions they used. The teacher corrects any mistakes they make.



**Stage four:** The teacher asks the students to work in pairs to make their own dialogues, but the pairs are from different fields of study. The teacher walks around to listen to each pair and correct the mistakes they make.

**Assessment:** The teacher asks each pair to present their conversations and he records the dialogues to check how often they use back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution and if they use them appropriately.

**Time:** 90 minutes

### **Unit 10: Research Work**

**Objective:** To review the use of back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution.

Students can use circumlocution to talk about their research work.

#### **Materials:**

- 1) A cassette giving a sample dialogue of circumlocution about students' research works.
- 2) Handout of sample dialogue for listening.
- 3) Handout of sample dialogue for completion.

#### **Procedure:**

Warm-up: (10 minutes)

The teacher revises the use of circumlocutions about studying at SUT by asking students about their fields of study and he asks each student to explain one technical term to the class, using circumlocution.

**Stage one:** The teacher plays a cassette of the sample dialogue once about the research work of some of the students from different majors and asks the students some comprehension questions about the dialogues.

**Stage two:** The teacher gives each student a handout for completion and he asks them to complete the dialogue. Then he plays the cassette again and pauses where circumlocutions occur and explains to the students how to use them and in what situation.

**Stage three:** The teacher asks students to think about their fields of study and give the teacher one technical word each from their majors. The teacher writes the words on the board and asks the students to work in pairs taking turns asking and explaining their own words using circumlocution to the class. The teacher helps them when they make mistakes.

**Stage four:** The teacher asks the students to work in pairs to make their own dialogues, but the students are from different fields of study. The teacher walks around to listen to each pair and he corrects any mistakes they make.

**Assessment:** The teacher asks each pair to present their conversations and then he records the dialogue to check how often they use back-channels, pause fillers and hesitation devices, requests for clarification and circumlocution and if they use them appropriately.

Adapted from onestopenglish.com

[http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Foreign\\_Lan.....](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Foreign_Lan.....)

<http://iteslj.org/Lessons/Tatsuki-Movie/Hotel.html>

# **APPENDIX B**

## **STUDENT'S HANDOUT**

### **Unit 1**

#### **Families**

Dialogue for Listening

Read through the dialogue and then listen to the conversation.

A: How many people are there in your family?

B: Er...there are 6.

A: Oh, really? Who are they then?

B: Well, there's my grandmother, my father, my mother, my brother, my sister....and me.

A: Uh-huh. What about your grandfather? Is he dead?

B: Oh, yes, he died a long time ago when I was still a young child.

A: I see. So, how old is your grandmother then?

B: Oh, she's 105.

A: Oh, really? That's old. Is she well?

B: Yes, she's quite fit. She goes for a long walk early in the mornings, and always eats healthy food.

A: That's good. So how old are your parents then?

B: Well, my father's 55, but my mother is only 40.

A: Really? So your mother is a lot younger than your father?

B: That's right, but my father is very energetic. He plays a lot of sports.

A: And who is the eldest child? Are you the eldest?

B: No, actually, I'm the second child. My brother is 22, I'm 20 and my sister is only 15.

A: And are you married or single?

B: I'm still single, but I've got a boyfriend. We're going to get married soon.

A: Oh, really? Congratulations! How old is your boyfriend then?

B: He's 31 next week.

A: How will you celebrate?

B: Well, I think he's going to have a party for all his friends.

A: Great. Enjoy yourselves!

**Student's handout**

## Unit 1

**Families**

## Dialogue for Completion

Listen to the conversation and complete the dialogue.

A: How many people are there in your family?

B: Er...there are 6.

A: \_\_\_\_\_? Who are they then?

B: Well, there's my grandmother, my father, my mother, my brother, my sister....and me.

A: \_\_\_\_\_. What about your grandfather? Is he dead?

B: Oh, yes, he died a long time ago when I was still a young child.

A: \_\_\_\_\_. So, how old is your grandmother then?

B: Oh, she's 105.

A: \_\_\_\_\_? That's old. Is she well?

B: Yes, she's quite fit. She goes for a long walk early in the mornings, and always eats healthy food.

A: \_\_\_\_\_. So how old are your parents then?

B: Well, my father's 55, but my mother is only 40.

A: \_\_\_\_\_? So your mother is a lot younger than your father?

B: \_\_\_\_\_, but my father is very energetic. He plays a lot of sports.

A: And who is the eldest child? Are you the eldest?

B: No, actually, I'm the second child. My brother is 22, I'm 20 and my sister is only 15.

A: And are you married or single?

B: I'm still single, but I've got a boyfriend. We're going to get married soon.

A: \_\_\_\_\_? Congratulations! How old is your boyfriend then?

B: He's 31 next week.

A: How will you celebrate?

B: Well, I think he's going to have a party for all his friends.

A: \_\_\_\_\_. Enjoy yourselves!

**Student's handout**

## Unit 1

**Families**

## Dialogue for Practice

Practice the dialogue with your partner and then make your own dialogue.

A: How many people are there in your family?

B: Er...there are 4.

A: Oh, really? Who are they then?

B: Well, there's my father, my mother, my brother, ....and me.

A: Uh-huh. So how old are your parents then?

B: Well, my father's 55, but my mother is only 40.

A: Really? So your mother is a lot younger than your father?

B: That's right, but my father is very energetic. He plays a lot of sports.

A: I see. And who is the eldest child? Are you the eldest?

B: No, actually, I'm the youngest. My brother is 22 and I'm 20.

A: And are you married or single?

B: I'm still single.

