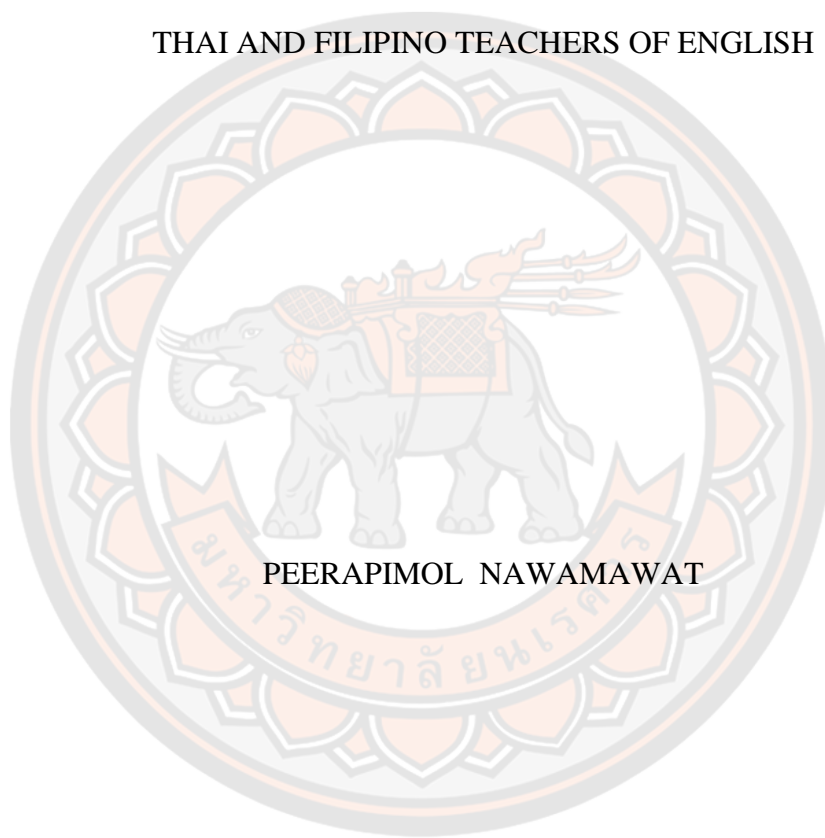




A STUDY OF COMMUNICATIVE STRATEGIES OF
THAI AND FILIPINO TEACHERS OF ENGLISH



PEERAPIMOL NAWAMAWAT

A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Arts in English
2021
Copyright by Naresuan University

A STUDY OF COMMUNICATIVE STRATEGIES OF
THAI AND FILIPINO TEACHERS OF ENGLISH



A Thesis Submitted to the Graduate School of Naresuan University
in Partial Fulfillment of the Requirements
for the Master of Arts in English
2021
Copyright by Naresuan University

Thesis entitled "A study of communicative strategies of
Thai and Filipino teachers of English"

By PEERAPIMOL NAWAMAWAT

has been approved by the Graduate School as partial fulfillment of the requirements
for the Master of Arts in English of Naresuan University

Oral Defense Committee

..... Chair
(Assistant Professor Somsak Kaewnuch, Ph.D.)

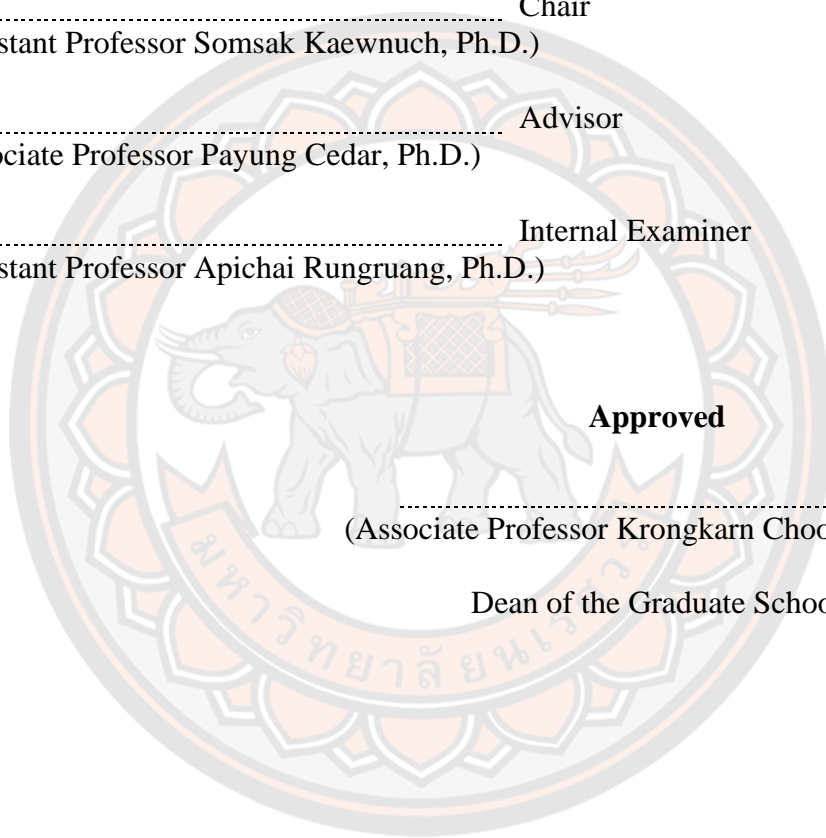
..... Advisor
(Associate Professor Payung Cedar, Ph.D.)

..... Internal Examiner
(Assistant Professor Apichai Rungruang, Ph.D.)

Approved

.....
(Associate Professor Krongkarn Chootip, Ph.D.)

Dean of the Graduate School



Title	A STUDY OF COMMUNICATIVE STRATEGIES OF THAI AND FILIPINO TEACHERS OF ENGLISH
Author	PEERAPIMOL NAWAMAWAT
Advisor	Associate Professor Payung Cedar, Ph.D.
Academic Paper	M.A. Thesis in English, Naresuan University, 2021
Keywords	Communicative strategies English as a lingua franca English language teaching

ABSTRACT

There are many non-native English language teachers communicating with each other on a daily basis in English. This study investigated the communicative strategies used by Thai and Filipino teachers. This research focused on the teacher's interaction, the framework of communicative strategies of ASEAN English as a Lingua Franca (ELF) speaker, and the lack of studies in communicative strategies. In addition, the study aimed to investigate the significant relationship and communicative strategies among intercultural teaching personnel. The sample group consisted of five Thai and five Filipino teachers of English. Two research tools were employed. One was observation via two speaking tasks and a jigsaw task. The other was a stimulated recall interview. All conversations and interactions were recorded and then transcribed. The results revealed that as listeners, "Listen to the message" was ranked the highest among the communicative strategies used by both the Thai and Filipino teachers. As speakers, "Non-verbal language" was ranked the highest for the Thai teachers while "Persuasion" was most frequently used by the Filipino teachers. A Chi-square test showed that there was a statistically significant relationship between communicative strategies used by the Thai and Filipino teachers. Based on the findings of the study, communicative strategies identified in this study should be incorporated into English curriculums and English language teaching in Thailand. Educators, teachers, and non-native English learners should adopt these communicative strategies to promote mutual understandings in the ELF context.

ACKNOWLEDGEMENTS

Contribution and support from many parties enabled the completion of this study. I would like to take this opportunity to express my appreciation to them.

First, I would like to express my deep appreciation and gratitude to my beloved advisor, Associate Professor Dr. Payung Cedar who provided encouragement and insightful advice. My heartfelt thanks go to Dr. Suwimol Jaiyote for her generous suggestion in the development of the research instruments. I would like to thank Assistant Professor Dr. Apichai Rungruang, Assistant Professor Dr. Yutthasak Chuenchaichon, and Assistant Professor Dr. Somsak Kaewnuch for their helpful comments and suggestion in the study content. My special thank goes to Assistant Professor Dr. Thitirat Suwannasom for being the inspiration for this research topic and also her research guideline.

My sincere appreciation is due to the Mini English program of Anubanmuang Uthaithani school for their helping hands in research data collection. My special thanks also go to all the pilot study participants and main study participants for their corporation and participation in data collection.

My personal appreciation is extended to Mr. Sou Xiong for his love, support, and understanding as always.

Finally, this research and innovation activity is funded by the National Research Council of Thailand (NRCT) so I would like to express my gratitude to them in this regard.

PEERAPIMOL NAWAMAWAT

TABLE OF CONTENTS

	Page
ABSTRACT.....	C
ACKNOWLEDGEMENTS.....	D
TABLE OF CONTENTS.....	E
LIST OF TABLES.....	G
LIST OF FIGURES.....	H
CHAPTER I INTRODUCTION.....	1
Background of the study.....	1
State of the problem.....	2
Purposes of the study.....	4
Research questions.....	4
Scope of the study.....	5
Significance of the study.....	5
CHAPTER II LITERATURE REVIEW.....	7
English situation among ASEAN and Thailand.....	7
Conceptual frameworks.....	9
English as a lingua franca.....	9
Features of English as a lingua franca.....	10
Mutual intelligibility.....	11
Communication strategies.....	13
The framework of communicative strategies by Kirkpatrick.....	15
The identity communication continuum (I-CC).....	32
Related studies.....	33
Communication strategies studies in ELF context.....	33
Communication strategies studies in Thailand.....	37
CHAPTER III RESEARCH METHODOLOGY.....	41

Research design	41
Research setting and participants.....	42
Instruments	43
Observation	43
Speaking tasks	43
Jigsaw task.....	46
Analytical tool	46
Interview.....	47
Stimulated recall interview with participants	47
Data collection procedures	48
Data analysis.....	51
Pilot study	55
CHAPTER IV RESULTS OF THE STUDY.....	56
Research question one	56
Research question two	73
CHAPTER V CONCLUSION AND DISCUSSION	76
Conclusion and discussion.....	76
Recommendations for instruction.....	82
Recommendations for further research.....	84
REFERENCES	87
APPENDIX.....	96
BIOGRAPHY	105

LIST OF TABLES

	Page
Table 1 ELF communicative strategies.....	17
Table 2 Structure and tasks of the FCE Speaking Test.....	44
Table 3 The communicative strategies used by Thai and Filipino teachers as speakers and listeners	57
Table 4 Chi-square test for significant relationship between communicative strategies used by Thai and Filipino teachers as listeners.....	74
Table 5 Chi-square test for significant relationship between communicative strategies used by Thai and Filipino teachers as speakers	74
Table 6 The summary of research question two	75
Table 7 ELF communicative strategies of Thai and Filipino teachers of English.....	77
Table 8 The communicative strategies used by Thai teachers as listeners and speakers...	101
Table 9 The communicative strategies used by Filipino teachers as listeners and speakers.....	102
Table 10 The communicative strategies used by Thai and Filipino teachers as speakers and listeners.....	103

LIST OF FIGURES

	Page
Figure 1 The identity communication continuum (I-CC).....	32
Figure 2 Data correction procedures flowchart	51
Figure 3 Data analysis flowchart	54
Figure 4 Communicative strategies used by Thai and Filipino teachers as listeners...58	
Figure 5 Communicative strategies used by Thai and Filipino teachers as speakers ..59	



CHAPTER I

INTRODUCTION

Background of the study

A mutual language has been needed to enhance the effectiveness of communication between people from different backgrounds. The processes that are involved in globalization, the interchange of economies and cultures, have required individuals to communicate more effectively with people from around the world. This is important when it comes to deliberating topics such as politics, trade, technology, tourism, education, or entertainment. In this regard, English has become the preferred language for the majority of people around the world involved in international interactions (Kirkpatrick, 2007). The choices are not always understandable, but a mutual comprehension of issues is also expected in view of its position as a global language (Crystal, 2003) and an international language (Jenkins, 2003). The importance of English as a Lingua Franca (ELF) is an issue connected to the role of English as a world language. ELF institutions have embarked on and launched the study of English usage in international communication, particularly by Outer and Expanding Circle users of the language.

ELF users, by the definition, attempt to communicate across linguistic and cultural boundaries. They are, therefore, operating at the communication end of the identity-communication continuum (I-CC) (Kirkpatrick, 2007). In other words, they use a highly localized, informal variety of English. Kirkpatrick (2010) stated that the more localized the use of ELF, the more variation it is likely to display. Conversely, the more international its use, the less variation it is likely to display. Lingua franca concentrates more on successful communication than grammatical usage. It is true that form cannot be separated from function (Cogo 2008; Jenkins 2009), Kirkpatrick (2008) still claimed that “lingua franca” is ‘more as a functional term rather than a linguistic one’; that is, ELF might be different from native English in some situation. For example, code switching, cross-linguistic interactions, and simplification are the most frequently applied tendencies of ELF speakers (Cogo and Dewey, 2011). ELF

speakers have a tendency of dropping the third person singular (Breiteneder, 2005; Wacker, 2011). ELF speakers frequently overuse redundancy in their communication patterns (Breiteneder, 2005; Ranta, 2006). Moreover, ELF speakers often avoid idioms (Seidlhofer and Widdowson, 2009).

To provide communicative connectivity, ELF speakers tend to use English in different lexical and structural norms from that of native speakers (Mauranen, 2012; Seidlhofer, 2001, 2011). Jenkin, Cogo and Dewey (2011) indicated that certain features of lingua franca interaction of ELF speakers are mostly influenced by their first language. Therefore, communication strategies are found in their connectivity of their conversations.

There seems to be a variation of communication strategies used in ELF context. However, what the communication strategies they apply for their interaction are acceptable as long as people are involved in the socializing, combining the immediate context with people who come from different linguistic and cultural boundary. The interaction and data concerning of ELF communication strategies mentioned above has been observed for decades; however, it is questionable whether English speakers in Thai contexts are prepared and aware of the challenges of using ELF communication strategies.

State of the problem

A priority to the level of qualified teachers is not given when considering who should be hired to oversee the appropriate learning approaches. Baker (2008) and Kirkpatrick (2010) stated that the Thai government recruits large number of native English speakers (NES) to facilitate language learning without considering the qualifications and suitability as teachers. Nevertheless, non-native English teachers, those who have a good command of the English language, are hired in an attempt to fill the demand whereby individuals receive a teaching license from the Teachers Council of Thailand in order to be allowed to teach in Thailand.

Lingua franca interaction with native and non-native English speakers in Uthai Thani is sporadic. The province, its major venues, the temples, the resorts, etc., are not high in the tourism sphere. According to Uthai Thani immigration, in fiscal year 2020 Filipino teachers made up 63.63 percent of the foreign teachers in

Uthai Thani province. Since the opportunities to interact with Filipino teachers are more frequent than with native English-speaking teachers, Thai teachers, the staff, and students need the lingua franca interaction practices to develop their language skills and understanding. As a result of both factors growing up in (being educated in) different societies, the cultural and language elements of communication create barriers that hamper the interaction between the Thai and Filipino teachers. Maley (2009) reported that without the teachers' understanding of the varieties of English lexicons and the lingua franca role of English, their learners are not able to comprehend the uniqueness of the English and its uses in different contexts. That is to say, teachers who are not acquainted with these communication strategies regarding linguistic barriers are not able to educate their learners on how to cope with communication break downs caused by the cultural misunderstandings, which leads to not being able to hold an appropriate conversation. This is one of the reasons communication strategies and interactions of ELF are needed. Although there is sufficient lingua franca interaction of ELF data from different parts of the world involving individuals with a wide range of first language (L1) backgrounds, studies on varieties of ELF in Thailand are lacking.

There have been studies of the communication strategies in Thailand. However, the study of the communication strategies using the framework of communicative strategies of ASEAN ELF speaker by Kirkpatrick in a Thai context is still needed to be conducted. Moreover, the focuses of those studies concerning communication strategies seem to concentrate on the involvement between teachers and students, or students and students. Studies concerning the interactions between teachers from different cultures and different first language are still needed. Therefore, the framework of communicative strategies of ASEAN ELF speaker by Kirkpatrick is the inspiration of *A study of communicative strategies of Thai and Filipino teachers of English* which is believed to represent a significance of ELF study in the Thai school context. According to the inspiration, the researcher uses the term "communicative strategies" instead of "communication strategies" from now on.

Purposes of the study

The purpose of the study is to investigate the communicative strategies of Thai speaking teachers of English as speakers and listeners. This study also involves an examination of the communicative strategies they use when they are speakers and listeners using the framework of communicative strategies of ASEAN ELF speakers by Kirkpatrick (2010). In the same way, the study investigates the communicative strategies of Filipino speaking teachers of English. Significantly, the study aims to investigate the significant relationship of communicative strategies between Thai speaking teachers of English and Filipino speaking teachers of English in which mutual interactions between them. In order to triangulate, there are stimulated recall interviews in using ELF in Thai school context in order to gain insights into participants' cognitive processes, thoughts or feelings they have while performing the activities.

Research questions

The research questions are divided into two parts.

1. What are the communicative strategies used by Thai and Filipino teachers as both speakers and listeners in Thai school context?

1.1 What communicative strategy is ranked the highest among *Thai* speaking teachers of English as *listeners*?

1.2 What communicative strategy is ranked the highest among *Thai* speaking teachers of English as *speakers*?

1.3 What communicative strategy is ranked the highest among *Filipino* speaking teachers of English as *listeners*?

1.4 What communicative strategy is ranked the highest among *Filipino* speaking teachers of English as *speakers*?

2. Is there any significant relationship between communicative strategies used by Thai and Filipino teachers?

2.1 Is there any significant relationship between communicative strategies used by Thai and Filipino teachers as listeners?

2.2 Is there any significant relationship between communicative strategies used by Thai and Filipino teachers as speakers?

Scope of the study

This study uses the framework of communicative strategies adopted from the communicative strategies of ASEAN ELF speakers by Kirkpatrick (2010). This study describes how Thai and Filipino ELF teachers of English in Uthai Thani province communicated with their interlocutors with different L1 backgrounds. The participants perform three tasks and the results are analyzed to see how they overcome communication barriers in a communication setting. The study investigates the frequency and significant relationship of communicative strategies of Thai and Filipino teachers of English.

Significance of the study

Due to the state of the problem, Geerson (2012) claimed that English curricula should be reconstructed because of the movement of English as a medium language in the ASEAN community. Nevertheless, most of the curriculum and classroom activities in Thailand are still influenced by standard English forms. It is essential to investigate dynamics of variations of English communication learning in order to develop English curriculum and corpora based on non-native interactions. Moreover, Kirkpatrick (2010) implied that ELF communicative strategies may implicate English language teaching in the ASEAN region. Furthermore, the studies of communicative strategies may also pave the way for improvement of ELF instruction and the preparation of paradigm shift. Kirkpatrick (2012) also claimed that mutual intelligibility should be a goal of learning English in ASEAN context so that the learners can express themselves in local situations and social phenomena. These ELF communicative strategies seem to implicate for English language teaching in not only the ASEAN region, but also Thailand. However, it is worth stressing that multilingual people are likely to be good at cross-cultural communication. Therefore, multilingual English speakers, who are used to ELF communication, may represent valuable linguistic and communicative classroom models.

Consequently, raising understanding of communication across linguistic boundary, competence of communicative strategies, and awareness of both teachers and learners is crucial to prepare the young generations for varieties of English speaking in the modern world. In order to raise the importance of ELF

communication in English language teaching and learning, this study aims to examine Thai and Filipino teachers of English' use of communicative strategies in which English is used as a lingua franca. Hence, once teachers are aware of communication barriers and can apply ELF communicative strategies to maintain their communication, they can provide a learning venue that allows for the more production learning environment for students and how to deal with communication misunderstandings while holding a meaningful conversation. However, non-native English speakers are not only encouraged to learn the importance of their language identities but also to understand various of English speakers, which is not restricted to the native speakers' culture.

This chapter presented the background of the study, state of the problem, significance of the study, scope of the study, purposes of the study and research questions in order to discover the communicative strategies used by Thai and Filipino teachers as both speakers and listeners in Thai school context, and the relationships between Thai and Filipino teachers' use of communicative strategies. In the next chapter, the theoretical framework of the study, conceptual frameworks and related studies will be reviewed.

CHAPTER II

LITERATURE REVIEW

This study aims to investigate communicative strategies of non-native speaking teachers in the Thai school context when the communication barriers take place. Therefore, in order to provide crucial background and theoretical framework of the study, conceptual frameworks and related studies are reviewed below.

- I. English situation in ASEAN and Thailand
- II. Conceptual frameworks
 1. English as a lingua franca
 2. Features of English as a lingua franca
 3. Mutual intelligibility
 4. Communication strategies
 5. The framework of communicative strategies by Kirkpatrick
 6. The identity communication continuum (I-CC)
- III. Related studies
 1. Communication strategies studies in ELF context
 2. Communication strategies studies in Thailand

English situation among ASEAN and Thailand

According to the new movement, English plays an important role in Asia, especially South East Asia. English seems to be the most important language among the Asian community. Bolton (2008) mentioned that there are approximately 812 million people who use English in this region. However, there are a variety of different dialects of English that are spoken, such as Indian English, Singaporean English, Filipino English (Kachru, & Nelson 2006; Kirkpatrick, 2010), English as an official lingua franca among ASEAN (Association of South East Asian Nations) and ASEAN +3 (which includes China, Japan and South Korea). In addition, the diversities in the language distinctive from native forms and functions of English impact intercultural, intracultural communication which diverge from the speaker

models and Anglophone of standard English. While English used in the Philippines and Thailand is an ELF, English used in the Philippines is also considered to be a second language, whereas English used in Thailand is a foreign language and is obligatorily studied in schools. The use of ELF has slowly been immersed into the education process and English language curriculum. Kirkpatrick (2011) claimed that there has been an increased usage of English in schooling. English in education policy plays an important role as a result of the government push to opening up of economic borders between ASEAN countries in 2015. Thailand has also emphasized the importance of English in education. For example, English training projects established for teachers of English have indicated the need for greater English proficiency via both seminar and webinar. Nevertheless, Baker (2015) believed that the most appropriate model for learners of English should not be the monolingual native speakers but the inclusion of more multilingual intercultural speakers. Kirkpatrick (2010) claimed that the notion of the multilingual model and the multilingual English teachers seems to replace the native speaker since the majority of its users are multilingual.

