

**THAI DIVING INSTRUCTOR USAGE OF ENGLISH  
COMMUNICATION STRATEGIES IN TEACHING  
FOREIGN STUDENT DIVERS**

**BY  
PEEWARA HARNWONGSA**

**A thesis submitted in partial fulfillment of the requirements for the  
degree of the Master of Education in English Language Teaching  
at Maharakham University**

**November 2017**

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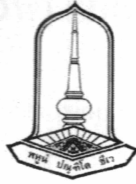
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The examining committee has unanimously approved this thesis, submitted by Ms. Peewara Harnwongsa, as a partial fulfillment of the requirements for the Master of Education in English Language Teaching at Mahasarakham University.

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Peewara Harnwongsa



ชื่อเรื่อง	กลวิธีการสื่อสารภาษาอังกฤษของครูสอนดำน้ำชาวไทยในการสอนนักเรียนดำน้ำชาวต่างชาติ
ผู้วิจัย	นางสาวปิยวรา หาญวงษา
อาจารย์ที่ปรึกษา	อาจารย์ ดร.อัญญารัตน์ นาถธีระพงษ์
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### บทคัดย่อ

กลวิธีการสื่อสาร (Communication strategies) มักนำถูกมาใช้เมื่อผู้ใช้ภาษาที่สองไม่รู้ว่าจะสื่อสารอย่างไร สิ่งนี้ช่วยให้ผู้พูดสื่อสารได้อย่างมีประสิทธิภาพมากขึ้น โดยการใช้มือ การเลียนเสียง การสร้างคำใหม่ หรือแม้แต่การอธิบายความหมายของคำที่ต้องการจะสื่อสาร กลวิธีการสื่อสารมีความสำคัญมากในการเรียนภาษาที่สอง และยังได้รับความสนใจเป็นอย่างมากจากนักภาษาศาสตร์ในสาขาการเรียนรู้ภาษาที่สอง

งานวิจัยนี้ได้ทำการศึกษาเกี่ยวกับการใช้กลวิธีการสื่อสารของนักดำน้ำชาวไทยและนักเรียนดำน้ำชาวต่างชาติที่ใช้ภาษาอังกฤษในการเรียนการสอน งานวิจัยนี้มีจุดประสงค์เพื่อวิเคราะห์การใช้กลวิธีการสื่อสารที่เกิดขึ้นจริงตามธรรมชาติ เครื่องมือที่ใช้ในงานวิจัย ได้แก่ การบันทึกเสียง/ภาพ การสังเกตการณ์ และบันทึกของผู้ทำวิจัย ข้อมูลที่ได้จากการบันทึกจะถูกนำมาวิเคราะห์โดยใช้การแบ่งประเภทของกลวิธีการสื่อสาร ที่ผู้วิจัยคัดกรองมาจากการแบ่งประเภทกลวิธีการสื่อสารของทาโรน (1980) แพรชและแคสเปอร์ (1983) และดอร์นเยและสกอตต์ (1997) งานวิจัยนี้ใช้วิธีการวิเคราะห์บทสนทนา (Conversation analysis) เพื่อวิเคราะห์การใช้กลวิธีการสื่อสารของครูสอนดำน้ำ ผลงานวิจัยชี้ว่า กลวิธีการสื่อสารที่มีการใช้มากที่สุดจากกลุ่มตัวอย่างทั้งสองคนคือ กลวิธีการไม่ใช้คำพูด โดยการใช้ร่วมกับกลวิธีการสื่อสารชนิดอื่นๆ นอกจากนี้ผู้วิจัยยังค้นพบวิธีการใช้กลวิธีที่มีลักษณะเฉพาะซึ่งนำไปสู่การค้นพบกลวิธีการสื่อสารชนิดใหม่ ซึ่งผู้วิจัยให้ชื่อว่า กลวิธีการเน้นย้ำความสำคัญ (Key Idea Emphasis) ผลการวิจัยในครั้งนี้อาจสร้างความเข้าใจเกี่ยวกับการใช้กลวิธีการสื่อสารของครูสอนดำน้ำชาวไทยได้มากขึ้น และนำไปปรับปรุงใช้ให้ดีขึ้น อย่างไรก็ตาม งานวิจัยชิ้นนี้ได้เก็บข้อมูลในบริบทที่มีลักษณะเฉพาะ อาจจะน่าสนใจขึ้นหากผู้ที่สนใจอยากจะทำวิจัยในบริบทเดิมแต่เปลี่ยนวิธีการเป็นแบบพหุกรณีศึกษา หรือการเก็บข้อมูลจากครูสอนดำน้ำที่มีประสบการณ์มากกว่าหรือน้อยกว่างานวิจัยนี้อาจจะนำไปสู่การได้ข้อมูลที่แตกต่าง