A: Do you have a boyfriend?

B: No, not yet.

A: Well, good luck then.

B: Thanks



**Student's handout**

## Unit 2

**Jobs**

## Dialogue for Listening

Read through the dialogue and then listen to the conversation.

A: How many people are there in your family?

B: Er...there are 3.

A: Oh, really? Who are they then?

B: Well, there's, my father, my mother ....and me.

A: Uh-huh. Oh, what does your father do?

B: Oh, well, actually, he's a tuk-tuk driver.

A: Oh, really, that's interesting. Where does he work?

B: Oh, he's in Bangkok.

A: So, what about your mother then?

B: Um...she runs a shop at home now.

A: That's good. So what does she sell?

B: Well, it's a sort of grocery shop. And she sells almost everything, just like Seven Eleven in fact.

A: Oh, I see. That's good. And what about you then? What do you do?

B: Actually, I'm a lecturer at Kasetsart University, but at the moment I'm doing a Ph.D at Suranaree University of Technology.

A: Really, that's interesting! So, what's your field of study?

B: Well, I'm doing Computer Engineering, but it's pretty tough.

A: Oh, dear. Don't worry. I'm sure it'll be OK in the end.

**Student's handout**

## Unit 2

**Jobs**

## Dialogue for Completion

Listen to the conversation and complete the dialogue.

A: How many people are there in your family?

B: Er...there are 3.

A: Oh, \_\_\_\_\_? Who are they then?

B: Well, there's, my father, my mother ....and me.

A: \_\_\_\_\_. Oh, what does your father do?

B: Oh, well, actually, he's a tuk-tuk driver.

A: Oh, \_\_\_\_\_, that's interesting. Where does he work?

B: Oh, he's in Bangkok.

A: So, what about your mother then?

B: Um...she runs a shop at home now.

A: \_\_\_\_\_. So what does she sell?

B: Well, it's a sort of grocery shop. And she sells almost everything, just like  
Seven Eleven in fact.

A: Oh, \_\_\_\_\_. \_\_\_\_\_. And what about you then? What do you do?

B: Actually, I'm a lecturer at Kasetsart University, but at the moment I'm doing a  
Ph.D at Suranaree University of Technology.

A: \_\_\_\_\_, \_\_\_\_\_! So, what's your field of study?

B: Well, I'm doing Computer Engineering, but it's pretty tough.

A: \_\_\_\_\_, \_\_\_\_\_. Don't worry. I'm sure it'll be OK in the end.

**Student's handout**

## Unit 2

**Jobs**

## Dialogue for Practice

Practice the dialogue with your partner and then make your own dialogue.

A: How many people are there in your family?

B: Er...there are 4.

A: Oh, really? Who are they then?

B: Well, there's my father, my mother, my brother, ....and me.

A: Uh-huh. Oh, what do your parents do then?

B: Well, my father is a bank manager, but my mother is a teacher in a secondary school.

A: That's good. So where do they work?

B: Oh, both of them work in Phuket. My father works for The Bangkok Bank and my mother teaches in a Girl's School.

A: I see. That sounds interesting so, do you see them regularly?

B: No, actually, because I'm a Ph.D student I have to study hard and I must get back to work soon.

A: Really? Why do you have to go back to work?

B: Well, It's because I don't have a scholarship, so, my parents pay for all my expenses.

A: Oh, dear. Don't worry. I'm sure it'll be OK in the end.

**Student's handout**

## Unit 3

**Weekend Activities**

## Dialogue for listening

Read through the dialogue and then listen to the conversation.

- A: Hi, Jennifer, I'm glad to see you again.
- B: Hi, Bobby, What are you doing here?
- A: I want to buy a new pair of jeans because I'm going on a trip to Italy with my family next week.
- B: Really? That's sounds good. Well, did you come here on your own?
- A: Yes. What about you?
- B: Actually, I always go shopping on my own at the weekend.
- A: I see.
- B: What about you? What do you usually do at the weekend?
- A: Well, I usually wash my clothes, do some cooking, and watch films on TV.
- B: That's sounds interesting. But don't you like going out at the weekends?  
It's fun!
- A: Uh-huh. But I really prefer staying at home. There are too many traffic jams in Bangkok!
- B: So, why don't you go on the underground or the skytrain? It's more convenient.
- A: Yes, I suppose so, but I really just like relaxing at home.

**Student's handout**

## Unit 3

**Weekend Activities**

## Dialogue for Completion

Listen to the conversation and complete the dialogue.

A: Hi, Jennifer, I'm glad to see you again.

B: Hi, Bobby, What are you doing here?

A: I want to buy a new pair of jeans because I'm going on a trip to Italy with my family next week.

B: \_\_\_\_\_? \_\_\_\_\_. Well, did you come here on your own?

A: Yes. What about you?

B: Actually, I always go shopping on my own at the weekend.

A: \_\_\_\_\_.

B: What about you? What do you usually do at the weekend?

A: Well, I usually wash my clothes, do some cooking, and watch films on TV.

B: \_\_\_\_\_. But don't you like going out at the weekends?

It's fun!

A: \_\_\_\_\_. But I really prefer staying at home. There are too many traffic jams in Bangkok!

B: So, why don't you go on the underground or the skytrain? It's more convenient.

A: Yes, I suppose so, but I really just like relaxing at home.

**Student's handout**

## Unit 3

**Weekend Activities**

## Dialogue for Practice

Practice the dialogue with your partner and then make your own dialogue.