English has an increasingly noticeable role in Thai society and education. It is the language of intercultural communication, especially among ASEAN and globally. However, English in Thailand is viewed as a lingua franca since it is primarily used for intercultural communication with non-native speakers. There is much concern regarding the proficiency levels achieved by Thai learners of English, much of this can be viewed as a result of the continuing prestige given to 'standard' and native speaker varieties of English, and a lack of awareness of positive influence of ELF. Moreover, the local linguistic landscape of Thailand is more complex than generally recognized by official education policies and practices, both of which impact the communications relationship to the diversity of local languages and dialects. Many of these issues are of course not unique to Thailand but are repeated throughout ASEAN (Kirkpatrick, 2010) and in other Asian settings too (Nunan, 2003).

Conceptual frameworks

English as a lingua franca

The phenomenon of English as a lingua franca (ELF) can be described with two terms which are diversity and variability. Mauranen (2007) states that the ELF context as ‘a hybrid of many backgrounds’ involves participants of diverse nationalities, ethnicities, cultures and linguistic as well as social backgrounds, communicating in a variety of English at different levels of competence. Using English in ELF is diverse and various, and not predictable but very fluid. Therefore, ELF evolves as speakers from different first language and cultures use English to reach mutual intelligibility and communicative goals.

Globally, English can no longer be considered to be used according to the native speakers’ standards. Nevertheless, it is applied using a variety of lexicons and linguistic forms that are dependent on the interlocutors’ diverse lingua culture backgrounds and their communicative purposes. Even though, the form of ELF is inconsistent in structure, what stand out in ELF communication are the supportive, cooperative and consensual nature of the interactions (Seidlhofer, 2001) and the speakers’ use of various pragmatic strategies. Thus, non-native English users should focus more on communicative comprehension than native speakers’ standards. Maley (2009) stated that even though the variability in the use of English is phenomenal in ELF setting, the problems of understanding seem not to stand out since speakers are aware of the sometime variability in meanings proposed by non-native English speakers in an ELF context. That is to say, English in ELF setting is used among non-native speakers to convey ideas or feelings.

Furthermore, ELF also provides a beneficial aspect in English language learning especially for non-native English speakers. Learners of English make gradual attempts to replicate the spoken English language like native speakers; however, the achievement of native English speakers’ proficiency levels is often difficult. Nevertheless, when multilingual individuals take over the majority, learners come to understand there is no need to reach near-perfect native English-speaking ability for daily communication. In addition, ELF supports efficient language learning since speakers will improve their negotiation skills which will also provide strength to their messages that they are attempting to rely to interlocutors from different first language

background. MacKenzie (2014) stated that nowadays non-native English speakers (NNSs) use ELF in wider communication, mostly among NNSs themselves. For this reason, English classroom practice should neither achieve target culture nor be judged by the native norm. It would be essential to encourage ELF users to apply their own way of communication in order to achieve mutual intelligibility. That is to say, the communication strategies awareness should be considered in English curriculums for learners to be able to feel more comfortable with the phenomenon of ELF.

Features of English as a lingua franca

In English as a lingua franca usage, a range of language conventions occurs. Specific structural rules are altered as cultural variations regarding vocabulary and understandings arise during a conversation. The ELF speakers are not concerned with the structural or lexical standards used by native speakers, and often simplify the language to make it more plausible in their context (Mauranen, 2012; Seidlhofer, 2001). Many studies have shown how ELF speakers react to lexicogrammatical, phonological, and pragmatical features as native speakers use them. For example, one particular characteristic of these traits has shown that EFL users do not use or deviate from using articles and prepositions (Mauranen, Hynninen, & Ranta, 2010), which sometimes affects the way they speak English. A number of studies have revealed that Code-switching, Cross-linguistic interactions, and Simplification are the most often used tendencies of ELF speakers. ELF speakers constantly have a tendency of dropping the third person singular. Moreover, redundancy is overused with ELF speakers. A tendency of ELF speakers to avoid idioms is also a characteristic of ELF speakers that should not be looked at as a setback but instead as a clever injection of effective communicative strategies.

Repetition and Rephrasing have often been found in ELF conversations to ensure that the ELF speakers are discussing the same topic and maintain cooperation. According to English as a native language (ENL) perspective, Repetition and Rephrasing may be a deficiency; ELF speakers find it essential to utilize this strategy to maintain a coherent discussion. Moreover, ELF speakers are often able to create new ways of expressing ideas and feelings as long as the core message is not altered (Thomason, 2006). This may prove more essential when attempting to achieve

understanding in real life among ELF speakers than to concentrate on the standards of ENL.

The ELF phenomenon should be addressed regarding the impacts into English language education as a way of truly achieving understanding across multilingual cultures. Therefore, it is important for educators to understand the elements of change in communications and education while implementing teaching strategies accordingly. The language of ELF speakers should not be viewed as an incompetent ENL, but as a learner capable of expanding the possibility and appropriateness in using the English language. The functional range of the language is not thereby restricted to the formal standards of a language but enhanced, for it enables its users to express themselves more freely without having to conform to the norms, which represent the sociocultural identity of other individuals from across diverse educational spectrums. Although English is spoken globally, there are variations in lexicons that are influenced by the country that English is being used. Mutual intelligibility between individuals exists, and not all the ELF want to speak English using native norms while residing within their own country.

Mutual intelligibility

Mutual intelligibility exists in lingua franca as a result of content understanding. English as a lingua franca is a language that is adopted as a common language between speakers whose native languages are different; yet the content of the general conversation is understood even though the language barriers cause some interference in communications. The barriers may stagnate conversations and understandings, but they do not prevent the mutual interactions of individual when fulfilling a task like teaching or socializing.

There are several changes in sociolinguistic English applications in non-native speaking countries. One of the most obvious changes is that English, commonly used for intranational and international communication, provides the variations of English structures and lexicons, which ensure the existence of a number of non-native English accents that impact the languages usage (Jenkins, 2006). As English has rapidly grown as a result of international needs to communicate, as Seidlhofer (2001) claimed, the majority of English communication takes place between non-native speakers (hereafter, NNS) as a means of communication between

speakers who do not share their L1 backgrounds. In the field of English as a lingua franca, “Mutual intelligibility” is essential to the communications connection of businesses and cultures. The characteristics that promote mutual intelligibility are mostly found in the phonological features (Jenkins, 2006); lexical and grammatical knowledge; context of the topics; or pragmatic cues.

However, there is an argumentative issue that arises as a result of mutual context understanding during a conversation. According to Smith, & Nelson (1985), intelligibility can be classified into three categories: intelligibility, recognition of a word; comprehensibility, recognition of a meaning of the word; interpretability, recognition of the content of the word. Although Jenkins (2000) claimed that those three levels of understanding are not perfect in that they have varying definitions, those categories are the most basic and frequently cited in the intelligibility studies from the research perspectives of non-native speakers. Moreover, as the English language gains a more significant role as an international language, research on the intelligibility of different varieties of English appears to have become more important than ever.

Since English as a lingua franca plays an important role, non-native English teachers must take into consideration the appropriate measure needed to interact with learners. Maley (2009) reported that most English teachers are unaware of the non-native English interaction. Without the teachers’ understanding of the diverse forms of English used globally and the lingua franca role of English, learners cannot be aware of the uniqueness of the English usage. Therefore, it is necessary for teachers to recognize a successful interaction rather than a single out-of-context statement or event, and a dialogue that is not the standard set form of communications, phonology, and grammatical structured and lexical features statement spoken by a non-native speaker. Moreover, Seidlhofer (2001) claimed that NNS teachers of English play an important role as accessible users of ELF. Additionally, it is crucial to insert an ELF approach in classroom practices to develop learners’ strategic skills for negotiation of the meanings so to be able to manage miscommunication and achieve mutual intelligibility in ELF interactions (Seidlhofer, 2001). In order to achieve mutual intelligibility, communication strategies should be included in classroom practices.

Communication strategies

Communicating with different first language users in mutually conducive setting with individuals from culturally diverse setting is unavoidable. Therefore, the standard forms of English may not provide the linguistic possibilities that individuals need to express themselves to multicultural English speakers since the standard form is insufficient. In these situations, communication strategies are needed.

The term “communication strategies” was first introduced by Selinker (1972) in the concept of interlanguage. He stated that very few language learners ever achieve native-like language proficiency. In their attempts to communicate in meaningful situations, learners produce imperfect language which contains features of both their native and target languages. Moreover, the uses of communication strategies for second language learners are when the learner attempts to communicate an idea, feeling, or need in a target language without the necessary linguistic skills to achieve complete understanding of the message they are attempting to share with a second party. Communication strategies are language devices used to overcome the communication barriers. These strategies are used when a speaker tries to overcome a communication breakdown (Bialystok, 1990). The definitions of communication strategies are various. Different definitions have focused on different aspects.

Dörnyei, & Scott (1997) and Færch, & Kasper (1984) stated that there seem to be a general agreement about the two features concerning the aspects of “communication strategies” which are problem-orientedness and consciousness. Dörnyei, & Scott (1997) stated that behavior must be used in direct response to experiencing a problem during communication and that the strategies must be consciously used in an attempt to resolve this problem. In addition, Dörnyei, & Scott (1997) created distinct taxonomies of communication strategies which include reduction strategies and achievement strategies. The categorization reflects the underlying behavior of the learners when face with a problem. That is to say, reduction strategies are used when individuals cannot achieve their communicative goals. Reduction or avoidance strategies are more commonly used by lower proficiency language learners (Bialystok 1990; Dörnyei, & Scott 1997; Nakatani 2005, 2006). Alternatively, the learners may choose to address the problem directly, resulting in achievement strategies. In doing so, the learners formulate a different plan

to achieve it, but the original communicative goal still remains the same (Faerch & Kasper, 1984). According to Nakatani (2006), achievement or compensatory strategies are used by higher proficiency language learners.

Kasper, & Kellerman (1997) brought forward two aspects of communication strategies which are intra-individual approach and inter-individual approach. Intra-individual approach deals with communication strategies in the model of speech production (Kasper, & Kellerman, 1997). The intra-individual approach involves both the traditionalist perspective, which focuses on speech production, and the psycholinguistic theories, which focus specifically on the underlying cognitive processes of the speaker. However, the inter-individual approach is presented by interactionist perspective. Tarone, Cohen, & Dumas (1983) proclaimed the definition of this aspect 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.

To expand the terms interactional and psycholinguistic, Tarone (1980) stated that in interactional perspective, communication strategies are tools used to achieve the negotiation of meaning between interlocutors. Communication strategies are seen as tools used in a joint negotiation of meaning where both interlocutors are attempting to agree to a communicative goal (Tarone, 1980). Communication strategies are devices that learners use to enhance their negotiation of meaning as well as to convey their thought message while interacting with each other. Language use and interactional function are two basic defining characteristics of communication strategies. Communication is related to language use, but it is not part of the speaker's linguistic efficiency. Furthermore, communication strategies refer to how the interlocutors attempt to agree on their meaning in the conversation. Based on the interactional approach to defining communication strategies, Tarone (1977) classified communication strategies into five main categories: paraphrase, borrowing, appeal for assistance, mime, and avoidance.

Another concept of defining communication strategies called the psycholinguistic approach, influenced by the work of Faerch, & Kasper (1984), Bialystok (1990). According to Faerch, & Kasper (1984), communication strategies are viewed as an individual's mental response to a communication problem instead of

a mutual response by two interlocutors. Moreover, Hsieh (2014) proposed that the psycholinguistic approach describes the mental process of the speaker, but it does not take the listener into consideration and overlooks the ways in which successful communications require a greater effort from all participants. Although the central focus of the psycholinguistic approach is on how speakers compensate for deficits in L2 lexical knowledge, communication competence involves many more elements, which include sociolinguistic and discourse knowledge (Canale, & Swain, 1980). According to Hsieh (2014), sociolinguistic and discourse knowledge recognize that the interactional approach is more comprehensive than that of the psycholinguistic approach. Thus, the communicative strategies of ASEAN ELF users developed by Kirkpatrick (2010) are regarded as a perfective and comprehensive research tool. Strategies for coping with speaking problems are differentiated from strategies for coping with listening problems. Factor analysis has revealed that five factors for speaking strategies and ten factors for listening strategies can be used for taxonomization. Thus, the fifteen communicative strategies by Kirkpatrick are adopted to a study of communicative strategies of Thai and Filipino teachers of English for this study.

The framework of communicative strategies by Kirkpatrick

The framework of communicative strategies established by Kirkpatrick (2010) was from his research of six group discussions in which all ten ASEAN nations were represented. The subjects of Kirkpatrick's study were all English language teachers who had been selected to attend professional development courses in English language teaching conducted by staff at the Regional Language Centre (RELC) in Singapore. The participants were asked to talk about English language teaching situations in their country. They shared a range of non-standard forms of communicating with each other and also spoke different varieties of English. And on occasions, the English proficiency levels of participants varied. Given the different cultural, educational, and linguistic backgrounds of these speakers, people would anticipate communication problems; and so, in such occasions speakers would adopt specific communicative strategies to try to modify and resolve misunderstandings. Kirkpatrick suggested that, as all participants were multilingual English users, they were comfortable with helping strategies of this type and their usage represented the

‘solidarity of non-native ELF speakers’ (House, 2006). The strategies discovered during the study were divided and categorized into two groups to cope with listening and speaking problems.

The communicative strategies used to cope with listening problem were Lexical anticipation, Lexical suggestion, Lexical correction, Don’t give up, Request repetition, Request clarification, Let it pass, Listen to the message, Participant paraphrase, and Participant prompt.

The communicative strategies used to cope with speaking problem were Spell out the words, Repeat the phrase, Be explicit, Paraphrase, and Avoid local/idiomatic referents.

Table 1 and definitions with detail explanation of the strategy types are presented in the next section.

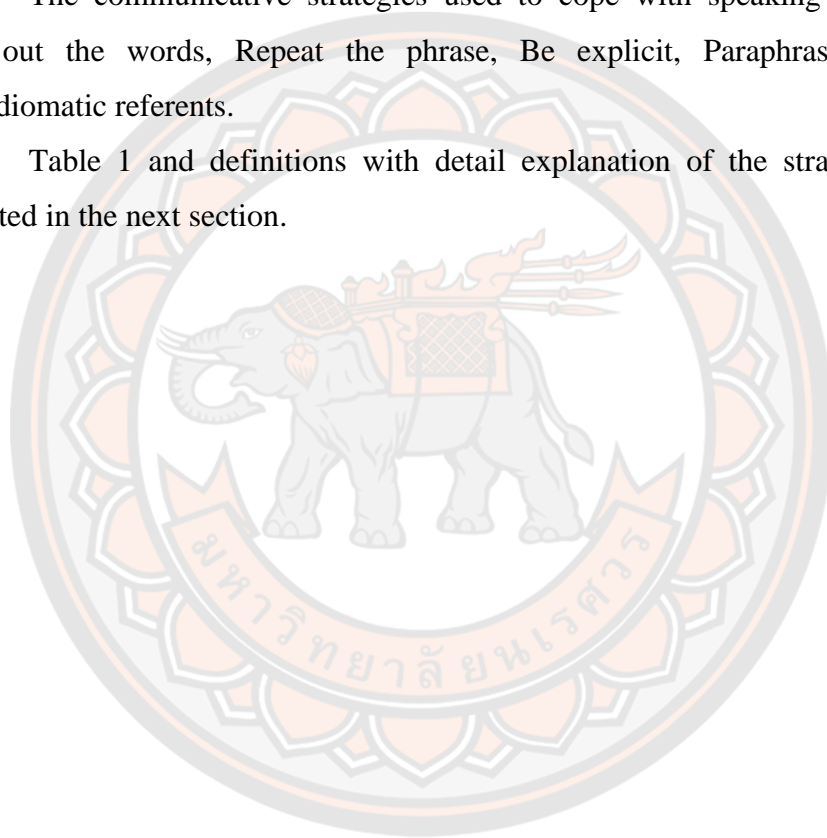


Table 1 ELF communicative strategies

Strategies	Definition	Example	Description
1 Lexical anticipation	The correct anticipation of interlocutors intend thoughts	<p>F1: and the parents are well educated whereas {T1:ehhm} those coming from the public er {B1: school }really come from lower er income B1: income families {F+T1: ehm yeah } F1: that's why er during our national exams [s] children coming from the private schools they get higher scores than the ones who are {F+T ehm} in the government in the elementary {F+T1 ehm} school except for some science high schools {B1:ehm} and the University of the Philippines {B1: yes} system students [they get high grades</p>	A Bruneian female correctly anticipated the word 'income' which the Filipino participant was trying to come up with so to complete her sentence.
2 Lexical suggestion	The act of suggesting a more appropriate or sophisticated word. However, this method may be misinterpreted to be an act of	<p>C3: so Cambodian people rely and I will I will tell Cambodians I will tell them about the advantage advantages of English and ehm (...) er motivate</p>	A female Singaporean (S3) offered the Cambodian male (C3) a more appropriate word for 'good things', 'benefits'.

Strategies	Definition	Example	Description
	corrections of errors, which may impact the other participants negatively.	them to learn English because I know the the good things of English S3: the benefits C3: yeah the benefit you want to travel the world?	
3 Lexical correction	The act whereby participants provide only word correction.	I3: so how long do do they have to sit in the junior high school and senior high school? C3: ehm I've been teaching there for two years after my graduation er from er I1 : no I mean er how many years do students have to sit {S3: stay} to stay in the junior high school {C3: ehm} and the senior high school? C3: er in in in Cambodia er junior high school starts from grade seven	S3 successfully corrected I1's utterance of 'sit' to 'stay' and in the process help clarify the question for C3 to answer.
4 Don't give up	The act of encouraging speakers to continue their thought processes so that the spoken statements are understood.	V4: uhm uhm I think that the Western people when they come to the come to Vietnam they like nam pho [fɔ̃] T4: nam pho yeah V4: pho it is very very traditional you know B4/My4: V [vi:]	This excerpt ended with shouts of delight when they realized they had 'solved' the problem and understood that the type of food being described by V4 was familiar to all of them, but by another name.

Strategies	Definition	Example	Description
	V4: P H O		
	B4/My4: P H O		
	V4:	but you pronounce [it	
	B4:	what] is it actually?	
	V4:	[f3][f3]	
	My4:	No no she is she is just saying	
		what is the dish actually is it fish is it	
		what what is it rice?	
	V4:	ehn nam you know nam?	
	B4/My4:	namnam	
	V4:	yes there are many kinds of nam	
	My4:	what is nam?	
	V4:	it is some kind of My4: made of	
		pork?	
	V4:	yes it's made of pork and some green	
		bean (yeah) no not green bean just	
		some kind of	
	T4:	bean sprout	
	V4:	yes may be bean sprout and er some	
		noodle (er I mean) you mix eggs you	
		er mix them (ehm) and you use er	
		some	

Strategies	Definition	Example	Description
		<p>kind of it is also made from rice</p> <p>round a little and you pack it (yeah)</p> <p>and then you put in the oil (eh huh)</p> <p>and fry them</p> <p>My4: oh it must be very nice (yes) but minus the pork [of course (laughter)]</p> <p>B4: put it in the packet and then you fry it</p> <p>V4: no no no not the package</p> <p>My4: not the noodle</p> <p>V4: You use them I mean the package here it is made of rice sorry made of rice it is er ehm always circle or square you</p> <p>My4: is it something like</p> <p>V4: only use only little and then you pack it so it is usu usually very small just (ehm) yeah round</p> <p>My4: may be our version of popiah</p> <p>B4: yeah popiah</p> <p>V4: yeah popiah</p> <p>All: popiah yeah popiah popiah [loud laughter/shouting]</p>	

Strategies	Definition	Example	Description
5	Request repetition	<p>The action whereby individual signals a request for repetition of statements.</p> <p>B4/My4: at least we find something that we know.</p> <p>V1: well to me it's first time so I find everything very new and {T1 ehm} because I'm very excited to discover {T1 ehm} new things</p> <p>B1: so how do you find the course so far?</p> <p>T1: ehm?</p> <p>B1: how do you find this course this course that we did so far?</p> <p>T1: actually it's an it's an very intensive course {F: yeah} but for short period of time {F: yeah} (...) only two weeks {F: yeah}</p>	<p>The Thai male (T1) requested a repeat of the statement by saying 'ehm?'. The study also said that it was possible that the Thai speaker's 'ehm' with a rising intonation signaled that he was not sure; whether, he was the person being addressed.</p>
6	Request clarification	<p>The act of providing a gesture of request for classification.</p> <p>B1: when do] they start grade five as well?</p> <p>V1: ehm you mean me?</p> <p>B1: er no</p> <p>V1: no grade six {B: grade six} the students now {B: no} {T: eh} you mean the children ehm now grade one?</p>	<p>The Vietnamese female (V1) wanted to clarify if she correctly understood what the Bruneian female(B1) was trying to say by saying, " ehm! You mean me!?"</p>

Strategies	Definition	Example	Description
		<p>B1: grade one ok</p> <p>V1: not from not from kin[dergarten]</p> <p>S2: But how did you manage to cope when you were taught English at the very later stage? (1.4 second pause)</p> <p>Mn2: Pardon?</p> <p>S2: How how are you all able to cope you know when in your during your time, you were taught English only at secondary level?</p>	<p>The use of the word 'pardon' by the Burmese female (Mn2) was another instance of this strategy that requested for a clarification.</p>
7	<p>Let it pass</p> <p>The act of providing encouragement for the interlocutor to continue as the context will become clear.</p>	<p>V1: On the first year, um ... those students um will be taught [W W] all the basic er rules</p> <p>T1: mm</p> <p>V1: Like ... I I mean this, for the er for the sub- for the grammar subject itself, it's not for interpreter skills.</p> <p>B1: mmm</p> <p>V1: so,er...</p> <p>Mn2: They can catch, they can acquire more English than us [Ats]/(1.2)</p> <p>S2: hmm-mmm</p>	<p>The Thai male (T1) or the Bruneian female (B1) provided encouragement to the Vietnamese female (V1) to go on with the conversation.</p>