คำสำคัญ: ครูสอนดำน้ำ, ดำน้ำ, ดำน้ำลึก, การวิเคราะห์บทสนทนา, กลวิธีการสื่อสาร



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### **ABSTRACT**

Communication strategies (CSs) are used when second language speakers do not know how to say a word in English, this helps second language speakers communicate effectively by using their hands, imitating sounds, creating new words, or describing what they mean. Communication Strategies (CS) are an important field of interest when it comes to second language learning and it also attracts attention from many linguists in the field of Second Language Acquisition.

This study investigated the communication strategies employed by two Thai diving instructors who used English to teach international student divers. This thesis aimed at analyzing how communication strategies were used alongside English in naturally occurring conversations. Data was collected from three sources: (1) audio/video recordings of naturally occurring interactions; (2) researcher diary; (3) observation. Data from the interaction transcripts were examined using an adapted taxonomy of communication strategies carefully selected from Tarone's (1980), Faerch and Kasper's (1983), and Dornyei and Scott's (1997) taxonomies. This study used conversation analysis methodology to analyze how Thai diving instructors use communication strategies. The results indicated that the communication strategy most frequently used by both participants were non-linguistic strategies as they occur in naturally occurring conversations in combination with other communication strategies. Moreover, the specific phenomenon which appeared in the study might lead to the discovery of new strategies which the researcher has named a strategy of "Key Idea Emphasis". The findings of this study might contribute to the better understanding of communication strategies used by Thai diving instructors, to enhance effective



communication. However, this study was conducted under specific contexts. It would be interesting to undertake a similar investigation but with multiple cases. Furthermore, both participants in this research have worked as diving instructors for at least 10 years which might affect the results. The use of communication strategies on different participants with more or less experience may lead to different results which await further research.

**Keyword:** Diving instructor, Diver, Scuba diving, Conversation analysis,  
Communication strategies



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# CHAPTER I

## INTRODUCTION

### Background of the Study

In the last decade, the field of tourism in Thailand has been continually growing at a rapid rate. Nowadays, Tourism lies at the heart of national income. This is mainly due to that Thailand is a country full of natural beauty known for its tropical weather, beautiful white sand beaches, plentiful underwater resources and biodiversity. It is not surprising that a large number of tourists come to dive in Thailand. There are two different diving zones, the Andaman Sea and The Gulf of Thailand. The most famous location is the outstanding Similan Islands which are located in Andaman Sea. The Similan Islands are a chain of nine tiny and verdant islands fringed with a fascinating mix of underwater gardens and marine life. For this reason, Thailand has become a dream dive destination for divers all over the world. That being said, most of the scuba diving destinations are in the Andaman Sea on the South East coast of Thailand. Phuket is the gateway to the best scuba diving in Thailand. The island is the place from which divers can either take a live aboard trip up to Thailand's west coast to the best dive sites of the Andaman Sea or take shorter day trips to enjoy some of the great nearby local sites. Short daytrips can bring divers to some spectacular sites such as Anemone reef, King cruiser wreck, Shark point, Koh Dok Mai, Racha Noi, Racha Yai. Most of them are reachable by boat in under an hour. Over 5.3 million tourists come to Phuket each year to experience its scenic beaches and sea activities. For this reason the diving industries contribute significantly to the Thai economy and the occupation of diving instructor has grown in popularity.