- A: What are you doing?
- B: I'm growing some sweet corn. My friend gave me some seeds yesterday.
- A: Really? Are they difficult to grow?
- B: No, I don't think so, if you know what to do.
- A: Uh-huh, but why don't you go shopping or go to the cinema instead of growing something at home? I think it's boring.
- B: Growing plants is my favourite hobby.
- A: Really? I don't know anything about gardening.
- B: What about you, what do you do at the weekends?
- A: Actually, I like traveling. I like going to the seaside.
- B: That's sounds interesting. Do you go with your family or with your friends?
- A: I always go with my family.
- B: Uh-huh. Where do you like to go most? Do you ever go to Pattaya?
- A: Well, I like to go to Phuket most, but it's quite far, so we often go to Pattaya or Bangsaen at the weekends.
- B: That's good.

## Student's handout

### Unit 4

### Appearances

Please choose two of these pictures to talk about in your dialogue:

<p>1</p>  <p><input type="checkbox"/> He has a beard and a mustache.</p>	<p>2</p>  <p><input type="checkbox"/> She has pierced ears.</p>	<p>3</p>  <p><input type="checkbox"/> He has a shaved head. He's bald.</p>	<p>4</p>  <p><input type="checkbox"/> She wears braces.</p>
<p>5</p>  <p><input type="checkbox"/> She has long fingernails.</p>	<p>6</p>  <p><input type="checkbox"/> He wears his hair in a ponytail.</p>	<p>7</p>  <p><input type="checkbox"/> She's got freckles on her nose.</p>	<p>8</p>  <p><input type="checkbox"/> She wears her hair in cornrows.</p>
<p>9</p>  <p><input type="checkbox"/> She wears glasses.</p>	<p>10</p>  <p><input type="checkbox"/> He's very muscular.</p>	<p>11</p>  <p><input type="checkbox"/> She wears braids.</p>	<p>12</p>  <p><input type="checkbox"/> He's got spiked hair.</p>

McCarthy, M., McCarter, J., & Sandiford, H. (2005)

Touchstone Student's Book 2 p.111

**Student's handout**

## Unit 4

**Appearances**

## Dialogue for Listening

Read through the dialogue and then listen to the conversation.

A: Who were you with yesterday?

B: Oh, I don't know. Who do you mean?

A: Well, I saw you at lunch yesterday with a man and a woman.

B: Oh, really? So, what did they look like?

A: Er... let me see. The girl was quite dark and attractive. Oh yes, and she was wearing big earrings.

B: Oh, that must have been Julia. But who was the man, I wonder?

A: Well, I think the man was a bit older. He was a big guy with grey hair. Quite good-looking actually.

B: Oh, I know who you mean! That was Julia and Gary. Oh, they're coming now. Is that who you mean?

A: Yeah, that's right!



**Student's handout**

## Unit 4

**Appearances**

## Dialogue for Completion

Listen to the conversation and complete the dialogue.

A: Who were you with yesterday?

B: Oh, I don't know. Who do you mean?

A: \_\_\_\_\_, I saw you at lunch yesterday with a man and a woman.

B: Oh, really? So, what did they look like?

A: \_\_\_\_\_...\_\_\_\_\_. The girl was quite dark and attractive. Oh yes, and she was wearing big earrings.

B: Oh, that must have been Julia. But who was the man, I wonder?

A: \_\_\_\_\_, \_\_\_\_\_ the man was a bit older. He was a big guy with grey hair. Quite good-looking actually.

B: Oh, I know who you mean! That was Julia and Gary. They're coming now.  
Is that who you mean?

A: Yeah, that's right!

**Student's handout**

## Unit 4

**Appearances**

## Dialogue for Practice

Practice the dialogue with your partner and then make your own dialogue.

Lucy: Do you remember the lovely girl in our class last year? Oh, what's her name? You know...she always wore pink braces.

Johnny: Well, let me see. You mean the girl with brown hair and beautiful eyes.

Lucy: Yes, that's right. And her boyfriend's got funny pointed hair.

Johnny: Do you mean spiked hair? ..... Oh, I know. You mean Alicia and Max!

Lucy: That's right, Alicia and Max. Well, I saw her with a dark bald guy yesterday, but I didn't see Max. Do you know where he is?

Johnny: Er.....actually, he's sitting behind you!

Lucy: Really?..... Oh, you're right..... Hi Max!

**Student's handout**

## Unit 5

**Keeping Fit**

## Dialogue for Listening

Read through the dialogue and then listen to the conversation.

- A: How are you these days? Are you well?
- B: Well,..... not really. I'm working very hard. I feel tired and stressed.
- A: Oh, dear. I'm sorry to hear that. Are you keeping fit?
- B: Um ... actually, I don't seem to have time for anything these days except work.
- A: That's a shame. You know, I think you'd feel a lot better if you took regular exercise.
- B: Really? Maybe I should take some exercise then.
- A: Er...Why don't you come to aerobics with me on Wednesday? It's good fun and you'll feel much better afterwards.
- B: O.K. That's a good idea!
- A: What about jogging as well? I get up early every morning and go jogging for about half an hour.
- B: Oh, I don't know. Let me think about it. I always go to bed very late because I have to work hard in the lab, so I can't get up early in the mornings.
- A: I see. Well, try going to bed early this week and then you can come jogging with me as well.
- B. O.K. I'll try jogging too this week, but not every day. Maybe twice this week.

- A: That's great! I'm sure you'll feel a lot better next week. You won't feel so tired and stressed.
- B. Thanks a lot. I hope you're right. So I'll come jogging with you tomorrow then.