Strategies	Definition	Example	Description
8	Listen to the message	<p>Mn2: but mm er in our time we have to memorize some er most of the vocabulary in our mind and</p> <p>S2: mmm</p> <p>Mn2: we have to erm er r- repeat er before the teachers.</p> <p>L2: ehm last night [nai] we went there by walking.</p> <p>S2: eh huh</p> <p>L2: I enjoy walking [yeah]</p> <p>S2: you] mean all the way from [here</p> <p>Mn2: yes yes</p> <p>L2: [yeah]</p> <p>S2: oh ok</p> <p>L2: some of my friend hurt his feet S2: oh ok</p> <p>L2: (laugh) he can't {Mn1: yes} walk and he is just stand and sit (quiet laugh)</p> <p>S2: oh ok I would have taken the bus were you aware that there is a bus that goes ...</p>	<p>(S2) provided a backchannel to encourage Burmese female (Mn2) to go on, in the hope it would sort out the conversation.</p> <p>The Laotian female (L2)'s use of English suggested that her proficiency was lower than the others. Her English also carried a tonal quality, no doubt influenced by Lao phonology. However, A Singaporean female (S2), the most fluent of the group, made no comment on this, but responds to her remarks in a way that encouraged a smooth conversational. The non-standard forms used by the Laotian did not hinder the flow of the communication.</p>

Strategies	Definition	Example	Description
9	Participant paraphrase	<p>The act of rephrasing a statement to help resolve communication misunderstandings.</p> <p>S2: do they] do they write essays do they write essays do the pupils do the pupils write compositions?</p> <p>Mn2: can your students write an essay or paragraph writing {S2: eh hm} a composition?</p> <p>L2: yes I think they can because er as I ask them to write er the story they can write and some mistake I think that's ok for them because they have never learned English before.</p>	<p>The Burmese female (Mn2) paraphrased S2's question for L2, as she realized, possibly from L2's expression, that she had not fully understood.</p>
10	Participant prompt	<p>The act of providing a motivating word, phrase, gesture, or nuance to initiate conversation.</p> <p>S2: eh huh eh do the do the children you know in er in your country those who come from a very poor families {L2: yes} are they given financial assistance?</p> <p>L2: eh</p> <p>S2: are they in in terms of money? (1)</p> <p>L2: eh</p> <p>S2: I mean does the government support them? (2)</p> <p>S2: OK is there is there like you know</p>	<p>It was after the Singaporean female (S2)'s fourth attempt at paraphrase that the other participant, the Burmese female (Mn2), tried to help by providing a possible answer for the Laotian female (L2). This combination of speaker paraphrase and participant prompting is further evidence of the collaborative and supportive atmosphere, which has also been noted in other lingua franca contexts (Firth 1996; House 2006). Note that participant prompting is different from the earlier</p>

Strategies	Definition	Example	Description
		<p>those children who are very poor and their parents cannot afford to send them to school? (3) does the government actually given them assistance? (4)</p> <p>Mn2: yeah the government will assist I think so {S2: eh hm} your government will assist (two-second silence)</p> <p>S2: example you know like buying uniform for them or textbooks and paying for their school fees (5)</p> <p>L2: I th I think they don't do like that yes {S2: oh is it?} only the family or parents</p> <p>S2: can afford</p> <p>L2: yes afford them er for example {F ehm} in the (...) er countryside some students cannot learn because er it's hardly for them to er go to school/n/ {S2: eh hm}</p>	<p>strategy of participant paraphrase, as here Mn2 provides a possible answer to S2's question rather than a paraphrase of it.</p>
11	Spell out the word	<p>The action when a listener signals the need to immediately clarify a statement</p> <p>L6: you know at the time that ehm tsunami occurs there were some</p>	<p>Neither the Malaysian male (My6) nor the Filipina (F6) can make any sense out of the</p>

Strategies	Definition	Example	Description
	by spelling out a word.	<p>problem in my country</p> <p>My6: what problem</p> <p>L6: yeah we've got some problem we have big holes [KR Q]] in in some areas</p> <p>My6: horns? Sorry</p> <p>L6: hole [hoon] you know hole [hoon]</p> <p>F6: what houn</p> <p>L6: yeah big hole [hoon]</p> <p>My6: (laugh) what</p> <p>F6: what's a horn</p> <p>My6: sorry</p> <p>L6: H-O-L-E something like this</p> <p>My6: holes?</p> <p>L6: yeah</p> <p>My6: holes oh you mean a hole in the ground.</p> <p>L6: yeah</p>	<p>Laotian male (L6)'s use of the word 'horns', so they sought to clarify it immediately. L6 finally adopted the strategy of spelling out the word so that My6 and F6 finally understood that he meant 'holes'.</p>
12	Repeat the phrase	<p>The act of reiterating a phrase or word in order to clarify an idea or word.</p> <p>especially in my nn school there are especially in my nn school here are only [onwi] three [t:] teacher [ti:tsə] (1.0) [tri: ti:tsə]</p>	<p>The Laotian female (L2) as she tried to says 'only three teachers', her pronunciation [onwi ti: ti:tsə] confused the others. This was followed by a second pause, she then realized</p>

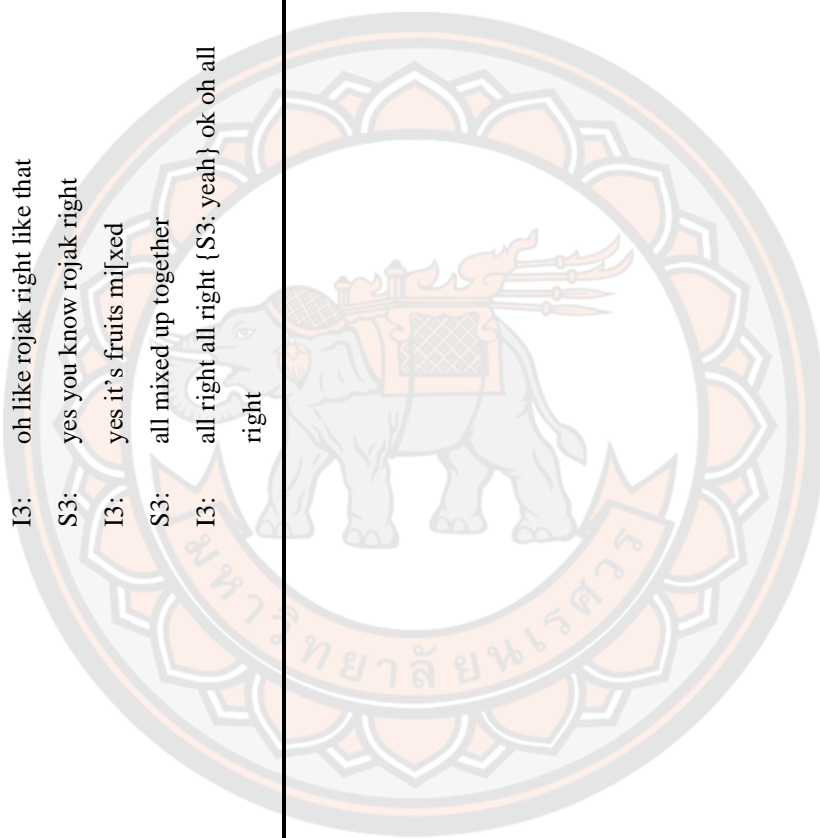
Strategies	Definition	Example	Description
13	Be explicit	<p>S2: three teachers</p> <p>L2: yes, three teachers</p> <p>I5: I think that er most of er fruits here are imported from other countries OK that's why er fruits and vegetables here are expensive (ehm) different our country (Mn5: maybe) we produce fruits a lot OK mango starfruit jambol OK oranges OK I think we can er find the fruit with er very cheap price (laugh) Mn5: sure (laugh) sure (laugh) I5: what about your rooms Mn5: er I5: you feel OK any [problems Mn5: I find the taste er quite ok (ehm) but er like yours is I think er ...er ... the rice a little bit sticky (C5: ehm) in our country we don't er eat er rice as sticky as that rice here er ehm and then ehm how shall I say er ... and then vegetables er maybe er the same</p>	<p>that the others did not understand her, so she repeated herself.</p> <p>The Indonesian female (I5) realized that The Burmese female (Mn5) has not realized she has tried to change the topic from 'food' to 'rooms' as she continued to talk about food. She therefore repeated her question, but only after she has politely listened to her comments about food. She also paraphrased her question and adopted the strategy of signaling that she wanted to talk about 'the room'.</p>

Strategies	Definition	Example	Description
		<p>vegetables we eat (C5: ehm) in our country (I5: ehm) but er the price for them is also expensive (laughter) I think because I prefer eating vegetables (I5: OK) I prefer vegetables er than (I5: OK) to meat er</p> <p>I2: OK what I'm asking is about room</p> <p>OK er do you feel cold like to our? to our neighbours (C5: ehm yes) cannot stay for air- conditioned room that's why</p> <p>C5: for me it's OK for me (yeah) I get used to it air-conditioned (yeah)</p>	
	<p>The use of this strategy demonstrates that participants understood the elements of being explicit and its usefulness in ELF communicative strategy in discourse.</p>	<p>L6: now we can change our topic to talk about I think about</p> <p>F6: I want to talk er something private (laughter) (L2: yeah yeah) er Steven could it be My6: er [sorry something] private</p> <p>F6: I would like to ask from you something private</p> <p>My6: like what</p>	<p>The need to signal for a topic change explicitly was also represented in the data. In this exchange, F6 also used the preposition 'from' when the standard might expect either no preposition at all ('I would like to ask you ...') or possibly 'of' as in 'I would like to ask of you ...'.</p>

Strategies	Definition	Example	Description
F6:	like personal	My6: are you are you married or F6: no I'm not married	
S2:	eh huh ok ... so that means the lessons were conducted in [English Mn2: yes] yes	S2: OK it wasn't in your own dialect	
Mn2:	no {S2: eh hm} so er after my education and self-study is the most important to get {S1: eh hm} or to study ehm other languages {S2: eh hm} I think so {L2: laugh} do you think so (...) yeah {S2: eh hm} shall we go shall we move on to another topic?	S2: yeah OK	
14 Paraphrase	The act of restating an idea to allow for a clearer understanding of a conversation when the addressee has not understood the statement.	S2: do they] do they write essays do they write essays do the pupils do the pupils write compositions? Mn2: can your students write an essay or paragraph writing {S2: eh hm} a	The Burmese female (Mn2) paraphrased S2's question for L2, as she realized from L2's expression, that she has not fully understood.

Strategies	Definition	Example	Description
15	Avoid local/idiomatic referents	<p>The thought process whereby individuals avoid using local colloquial speech, specialized jargon, or idiomatic terms which may not be understood by the other participants.</p> <p>L2: yes I think they can because er as I ask them to write er the story they can write and some mistake I think that's ok for them because they have never learned English before.</p> <p>S3: in school in class I will try to speak good English in fact we are supposed to speak good English {I3: ehm} so I will switch you know ehm {ehm} in the class I'm I am a teacher I see myself as a teacher we have to {C3: yes} show good example {I3: eh hm} so ehm there's no way that I will speak Singlish to my kids {I3: eh hm} not in class yeah er not in class not in school {I3: eh hm eh hm} but ehm like what you said just now when we go back to our friends {I3: (laugh) ok} and all that (I3: laugh) all the English (I3: laugh) and Singlish are all (I3: laugh) mixed</p>	<p>The use of 'rojak' was the only use of a local language, term or idiom in the data. It was suggested that these ELF speakers were consciously aware of the need to edit out any terms or idioms that might cause misunderstanding in ELF communication. This was an evidence of a linguistic sophistication and sensitivity that was not always evident in native-speaker communication (House, 2006).</p>

Strategies	Definition	Example	Description
	<p>together {I3: all right} like rojak</p> <p>I3: oh like rojak right like that</p> <p>S3: yes you know rojak right</p> <p>I3: yes it's fruits mi[xed</p> <p>S3: all mixed up together</p> <p>I3: all right all right {S3: yeah} ok oh all right</p>		



Kirkpatrick (2010) pointed out that multilingual individuals seem to be good at cross-cultural communication. Hence, those multilingual English speakers could represent valuable linguistic and communicative classroom models. A second point addressed in his research is that the variations of using the non-standard forms used by multilingual English speakers do not seem to hinder communication. What actually hinder communication between the sender and the receiver are idiosyncratic pronunciation and a lack of explicitness. Thirdly, it appears that speakers in ELF communication process are aware that they should avoid lexis or idioms, which might create misunderstandings for their interlocutors. He also stated that one possible explanation of this is that ELF users are, by definition, seeking to communicate across linguistic and cultural boundaries. They are, therefore, operating at the communication end of the identity- communication continuum (I-CC).

The identity communication continuum (I-CC)

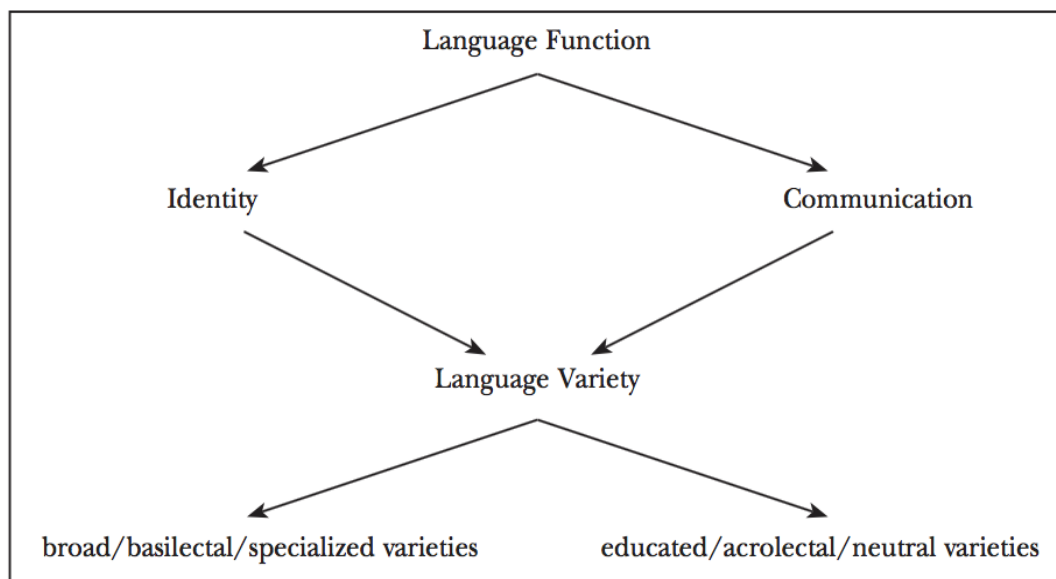


Figure 1 The identity communication continuum (I-CC)

Source: Kirkpatrick, 2010

The I-CC demonstrates two major functions of language: language for communication or language for establishing identity. It appears that they use a highly localized, informal variety of English. When people want to express their identity and membership to their community, the tendency is for the user to revert to non-standard forms of English. Moreover, if they want to identify themselves as members of a specialist profession, they use a highly specialized variety for this purpose. However, the varieties may be unintelligible to people who are not a part of that sociolinguistic community. In other words, speaking and writing in English needs to be intelligible only to those with whom we wish to communicate in English.

The theory of the I-CC is also functional when English is used as a lingua franca process. Kirkpatrick (2010) stated that the more localized the use of ELF, the more variation it is likely to display. Conversely, the more international its usage, the less variation it is likely to display as a result of fewer injections of localized lexicons. When English is used in local setting, ELF will express their sociolinguistic identities. Moreover, Code-switching and the use of norms, external standard customs and cultures, can be expected. Nevertheless, when ELF speakers use English for international communication, they will avoid the usage of local and nativized norms and expressions.

Related studies

Communication strategies studies in ELF context

Communication strategies in ELF practices are widely accepted. Studies on ELF pragmatics reveal use of common interactional strategies like Repetition, Paraphrase, Comprehension checks, Code-switching, Explanation, and Clarifications can be beneficial for communication among second language users. In addition, collaborative completion of utterances in their interactions as they negotiate meaning and co-construct understanding in English (Björkman, 2014; Cogo, 2009; Hanamoto, 2014; Kaur, 2010; Mauranen, 2006; Matsumoto, 2011; Watterson, 2008) has been shown to improve the intrapersonal working atmosphere.

Cogo (2009) focused on *Accommodation strategy*. She stated that the act of accommodating to certain shared variants in the local context, rather than conforming to some ideal notion of correctness, may not only ensure intelligibility between

interlocutors, but also signal solidarity between them. The examples of accommodation strategies according to Cogo (2009) are Repetition and Code-switching.

Repetition is initially used to refer to instances of Other-repetition or Self-repetition. Secondary, it is used when the interlocutors replicate a portion or all parts of the remarks produced by a previous speaker within the context of the same conversation. A third type of Repetition is paraphrasing, where only the original concept is repeated using alternative terms or phrases. Repetition strategy was displayed in the study of Hanamoto (2014) which examined how Japanese learners of English communicated with non-native English interlocutors. The study analyzed how the learners overcame not being able to understand the conversations when a breakdown in communication occurred from the perspective of English as a lingua franca. In this regard, Hanamoto categorized Repetition into two categories: Self-repetitions and Other-repetitions (receipts through repetition). This strategy was used the most by both Japanese and non-native English speaking international students in the study. Kirkpatrick (2010) nevertheless discovered the strategies Request repetition from his study. Request repetition strategy, however, is different from Repetition. Request repetition is adopted by listeners who signal for a request for repetition, while Repetition is mostly adopted by the speakers. The other accommodation strategy in ELF context is Code-switching.

Code-switching in Second Language Acquisition (SLA) theory is a strategy for learners with lower proficiency levels in spoken English. Gross (2000) and Myers-Scotton (2000) asserted that Code-switching from a sociolinguistic perspective is an expression of the bilingual or multilingual competence of the participants (and not of their deficiency) being able to draw on their multifaceted linguistic repertoire. Cogo (2009), who follows the sociolinguistic approach, has three examples of Code-switching to illustrate the functions it covers in ELF discourse. Firstly, participants craft the closing section by engaging in Code-switching and elaborating on their multilingual repertoire. Secondary, Code-switching might happen without any functional reasons. Thirdly, Code-switching function draws on issues of cultural and social identity. Hence, community may apply Code-switching as their language tool in their conversations

even if speakers are not completely fluent in all the codes involved. Code-switching may not be clearly justified in any social or functional purpose.

Clarification is frequently adopted by participants. Clarification means a person tends to clarify themselves when they realize that their interlocutors could not understand what is said. In other words, individuals also repeat themselves in specific ways that reflect an attempt to be clear and comprehensible to their interlocutors (Kaur, 2015). Clarification strategy has been shown in many studies. For example, Kaur (2010) indicated that individuals use different types of question forms to elicit clarification of meaning or to obtain additional information about the prior terms so that mutual understanding can be achieved. Confirmation and Clarification requests, respectively, lead to a confirmation of understanding and a clarification sequence in which meaning is explicated or amplified. Kwan, & Dunworth (2016) investigated the use of ELF in domestic workplaces in Hong Kong between Filipino employees and Hong Kongese employers. The study explored the characteristics of the pragmatic features of communication, and identified the challenges experienced by participants and the pragmatic strategies that participants used to communicate. They also claimed that what can be defined as active strategies, such as Clarification, Repetition, and Direct questioning, are more successful in achieving effective communication from a transactional perspective. However, Firth (2009) and Seidlhofer (2001) mentioned that non-understanding might not only be overcome through a particular modification pattern; rather, a few different modifications and negotiation of meaning may be necessary for successful communication among the interlocutors. As mentioned above, Hanamoto (2014) found that her participants also applied Clarification after Confirmation check in order to make sure that the interlocutor understood her clearly. Kaur (2011) also claimed that persons communicating in ELF have also been observed to take various Self-repair measures to raise the explicitness of what they say.

Confirmation check is used when speakers need confirmation from their listeners in order to continue their conversations. Requests for confirmation and Confirmation checks are used to ensure that the received information from the previous utterance has been heard or understood correctly (Björkman, 2014; Cheng, & Warren, 2007; Jamshidnejad, 2011). This strategy involves a previous utterance; a

questioning tag; a summary of the previous spoken statement; or the use of an alternative lexical items. Jamshidnejad (2011) observed that the participants in his study often used “question repeat”, for example: Do you mean ...?; You mean ...?; or You said ...?, to check their understanding and to confirm whether their interlocutors understood them correctly or not. Norrick (2012) observed that rising intonation expresses Confirmation check as it seizes the speaker’s attention and attains a specific response”, while falling intonation indicates a need for Confirmation or Clarification (Svennevig, 2003, 2004).

Paraphrase is also often adopted in communication settings. Paraphrasing is the action whereby the speaker rewords the statement they have spoken in order to make the idea of a sentence clearer, so the conversation (the flow of ideas) can continue uninterrupted. According to Kaur (2010) Paraphrase expresses the same content in a modified or changed form while restating the original utterance produced by the same speaker in different words, “either by simplifying the form of the message or by expressing it in different words”. Kaur (2015) furthermore mentioned that common practices, such as Repetition and Paraphrase of prior talk afford the speaker the means to facilitate recipient understanding. Once, there are signals to suggest that shared understanding may not have been achieved, such as when a question or comment is met with silence, lack of uptake, or a muted, a minimal response is given. Paraphrasing has been defined differently by several researchers: Self-rephrasing (Cogo, 2009); Self-reformulation (Chiang, & Mi, 2011); Other-initiated (Björkman, 2014); or Other-reformulation (Chiang, & Mi, 2011). However, paraphrasing according to Björkman (2014) has established them into two distinct categories: Self-initiated and Other-initiated. Moreover, Paraphrasing as presented in the study of Deterding (2013), underscores the need to not only develop learner’s ability to monitor ongoing dialogue for signs of misunderstandings but to also promote the use of strategies such as Repetition and Paraphrase when there is uncertainty, no matter how slight, as to whether shared understanding has been achieved. Thus, Paraphrase is employed as a strategy to check or ensure understanding in ELF communication.