According to The Tourism Authority of Thailand's tourism statistics (2016), the top-five nationalities visiting Thailand were 1) China 2) Malaysia 3) Japan 4) Korea and 5) Laos which show that five of them have their own mother tongue. Consequently, Thai diving instructors unavoidably have to use English as a mean to communicate with students because they are generally from different countries. English is a lingua franca,



a language used for communication between people of different countries whose native country's primary language differs. With more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language, there are English speakers in most countries around the world. Nowadays, English is spreading worldwide. Numbers of non-native speakers are higher than native speakers, at a ratio of 4:1 (Crystal, 1997). Thus, the roles of the English language have changed and led to an increasing requirement for English proficiency in order to facilitate communication among non-native speakers or between native speakers and non-native speakers. This is because the English language can be different depending on the region of its speakers, in terms of word choice, pronunciation, accent and implication. The researcher believes that although people are considered native speakers of English, if they are from different countries or cultures, the use of the language can differ significantly. A prime example of this are the differences between the English language of the UK and USA or British English and American English. This is because the most important part of communication is whether the communication achieves its purpose or not. Though the native speaker communicates with the person who has a different mother tongue, communication problems may arise if communication strategies are not used. Communicative strategies do not only play an important role in communication but also contributes to second language acquisition. Without a doubt, in the process of communication, people may use communication strategies to overcome a number of communication problems.

This research investigates Thai diving instructors' English communication strategies when communicating with foreign diver students. Diving instructors should have good communication strategies and English skills to instruct students. Moreover, most textbooks are in English. Diving lessons require accurate and clear communication to ensure the students are able to receive the messages an instructor gives accurately and completely to avoid risk that may happen when the students are underwater, where human cannot communicate with voice. If the student diver does not understand the content, their life might be in risk because they face many specific physical health risks when underwater using diving equipment. For this reason the best way to keep divers safe is to know the risks of diving and which of these risks are the responsibility of the



diving instructor's. Whether the student divers will be able to dive safely or learn the proper procedures of diving depends on the instructor's proficiency.

Business within the field of tourism such as sightseeing tours, tourist guide services, transportation, hotel and restaurant reservations are advised to be concerned with English communication skills, cultural influence, social behavior and how to behave as a host. The Government and Association of Tourism provide numerous workshops and seminars to provide employees within this field the proper training. Additionally, there are multiple research projects which are related to English communication for the above-mentioned disciplines. On the other hand, these same institutions rarely take an interest in the English communication skills of diving instructors'.

### **Purposes of the Study**

The aims of the study are:

To study the communication strategies used by Thai diving instructors when communicating with foreign student divers.

1. To study the communication strategies that are most frequently used by Thai diving instructors.
2. To study how Thai diving instructors overcome communication breakdown by using particular communication strategies.

### **Research Questions**

According to the aims of the study, the main research question is:

What are the communication strategies used by Thai diving instructors when communicating with foreign student divers?

1. Which communication strategies are most frequently used by Thai diving instructors?
2. How do Thai diving instructors use particular communication strategies to overcome communication breakdown?



## Scope of the Study

The scope of this study focuses on the use of communication strategies of Thai diving instructors who use English to teach international student divers at Phuket, Thailand

## Definition of Terms

**Thai diving instructors** refers to a citizen of Thailand who trains international divers.

**Student divers** are international tourists who come to Phuket to take a diving course.

**Communication strategies** are considered verbal and non-verbal devices used in order to overcome any communication gaps between two or more people to reach the communication goals (Dörnyei and Scott, 1997).

## Significance of the Study

The findings of this study could provide a model for designing materials to improve and develop English communication for Thai diving instructors and/or those who are interested in becoming a diving instructor.





## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

In the following chapter, I will describe the literature that is related to this current study in order to provide an up to date review of knowledge for communication strategies. The review of literature has been divided into five subsections.

Firstly, Communicative Competence, this chapter introduces the definition of communicative competence which is the basis of communication strategies. Secondly, Communication Strategies, A discussion of the significant models of communicative competence. Thirdly, Taxonomy of Communication Strategies which describes the characteristics of communication strategies including problematicity and consciousness. In this section, concepts of communication strategies from different perspectives and the descriptions of strategy are summarized. Additionally, in order to define the taxonomy for research, the taxonomies which have been proposed before are elucidated, focusing on Tarone's (1980), Faerch and Kasper's (1983), and Dornyei and Scott's (1997) taxonomies which are introduced based on the different views. Fourthly, Related Research Studies in Communication Strategies, the literature review looks back at the previous studies of communication strategies. Lastly, Conversation analysis and Transcription Convention were presented

#### **Communicative Competence**

##### **Definition of Communicative Competence**

Before, pointing out communication strategies, it is better to understand the root of this concept and how it developed. Generally, communication strategies are part of communicative competence. The term communicative competence refers to both the tacit knowledge of a language and the ability to use it effectively, this is also referred to as communication competence. The concept of communicative competence was first coined by linguist Dell Hymes in 1972. The term grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky (1965) which is only concerned with the knowledge of grammatical structures (Johnson, 2004: 87). Hymes protested to