**Student's handout**

## Unit 5

**Keeping Fit**

## Dialogue for Completion

Listen to the conversation and complete the dialogue

- A: How are you these days? Are you well?
- B: \_\_\_\_\_. I'm working very hard. I feel tired and stressed.
- A: Oh, dear. I'm sorry to hear that. Are you keeping fit?
- B: \_\_\_\_\_, I don't seem to have time for anything these days except work.
- A: That's a shame. \_\_\_\_\_, I think you'd feel a lot better if you took regular exercise.
- B: Really? Maybe I should take some exercise then.
- A: \_\_\_\_\_ Why don't you come to aerobics with me on Wednesday? It's good fun and you'll feel much better afterwards.
- B: O.K. That's a good idea!
- A: What about jogging as well? I get up early every morning and go jogging for about half an hour.
- B: Oh, I don't know. \_\_\_\_\_. I always go to bed very late because I have to work hard in the lab, so I can't get up early in the mornings.
- A: I see. \_\_\_\_\_, try going to bed early this week and then you can come jogging with me as well.
- B. O.K. I'll try jogging too this week, but not every day. Maybe twice this week.

- A: That's great! I'm sure you'll feel a lot better next week. You won't feel so tired and stressed.
- B. Thanks a lot. I hope you're right. So I'll come jogging with you tomorrow then.

**Student's handout**

## Unit 5

**Keeping Fit**

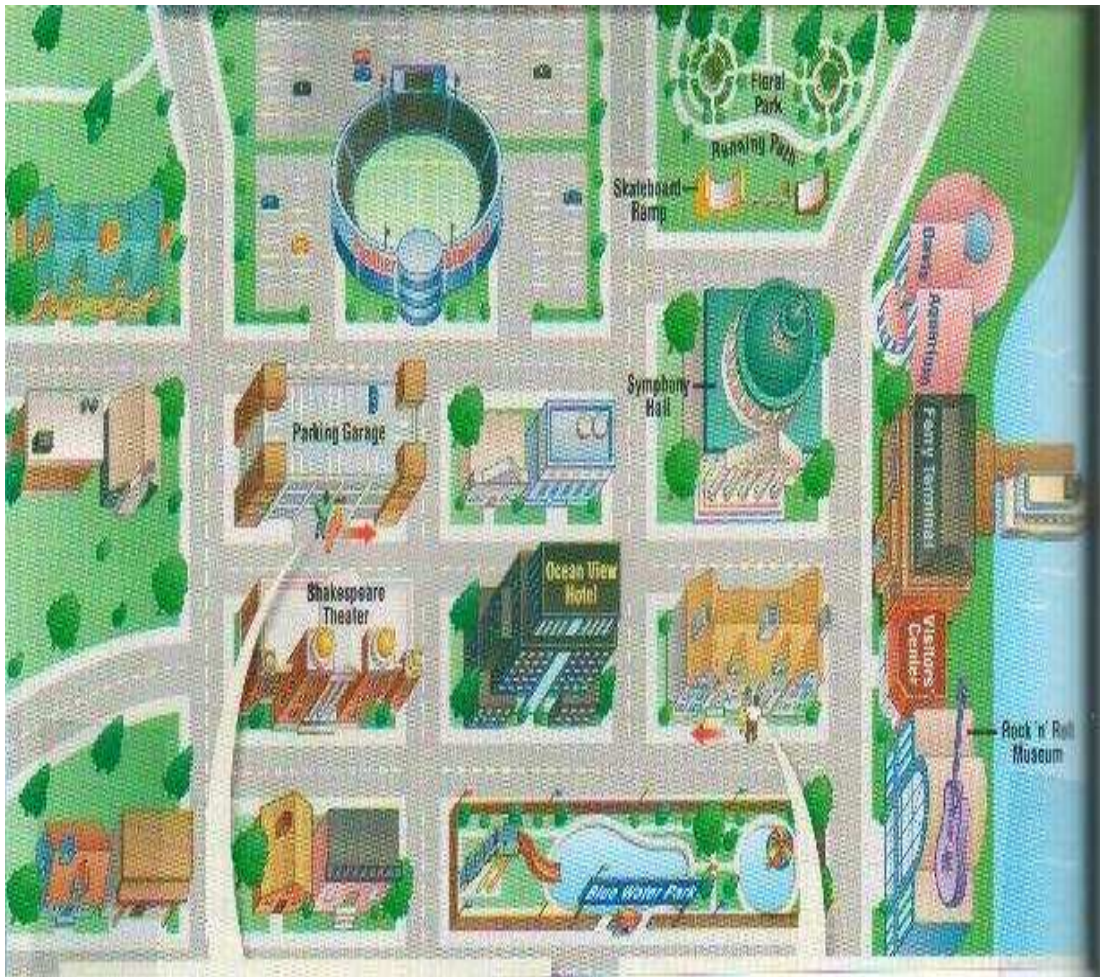
## Dialogue for Practice

Practice the dialogue with your partner and then make your own dialogue.

- A: How are you these days? Are you well?
- B: Not really. I'm so tired.
- A: Oh, dear. I'm sorry to hear that. Are you keeping fit?
- B: Well, as a matter of fact, I'm doing two jobs this term, so I have to get up at, er...like, 5.00 in the morning to study.
- A: That's a shame. You know, I think you'd feel a lot better if you took regular exercise.
- B: Really? Maybe I should take some exercise then.
- A: Um....Why don't you come to aerobics with me on Sunday? It's good fun and you'll feel much better afterwards.
- B: All right. That sounds good, but let me think about it.
- A: Or what about jogging? I get up early every morning and go jogging for about half an hour.
- B: Oh, I don't think I can. You know..... I'm working at the library after class, and then I have my regular job at Seven Eleven till 12.00.
- A: Gosh, that's late. So, what time do you go to bed?
- B: Actually, about 1.00 or 1.30.
- A: Oh, dear. That's not very healthy, is it?