Kirkpatrick (2010), however, established the innovative communicative strategies used by ASEAN ELF users to date. The communicative strategies are divided into two groups. The first group is used to cope with listening problem, which included: *Lexical anticipation, Lexical suggestion, Lexical correction, Don't give up, Request repetition, Request clarification, Let it pass, Listen to the message, Participant paraphrase, and Participant prompt*. For the second group, the strategies used to cope with speaking problem are: *Spell-out the word, Repeat the phrase, Be explicit, Paraphrase, Avoid local/ idiomatic referents*. The details and illustrations of each strategy were described in the framework of communicative strategies in the previous section.

Communication strategies studies in Thailand

In the Thailand context, a diverse collection of communication strategies are readily present among the multilingual speakers. The usages of Approximation, Circumlocution, Paralinguistic, Avoidance, Appeal for help and Language-switching strategies by Thais are frequently implemented in conversations with non-native and native English speakers.

Data collected by Luangsaengthong (2002) during his research of Thai undergraduate students with L3 language switch identified the usage of *Approximation* by learners. Wannaruk (2003) who concentrated on both high proficiency students and low proficiency students stated that high proficiency persons are observed using more L2 based strategies (such as Circumlocution and Approximation) in comparison to low proficiency persons. Approximation was ranked the second highest (26%) in the study of Prapobratanakul Kangkun (2011) who investigated use of communication strategies of young Thai students using CS categories based on Tarone's (1981) and Faerch and Kasper's (1984). Pornpibul (2005) who also compared the strategies used by high proficiency students and low proficiency students mentioned that the major factors in Approximation are individuals' vocabulary knowledge and what they gain from the strategy. Nevertheless, using Approximation can lead to some levels of understanding.

On the other hand, *Circumlocution* is adopted by some studies in Thailand. Wannaruk (2003) stated that Circumlocution is used more frequently by high proficiency learners than low proficiency learners. Pornpibul (2005) informed that the

factors that are found to play an important role in the participants' ability in using Circumlocution are the proficiency of the participants, what the participants gain through the strategy, time, and effort that the strategies require and the satisfaction from being able to communicate more clearly and effectively. Prapobratanakul and Kangkun (2011) reported that Circumlocution is a kind of intralinguistic strategies.

Wannaruk (2003) stated that *Paralinguistic* (including gesture and mime) is used at a higher frequency in low proficiency learners than the other group. Prapobratanakul, & Kangkun (2011) mentioned that Paralinguistic strategies (such as gestures or facial expressions) are most frequently used during the interaction. Somsai, & Interprasert (2011) who used interview data to identify and classify the CSs used by Thai students categorized using Non-verbal expressions, such as: Mime, Gestures, and facial expressions, which have been expressed as subcategories of Continuous interaction strategies for conveying a message to the interlocutor. They suggested that the strategies under these subcategories are employed when individuals attempt to convey the intended message to the interlocutor without an intermission or a pause by using one of the strategies or a series of strategies to achieve the communicative purpose. Pornpibul (2005) using the word Nonlinguistic signals instead of Paralinguistic found that this strategy is applied when the participants are dealing with objects and actions that involved unknown or unfamiliar English words.

The use of *Avoidance* is proven to be closely related to the lack of linguistic knowledge for the topics that participants wanted to discuss, and the significant information that was obtained from the study (Pornpibul, 2005). Even though, Avoidance does not lead to language learning, Avoidance allows language learners to maintain a conversation with their partners. Wannaruk (2003) stated that Avoidance is used more often by lower proficiency learners.

Appeal for help was found in the study of Somsai, & Interprasert (2011) in which they categorized this strategy into Continuous interaction strategies for conveying a message to the interlocutor. Pornpibul (2005) mentioned that individuals appeal for help when they need to check their comprehension of the content of the discussion. The individuals tend to use Appeal for help the most, either verbally or nonverbally. Whether Appeal for help would help them achieve their communicative goals or not depending largely on which person is providing the help. That is to say,

the more proficient peers or teachers are able to offer the most appropriate word or phrase. Moreover, Chuanchaisit, & Prapphal (2009), who use the word Help-seeking instead of Appeal for help, stated that high proficiency learners have also been found to make significantly more use of Help-seeking strategy, such as indicating non-comprehension to an interlocutor.

Language switching or *Code-switching* is mostly used by lower proficiency learners (Wannaruk, 2003). Moreover, Pornpibul (2005) indicated that Code-switching tends to accompany Appeal for help strategy. In other words, while speaking English, participants sometimes use Thai words in the process of asking for unfamiliar English words that are equivalent to the Thai words. The participants however mentioned that they will never switch to Thai if their interlocutors are not Thai. Nevertheless, Somsai, & Interprasert (2011) using the phrase Switching some unknown words or phrases into Thai for this strategy asserted that this strategy is likely to provide positive effects on language learning. For example, the individuals do not need to stop talking so that the conversation can continue and the communication will not break down.

Many of the past studies lack communicative strategies for the listeners when it comes to conversations. Most studies focus on the speakers' aspects of a conversation and leave out the listeners as a component of a dialogue. Conversely, the communicative strategies in this study concentrate on both speakers and listeners so to help expand the knowledge in this field of study. Hsieh (2014) proposed that there are two reasons to show that the interactional approach is more comprehensive than the psycholinguistic approach. Firstly, the psycholinguistic approach describes the mental process of the speaker, but it does not take the listener into consideration and overlooks the ways in which successful communication requires effort from all participants. Secondly, although the main focus of the psycholinguistic approach is on how speakers compensate for discrepancies in L2 lexical knowledge, communication competence involves many more elements, including sociolinguistic and discourse knowledge (Canale, & Swain, 1980). Accordingly, the communicative strategies of ASEAN ELF users developed by Kirkpatrick (2010) can be regarded as an interactional approach which is precise and comprehensive. In this regard, the Kirkpatrick framework is the most appropriate to use for this study.

This chapter provided the crucial background information, the theoretical framework, and previous studies in both ELF context and Thailand. The next chapter will present the research methodology, the data collection procedure and data analysis.



CHAPTER III

RESEARCH METHODOLOGY

The related theoretical perspectives were reviewed in the previous section. In this chapter, the methodology of the study is presented, including research design, research setting and participants, research instruments, data collection procedures and data analysis.

- I. Research design
- II. Research setting and participants
- III. Research instruments
- IV. Data collection procedures
- V. Data analysis

Research design

The study used both quantitative and qualitative data analysis. The focus was to identify specific usages of communicative strategies in English conversation by participants. The researcher employed the mixed-method research design to investigate Thai and Filipino teachers' communicative strategies used during their daily communicative exchanges at work. Creswell & Plano Clark (2003) stated that the mix method inquiry is essential for eliciting participants' critical perspectives, participatory advocacy, and pragmatic ideas concerning social situations. Inquiring knowledge is however based on pragmatic grounds, mixed-method strategies related to collecting both qualitative and quantitative data. Multiple instruments are integrated simultaneously to emerge data from the participants so to achieve a greater understanding of their thought processes during conversations. According to Stake (2005), researchers who adopt mixed-method inquiry strategies should consider the diverse types of data that allows for the best understanding of the research problems.

To seek for convergence across the different data sources, data triangulation is recommended in the data collection process in order to neutralize the limitation of using single instrument and to gain insights into different levels of data units

(Tashakkori, & Teddlie, 2003). To effectively collect the data, a mixed method approach that consisted of video-recorded ELF interaction followed by a stimulated recall interview was used. Additionally, audio-recordings of participants' dialogues were used for back up purposes. This study included the nonverbal signals sent by participants since nonverbal signals in face-to-face communications were unavoidable when expressing an idea or thought. Goodwin (2003) mentioned that the lack of being able to convey their messages verbally to each other necessitates alternative paralinguistics features such as gaze, posture, and gesture. The initial analysis was further supported by a stimulated recall interview with all the participants in order to gain insight to participants' cognitive processes, thoughts, or feelings.

Research setting and participants

The setting of this study was a primary school in Uthai Thani province in the 2019 academic year. The inclusion criteria consisted: 1) they were Thai and Filipino teachers who worked together in the same context and communicate to each other using English 2) all the participants were pleased to participate in the study. The exclusion criteria allowed the participants to withdraw from this study at any time for any reason. The participants were five Thai and five Filipino teachers from two different cultural backgrounds while working together in the school's Mini-English Program. Their ages range from 24 to 33 years. The Filipino teachers were four females and one male all graduating with bachelor's degrees in education. They had at least three years of teaching experience in Thailand. The five Filipino teachers were from purposive sampling since they were the only ones employed in the school. The Thai co-teachers were from random sampling consisting of one male and four female teachers. The male Thai teacher graduated with a Bachelor of Arts in English. Two of the female teachers graduated with a Bachelor of Education in English while the remaining two graduated with Bachelor of Arts in English and French respectively. All of participants have worked at the school for at least one year. According to the Uthai Thani immigration office in fiscal year 2020, Filipino teachers made up 63.63% of all foreign teachers working in Uthai Thani. Therefore, Thai teachers had a higher chance of working with a Filipino teacher. The participants regularly have collaborated, negotiated, and created a common identity as they

interacted. As groups of people sharing common interests and coming together for certain periods of time to engage in particular activities, communities of practice is a notion describing collectivity which seek to avoid essentialism (Cogo, 2010). The concept of “community of practice” framed the discourse activities and conventions of this study.

Instruments

Research instruments, which were affirmed and validated by three applied linguistic experts, were used in this study. The research subset instruments consisted of:

1. Observation - In order to observe participants’ interactions, three observation forms were utilized in the study.

1.1 The speaking tasks from part 3 of the collaborative tasks in the Cambridge First Certificate in English (FCE) speaking test published by the University of Cambridge ESOL Examinations (Cambridge ESOL, 2009)

1.2 A jigsaw task consisting of an incomplete town map to observe the natural conversation and interaction of the participants (Gass, & Mackey, 2005)

1.3 Analytical tool referenced in the 15 communicative strategies of Kirkpatrick’s framework

2. Interview - In order to gain participants’ cognitive processes while performing the tasks, a stimulated recall interview was performed.

The following section explains these research instruments in detail.

Observation

Speaking tasks

Two speaking tasks, adopted from a study called the relationship between test-takers’ first language, listening proficiency and their performance on paired speaking tests (Jaiyote, 2016), were administered in the study. Both of them were paired tasks (task A and task B). The paired tasks in this study were from part 3 collaborative tasks in the Cambridge First Certificate in English (FCE) speaking test taken from practice materials published by the University of Cambridge ESOL Examinations (Cambridge ESOL, 2009).

Jaiyote (2016) stated that the FCE Speaking Test appropriately targets the proficiency level of participants. The FCE is equivalent to Level B2 on the Common European Framework of Reference (CEFR) scale, which is required for using English in everyday written and spoken situations, and achieving a certificate at this level that a candidate is becoming skill in English. The purpose of the FCE Speaking Test is to assess test-takers' ability to communicate effectively in face-to-face situations (UCLES, 2015). The total time for the FCE Speaking Test is approximately 14 minutes. The FCE Speaking Paper comprises four tasks: interview, individual long turn, collaborative and discussion tasks. Details of each task are presented in the table below:

Table 2 Structure and tasks of the FCE Speaking Test

	Task type and format	Focus	Timing
Part 1 Interview	A conversation between the interlocutor and each candidate (spoken questions).	The focus is on general interactional and social language.	2 minutes
Part 2 Individual long turn	An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.	The focus is on organizing a larger unit of discourse; comparing, describing and expressing opinions.	A 1-minute 'long turn' for each candidate, a 30-second response from the second candidate. The total time for Part 2 is 4 minutes.
Part 3 Collaborative task	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks.	The focus is on sustaining an interaction; exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.

	Task type and format	Focus	Timing
Part 4 Discussion	A discussion on topics related to the collaborative task (spoken questions).	The focus is on expressing and justifying, agreeing and/or disagreeing and speculating.	The total time for Part 4 is 4 minutes

Source: UCLES, 2015, p. 71

According to Part 3, the collaborative task aims to assess “the candidates’ ability to engage in a discussion and to work towards a negotiated outcome of the task set (UCLES, 2015). The task focuses on language functions such as “sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggestion, speculating, evaluating, reaching a decision through negotiation” (Cambridge ESOL, 2009).

In this study, the paired speaking tasks were employed to assess participants’ communicative strategies. The two paired speaking tasks consisted of two questions and several pictures. The questions are as follows:

Task A: How difficult is it to be successful in these professions? In which profession is it most difficult to get to the top?

Task B: What are the advantages of having friends? In which situation are friends most important?

Each task was printed on an A4 size paper. Each task was shown on a table in order, and each pair shared the same card when performing their paired speaking tasks. Each pair was asked to introduce themselves for one minute followed by discussing the given topic for four minutes per task. To make sure that the participants understand what was expected in the paired speaking tasks, a brief explanation of the requirements were provided. The administrations of the paired speaking tasks were presented later.

Jigsaw task

The speaking tasks were not sufficient enough for the participants to have natural conversation and interaction. Therefore, a jigsaw task was created in order to reach a natural conversation and interaction since they had to communicate to achieve the goal of the task.

The jigsaw task is a two way activity where the participants have different pieces of information. The jigsaw task used in the main study was an incomplete map. The participants were given a map of a section of a city. Some buildings were left blank and the goal was to figure out the name of the blank buildings. In order to find out the blank buildings, the participant must communicate with the partner since the partner's map had the answers and vice versa. The task was completed when all the blank spaces were filled in. The important point about the jigsaw task involved information exchanges which required participants to interact with each other to complete the task (Gass, & Mackey, 2005).

The maps were printed on A4 size paper. Both of the participants received the same map but with different blank spaces. They were asked to complete the maps in 10 minutes. To make sure the participants understood what was expected in the jigsaw task, a brief explanation of the task requirements was provided prior to the task.

Analytical tool

The theoretical framework was used in this study. The definitions and examples of each strategy were reviewed in Chapter 2.

1. Lexical anticipation - The action that speakers correctly anticipate what their interlocutors try to express.
2. Lexical suggestion- The action that speakers suggest the more appropriate or sophisticated word.
3. Lexical correction- The action that the participants provide the correct word rather than anticipation or suggestion.
4. Don't give up- The action that speakers work together to ensure they understand what is being said and represents.
5. Request repetition- The action that he or she signals a request for repetition

6. Request clarification- The action that speakers give a sign to request for clarification in order to not misunderstand each other

7. Let it pass- The strategy 'Let it pass' is when people provide encouraging backchannels to encourage their interlocutor to continue in the hope that all will become clear.

8. Listen to the message- The action that the listener attends to what the speaker says, even though it may be characterized by non-standard forms, as long as the message is clear.

9. Participant paraphrase- The action that speakers paraphrase themselves to help repair the breakdown in the conversation, and also when they realizes that the addressee has not understood the question.

10. Participant prompt- The action that he or she provides a possible answer to a question rather than a paraphrase of it.

11. Spell out the word- The action when a listener realizes that a word is too important to let pass, however, he or she signals the need to clarify it immediately by spelling out the word.

12. Repeat the phrase- The action when the speaker feels that a phrase has not been understood, he or she adopts the strategy of repeating the phrase.

13. Be explicit- The action that he or she explicates or repeats what they really mean to mention.

14. Paraphrase- The action that speakers paraphrase themselves to help repair the breakdown in the conversation, and also when they realizes that the addressee has not understood the question.

15. Avoid local/ idiomatic referents- The thought process whereby individuals avoid using local colloquial speech, specialized jargon, or idiomatic terms which may not be understood by the other participants.

Interview

Stimulated recall interview with participants

Although the task-base can be used as a tool in uncovering evidence the communicative strategies used by Thai and Filipino teachers of English, qualitative interview data often gathers more in-depth insights on participant attitudes, thoughts, and action. Since this study adopted a mixed method research design, a combination

of a quantitative and a qualitative tool was applied to reach the disclosure of research result that cannot be found in a sole self-administered task base.

Consequently, the researcher adopted stimulated recall interviews to gain participants' cognitive processes, thoughts or feelings they had while performing a task or activity. Gass, & Mackey (2000) stated that stimulated recall interview is usually carried out immediately after participants finish a task or activity by utilizing audio recordings or video recordings of their performance as a stimulated recall tool. Since this study aimed to gain insights into the participants' interaction, a stimulated recall interview was considered to be appropriate to obtain greater understanding of participants' communicative strategies use.

In the study, the stimulated recall interview was conducted with all participants. Each participant was interviewed immediately after finishing the tasks. A video recording of the participants' speaking performance was used to stimulate their memory while performing the tasks. Examples of questions used in the stimulated recall interview are as follows:

Why did you say X?

I saw you frowned while listening to your partner. What were you thinking?
Did you understand what your partner was saying?

What were you thinking while your partner was speaking for quite a long time?

What were you thinking when pronouncing “uh huh”, “mm”, “yeah”, “yeah yeah”?

You said a word in your L1. What were you thinking at that time?

Why did not you answer your partner's question? What were you thinking at that time?

All the stimulated recall interviews were audio recorded and transcribed orthographically by the researcher.

Data collection procedures

The data was collected through the paired speaking tasks and the jigsaw task that were not work related. Since they were colleague, the data was recorded during breaks from work by using video recordings and audio recording for backing up.

After the Human Ethics Committees of Naresuan University's research approval was obtained, a pilot study was carried out to verify or modify the research instruments for the main study.

After the pilot project, the researcher started doing the data collection by asking for permission from the deputy director of the school to gather data from the teachers. Once the permission was approved, the researcher went to the school and randomly chose Thai teachers who worked with Filipino teachers. All the Filipino teachers were the only ones employed in the school. There were a total of 10 participants who were paired up. Each pair consisted of a Thai and a Filipino teacher. Before starting the data collection, participants were informed about the research objectives, asked for permission to video and audio recordings, and asked to sign consent forms to confirm that they wished to participate in the study. All the participants were asked to complete the speaking tasks first and subsequently completed the jigsaw task. A stimulated recall interview was conducted after the tasks were completed.

The paired speaking tasks were administered by the researcher in a quiet room. The participants were given instructions verbally and in written forms before performing their speaking interaction. As a warm-up exercise, the participants were asked to introduce themselves to each other for one minute. Then they were given the first speaking task and did the task for four minutes followed by the second speaking task for another four minutes. The approximated time for the speaking tasks was nine minutes. After the speaking tasks, the participants were asked to help each other complete the jigsaw task. Both the speaking tasks and the jigsaw task were video and audio recorded. The audio recordings were back-up in case the video recordings' quality was poor. The performance took place one pair at a time.

After each pair finished their speaking performance, one participant was asked to go outside the room. The participant, who was inside the room, was interviewed by using a stimulated recall approach. Before the interview, the participant was given instructions both verbally and in written forms about the interview. The video recording of the participant's performance in the paired task was shown to stimulate the participant's memory. The participant or the researcher could stop the video at any time. The video was paused each time the participant could

recall something from the tasks that she/he liked to discuss. The video was also paused when the researcher wanted to ask the participants something related to communicative strategies. Examples of question used in the stimulated recall interview were presented earlier. The interviews were audio recorded. When the interview was over, the participant was asked to go outside the room and the partner invited in for her/his interview. When the interview of the first pair was finished, the next pair was asked to do the task. This process was repeated with all the pairs. The data collection procedures flowchart is shown in Figure 2.



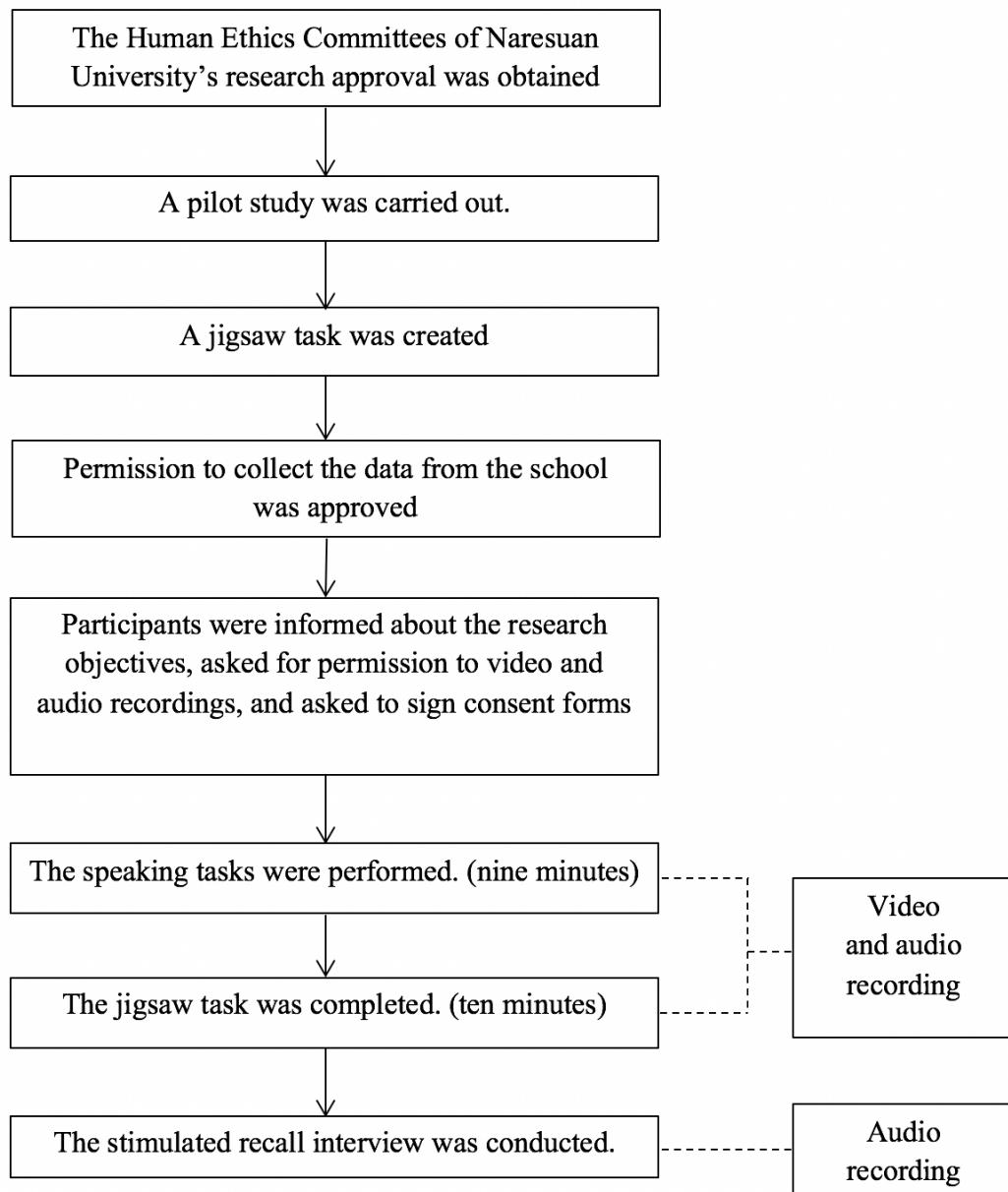


Figure 2 Data correction procedures flowchart

Data analysis

Although quantitative analysis beneficially provided generalization of the findings, its limitation included not having in-depth information about what was really happening when the participants were interacting. Therefore, the qualitative conversational analysis (CA) was utilized. By using both quantitative analysis and

CA, there was a better understanding of communicative strategies used by the participants.