Chomsky's identification of linguistic competence because it is only concerned with the knowledge of grammatical structures (Johnson, 2004: 87). Hymes disapproved of Chomsky's theory (1965) in which "competence posits ideal objects in abstraction from sociocultural features" (2001: 55). Additionally, Hymes argued that:

"We have then to account for the fact that a normal child acquires knowledge of sentences not only grammatically but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others..." (Hymes, 1972: 277-8)

Hymes (1972) defined communicative competence not only as grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. Therefore, Hymes brought the sociolinguistic perspective into Chomsky's linguistic view of competence. A person who acquires communicative competence acquires both knowledge and the ability for language use with regard to the following components: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs. By doing this, Hymes sheds some light on other applied linguists for studying communicative competence.

Sometime later, Canale and Swain (1980) found that the communicative competence suggested by Hymes (1972) was related to the context of second language learning. They describe communicative competence as "a synthesis of an underlying system of knowledge and skill needed for communication" (Canale and Swain, 1980 and Canale, 1983).

Hymes's belief about the appropriateness of language use in a variety of social situations, has inspired sociolinguistic competence in models. These models include knowledge of rules and conventions which underlie the appropriate comprehension and language use in different sociolinguistic and sociocultural contexts. However, Canale and Swain give equal importance to both 'Grammatical' Competence and the 'Sociocultural' Competence and both of them constitute the Communicative Competence. They write: "Just as Hymes (1972) was able to say that there are rules of grammar that would be useless without rules of language use, so we feel that there are rules of language use that would be useless without the rules of grammar" (1980: 5). In this



assertion, Canale and Swain are not opposing Hymes; rather, they want to suggest that the learner should have at least the minimal Grammatical Competence; and that in language teaching and testing this Grammatical Competence should not be ignored.

## **Model of Communicative Competence**

### **Canale and Swain's Model**

The model of communicative competence was first proposed by Canale and Swan (1983). They developed a theory of communicative competence based on Hymes' work and a classification of communicative competence into:-

- 1) Grammatical competence: sentence-level semantics, morphology, syntax, and phonology.
- 2) Sociolinguistic competence: socio-cultural rules of use, such as politeness and appropriateness, and rules of discourse including cohesion and coherence.
- 3) Strategic competence: the verbal and non-verbal communicative strategies a speaker uses to achieve a desired end result.

### **Canale's Adaptations of Canale and Swain Model**

Latterly, Canale modified this model in 1983 by dividing sociolinguistic competence into two separate components: 1) sociolinguistic competence (appropriateness of register, vocabulary and politeness norms) and 2) discourse competence (cohesion and coherence).

The four domains of communicative competence in Canale's Model can be described as follows:

1. Grammatical competence means the acquisition of phonological rules, morphological rules, syntactic rules, semantic rules and lexical items. Nowadays, it is usually called linguistic competence.
2. Sociolinguistic competence refers to the learning of pragmatic aspects of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts. They are the contexts and topics of discourse, the participants' social status, sex, age, and other factors which influence styles and lists of speech. Hence, different situations require different types of expression and different



beliefs, views, values, and attitudes. As a result, the development of sociolinguistic competence is essential for communicative social action.

3. Discourse competence is the knowledge of rules regarding the cohesion (grammatical links) and coherence (appropriate combination of communicative functions) of various types of discourse. Canale and Swain emphasize that sociolinguistic rules of use and rules of discourse are crucial in interpreting utterances for social meaning, particularly when the literal meaning of an utterance does not easily lead to the speaker's intention.

4. Strategic competence is the knowledge of verbal and nonverbal strategies to compensate for breakdowns such as self-correction paraphrase, circumlocution and repetition. It is how well the person uses the strategies to make up for a lack of knowledge in the other three competencies. Canale (1983) pointed out that this competence can also be used to enhance the effectiveness of communication. It is different from the other three components of communicative competence. It is not a type of stored knowledge and it includes non-cognitive aspects such as self-confidence, readiness to take risks etc. However, since it interacts with other components, it empowers learners to deal successfully with a lack of competence in one of the fields of competence. Additionally, it is the competence underlying our ability to make repairs, to cope with a lack of knowledge. The following are the strategic competences that the speakers may use: approximation, generalization, paraphrasing, circumlocution, replacement, hesitation, avoidance, asking for help, as well as shifts in register and style.