**Student's handout**

## Unit 6

**Giving Directions**

McCarthy, M., McCarter, J., & Sandiford, H. (2005)

Touchstone Student's Book 2 p. 54



## Dialogue for Listening

Read through the dialogue and then listen to the conversation.

Tourist: Excuse me, could you tell me where there's an internet shop, please?

Mark: Well, ....actually, there's one quite near here. It's called Happy Planet.

Tourist: Um.....how do I get there?

Mark: Let me see. Er....go down Main Street, cross the intersection, go on to the T-junction, then turn left, you'll see the internet café on your left.

Tourist: Um...I'm sorry, it's not clear. Could you please say it again more slowly?  
My English isn't very good.

Mark: I see. Well, go down this street, then cross the intersection, do you understand?

Tourist: Yes. So, I must go down this street to the intersection. Is that right?

Mark: Good. That's right. Then go on to the T-junction and turn left. You'll see the internet café on your left. Is that clear?

Tourist: Yes, I think so. Then I go on to the T-junction and turn left. The internet café is on the left. Is that right?

Mark: Yes, that's it. I hope you'll find it O.K.

Tourist: Thanks very much.

Mark: You're welcome.

**Student's handout**

## Unit 6

**Giving Directions**

## Dialogue for Completion

Listen to the conversation and complete the dialogue

Tourist: Excuse me, could you tell me where there's an internet shop, please?

Mark: Well, ....actually, there's one quite near here. It's called Happy Planet.

Tourist: Um.....how do I get there?

Mark: Let me see. Er....go down Main Street, cross the intersection, go on to the T-junction, then turn left, you'll see the internet café on your left.

Tourist: Um...I'm sorry, it's not clear. \_\_\_\_\_  
\_\_\_\_\_? My English isn't very good.

Mark: I see. Well, go down this street, then cross the intersection, do you understand?

Tourist: Yes. So, I must go down this street to the intersection. Is that right?

Mark: Good. That's right. Then go on to the T-junction and turn left. You'll see the internet café on your left. Is that clear?

Tourist: Yes, I think so. Then I go on to the T-junction and turn left. The internet café is on the left. Is that right?

Mark: Yes, that's it. I hope you'll find it O.K.

Tourist: Thanks very much.

Mark: You're welcome.

**Student's handout**

## Unit 6

**Giving Directions**

## Dialogue for Practice

Practice the dialogue with your partner and then make your own dialogue.

- Tourist: Excuse me, could you tell me how to go to Sunshine Hotel, please?
- Jane: Yes, of course. Go along Third Avenue and turn first right at Lincoln Street. Then go down Lincoln Street and cross the intersection. Continue along Lincoln Street and turn right again. You'll see the hotel on your right.
- Tourist: Er.....I'm sorry, I didn't understand that. Could you please say it again slowly?
- Jane: O.K. Well ..... Go along Third Avenue and turn first right at Lincoln Street, do you understand that?
- Tourist: Um.... Yes, I must go along Third Avenue and then turn right at Lincoln Street. Is that right?
- Jane: That's right. Then go along Lincoln Street and cross the intersection. Can you follow that?
- Tourist: Yes. I think so. Then I must go along Lincoln Street and cross the intersection. Is that right?
- Jane: Good. That's right. Then keep going along Lincoln Street and turn right again. You'll see the hotel on your right. Is that clear?
- Tourist: Yes, let me see. Then I keep going along Lincoln Street and turn right again. I'll see the hotel on my right. Is that right?
- Jane: Yes, that's it. I hope you'll find it O.K.
- Tourist: Thanks very much.
- Jane: You're welcome.

**Student's handout**

## Unit 7

**Sports**

## Dialogue for Listening

Listen to the dialogue and underline the requests for clarification.

- A: You look very fit.
- B: Really?
- A: Do you play any sports?
- B: Er...yes, I do, I like playing different kinds of sports, tennis, football, golf, and gymnastics. How about you?
- A: Me? Well, actually, I don't really enjoy playing sports much. But I like to keep fit, so I play croquet at the weekends and I go swimming with my friends sometimes in the evenings.
- B: That's great. Um.....but, excuse me, could you tell me what croquet is? I've never heard of it before.
- A: Yes, of course. Well, let me think how to explain it to you in a simple way. OK, croquet is a French ball game. You have to hit the ball through metal hoops in the ground at different distances.
- B: What do you mean by hoops? What are they exactly?
- A: Well, they're a sort of U-shaped metal bar for hitting the ball through. Do you understand now?
- B: Yes, I do.
- A: Good. So, then a player uses a wooden stick which looks like a long handled hammer to hit a hard ball through each hoop until the last hoop. If the player

misses the hoop, it's the next player's turn. But if the ball goes through the hoop, the player can have another turn.

B: That sounds fun. But could you please explain to me again about the stick? What does it look like? I don't really know what you mean.

A: That's OK. Well, the stick is made of wood and looks like a long handled hammer. Ur.....don't worry, I'll show you a photo of my friend playing croquet when she was in Leeds.

B: Oh, that's very good. Thank you so much.

A: You're welcome.

**Student's handout**

## Unit 7

**Sports**

## Dialogue for Practice

Practice the dialogue with your partner and then make your own dialogue.