According to Hutchby, & Wooffitt (1998), conversation analysis “*recorded, naturally occurring talk-in-interaction with the aim to discover how participants understand and respond to one another in their turns at talk, with a central focus being on how sequences of actions are generated ... to uncover the tacit reasoning procedures and sociolinguistic competencies underlying the production and interpretation of talk in organized sequences of interaction (p.14).*”

Furthermore, Have (1999) noted that CA involves both an inductive search for patterns of interaction, and an explication of the emic logic provided for their significance. Therefore, CA is concerned with how participants understand and respond to each other in the interaction.

In this study, the video and audio recordings of the participants’ performance were transcribed. CA was carried out on the speaking tasks and the jigsaw task data to investigate communicative strategies used by the participants. The interpretation of communication problems presented in CA analysis was supplemented by participants’ stimulated recall interview data in order to triangulate CA results to achieve greater reliability of the qualitative analysis. The communicative strategies found from the transcribed messages were tallied using the analytical tool into two tables which consisted of:

Table 8: The communicative strategies used by Thai teachers as listeners and speakers (see APPENDIX C for more details)

Table 9: The communicative strategies used by Filipino teachers as listeners and speakers (see APPENDIX C for more details)

The raw scores of communicative strategies from the Table 8 and Table 9 were merged and tabulated in Table 10 (see APPENDIX C for more details) and calculated into percentage in order to answer research questions 1.1-1.4. Research questions 1.1 to 1.4 were:

1.1 What communicative strategy is ranked the highest among *Thai* speaking teachers of English as *listeners*?

1.2 What communicative strategy is ranked the highest among *Thai* speaking teachers of English as *speakers*?

1.3 What communicative strategy is ranked the highest among *Filipino* speaking teachers of English as *listeners*?

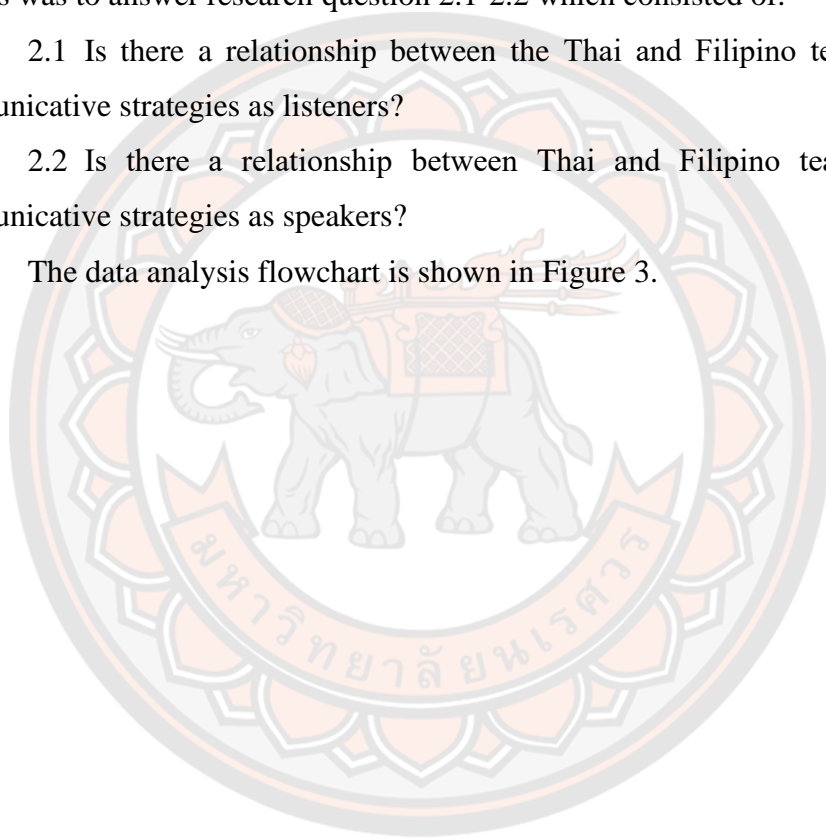
1.4 What communicative strategy is ranked the highest among *Filipino* speaking teachers of English as *speakers*?

The raw scores of communicative strategies shown in Table 10 were statistically analyzed using Chi square (X^2) in order to see the significant relationship between communicative strategies used by the Thai and Filipino teachers. This process was to answer research question 2.1-2.2 which consisted of:

2.1 Is there a relationship between the Thai and Filipino teachers' use of communicative strategies as listeners?

2.2 Is there a relationship between Thai and Filipino teachers' use of communicative strategies as speakers?

The data analysis flowchart is shown in Figure 3.



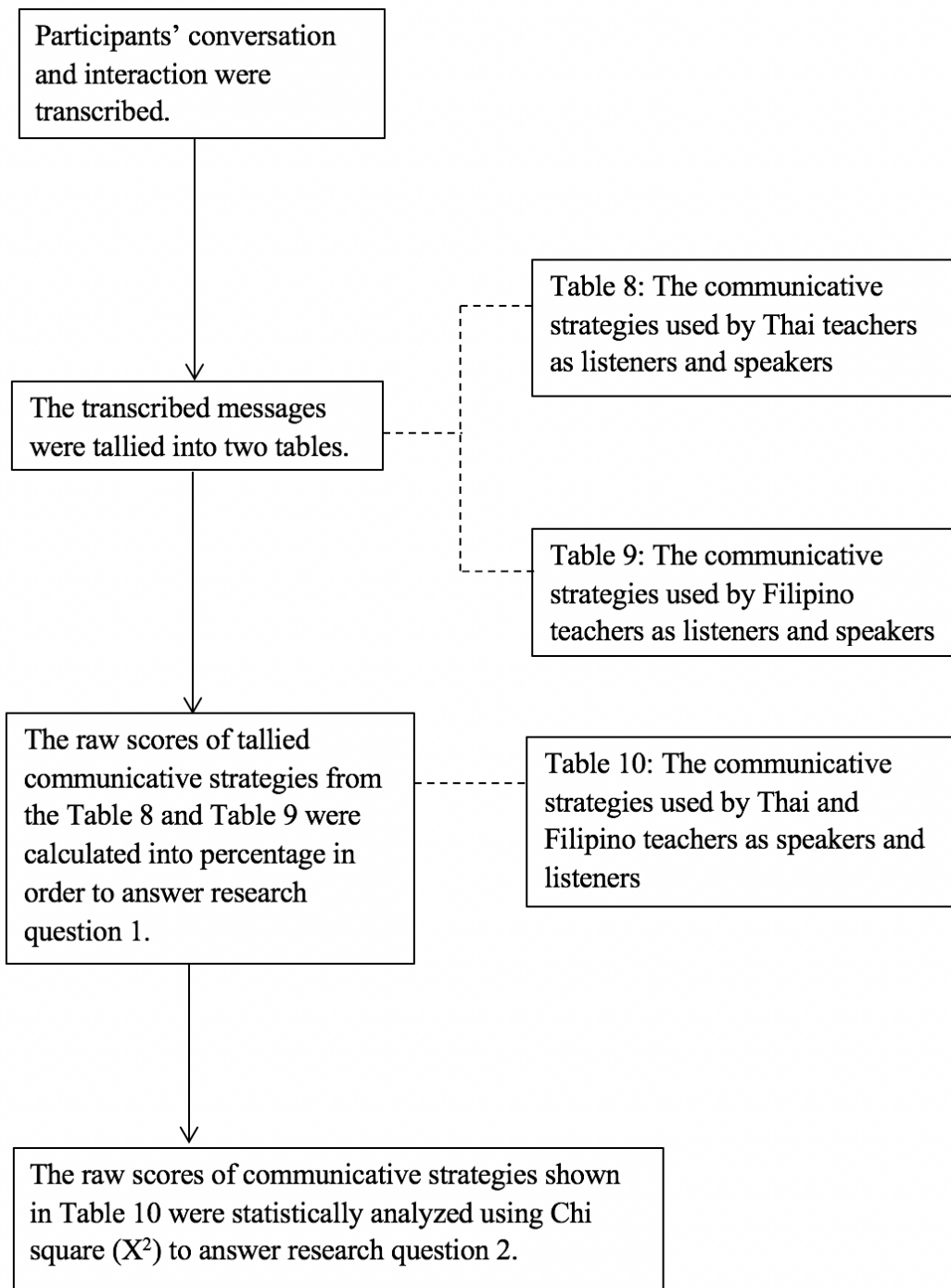


Figure 3 Data analysis flowchart

Pilot study

A pilot study was carried out to verify or modify the research instrument for the main study. Four teachers from a high school were the participants in the pilot study. Their ages range from 23-35. The Filipino participants consist of two female teachers who graduated with Bachelor degrees in education. They had at least 3 years of teaching experiences in Thailand. The two Filipino teachers were from purposive sampling since they were the only Filipino teachers employed in the school. Random sampling dictated the Thai teacher participants which resulted in one male and one female individual. The male Thai teacher graduated with a Bachelor of Art degree in English. The other female teacher graduated with a Bachelor of Education degree in English. All the participants have worked at the school for at least one year.

The pilot study also aimed to try out the processes before conducting the main study. The research instruments used in the pilot study consisted of two speaking tasks, stimulated recall interviews for the participants, and analytical tools. The data collection procedures and data analyses of the pilot study were similar to the main study.

Even though the pilot study exposed the communicative strategies, and the result showed a significant relationship, the research instruments (speaking tasks, stimulated recall interviews, and analytical tool) were not able to provide sufficient data for the main study. In other words, when the participants, especially Thai teachers, performed the speaking tasks, they only spoke prepared statement without a genuine communicative interaction with their interlocutor. With that issue as a hindrance to a clear understanding and a smooth conversation, the researcher took a pragmatic approach to solve the issue by creating a new research instrument identified as the jigsaw task to collect data and information through observation and recordings the natural conversation and interaction from the main study. The details of the jigsaw task were explained in the research instruments section.

In this chapter, research design, research setting, participants, research instruments, data collection procedures, data analysis and pilot study were presented. In the next chapter, the findings of the study will be presented.

CHAPTER IV

RESULTS OF THE STUDY

In the previous chapter, the research methodology was reviewed. In this chapter, the results of this study are presented, including the communicative strategies used by Thai and Filipino teachers of English, and the significant relationship between communicative strategies used by the participants as follows:

Research question one

1. What are the communicative strategies used by Thai and Filipino teachers as both speakers and listeners in Thai school context?

1.1 What communicative strategy is ranked the highest among *Thai* speaking teachers of English as *listeners*?

1.2 What communicative strategy is ranked the highest among *Thai* speaking teachers of English as *speakers*?

1.3 What communicative strategy is ranked the highest among *Filipino* speaking teachers of English as *listeners*?

1.4 What communicative strategy is ranked the highest among *Filipino* speaking teachers of English as *speakers*?

The participants first performed the speaking tasks and the jigsaw task. Then, they were subjected to the stimulated recall interview. Their interactions from the observation using the speaking tasks, the jigsaw task, and the stimulated recall interview were recorded and transcribed. The communicative strategies found from transcribed messages were tallied using the analytical tool then calculated into percentage in order to answer research question one.

The findings for research question one “What are the communicative strategies used by Thai and Filipino teachers as both speakers and listeners in Thai school context?” are presented in Table 3.

Table 3 The communicative strategies used by Thai and Filipino teachers as speakers and listeners

Strategies	Raw scores		Percentage (%)	
	Thai	Filipino	Thai	Filipino
Listeners				
1. Lexical anticipation	6	3	5.17	5.26
2. Lexical correction	0	1	0.00	1.75
3. Don't give up	4	4	3.45	7.02
4. Request repetition	7	7	6.03	12.28
5. Request clarification	15	10	12.93	17.54
6. Listen to the message	68	29	58.62	50.88
7. Participant paraphrase	0	2	0.00	3.51
8. Participant prompt	1	1	0.86	1.75
9. Brush off	3	0	2.59	0.00
10. Language switching	12	0	10.34	0.00
Total	116	57	100.00	100.00
Speakers				
11. Spell out the word	0	3	0.00	27.27
12. Be explicit	0	2	0.00	18.18
13. Self-Lexical correction	1	0	6.25	0.00
14. Non-verbal language	8	1	50.00	9.09
15. Persuasion	6	5	37.50	45.45
16. Change of topic	1	0	6.25	0.00
Total	16	11	100	100

In table 3, it demonstrates that 16 strategies were performed by the Thai and Filipino teachers as listeners and speakers. Six of the 16 strategies (*Brush off, Language switching, Self-Lexical correction, Non-verbal language, Persuasion, and Change of topic*) were discovered in this study.

Figure 4 and Figure 5 demonstrate a clearer comparison between communicative strategies used by Thai and Filipino teachers as listeners and speakers.

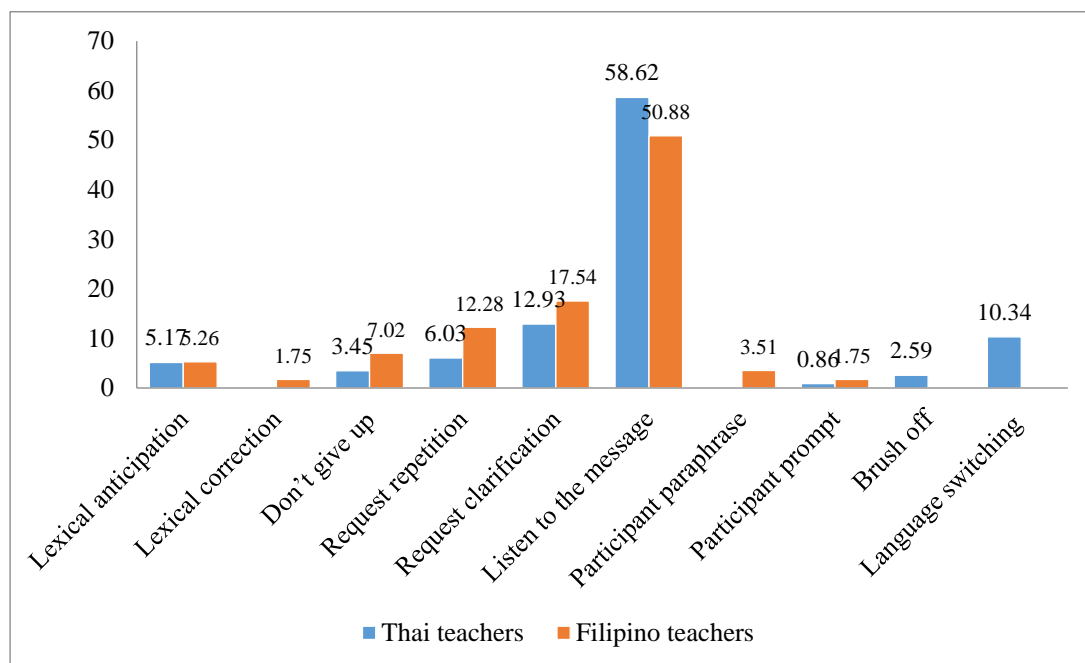


Figure 4 Communicative strategies used by Thai and Filipino teachers as listeners

Listen to the message is ranked the highest (58.62%) among the communicative strategies used by the Thai teachers as listeners, and followed by Request clarification, Language switching, Request repetition, Lexical anticipation, Don't give up, Brush off, and participant prompt strategies, respectively. *Listen to the message* is also ranked the highest (50.88%) among the communicative strategies used by the Filipino teachers as listeners, followed by Request clarification, Request repetition, Don't give up, Lexical anticipation, Participant paraphrase, Lexical correction, and participant prompt strategies, respectively.

Listen to the message was most frequently used by Thai and Filipino teachers. However, it is interesting that Brush off and Language switching strategies were only used by Thai teachers while Lexical correction and Participant paraphrase strategies were only used by Filipino teachers.

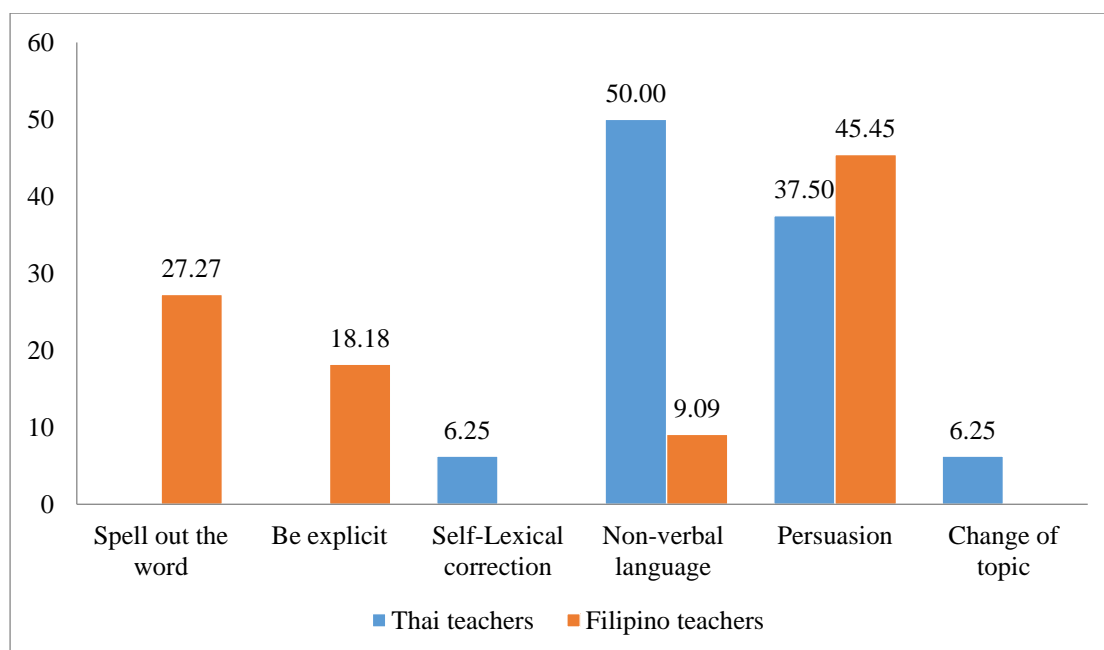


Figure 5 Communicative strategies used by Thai and Filipino teachers as speakers

Figure 5 shows that *Non-verbal language* is ranked the highest (50.00%) among Thai teachers as speakers, followed by *Persuasion*, *Self-Lexical correction*, and *Change of topic*. *Persuasion* is ranked the highest (45.45%) among the communicative strategies used by the Filipino teachers as speakers, followed by *Spell out the word*, *Be explicit*, and *Non-verbal language* respectively.

Nevertheless, *Self-Lexical correction* and *change of topic* strategies were only used by Thai teachers while *Spell out the word*, whereas *Be explicit* were only used by Filipino teachers.

The explanation and examples of each strategy are described in the next section.

Lexical anticipation

Lexical anticipation shows that individuals share similar principles concerning the topic being discussed which help their communications flow. This strategy is exemplified in the *Extracted Recording (ER) #1*. First, T3 anticipated the sentence 'You die' to complete F3's sentence. However, this case did not show that F3 had a lower ability of using the language, but it did indicate there was a difference in the case regarding the agreement of their idea and opinions. F5 in *ER #2* also correctly anticipated the phrase 'Bad words' for T5 since T5 was not able to come up with the appropriate words.

1. While discussing the most difficult profession to get to the top, F3 pointed out that becoming a doctor was the most difficult one and then tried to explain that decision. T3 however, agreed with F3, so she anticipated the completion of F3 sentence with 'you die'.

F3 Yeah! Doctor is (very, very!) difficult. Once you make a mistake...

T3 **You die.**

F3 So, you need to be careful.

2. In this extract, the teachers were talking about T5 having a part-time job as a singer after school. T5 explained the differences in his approach towards being a teacher and being a singer at a restaurant. He tried to clarify that when he worked at night, he could use some rude and often impolite words. However, during this exchange, he could not come up with an appropriate word that meant rude and impolite, so F5 anticipated the completion of his sentence by saying 'Bad words' as followed:

T5 For example, my behavior...

F5 right, I know.

T5 ...Sometimes, I work in the classroom, I feel uncomfortable.

F5 Oh.

T5 I keep calm and stay polite, when I talk to my friends as jokes to who is close to 'na' (a polite Thai persuasive utterance), **I speak some ...**
(A pause to try and think of the right words to say).

F5 [injecting the phrase]... '**Bad words**'. You are saying in school, you have to be professional...

T5 yes,

F5 ...to be formal...

T5 uh, huh!

F5 ...and polite...

T5 uh huh;

F5 ...whereas, a singer you can do whatever you want, you can say whatever you want.

T5 yes!

Lexical correction

ER #3 provides an example of Lexical correction. Here, F4 provided the correct pronunciation of clothes (/kləʊðz/) instead of close (/kləʊz/) as T4 did. However, his primary motive was to ensure successful communication rather than to correct the speaker.

3. While trying to complete the town map, F4 wanted to know where the clothes shop was. T4 answered that the blank space was the clothes shop. However, T4 pronounced clothes incorrectly, so F4 provided the correct pronunciation of clothes (/kləʊðz/) instead of close (/kləʊz/).

F4 What's that? What shop is that?

T4 **Close**

F4 **Clothes** shop.

Don't give up

ER #4 shows the lengths that participants in this study worked together to ensure they understood each other. This strategy demonstrated how the participants repetitively pronounced the vocabulary (flower shop, library, and coffee shop) together to help improve their understanding.

4. This pair had a difficult time navigating the town map task. However, after 20 minutes, they were able to successfully complete the task. Once the town map details were correctly filled out, they pronounced the words together, and there was a sense of accomplishment as they continued onto further completing communitive directions in the town map task.

F2 And then across music store to the left will be...

F2/T2 (simultaneously) ... **flower shop**.

- F2 So flower shop across down, that will be stadium.
- T2 Across stadium to the right is clothes shop.
- T2 Drug store is between post office and movie theater.
- F2 Ok, so we have post office and school. Across post office and school we have...
- F2/T2(jointly)... **the library.**
- F2 So, across the library down is
- F2/T2(together)...**coffee shop.**
- F2 And then across coffee shop to the right is train station.
- T2 Across train station is temple.

Request repetition

There are situations where individuals do not understand each other, and one of them would use the Request repetition strategy. The utterance of ‘Huh?’ with a rising tone signaled she was not sure what exactly was spoken by F1. F1 responded by repeating her statement ‘a Japanese restaurant’.

5. In this extract, F1 and T1 were trying to complete the town map. T1 wanted to know what the empty box below the movie theater was, and where the drugstore was. However, T1 could not understand the pronunciation, so she wanted F1 to repeat by saying ‘Huh?’

- F1 I want to know next to the drug store.
- T1 Movie theater. I want to know down the movie theater and the drug store. The big box.
- F1 That’s a Japanese restaurant.

Since T1 was not clear of F1 pronunciation, she uttered ...

- T1 **Huh?**
- F1 Japanese restaurant.
- T1 Ok.

In some of the cases, participants also signaled a request for a clearer understanding by way of repetition by using ‘Again?’ as in *ER #6*.

6. While discussing the topic of friendships, T1 wanted to know if she had more Filipino friends or Thai friends. T1’s words order confused F1, so she asked T1 for clarification by saying ‘Again?’

T1 Right now, you have friends in Philippine friends or Thai friends more than. More?

F1 **Again?**

T1 Right now do you have Philippines friends or Thai friends?

F1 I have Philippine friend and Thai friends. I have Thai friends before in my old school and still communicate now.

T1 How many Thai friends do you have in Uthai Thani?

F1 Thai friends, yeah! A lot!

Request clarification

Request a clarification occurs when additional explanation is required during a discourse. In *ER #7*, T5 requested a clarification, so that he would not misunderstand the other teacher.

7. After receiving the answer for dental clinic, F5 tried to point out that the book store was next to the dental clinic. However, T5 got confused as to which side of the dental clinic was the bookstore's location. As a result, T5 requested a clarification by stating 'In the left hand side?' for more explanation.

F5 In North Street what place? First in the corner, the first place is what teacher?

T5 Dental clinic.

F5 Next to the dental clinic is book store.

T5 **In the left hand side?**

F5 Right side is book store. Dental clinic and the right is book store.

T5 Ok.

F5 Next to the book store is what teacher? What is the next place?

T5 Hospital.

Another example occurs in *ER #8*

8. While discussing the advantages of having friends, T4 stated that people need friends the most when they are in danger. However, F4 did not understand and requested a clarification by asking 'What do you mean?' In turn, T4 gave him a clearer explanation.

F4 So, it's really important to have friends.

T4 Yes. And I think in case of when we are in danger.

F4 **What do you mean?**

T4 I mean in danger. For example: one time, I stay alone in my room, so someone called me, and knock knock the door I don't know who. A little bit dangerous for me because there are strangers around the apartment so I called my friends to stay with me.

Listen to the message

Listen to the message is a strategy that helps individuals develop a rapport with each other. The utterance of 'right', while the other partner is speaking, provides confirmation that one is listening. Listen to the message strategy was used the most by both the Thai and Filipino teachers.

9. F3 and T3 were discussing about which profession was the hardest to achieve financial success. T3 uttered 'right' as she listened to her interlocutor, which encouraged a smooth conversational flow as F3 was talking.

F3 Same in our country, we don't usually do dancing. Mostly,...

T3 **(right).**

F3 ...do easy movement...

T3 **(right).**

F3 ...You need to do the coordination of your body...

T3 **(oh, right).**

T3 So the next one we are going to painting. How difficult is it to be successful in this profession? What do you think?

F3 I think you need to have talent in drawing.

T3 **(yep).**

Participant paraphrase

This strategy is used when individuals paraphrase themselves to help repair the breakdown in the conversation, and also when they realize that their interlocutors could not understand the question.

10. While filling-in the town map, T4 did not understand F4's pronunciation of the word 'minimart'. F4 adopted the strategy in order to explain what the English description of the word 'minimart' was through exemplification.

T4 And the middle. What is the middle?

F4 The middle one for me is police station

T4 Yes.

F4 And then minimart

T4 **Minimart?**

F4 **Yes, minimart. It's like a small Big C, 7-11.** So across the main street, I have here a school and movie theater. I have three blanks. I have three spaces.

T4 I have two blank spaces. The first one is post office.

Participant prompt

ER #11 provides an illustration of using the strategy to reassure the ideas that are intended to be portrayed by the sender as received by the target. After T5's two second pause, F5 would then try to help by providing a possible answer for T5. This is further evidence of the collaborative and supportive atmosphere, which has also been noted in other lingua franca contexts.

11. While discussing T5's part-time job as a singer, he explained that he did not often mingle after finishing work, for he often spent his nightly earnings on friends. He could not think of an appropriate word to complete his sentence. So, after a two second pause, F5 prompted T5 by providing a possible answer 'To pay for them?'

T5 In my opinion, if I have a lot of friends at the night job, I have to spend the money, I have to waste the money. If I earn 900, I have to...

(After a two second pause)

F5 **To pay for them?**

T5 No, no, no! To share.

F5 Because that's what friends do, right? For example, you want to buy some food, we have to share

T5 (uh, huh).

Brush off (*Communicative Delayed Response Syndrome*) CDRS

"Brush off", a term created for use in this communicative strategy approach in this study, is related to a communicative delayed response between the sender and the receiver. "Brush off" occurs when a participant could not immediate response

which provides the opportunity for the sender or receiver to have the needed time to create a response.

12. F4 started the conversation by reading the question ‘Which profession is it most difficult to get to the top?’ T4 avoided answering by deflecting the question back to F4 for her answer. T4 later stated in the stimulated recall interview that she needed more time and an example in order to help formulate her response.

F4 Which profession is it most difficult to get to the top?

T4 **How about you?**

F4 Which profession is it most difficult to get to the top? I think, I’ve already answered the question. For me, it’s very difficult to become to be the top in term of scientist. Just like what I said earlier. You really need to focus yourself to the idea, to the books about Science. You have to need a lot of the knowledge about Science. It’s not easy to become a scientist.

Language switching

Language switching occurs when multilingual speakers switch between language varieties, in the context of a single dialogue. Language switching is mostly used by lower proficiency English language learners. Moreover, Language switching also allows individuals to feel more comfortable and not feel the need to pretend to speak exemplary English.

13. F5 and T5 were helping each other to complete the town maps. Some part of the conversation showed that T5 unintentionally injected some Thai words into the conversations even though he was able to communicate the idea in English at that time. T5 stated that he believed his utterance of the Thai phrase did not affect the conversation, which helped him feel comfortable with his interlocutor, and did not make him feel he needed to pretend to speak exemplary English. However, he also stated that he will not inject any Thai utterances, words, or phrases into his future conversation with unfamiliar native English speaker since they might lead to misunderstandings.

F5 The corner is

T5 Japanese restaurant.

F5 Across is. The corner down is school.

T5 Huh?

F5 School.

T5 Next to the Japanese shop 'ar' (informal utterance)

F5 Yes, the right....down. School

T5 **Nai Wa Nia (where the heck is it?)** School is next to drug store.

F5 What? What is that shop? Drug store?

T5 Yes.

F5 What shop is that? Can you repeat?

T5 In the middle box of three boxes

F5 Oh.

T5 It's drug store.

F5 Drug store.

ER #14 is also a good example of Language switching. T1 tended to speak English the entire time of the experiment; nevertheless, she unintentionally used some Thai words and utterances, which did not affect the context of the conversation.

14. While now feeling more comfortable around Filipino teachers, T1 applied Code-mixing in her conversation since she was sure that her interlocutor understood her utterances. In this scenario, while T1 tried to determine a location on the map, she unintentionally injected Thai utterances 'magee', 'Chaimai' and 'si' during the conversation. Note that the utterance 'si', is a form of communicative strategies which Thai used informally among themselves when feeling comfortable.

T1 And the... teacher **magee (earlier, just a few moments ago- a Thai language injection)** you tell me down **chaimai (right?)**

F1 Yes.

T1 Spell coffee for me **si (it's an utterance word to urge someone to do something)** teacher

F1 C-O-F-F-E-E

Spell out the word

There are moments in a conversation when certain words cannot be understood by the listeners. This signals for one of the listeners to request the spelling of the word. In *ER # 15*, T4 could not understand what the place was so the strategy of spelling out the word was requested.

15. This strategy was shown in the jigsaw task. T4 wanted to know, what the blank space on the town map was, so F4 answered, it's the movie theater. Moreover, F4 also gave her a definition of movie theater to make sure that T4 would get the answer. However, T4 could not understand his pronunciation of 'movie theater', so she asked F4 to spell the word 'movie theater'.

F4 The third one is a movie theater where can watch the movie.

T4 **Spell please.**

F4 **M-O-V-I-E- T-H-E-A-T-E-R**

Be explicit

In some conversation, a word can have ambiguous meaning and the need to clarify it may arise. In *ER* #16, F2 sensed that T2 might not understand the word 'professions' and immediately provided the word 'teacher' to assist T2. She paraphrased her question and made it more explicit for her interlocutor to understand the meaning.

16. F2 started the speaking task by reading the question 'How difficult it is to be successful in these professions?' However, she knew that her interlocutor had a lower English proficiency than the others, so she explicitly let T2 know what she really meant by changing the word 'profession' to 'teacher' in the hope that T2 would be able to answer the question. Nevertheless, T2 still could not give a suitable answer to F2.

F2 How difficult it is to be successful in these professions? **I meant, how difficult to be a teacher?**

T2 I want to be a teacher, a good teacher.

F2 Have you ever tried to teach Art?

T2 I cannot draw.

Self-Lexical correction

Self-Lexical correction is different from Lexical correction in Kirkpatrick's study. Lexical correction occurs when the listeners attempt to correct their interlocutor while Self-Lexical correction occurs when speakers attempt to correct themselves after saying incorrect words.

17. T5 corrected himself by using the more appropriate word 'fired' instead of 'resign' to accurately portray the meaning of his experience. Note that T5 did not

exactly answer F5's question about his experience working at the school but instead gave an answer regarding his past work history experience. The interaction worked smoothly as F5 was able to adjust to the response.

F5 How is your experience teaching here?

T5 Huh?

F5 Here. How is your experience?

T5 Before I came here?

F5 Yes, here in school.

T5 Before I work here, I worked at a GH hotel.

F5 Hotel. Where is it?

T5 In Pattaya.

F5 Wow.

T5 **And then I resigned. No, no, no! I got fired.**

F5 Fired? You got fired?

T5 Yeah. And then I come back to my hometown and worked as a musician.

Non-verbal language

Non-verbal language is useful in a variety of ways. A key purpose of Non-verbal languages is to help support the verbal language. The elements of Non-verbal languages are also effective in exhibiting a multitude of cognitive attitudes, even deescalating tension.

18. In *ER #18*, while T1 and F1 introduced themselves, T1 adopted the non-verbal language strategy by gently poking F1 on the arm to indicate that she finished speaking, which was a signal for F1 to continue the discussion.

T1 Hello, I'm Sine, and I'm from Thailand. I'm a co-teacher at Anubanmuang Uthaithani school. I work at here 6 years (**T1 poked F1 to continue the conversation**)

F1 I came here in Thailand since 2013 and I started teaching here in...my first school is in Phichit and my first school is in Kamphangphet my third school is where I am now. I take long here teaching because I love teaching Maths subject and that is my favorite subject.

19. T2 and F2 were supposed to discuss about the most difficult profession to get to the top, but they did not since T2 could not express herself toward the question. Even though, F2 stated the question ‘In which profession is it most difficult to get to the top?’ for two times, T2 still talked about her singing and liking car racing. T2 mimed a steering wheel in order to support her speech. She gestured as if she was driving to make sure that her interlocutor understood her perfectly. However, F2 did not give up on the conversation. She expressed her opinion about lawyers being the most difficult profession to rise to the top. After a long pause, she asked the question again, but this time she rephrased the idea of the question so it could be understood easier. T2 finally understood and said ‘Art’ is the most difficult one and also pointing at the artist drawing a painting.

T2 I can sing but not good. I think I like race (**T2 mimed holding a steering wheel as if driving a car**).

F2 For me, I think it’s a lawyer. You need to study a lot, right? (After a long pause) And then, how about the difficult one?

T2 Art (**while pointing at the artist drawing a painting**).

Individuals occasionally smile and giggle while talking. In *ER #20*, T2 smiled and giggled in response to the question, indicating that she was not confident in responding to the question and was afraid of being ridiculed for answering incorrectly. Additionally, individuals also like to smile and giggle in order to support and encourage their interlocutors and put them at ease.

20. While discussing about professions in the speaking task, F2 insisted that T2 talk about each profession. She asked if T2 has ever met anyone who was good at dancing, and then T2 pointed at the picture of a ballerina and smiled, giggled and looked at F2 to signal that she either did not know anyone, or she did not know how to respond to the question. F2 helped her out by saying ‘no’ with a raised intonation to support T2 not knowing anyone instead of T2 not being able to respond to the question. F2 suddenly change the subject to painting, and T2 who understood this question, answered the question ‘I don’t know’ to state that she did not know anyone good at painting.

F2 Ok, have you ever met someone good at dancing? Ballet dancing?

T2 pointed at a ballerina, smiled and giggled

F2 No. (In a rising tone implying that she believed T2 did not know anyone) (F2 then asked the question injecting an alternative topic.)

How about painting? Do you know someone good at painting?

T2 I don't know.

Persuasion

Persuasion strategy seems necessary for ELF discourse in order to avoid gaps in conversations. The strategy helps the interlocutors to feel free to talk. It is often adopted by individuals with a higher English proficiency, or those that are more confident regardless of their English competency. The Persuasion strategy is an important part of communication in the ELF context as it encourages the interlocutors to continue speaking. *ER* #21, 22, and 23 provide some examples of the Persuasion strategy.

21. In *ER* #21, they were talking about the most difficult profession to get to the top. T2 had a lower English proficiency than the other teachers in this study, so F2 attempted to persuade T2 to talk to keep the conversation going. This was done by F2's continual insistence on T2's interests and experiences. This helped make T2 feel more comfortable which lead to a more productive exchange.

F2 For me, I think it's a lawyer. You need to study a lot, right? **And then, how about the difficult one?**

T2 Difficult? I think Art.

F2 Art? (laugh)

T2 I cannot draw. I cannot paint.

F2 **Can you sing songs?**

T2 I can sing a little.

F2 **Thai songs? English songs?**

T2 Thai songs

F2 **Do you know any English songs?**

T2 Know some songs

F2 Ok. I'm not a good singer too but singing for students then yes, like ABC song. I can do that.

T2 I can sing for student.

F2 **What else?** Scientist. And then doctor.

T2 Dentist.

F2 **Ok! Have you ever met someone good at dancing? Ballet dancing?**

T2 (smile and laugh)

F2 **No? How about painting?** Do you know someone good at painting?

T2 I don't know.

F2 **Ok. You don't know anyone. How about successful in singing in Thailand? Singer?**

T2 Girl Ror (informal Thai word for 'or') Boy?

F2 Girl or boy, or any popular singer in your country.

T2 I like Atom.

F2 **Is he a good singer?**

T2 Yes.

Persuasion is not only adopted by the person with the higher English proficiency, but also by the more confident individual regardless of their English knowledge. For example, in *ER* #22 and 23, F1 had a higher proficiency in English, but she was more of an introvert. T1 had to induce F1 into a conversation because F1 had a timid personality.

22. In this extract, T1 and F1 were trying to complete the town map. After getting the answer from F1, T1 induced the discussion along by questioning what F1 needed next.

T1 I want to know the left hand in the first street on the top.

F1 On the top. Ok, that is Bank.

T1 Thank you. **What do you want to know?**

F1 I want to know the place beside the bank at the right side.

23. When T1 filled in the blank spaces located on Central Street in the town map, she insisted F1 to re-ask the question again by saying 'so you ask me and I can tell you'.

T1 Right now, I'm clear in the central street, so **you ask me and I can tell you.**

F1 Ok. So how about next to the police station. What is that?

T1 Minimart.

Change of topic

Changing of topic is a useful strategy in the ELF discourse as it allows interlocutors to bypass situations where they are not able to understandably continue a dialogue with the other person. The need to change the topic was also revealed in the data. In this exchange, T4 could not keep up with the conversation any longer and suggested they should move on to the next topic.

24. While discussing the promising field of science, they began talking about the funding for their education; however, T4 wanted to change the topic to one that was more interesting to her.

T4 So, you need to get a scholarship to find.

F4 Oh, yeah! To get a scholarship, you have to be like you have to focus on science because there are a lot of branches in science. It's very wide.

T4 For me, it's... **Can we go to second?**

F4 Sure.

Research question two

2. Is there any significant relationship between communicative strategies used by Thai and Filipino teachers?

2.1 Is there any significant relationship between communicative strategies used by Thai and Filipino teachers as listeners?

2.2 Is there any significant relationship between communicative strategies used by Thai and Filipino teachers as speakers?

In order to answer research question two, Chi square was utilized. The answers for research question two are presented in tables 4 and 5 of the next section.

Table 4 Chi-square test for significant relationship between communicative strategies used by Thai and Filipino teachers as listeners

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.607 ^a	9	.040
Likelihood Ratio	22.581	9	.007
Linear-by-Linear Association	6.859	1	.009
N of Valid Cases	173		

In Table 4, Pearson Chi-square result indicated the significant relationship value between communicative strategies used by Thai and Filipino teachers as listeners is 17.607 and the degree of freedom is 9. The Pearson Chi-square value (17.607) is higher than the recommended standard value (16.919) taken from the Chi-square distribution table at statistically significant relationship .05. The Asymptotic significance shown in Table 4 is .040 which is lower than .05. *Thus, there is a statistically significant relationship between communicative strategies used by the Thai and Filipino teachers as listeners. ($X^2=17.607, p<0.05$).*

Table 5 Chi-square test for significant relationship between communicative strategies used by Thai and Filipino teachers as speakers

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.022 ^a	5	.034
Likelihood Ratio	15.061	5	.010
Linear-by-Linear Association	9.520	1	.002
N of Valid Cases	27		

In Table 5, it shows that the value of Pearson Chi-square for significant relationship between communicative strategies used by Thai and Filipino teachers as speakers is 12.022 and the degree of freedom is 5. The value of Pearson Chi-square of Table 5 (12.022) is higher than the number from the Chi-square distribution table (11.070) at statistically significant relationship .05. The Asymptotic significance shown in the Table 5 is .034 which is lower than .05. *Thus, there is a statistically significant relationship between communicative strategies used by the Thai and Filipino teachers. ($X^2=12.022, p<0.05$).*

Table 6 The summary of research question two

Research questions	Degree of freedom	Value of Pearson Chi-square of the study	The number from the Chi-square distribution table	Asymptotic Significance (2-sided)	Statistically significant relationship
2.1 The significant relationship between communicative strategies used by Thai and Filipino teachers as <i>listeners</i>	9	17.607	16.919	.040	.05
2.2 The significant relationship between communicative strategies used by Thai and Filipino teachers as <i>speakers</i>	5	12.022	11.070	.034	.05

According to Table 6, the data shows that:

There is a significant relationship between communicative strategies used by Thai and Filipino teachers as *listeners* at .05; and

There is a significant relationship between communicative strategies used by Thai and Filipino teachers as *speakers* at .05.

The findings presented of the research were guided by the two research questions. The first section of the finding represented the results from the speaking tasks and the jigsaw task, which yielded both quantitative data and qualitative data of the communicative strategies used by Thai and Filipino teachers of English as listeners and speakers. Stimulated recall interviews were utilized in order to gather more in-depth insights on participant attitudes, thoughts, and actions. The second part of the findings produced the necessary information from the quantitative data taken from calculating to determine a significant relationship of communicative strategies that were in place through using Chi-square statistic. The next chapter will present the conclusion and discussion of these findings as well as recommendations for instructions and future research.

CHAPTER V

CONCLUSION AND DISCUSSION

The previous chapter presented the communicative strategies used by Thai and Filipino teachers of English as listeners and speakers. The significant relationship between their nationalities and their usage was also explored. The findings from the speaking tasks, the jigsaw task, and the stimulated recall interview revealed that the most employed communicative strategies by participants were Listen to the message, Non-verbal language and Persuasion to encourage a smooth conversational flow. Furthermore, the results also showed a statistically significant relationship between their nationalities and the usage of communicative strategies.

Conclusion and discussion

The ELF communicative strategies of Thai and Filipino teachers of English (Table 7) are created by combining the ELF communicative strategies of Kirkpatrick (2010) and the communicative strategies identified in this study. The ELF communicative strategies of Thai and Filipino teachers of English consist of 10 strategies for the listening aspects and six strategies for the speaking aspects. The six strategies discovered in this study are Brush off, Language switching, Self-Lexical correction, Non-verbal language, Change of topic, and Persuasion. The 16 ELF communicative strategies of Thai and Filipino teachers of English are shown in Table 7.