A: You look very fit!

B: Really?

A: Do you play any sports?

B: Er...yes, I do, I like playing different kinds of sports, badminton, basketball, and swimming. How about you?

A: Me? Well, actually, I don't really enjoy playing sports much. But I like to keep fit, so I play hockey twice a month and I go cycling with my family at the weekends.

B: That's great. Um.....but, excuse me, could you tell me what hockey is? I don't know how to play it?

A: Yes, of course. Well, let me think how to explain it to you in a simple way. OK, hockey is a game played between two teams. It's a bit like football, except the players hit the ball with a hockey stick.

B: What does the hockey stick look like? What it's made of?

A: Well, it's a sort of long handled, wooden stick with a flat hook at the end. Can you imagine that?

B: Yes, I think so.

A: Good. So, then the players hit the ball to each other on the ground and try to hit it into the opposite team's goal.

B: That sounds exciting. But could you tell me about the ball. What kind of ball is it? Is it a big ball or a small ball?

A: Yes, OK. Erm...it's not very big. It's bigger than a tennis ball, but smaller than a football. Ur.....don't worry, I can show you a photo of a hockey match.

B: Oh, that's good. Thank you so much.

A: You're welcome.

**Student's handout**

## Unit 7

**Sports**

Ideas for your dialogues

Look at the sports listed below and choose some for your own dialogue to practise with your partner.

do aerobics

play football

play badminton

play golf

play baseball

play basketball

go bowling

play soccer

play volleyball

play takraw

play ice hockey

play petong



**Student's handout**

Unit8

**Ceremonies**

Dialogue for Listening

Read through the dialogue and then listen to the conversation.

Roger: Are you going to Sutep's Ordination Ceremony next Saturday, Linda?

Linda: I don't know. It depends. What is it exactly?

Roger: Well, it's a religious ceremony really. Um..... Thai people believe that a man should become a monk.

Linda: Really? For how long?

Roger: Er, well, in the old days, a man had to be a monk for at least three months, so that he could learn to be a good person, but now it is different. Sometimes it's 7 days, 15 days, or one month because now everyone has to work.

Linda: That sounds interesting. Could you tell me what the man has to do when he becomes a monk?

Roger: Yes, he has to learn about the Lord Buddha's teaching.

Linda: Uh-huh. And what else?

Roger: And it's also to show gratitude to his parents.

Linda: I think you said it's a ceremony, so what happens exactly?

Roger: Actually, the day before the ceremony, the man has his head shaved by a monk and his parents. Then he is dressed in white.

Linda: That sounds nice! But I always see monks wearing saffron robes not white. Can you tell me why he wears white?

Roger: I'm sorry, Linda, I don't really know all the details. I'll ask some of my Thai friends about that later. All I know is that he wears white before he becomes a monk.

Linda: Thanks, Roger, That's all right. Could you tell me more about it, please?

Roger: Yes, um...I think at the ceremony everybody has to walk round the Ordination Hall three times, then they go inside the temple for the main ceremony. The man is dressed in saffron afterwards.

Linda: It sounds exciting! Oh, I'd like to come and see it. Will you pick me up too, Roger?

Roger: Sure.

**Student's handout**

## Unit8

**Ceremonies**

## Dialogue for Completion

Listen to the conversation and complete the dialogue.

Roger: Are you going to Sutep's Ordination Ceremony next Saturday, Linda?

Linda: I don't know. It depends. What is it exactly?

Roger: Well, \_\_\_\_\_ really. Um..... Thai people believe that a man should become a monk.

Linda: Really? For how long?

Roger: Er, well, in the old days, a man had to be a monk for at least three months, so that he could learn to be a good person, but now it is different. Sometimes it's 7 days, 15 days, or one month because now everyone has to work.

Linda: That sounds interesting. Could you tell me what the man has to do when he becomes a monk?

Roger: Yes, he has to \_\_\_\_\_.

Linda: Uh-huh. And what else?

Roger: And it's also \_\_\_\_\_.

Linda: I think you said it's a ceremony, so what happens exactly?

Roger: Actually, the day before the ceremony, \_\_\_\_\_ by a monk and his parents. Then \_\_\_\_\_.

Linda: That sounds nice! But I always see monks wearing saffron robes not white. Can you tell me why he wears white.

Roger: I'm sorry, Linda, I don't really know all the details. I'll ask some of my Thai friends about that later. All I know is that he wears white before he becomes a monk.

Linda: Thanks, Roger, That's all right. Could you tell me more about it, please?

Roger: Yes, um...I think at the ceremony everybody has to \_\_\_\_\_  
\_\_\_\_\_three times, then they go inside the temple for  
\_\_\_\_\_. The man is dressed in yellow afterwards.

Linda: It sounds exciting! Oh, I'd like to come and see it. Will you pick me up too,  
Roger?

Roger: Sure.

**Student's handout**

## Unit8

**Ceremonies**

## Dialogue for Practice

Practice the dialogue with your partner and then make your own dialogue.

Nancy: Hi, Ray, will you come to the Kathin Ceremony with us next weekend?

Ray: That sounds interesting. But I don't really know what it is?

Nancy: Um....we are going to a temple in Chantaburi for a Kathin ceremony. It's when monks are given new robes. It usually takes place on any day between October and November.

Ray: That sounds interesting!

Nancy: Er....and you know, each year the monks in a temple can accept only one kathin. People have to book the ceremony in advance.

Ray: Really?

Nancy: That's right. The kathin is offered to the monks in the ordination hall and then at night they celebrate the kathin by organizing some entertainment in the temple too.

Ray: Uh-huh. That sounds exciting!

Nancy: Yes, it is. So, do you want to go with us? We'll have to make the arrangements soon.

Ray: Yes, I'd really like to go.

**Student's handout**

Unit8

**Ceremonies**

Ideas for your dialogues

Look at the ceremonies or festivals listed below and choose some for your own dialogue to practice with your partner.

graduation

engagement

wedding

Wax Procession

Ploughing Ceremony

Buddhist Lent

Songkran

Loy Krathong

Tan Guay Salark

Mother's/ Father's Day

funeral

cremation

**Student's handout**

## Unit 9

**Studying at SUT**

## Dialogue for Listening

Read through the dialogue and then listen to the conversation.

Tan: Hi, Pooky. We haven't seen each other for a long time, have we? How are you?

Pooky: Hi, Tan. Glad to see you again. Um... I heard you've been doing your Ph.D at Bangkok University.

Tan: That's right. I'm studying Business Administration and one of my subjects is about SWOT which is related to strategy management.

Pooky: Oh, dear! Could you tell me what SWOT is?

Tan: Yes, of course. Well, it's the abbreviation for strengths, weaknesses, opportunities, and threats. Actually, it's about the analysis of the situations inside and outside the organization. Er.... What about you, Pooky, I heard you've been doing your Ph.D at Suranaree University of Technology.

Pooky: Yes, that's right.

Tan: What's your field of study?

Pooky: Um...I'm studying Linguistics and I plan to do my research work on block language.

Tan: Oh, really? But what do you mean by block language? I've never heard of that!

Pooky: Well, it's very easy. Let me think how to tell you in a simple way. Er....it

refers to the use of language for signs. We always use very short expressions for these. Expressions like No smoking, Exit, One way, things like that.

Tan: That sounds interesting. OK. Well, I'm sorry, I have to go now. My bus is leaving soon. Hope to see you again.

Pooky: Yeah, I hope so too. Bye.

Tan: Bye.



## Student's handout

### Unit 9

#### Studying at SUT

##### Dialogue for Completion

Listen to the conversation and complete the dialogue

Tan: Hi, Pooky. We haven't seen each other for a long time, have we? How are you?

Pooky: Hi, Tan. Glad to see you again. Um... I heard you've been doing your Ph.D at Bangkok University.

Tan: That's right. I'm studying Business Administration and one of my subjects is about SWOT which is related to strategy management.

Pooky: Oh, dear! \_\_\_\_\_?

Tan: Yes, of course. Well, it's the abbreviation for strengths, weaknesses, opportunities, and threats. Actually, it's about the analysis of the situations inside and outside the organization. Er... What about you, Pooky, I heard you've been doing your Ph.D at Suranaree University of Technology. What's your field of study?

Pooky: Yes, that's right. Um...I'm studying Linguistics and I plan to do my research work on block language.

Tan: Oh, really? But \_\_\_\_\_? I've never heard of that?

Pooky: Well, it's very easy. Let me think how to tell you in a simple way. Er...it refers to the use of language for signs. We always use very

short expressions for these. Expressions like No smoking, Exit, One way, things like that.

Tan: That sounds interesting. OK. Well, I'm sorry, I have to go now. My bus is leaving soon. Hope to see you again.

Pooky: Yeah, I hope so too. Bye.

Tan: Bye.

**Student's handout**

Unit 9

**Studying at SUT**

Dialogue for Practice

Look at the dialogue for completion again and make your own dialogue using some technical terms from your field of study.

**Student's handout**

## Unit 10

**Research Work**

## Dialogue for Listening

Read through the dialogue and then listen to the conversation.

Ken: Hi, Lily. We haven't seen each other for a long time, have we? How are you?

Lily: Hi, Ken. Glad to see you again. Um... I heard you've been doing your Ph.D at Silapakorn University.

Ken: That's right. I'm studying History and I'll do my research on the genealogy of the Chakri Dynasty.

Lily: Oh, dear! Could you tell me what that means?

Ken: Yes, of course. Well, it really means a family tree. So, to study the genealogy of the Chakri Dynasty is to study the relationship between the king's ancestors.

Lily: Oh, that's great. Well, thanks for explaining it to me.

Ken: What about you then? What's your field of study?

Lily: Um...I'm studying Linguistics and I plan to do my research work on the pooh-pooh theory.

Ken: Oh, really? But what do you mean by the pooh-pooh theory? I've never heard of that!

Lily: Well, actually, it's very easy. Let me think how to tell you in a simple way. Er....it refers to the origins of language, it says that speech started when people wanted to express pain, anger or other emotions.

Ken: That sounds interesting. OK. Well, I'm sorry, I have to go now. My train is coming. Hope to see you again.

Lily: All right. Hope to see you again too. Bye.

Ken: Bye.

**Student's handout**

## Unit 10

**Research Work**

## Dialogue for Completion

Listen to the conversation and complete the dialogue

Ken: Hi, Lily. We haven't seen each other for a long time, have we? How are you?

Lily: Hi, Ken. Glad to see you again. Um... I heard you've been doing your Ph.D at Silapakorn University.

Ken: That's right. I'm studying History and I'll do my research on the genealogy of the Chakri Dynasty.

Lily: Oh, dear! \_\_\_\_\_?

Ken: Yes, of course. Well, it really means \_\_\_\_\_. So, to study the genealogy of the Chakri Dynasty is to study the relationship between the king's ancestors.

Lily: Oh, that's great. Well, thanks for explaining it to me.

Ken: What about you then? What's your field of study?