Table 7 ELF communicative strategies of Thai and Filipino teachers of English

Listeners	Speakers
1. Lexical anticipation	1. Spell out the word
2. Lexical correction	2. Be explicit
3. Don't give up	3. Self-Lexical correction
4. Request repetition	4. Non-verbal language
5. Request clarification	5. Persuasion
6. Listen to the message	6. Change of topic
7. Participant paraphrase	
8. Participant prompt	
9. Brush off	
10. Language switching	
10 strategies	6 strategies

Studies on ELF pragmatics revealed that participants used common interactional approaches like Repetition, Paraphrase, Comprehension checks, Code-switching, Explanation, and Clarifications in their interactions (Björkman, 2014; Cogo, 2009; Hanamoto, 2014; Kaur, 2010; Mauranen, 2006; Matsumoto, 2011; Watterson, 2008). However, studies in Thailand showed that Approximation, Circumlocution, Paralinguistic, Avoidance, Appeal for help, and Language switching were highly used by Thais (Luangsaengthong, 2002; Wannaruk, 2003; Prapobratanakul and Kangkun, 2011; Pornpibul, 2005; Somsai and Interprasert, 2011). Similarly, the communicative strategies used the most in this study to cope with language barriers were Listen to the message, Persuasion, and Non-verbal language.

The highest-ranking communicative strategies as a listener for both Thai and Filipino teachers was Listen to the message strategy. Listen to the message was first introduced by Kirkpatrick (2010). Kirkpatrick stated that this strategy refers to when listeners are focused on the topic the speaker is talking about during the conversation; even though, the pattern of speech or words may be used in a non-standard form as

long as the message is clear. In other words, this strategy is necessary because it increases the communication flow and permits for comfortable environments. However, the results from the data collection did not represent all the participants. It was noted that one interlocutor team disproportionately used the Listen to the message strategy, which impacted the overall interruption of the strategies, was insignificant. The strategy that was generally used by most of the participants was Request clarification which was ranked the second highest.

Based on the stimulated recall interviews; the participants in this study requested a clarification for more information when they encountered unfamiliar English words or sentences with a raising intonation in their question statement. These findings were similar to what Kirkpatrick (2010) discovered in his study. Kirkpatrick stated that a Thai participant immersed in a discourse during his study did not understand parts of the conversations. He was assured that the participant utterance 'ehm!' with a rising intonation was a signal that the participant was not certain or was not able to follow the content of the discussion. Dörnyei (1995) also suggested that learners can turn to the conversation partners for subtly help either directly, e.g. 'What do you call...?' or indirectly, e.g. raising intonation, pause, eye contact, or puzzled expression. It could be reasoned that language learners sometimes need this strategy, so they are able to reach a comprehensive understanding of the conversation.

The highest ranked communicative strategy by Filipino teachers was the Persuasion strategy. Based on the transcriptions, the interlocutors who had a lower proficiency in English would seek help during their conversations while individuals who had a higher proficiency in English would attempt to persuade their interlocutor to continue their input of the conversation so to allow him/her to feel more comfortable and less intimidated about speaking, which led to a more productive exchange. Moreover, Persuasion strategy was not only adopted by participants with a higher level of English proficiency, but this status also provided reassurance for those who were more confident in the actions regardless of their English knowledge. This strategy seems necessary for ELF discourse development, workplace advancement, and community encouragement in order to avoid gaps in dialogues, which allow individuals to feel free to talk.

Pornpibul (2005) revealed that during his interviews, several participants confirmed that they had a tendency to use Appeal for help the most; where, they could ask for help either verbally or nonverbally. The Persuasion strategy seems slightly similar to a strategy called Appeal for help; however, the difference is that while Persuasion strategy is used by the senders to obtain support; Appeal for help strategy is applied by the receivers to gain help. Moreover, Appeal for help would help individuals achieve their communicative goals or not depending largely on who provide the appropriate help. Furthermore, Brush Off performed by some participants in this study also has a similar character to Appeal for help. That is, Brush off is adopted when the speaker does not immediately answer the question but waits for their interlocutor to answer first. One reason is they need their interlocutor to exemplify an answer before they are able to provide an appropriate response.

Non-verbal language strategy was ranked highest for the Thai teachers. The purpose of this strategy is to help support the verbal language used during the communication process. They are also effective in showing intention, conveying feelings, communicating messages, offering support, showcasing personalities, indicating a desired action, and even deescalating tension among individuals. The Non-verbal language strategy is similar to a strategy called Non-linguistic signal. Pornpibul (2005) proposed that Non-linguistic signal is particularly suitable for words dealing with objects and actions for unknown or unfamiliar English words. In the same way, one of the participants in this study mimed a steering wheel in order to support her spoken statement, she gestured as if she was driving to make sure that her interlocutor understood her intentions.

Additionally, Non-verbal language is viewed comparably to Using non-verbal expressions discovered by Somsai, & Interaprssert (2011). They mentioned that using non-verbal expressions strategies is likely to be significant for language learners to resort to when they encounter oral communication problems, especially for getting a message across to the interlocutor. In this study, participants would occasionally smile and giggle while talking. One of the participants smiled and giggled in response to the question, indicating that she did not know how to answer the question. Moreover, participants also liked to smile and giggle in order to support and encourage their interlocutors, while putting them at ease. Ning (2009) pointed out

that the facial expressions, the body postures, the gestures, and the movements are signals that reflect a message correlated in accordance with oral sounds. Natakani (2006) found that Non-verbal language strategy was employed by Japanese students to attract the listener's attention or to give hints while providing an opportunity for listeners to guess what was said or gestured. Gullberg (2006) also mentioned that gestures are exploited to solve lexical problems. That is to say, using Non-verbal language is significant for language learners when encountering periods of communication breakdown, particularly when getting a message across linguistic boundaries is essential.

The Language switching strategy, a prevalent theme during this study, impacted all participants during their dialogue. Wannaruk (2003) noted that Language switching was mostly used by lower proficiency English learners during her study. Moreover, Pornpibul (2005) mentioned that participants in his study were not satisfied with using Code-switching, and they would never use this strategy if their interlocutors were English native speakers. Nevertheless, Language switching in this study is viewed slightly different from Language switching and Code-switching in some previous studies since Language switching and Code-switching in those studies were drawn from the SLA theory. In other words, this strategy in those studies is viewed as a more plausible process for individuals who had a lower proficiency in the language usage. However, participants in this study stated that their utterance of their first language did not affect the conversation and that they felt comfortable with their interlocutor and did not feel the need to pretend to speak exemplary English at all time. Thus, they unintentionally injected their first language words and utterances in their conversations with their interlocutor. It is similar to one of the three functions Cogo (2009) illustrated that Code-switching function draws on issues of cultural and social identity. Moreover, Gross (2000) and Myers-Scotton (2000) asserted that Code-switching from a sociolinguistic perspective is an expression of the bilingual or multilingual competency of the participants (and not of their deficiency) to being able to draw on their multifaceted linguistic repertoire. Somsai, & Interprasert (2011), who used the phrase 'Switching some unknown words or phrases into Thai' for this strategy, claimed that this strategy is likely to provide positive effects on language learning. It possibly helps to develop the language learners' confidence in sending a

message. Moreover, Qian et al. (2009) indicated that this strategy is a discourse strategy that can be used to promote interaction of language learners and also helps cultivate and reinforce good habits of language learning.

There was a statistically significant relationship between communicative strategies used by the Thai and Filipino teachers based on the cultural diversities of nationality. Furthermore, when we considered the significant relationship in only the listening or only the speaking aspects, a significant relationship was still discovered. Namely, a significant relationship between communicative strategies used by Thai and Filipino teachers as listeners and their nationalities was at .05; as well as, a significant relationship between communicative strategies used by Thai and Filipino teachers as speakers and their nationalities at .05. It could be assumed that their nationalities affected their approach to the uses of communicative strategies as a result of the communitive arrangements of their work responsibilities, subject context, and environments. This was particularly evident, as they often shared the same ideas during their discussion whereby they actively used the same listening and speaking approach, which promoted the idea that ethnicity and social networks influence their language. According to Holmes, & Wilson (2017), when people interact with each other in the same group, they often speak similarly. In other words, each person's speech patterns tend to converge towards the speech patterns of the person they are talking to. This process is called speech accommodation (Giles, & Smith (1979). However, there are many different groups in a community, and so any individual may share linguistic features with a range of other speakers. Some features indicate a person's social status; others distinguish women and men or identify a person as a teenager rather than as a middle-aged citizen. There are also linguistic clues to a person's ethnicity, and closely related to all these are linguistic feathers which reflect the regular interactions people have – those they talk to most often. Individuals draw on all these resources when they construct their social identities. Converging towards the speech of another person is usually considered a polite speech strategy. Thus, it implies that using the same pronunciation, patterns of speech, and the similar vocabulary is a way of signaling that people in the group are effectively communicating their ideas and feeling to each other.

English Language teaching (ELT) in Thailand should be adjusted to improve international sociolinguistic communications. The ELF communicative strategies, ethnicity relationships, and the current trends in social networking should be utilized to foster successful communications among learner, teachers, and school administrators. Baker (2012) stated that the content of ELT needs to move beyond the inner confines of the Anglo-American varieties of English. Educators of English in Thailand can expect to encounter a variety of users of English that is spoken with different intonation, sentence patterns, and word meanings. Furthermore, while there may be shared features of ELF in the ASEAN region (Kirkpatrick, 2010), ELF is primarily characterized by its fluidity with variety being its most distinguishing feature (Seidlhofer, 2009). Therefore, Thai users of English, like other ELF users, need to be able to navigate through a variety of discourse so to develop the essential skills, knowledge, and attitudes for successful multilingual intercultural communications (Canagarajah, 2007; Kramsch, 2009). A more intense involvement in understanding ELF is required than just adhering to the knowledge of grammar, vocabulary, and phonology are to improve communications. Equally important, pragmatic and intercultural competence (Cogo, 2009; Baker, 2011) and pedagogic approaches that can develop these are necessary (Baker, 2008; 2011). Moreover, Jenkins (2012) and Seidlhofer (2011) strongly stressed the need to re-assess current practices in ELT; particularly, those practices regarding the classroom models that involve teaching purposes.

Recommendations for instruction

Kirkpatrick (2010) mentioned that the English language classroom could become a place where a major focus is on 'collaborative cross-cultural communication' and where a lingua franca approach to language teaching could be adopted. Furthermore, Dornyei (1995) and Natakani (2006) also focused on identifying the effect of training communication strategies on speaking performances since academic teaching profession lacks sufficient communication strategies. This study divulges the essential strategies needed to improve the learning outcomes that require a more insightful focus on language acquisition. ELF communicative strategies and competence should be emphasized, and the real-world application of

the varieties of language tasks should be practiced in classrooms. Activities that motivate learners to utilize the communicative strategies with other ELF speakers should be developed. Particularly, these communicative strategies should be advocated and implemented into English curriculums in order to encourage teachers and students to participate in successful communication with both native and non-native interlocutors. To put it simply, these strategies were discovered in the context of a Thai school culture by Thai and Filipino teachers of English so that they are suitable for the Thai curriculum of English. The following pedagogical techniques are suggested to promote communicative strategies in both classroom practices and the daily life of both Thai teachers and students.

1. *Communicating with international colleagues.* Teaching does not always involve independent work assignments; it also requires active personal collaboration. After planning a lesson, teachers are encouraged to invite their colleagues to review their classroom activities plans in order to acquire feedback regarding student's progress, or share tips about how to handle issues that may have arisen or will take place in the classroom. Good communication skills, a must for smooth relationships with colleagues, will contribute to improvement of teaching methods by all involved teaching learning process; otherwise known as, the Professional Learning Community (PLC).

2. *Incorporating non-native English content into English courses.* This will help facilitate the learning of communicative strategies since different cultures inject their sociolinguistic uniqueness into the dialogues produced. That is to say, the foods, cultures, customs, and local idiomatic referents of different countries may not be found in standard native English. Because of this diversity, people tend to put more effort to reach communication competence. To incorporate non-native English content in English courses, teachers must work together to develop a more comprehensive curriculum that is focused on improving their communicative strategy abilities. Equally important will be the task of establishing a successful course that will motivate students' involvement to practice their communicative strategies.

3. *Teamwork tasks in English subject for students.* Group activities contribute to establishing comfortable environments for communication. Group works allow students to share their ideas through conversations and thus improve their

critical thinking skills along with their communication skills. These activities also provide them with opportunities to interact with teachers by seeking to clarify thoughts and ideas is supported by the feedback of their work. These interactions with both their classmates and teachers lead to effective communication, understanding of the lesson, and academic achievement. However, it is necessary that teachers emphasize the importance of students completing their task in English as the primary language instead of Thai. Teachers can encourage students to speak English by using Thorndike's theory of positive reinforcement and negative reinforcement.

Recommendations for further research

The following areas of investigation are recommended:

1. Since focused group in this study involved the communicative strategies used by Thai and Filipino teachers of English, a broader inclusion of other nationalities should be addressed. In addition, with this study as a framework, more study should be conducted on the communitive relations between teachers and students; between teachers with other non-native nationalities and students; and between students and students who are at the early stage of English language learning. Moreover, case studies may be a good choice to elicit the long-term development and changes in advancing ELF communicative strategies into the English curriculum. Case studies could reveal deeper and more insightful examples of communicative strategies.

2. Group discussion tasks are highly recommended for further research since this research has established the potential benefit of creating a more robust communication environment. Group discussion tasks reveal that there are a higher number of communicative strategies produced with more participants in a group setting; whereby, more ideas can be shared. These settings will allow participants to develop a sense of understanding that providing assistance to each other, more frequently during communication lapse, is a positive development and learning trait.

3. Further research should apply Any-time recordings for data collection. Any-time recordings will yield different results. It is possible that the participants felt self-conscious and nervous when they have to be in front of a camera in a room with the researcher. Therefore, the effectiveness of their communicating skills and free

expression of thoughts may be affected. Any-time recording may be useful for this shortcoming since it gives the participants the ability to record their own activity without the researcher being around.

As mentioned earlier, the communicative strategies proposed by previous studies and the ELF communicative strategies in this study could be useful guidelines for ELF curriculum designs in Thailand. The combined theories that are presented provide similar yet different cultural processes and perspectives regarding the native English norms or cultures, which might not make sense for Asian learners. Baker (2012) mentioned that L2 users need to understand L2 communication as a cultural process and to be aware of their own culturally based communicative behavior along with the other customs and behaviors that impact verbal and non-verbal communications. Therefore, English language teaching (ELT) should involve contents of local and the inclusion of various cultural not just standard native English norms. This will allow learners to utilize the communicative strategies needed gain a deeper understanding of how both native and non-native speakers communicate, and how to get involved in dialogues with their international friends, teachers, and neighbors. English language teachers should adjust their teaching method to accommodate their students' language ability. In other words, educators should apply the principles of teaching ELF communicative strategies through local and different cultural contents into their English curriculum rather than strictly adhering to the old behavioral methods of teaching standardized English. English lessons need to be adjusted to reflect the interesting yet distinct cultures of speakers of the English language. This interaction will allow learners to have a greater opportunity to develop their ability to communicate, producing more rounded confident student, which allows them to communicate better in this multicultural world that exists today.

Lastly, English language learners and users should go beyond acquiring native-like communication. Learning to understand is the underlying messages, adjusting and accommodating one's mindsets improves the ability to gain the necessary language skills needed to interact with whoever speaks English. The goal of English learning should be focusing not just English standard forms of communicating but knowledge and skills as a result of learning. In order to achieve

the goals of communication with not only native speakers but also non-native speakers, it is necessary to promote ELF communicative strategies.





REFERENCES

REFERENCES

- Baker, W. (2008). A critical examination of ELT in Thailand: The role of cultural awareness. *RELC journal*, 39(1), 131-146.
- Baker, W. (2011). Intercultural awareness: Modelling an understanding of cultures in intercultural communication through English as a lingua franca. *Language and Intercultural Communication*, 11(3), 197-214.
- Baker, W. (2012). From cultural awareness to intercultural awareness: Culture in ELT. *ELT journal*, 66(1), 62-70.
- Baker, W. (2015). *Culture and identity through English as a lingua franca: Rethinking concepts and goals in intercultural communication*. De Gruyter Mouton.
- Bialystok, E. (1990). The competence of processing: Classifying theories of second language acquisition. *TESOL quarterly*, 24(4), 635-648.
- Björkman, B. (2014). An analysis of polyadic English as a lingua franca (ELF) speech: A communicative strategies framework. *Journal of Pragmatics*, 66, 122-138.
- Breiteneder, A. (2005). The naturalness of English as a European lingua franca: the case of the 'third person-s'. *Vienna: Vienna English Working Papers*, 14(2), 3-26.
- Bolton, K. (2008). English in Asia, Asian Englishes, and the issue of proficiency. *English Today*, 24(2), 3-12
- Cambridge ESOL. (2009). *Cambridge First Certificate in English*. Cambridge: Cambridge University Press.
- Canagarajah, S. (2007). Lingua franca English, multilingual communities, and language acquisition. *The Modern Language Journal*, 91, 923-939.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Cheng, W., & Warren, M. (2007). Checking understandings: Comparing textbooks and a corpus of spoken English in Hong Kong. *Language Awareness*, 16(3), 190-207.

- Chiang, S. Y., & Mi, H. F. (2011). Reformulation: a verbal display of interlanguage awareness in instructional interactions. *Language Awareness, 20*(2), 135-149.
- Chuanchaisit, S., & Prapphal, K. (2009). A study of English communication strategies of Thai university students. *MANUSYA: Journal of Humanities, 12*(3), 100-126.
- Cogo, A. (2008). English as a Lingua Franca: form follows function. *English Today, 24*(3), 58-61. <https://doi.org/10.1017/S0266078408000308>
- Cogo, A. (2009). Accommodating difference in ELF conversations: A study of pragmatic strategies. *English as a lingua franca: Studies and findings* (pp. 254-273). Cambridge: Cambridge Scholars Press.
- Cogo, A. (2010). Strategic use and perceptions of English as a lingua franca. *Poznań Studies in Contemporary Linguistics, 46*(3), 295-312.
- Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. *An Introduction to Applied Linguistics, 14*, 170-190.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). An expanded typology for classifying mixed methods research into designs. *A. Tashakkori y C. Teddlie, Handbook of mixed methods in social and behavioral research, 209-240.*
- Crystal, D. (2003). *English as a global language*. Retrieved December 2, 2020, from <https://doi.org/10.1017/CBO9780511486999>
- Deterding, D. (2013). *Misunderstandings in English as a lingua franca*. Germany: De Gruyter Mouton.
- Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL quarterly, 29*(1), 55-85. <https://doi.org/10.2307/3587805>
- Dörnyei, Z., & Scott, M. L. (1997). Communication strategies in a second language: Definitions and taxonomies. *Language Learning, 47*(1), 173-210. <https://doi.org/10.1111/0023-8333.51997005>
- Faerch, C., & Kasper, G. (1984). Two ways of defining communication strategies. *Language Learning, 34*(1), 45-63. <https://doi.org/10.1111/j.1467-1770.1984.tb00995.x>
- Firth, A. (1996). The discursive accomplishment of normality: On 'lingua franca' English and conversation analysis. *Journal of Pragmatics, 26*(2), 237-259.

- Firth, A. (2009). The lingua franca factor. *Intercultural Pragmatics*, 6(2), 147-170
- Gass, S., Mackey, A., & Ross-Feldman, L. (2005). Task-based interactions in classroom and laboratory settings. *Language Learning*, 55(4), 575-611.
- Geerson, E. B. (2012). An Overview of Vygotsky's Language and Thought for EFL Teachers. *LEARN Journal: Language Education and Acquisition Research Network*, 3, 41-61.
- Giles, H., & Smith, P. (1979). *Accommodation theory: Optimal levels of convergence*. Language and Social Psychology. Germany: Blackwell.
- Goodwin, C. (2003). *Conversation and Brain Damage*. Oxford: Oxford University Press.
- Gross, S. (2000). Intentionality and the markedness model in literary codeswitching. *Journal of Pragmatics*, 32(9), 1283-1303. [https://doi.org/10.1016/S0378-2166\(99\)00102-2](https://doi.org/10.1016/S0378-2166(99)00102-2)
- Gullberg, M. (2006). Handling discourse: Gestures, reference tracking, and communication strategies in early L2. *Language Learning*, 56(1), 155-196. <https://doi.org/10.1111/j.0023-8333.2006.00344.x>
- Hanamoto, H. (2014). How Do Learners of English Overcome Non-Understanding?: A Sequential Analysis of "English as a Lingua Franca" Interaction. *Journal of Pan-Pacific Association of Applied Linguistics*, 18(1), 1-17.
- Holmes, J. (2008). *An introduction to sociolinguistics* (2nd ed.). DK: Pearson Education Limited.
- House, J. (2006). Unity in diversity: English as a lingua franca for Europe. *British Studies in Applied Linguistics*, 20, 87.
- Hsieh, A. F. Y. (2014). The effect of cultural background and language proficiency on the use of oral communication strategies by second language learners of Chinese. *System*, 45, 1-16. <https://doi.org/10.1016/j.system.2014.04.002>
- Hutchby, I., & Wooffitt, R. (2008). *Conversation analysis*. UK.: Polity Press.
- Jaiyote, S. (2016). *The relationship between test-takers' first language, listening proficiency and their performance on paired speaking tests*. England: University of Bedfordshire.