Lily: Um...I'm studying Linguistics and I plan to do my research work on the pooh-pooh theory.

Ken: Oh, really? But \_\_\_\_\_? I've never heard of that!

Lily: Well, actually, it's very easy. Let me think how to tell you in a simple way. Er...it refers to the origins of language, it says that \_\_\_\_\_

\_\_\_\_\_

to express pain, anger, or other emotions.

Ken: That sounds interesting. OK. Well, I'm sorry, I have to go now. My train is coming. Hope to see you again.

Lily: All right. Hope to see you again too. Bye.

Ken: Bye.

**Student's handout**

Unit 10

**Research Work**

Dialogue for Practice

Look at the dialogue for completion again and make your own dialogue using some technical terms from your research work.



## APPENDIX C

### OBSERVATION SCHEDULE

Time	Teacher's Actions Incl. lesson intro., beginning and end of tasks, movement around classroom, conclusion of lesson	Students' Actions Incl. concentration levels, movement around classroom, grouping, reactions to teacher, questioning



**APPENDIX D**

**RATING OF STUDENTS' COMMUNICATION**

**STRATEGIES**

Student No. :

<b>Type of Strategy</b>	<b>Appropriate Use</b>	<b>Inappropriate Use</b>	<b>Incorrect Use</b>
Back-channels			
Pause Fillers & Hesitation Devices			
Requests for Clarification			
Circumlocution			

Student No. :

<b>Type of Strategy</b>	<b>Appropriate Use</b>	<b>Inappropriate Use</b>	<b>Incorrect Use</b>
Back-channels			
Pause Fillers & Hesitation Devices			
Requests for Clarification			
Circumlocution			

Student No. :

<b>Type of Strategy</b>	<b>Appropriate Use</b>	<b>Inappropriate Use</b>	<b>Incorrect Use</b>
Back-channels			
Pause Fillers & Hesitation Devices			
Requests for Clarification			
Circumlocution			

Student No. :

<b>Type of Strategy</b>	<b>Appropriate Use</b>	<b>Inappropriate Use</b>	<b>Incorrect Use</b>
Back-channels			
Pause Fillers & Hesitation Devices			
Requests for Clarification			
Circumlocution			

Student No. :

<b>Type of Strategy</b>	<b>Appropriate Use</b>	<b>Inappropriate Use</b>	<b>Incorrect Use</b>
Back-channels			
Pause Fillers & Hesitation Devices			
Requests for Clarification			
Circumlocution			

# APPENDIX E

## QUESTIONNAIRE

Please complete these details:

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Faculty: \_\_\_\_\_

Research Area: \_\_\_\_\_

How many years have you been studying English?: \_\_\_\_\_

Please complete the following by making a tick against the most appropriate answer

1. I thought that the 30 hour training period was suitable for the learning of communication strategies.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

2. I felt nervous before the training.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

3. I felt nervous while I was recording the dialogues.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

4. I believe I did well on recording the dialogues.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

5. If I had recorded the dialogues on another day, I would have done better.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

6. I believe that the training allowed me to show my ability to speak English.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

7. The time allowed for practising the dialogues before the recording was too short.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

8. I liked recording the dialogues.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

9. I thought that making our own dialogues was too difficult.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

10. I thought the practice dialogues were related to the strategies in the training.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

11. I thought the video-tapes showing authentic examples of communication strategies were interesting.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

12. I thought that the training was too difficult for me.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

13. I thought that the training was useful.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

14. I was not pleased with the training.

Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
----------------	-------	------------	----------	-------------------

15. Number the strategies you have learnt in order of their usefulness?

(e.g. 1, 2, 3, 4)

Back Channels

Pause Fillers and Hesitation Devices

Requests for Clarification

Circumlocution

16. How would you rate your own proficiency in spoken English after your training?

Generally:	Very good	Good	Average	Poor	Very poor
Accuracy:	Very good	Good	Average	Poor	Very poor
Fluency:	Very good	Good	Average	Poor	Very poor

17. Do you think that the topics chosen for the training were useful? Please give your reasons.

Very Useful	Useful	No opinion	Not Useful	Not at all Useful
-------------	--------	------------	------------	-------------------

Reasons: \_\_\_\_\_

\_\_\_\_\_

Any other comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Adapted from Fulcher, 2003)

## APPENDIX F

### THE FLUENCY SCALE FOR THE COMMON EUROPEAN FRAMEWORK

Proficient user	C2	Can express him/herself at length with a natural, effortless flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation
	C1	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.
Independent user	B2+	Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech.
	B2	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses.
	B2	Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party.
	B1+	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and ‘culs-de-sac’, he/she is able to keep going effectively without help.
	B1	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.
Basic user	A2+	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
	A2	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
	A1	Can manage short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.



## APPENDIX G

### TRANSCRIPTION CONVENTIONS

#### Signs

... Long pause

[ ] Speech overlap

#### Words

*Italic* Appropriate use

**Bold** Inappropriate use

Underline Incorrect use

## **CURRICULUM VITAE**

Gorrrat Prinyajarn was born in Lopburi. She obtained a B.A. in English from Suan Sunanta Teachers' College in 1978 and an M.Ed. in Educational Linguistics from Srinakkarinwirot Prasarnmit in 1990. She has been working as an English teacher at Rajamongala University of Technology since 1980 and she was the Head of the Tourism Department there for six years. In 2003, she was given a scholarship from Rajamongala University of Technology to pursue her Degree of Doctor of Philosophy in English Language Studies at Suranaree University of Technology. Her interests include communication strategies and teaching methodology.