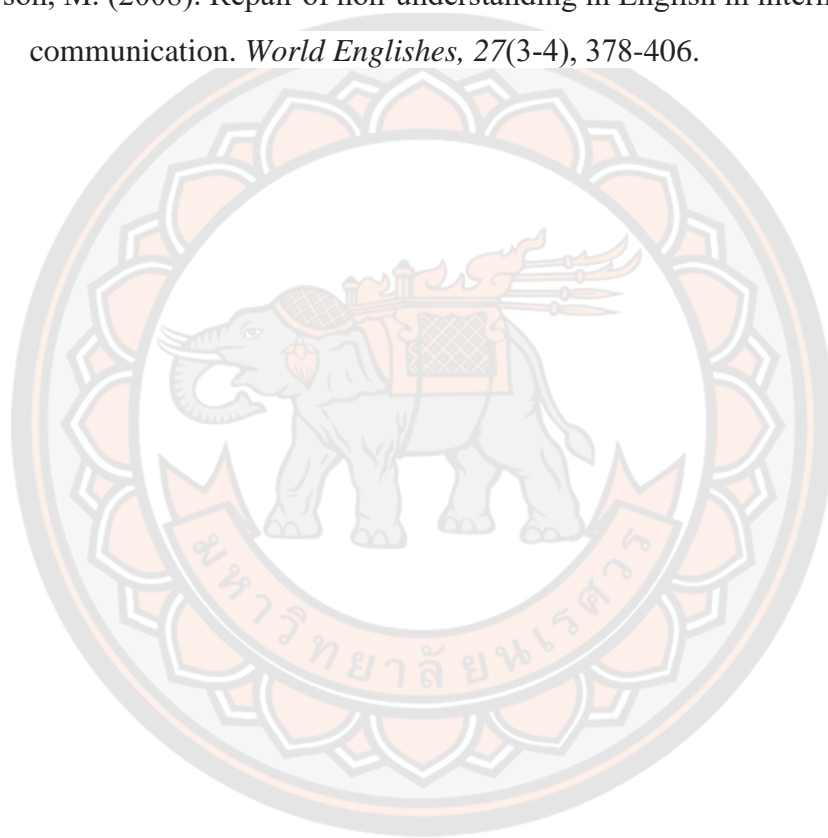
- Jamshidnejad, A. (2011). Functional approach to communication strategies: An analysis of language learners' performance in interactional discourse. *Journal of Pragmatics*, 43(15), 3757-3769.
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.
- Jenkins, J. (2003). *World Englishes: A resource book for students*. UK.: Psychology Press.
- Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL quarterly*, 40(1), 157-181.
- Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. *World Englishes*, 28(2), 200-207. <https://doi.org/10.1111/j.1467-971X.2009.01582.x>
- Jenkins, J., Cogo, A., & Dewey, M. (2011). Review of developments in research into English as a lingua franca. *Language Teaching*, 44(3), 281-315. <https://doi.org/10.1017/S0261444811000115>
- Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT journal*, 66(4), 486-494.
- Kachru, Y., & Nelson, C. L. (2006). *World Englishes in Asian Contexts (Vol. 1)*. Hong Kong: Hong Kong University Press.
- Kasper, G., & Kellerman, E. (1997). Introduction: approaches to communication strategies. *Communication Strategies: Psycholinguistic and Sociolinguistic Perspectives*, 1-13.
- Kaur, J. (2010). Achieving mutual understanding in world Englishes. *World Englishes*, 29(2), 192-208.
- Kaur, J. (2011). Intercultural communication in English as a lingua franca: Some sources of misunderstanding. *De Gruyter Mouton*, 8(1), 93-116. <https://doi.org/10.1515/IPRG.2011.004>
- Kaur, J. (2015). *Exploring ELF in Japanese academic and business contexts*. U.S.A.: Routledge.
- Kirkpatrick, A. (2007). *World Englishes hardback with audio CD: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.

- Kirkpatrick, A. (2008). English as the official working language of the Association of Southeast Asian Nations (ASEAN): Features and strategies. *English Today*, 24(2), 27-34. <https://doi.org/10.1017/S0266078408000175>
- Kirkpatrick, A. (2010). *English as a lingua franca in ASEAN: A multilingual model* (Vol. 1). Hong Kong: Hong Kong University Press.
- Kirkpatrick, A. (2011). English as an Asian lingua franca and the multilingual model of ELT. *Language Teaching*, 44(2), 212-224.
- Kirkpatrick, A. (2012). *English as an international language in Asia: Implications for language education*. Springer.
- Kramsch, C. J. (2009). *The multilingual subject*. Oxford: Oxford University Press.
- Kwan, N., & Dunworth, K. (2016). English as a lingua franca communication between domestic helpers and employers in Hong Kong: A study of pragmatic strategies. *English for Specific Purposes*, 43, 13-24.
- Luangsaengthong, A. (2002). *A comparison of communication strategies for oral communication of first year students with different English learning achievement* [Unpublished master's thesis]. Bangkok: Chulalongkorn University.
- MacKenzie, I. (2014). *English, as a Lingua Franca: Theorizing and teaching English*. UK.: Routledge.
- Matsumoto, Y. (2011). Successful ELF communications and implications for ELT: Sequential analysis of ELF pronunciation negotiation strategies. *The Modern Language Journal*, 95(1), 97-114.
- Mauranen, A. (2006). A rich domain of ELF: The ELFA corpus of academic discourse. *Nordic Journal of English Studies*, 5(2), 145-159.
- Mauranen, A. (2007). Investigating English as a lingua franca with a spoken corpus. *Spoken Corpora in Applied Linguistics*, 51, 33.
- Mauranen, A., Hynninen, N., & Ranta, E. (2010). English as an academic lingua franca: The ELFA project. *English for Specific Purposes*, 29(3), 183-190.
- Mauranen, A. (2012). *Exploring ELF: Academic English shaped by non-native speakers*. Cambridge: Cambridge University Press.
- Maley, A. (2009). ELF: a teacher's perspective. *Language and Intercultural Communication*, 9(3), 187-200. <https://doi.org/10.1080/14708470902748848>

- Myers-Scotton, C. (2000). Explaining the role of norms and rationality in codeswitching. *Journal of Pragmatics*, 32(9), 1259-1271.
[https://doi.org/10.1016/S0378-2166\(99\)00099-5](https://doi.org/10.1016/S0378-2166(99)00099-5)
- Nakatani, Y. (2005). The effects of awareness-raising training on oral communication strategy use. *The Modern Language Journal*, 89(1), 76-91.
- Nakatani, Y. (2006). Developing an oral communication strategy inventory. *The Modern Language Journal*, 90(2), 151-168.
<https://doi.org/10.1111/j.1540-4781.2006.00390.x>
- Norrick, N. R. (2012). Listening practices in English conversation: The responses responses elicit. *Journal of Pragmatics*, 44(5), 566-576.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific Region. *TESOL quarterly*, 37(4), 589-613.
- Pornpibul, N. (2005). Quantitative and Qualitative Views of EFL Learners' Strategies: A Focus on Communication Strategies. *Journal of Studies in the English Language*, 2, 64-87. <https://so04.tcithaijo.org/index.php/jssel/article/view/23220>
- Prapobratanakul, C., & Kangkun, P. (2011). Young ESL learners' strategic competence: What do Thai fourth graders do to enhance communication. *In Proceedings of the International Conference: Expanding Horizons in English Language and Literary Studies* (pp. 114-124). N.P.: n.p.
- Qian, X., Tian, G., & Wang, Q. (2009). Codeswitching in the primary EFL classroom in China—Two case studies. *System*, 37(4), 719-730.
<https://doi.org/10.1016/j.system.2009.09.015>
- Ranta, E. (2006). The 'Attractive' Progressive—Why use the-ing Form in English as a Lingua Franca?. *Nordic Journal of English Studies*, 5(2), 95-116.
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133-158. <https://doi.org/10.1111/1473-4192.00011>
- Seidlhofer, B. (2009). Accommodation and the idiom principle in English as a Lingua Franca. *De Gruyter Mouton* 6(2), 195-215. <https://doi.org/10.1515/IPRG.2009.011>
- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

- Selinker, L. (1972). Interlanguage: International Review of Applied Linguistics. *Language Teaching*, 10(2), 209.
- Smith, L. E., & Nelson, C. L. (1985). International intelligibility of English: Directions and resources. *World Englishes*, 4(3), 333-342.
- Somsai, S., & Intaraprasert, C. (2011). Strategies for coping with face-to-face oral communication problems employed by Thai university students majoring in English. *GEMA Online™ Journal of Language Studies*, 11(3), 83-96.
- Stake, R.E. (2005). Qualitative case studies. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*. Thousand Oaks (pp. 2-52). California: Sage Publications.
- Svennevig, J. (2003). Echo answers in native/non-native interaction. *Pragmatics*, 13(2), 285-309.
- Svennevig, J. (2004). Other-repetition as display of hearing, understanding and emotional stance. *Discourse Studies*, 6(4), 489-516.
- Tarone, E. (1977). Conscious communication strategies in interlanguage: A progress report. *TESOL*, 77, (194-203).
- Tarone, E. (1980). Communication strategies, foreigner talk, and repair in interlanguage. *Language Learning*, 30(2), 417-428.
<https://doi.org/10.1111/j.1467-1770.1980.tb00326.x>
- Tarone, E., & Cohen, A. D. (1983). &G Dumas. A closer look at some interlanguage terminology: a framework for communication strategies. In Fyrch. C. & G. Kasper (Eds.). *Strategies in Interlanguage Communication* (pp. 12-14). N.P.: n.p.
- Teddle, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. *Handbook of Mixed Methods in Social and Behavioral Research*, 1, 13-50.
- ten Have, P. (1999). *Transcribing Talk-in-interaction. Doing conversation analysis: A practical guide*. Retrieved December 2, 2020, from <https://dx.doi.org/10.4135/9781849208895.n6>
- Thomason, S. G. (2006). Language change and language contact. *Encyclopedia of Language and Linguistics*, 6(2), 339-346.

- Wacker, E. (2011). *English as a lingua franca and the third person-s* [Unpublished BA thesis]. Vienna: University of Vienna.
- Wang, N. (2009). Enquiry into cultivating intercultural nonverbal communicative competence in college English teaching. *US-China Foreign Language*, 7(4), 57-63.
- Wannaruk, A. (2003). Communication strategies employed by EST students. *Studies in Language and Language Teaching*, 12, 1-18.
- Watterson, M. (2008). Repair of non-understanding in English in international communication. *World Englishes*, 27(3-4), 378-406.





APPENDIX

มหาวิทยาลัยนครพนม

APPENDIX A PAIRED SPEAKING TASKS (Cambridge ESOL, 2009)

TASK A

Instructions:

1. Please introduce yourselves to each other for one minute.
2. Answer questions by linking to the given photos. You have to discuss with your partner for 4 minutes.
 - 1) How difficult is it to be successful in these professions?
 - 2) In which profession is it most difficult to get to the top?



TASK B

Instructions:

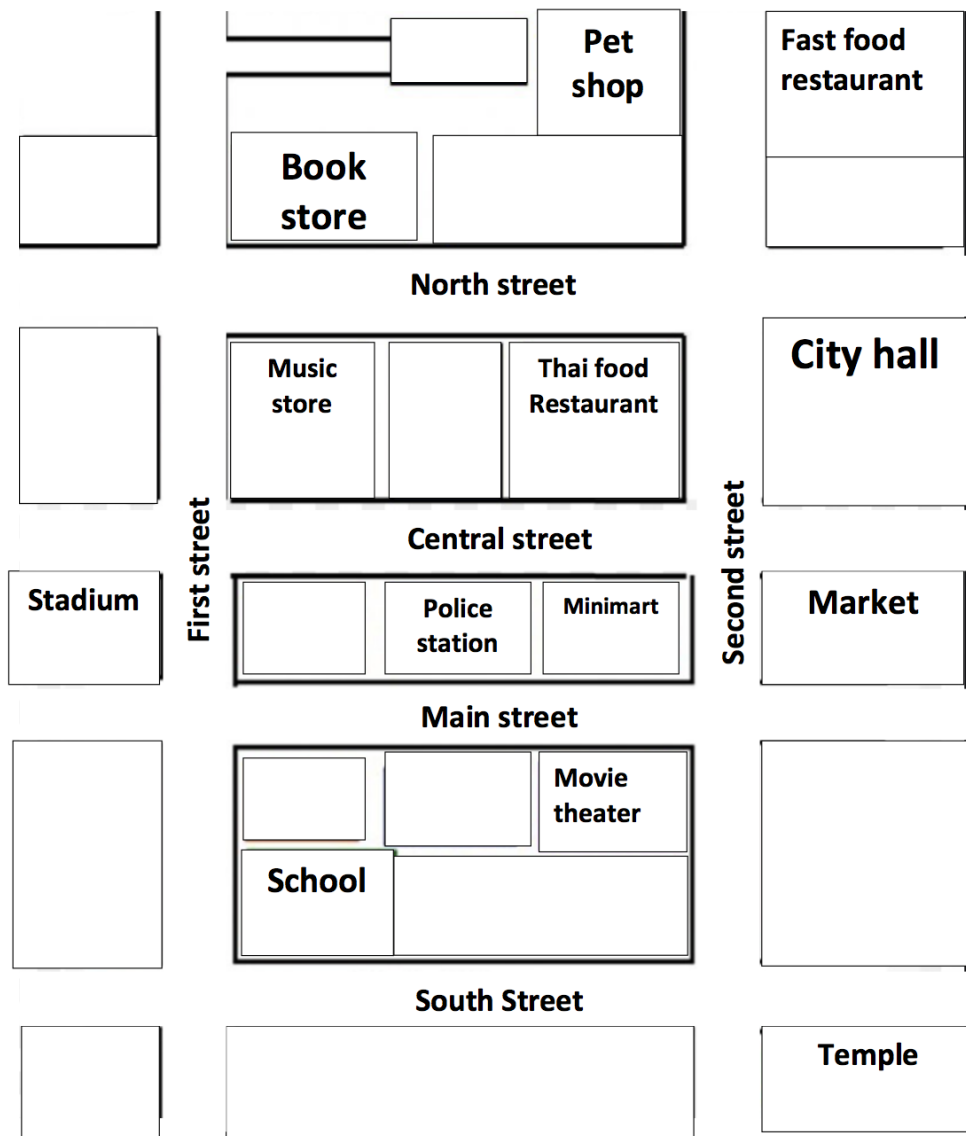
Answers questions by linking to the given photos. You have to discuss with your partner for 4 minutes.

1. What are the advantages of having friends?
2. In which situation are friends most important?

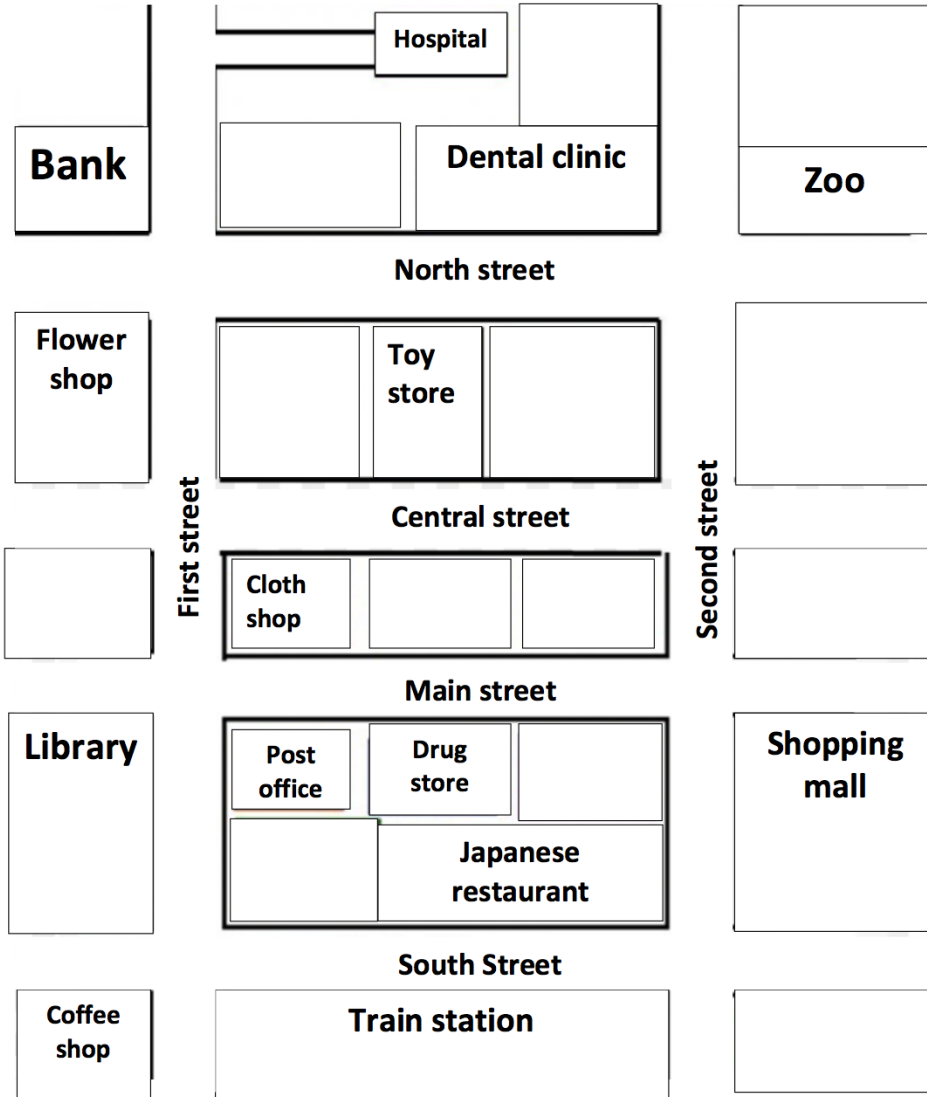


APPENDIX B JIGSAW TASKS

Instruction: Help your partner complete their town map



Instruction: Help your partner complete their town map



APPENDIX C

Table 8 The communicative strategies used by Thai teachers as listeners and speakers

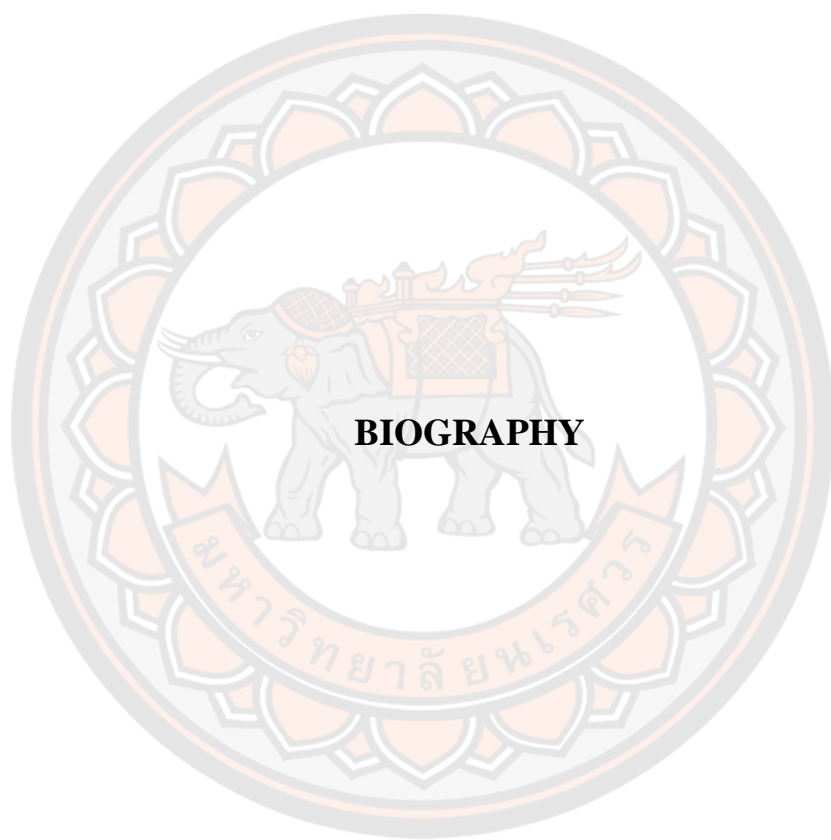
Communicative strategies	Frequency	Example of the strategies
Listeners		
1. Lexical anticipation		
2. Lexical correction		
3. Don't give up		
4. Request repetition		
5. Request clarification		
6. Listen to the message		
7. Participant paraphrase		
8. Participant prompt		
9. Brush off		
10. Language switching		
Speakers		
11. Spell out the word		
12. Be explicit		
13. Self-Lexical correction		
14. Non-verbal language		
15. Persuasion		
16. Change of topic		

Table 9 The communicative strategies used by Filipino teachers as listeners and speakers

Communicative strategies	Frequency	Example of the strategies
Listeners		
1. Lexical anticipation		
2. Lexical correction		
3. Don't give up		
4. Request repetition		
5. Request clarification		
6. Listen to the message		
7. Participant paraphrase		
8. Participant prompt		
9. Brush off		
10. Language switching		
Speakers		
11. Spell out the word		
12. Be explicit		
13. Self-Lexical correction		
14. Non-verbal language		
15. Persuasion		
16. Change of topic		

Table 10 The communicative strategies used by Thai and Filipino teachers as speakers and listeners

Strategies	Raw scores		Percentage (%)	
	Thai	Filipino	Thai	Filipino
Listeners				
1. Lexical anticipation				
2. Lexical correction				
3. Don't give up				
4. Request repetition				
5. Request clarification				
6. Listen to the message				
7. Participant paraphrase				
8. Participant prompt				
9. Brush off				
10. Language switching				
Total				
Speakers				
11. Spell out the word				
12. Be explicit				
13. Self-Lexical correction				
14. Non-verbal language				
15. Persuasion				
16. Change of topic				
Total				



BIOGRAPHY

มหาวิทยาลัยพระนคร

BIOGRAPHY

Name-Surname Peerapimol Nawamawat

Date of Birth

Address

Current Workplace Banraiwithhaya school
101, Mu.1, Banbueng, Banrai, Uthai Thani, 61140

Current Position Teacher of English

Work Experience 2015 - 2017 Co-teacher
at Anubanmuang Uthaithani school
2017-present A government teacher of English
at Banraiwithhaya school

Education Background 2013 B.A. (English) Naresuan University

Publication Nawamawat, P., & Cedar, P (2021). A Communicative Strategies of Thai and Filipino teachers of English. Canadian Center of Science and Education: English Language Teaching, 14(12), 196-217