### **Communication Strategies**

When speakers do not know how to say a word in English, they can communicate effectively by using their hands, imitating sounds, creating new words, or describing what they mean to solve their communication problems. These ways of communicating are communication strategies.

Generally, we unconsciously use communication strategies in our first language. In contrast, communication strategies in the field of a second language are not alike. Communication strategies used within a second language, tries to bridge the gap



between the linguistic knowledge of the speaker and the linguistic knowledge of their interlocutor in real communication situations. When these problems occur, people manage to overcome them by employing what are known as communication strategies. Furthermore, strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification (Ellis 1997). People may face various communication problems when their language lacks the necessary resources. In order to convey their messages and remain in the conversation until their goals have been accomplished, they need to use communication strategies to handle these problems.

Many linguists are attempting to change the current definition of “communication strategies”. According to Faerch and Kasper (1983), “communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (p.36). Communication strategies are considered verbal and non-verbal devices in order to overcome the gap occurring in communication and reach a communication’s goal (Dörnyei and Scott, 1997). Tarone (1977) supported this view with her definition that “conscious communication strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought (p.195)”.

### **Concept of Communication Strategies**

Selinker (1972) is the first person who used the term “Communication Strategies” in his seminal paper that discusses “strategies of second language communication” (p.229). However, he did not give more detail about these strategies. In the previous literature, other research uses different terms for communication strategies such as “coping strategies” (Savignon, 1972) “strategic language behavior” (Varadi, 1973).

Perhaps because of the problems of finding a universal definition, there is no generally agreed typology of Communication strategies. Numerous typologies have been proposed by Tarone (1980), Faerch & Kasper (1984), and Bialystok (1990), etc. However, almost all the classification systems divide Communication strategies into two perspectives. The two different perspectives were used to define Communication strategies in literature are the interactional approach and the psycholinguistic approach (Dörnyei & Scott, 1997).



### **Interactional Perspective**

Tarone (1977) took a more serious look into the study of communication strategies. She created a taxonomy of Communication strategies and also provided the clear and intelligible definition of Communication strategies. Moreover, Tarone's (1980) work was influenced to define Communication strategies as the interactional approach, which emphasized 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 as to a communicative goal" (Tarone, 1980:420). In other words, Communication strategies are devices that learners use to enhance their negotiation of meaning as well as to convey their message while interacting with each other. Based on this interactional approach of defining Communication strategies, Tarone (1977) classified Communication strategies into five main categories: paraphrasing, borrowing, appealing for assistance, miming, and avoidance.

### **Psycholinguistic Perspective**

Another perspective for defining Communication strategies, the psycholinguistic approach, was influenced by the work of Faerch and Kasper (1983), Bialystok (1990) and the Nijmegen Group. According to Faerch and Kasper (1983), Communication strategies are viewed as an individual's mental response to a communication problem instead of a mutual response by two interlocutors. They then defined Communication strategies as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (p.81). Accordingly, Faerch and Kasper (1983) divided Communication strategies into two major types: (1) Reduction strategies and (2) Achievement strategies. Reduction strategies are the attempt to avoid communication problems, whereas achievement strategies are the attempt to solve a problem by expanding the learner's communicative resources. Additionally, Bialystok (1990) argued that communication strategies should be regarded in the cognitive processes underlying strategic language use, because he believed that communication strategies are mental procedures. The psycholinguistic approach, therefore, views communication strategies as strategies for overcoming limitations in lexical knowledge. Namely, the learners' problem-solving behaviours



result from gaps in their lexical knowledge and the description of communication strategies is limited to only lexical-compensatory strategies.

The discussion made by the interactional approach and the psycholinguistic approach in defining communication strategies has suggested that communication strategies should be considered not only as problem-solving mechanisms for dealing with communication breakdowns, but also as tools for discourse functions for the negotiation of meaning. In the current study, the term “communication strategies” is defined as the “devices used by a speaker to solve oral communication problems and to reach the communicative goals in a speaking situation.”

### **Characteristics of Communication Strategies**

Most researchers seem to ultimately conclude that two main components of communication strategies are problemat�city and consciousness (Dörnyei and Scott, 1997).

#### **Problemat�city**

“Problemat�city” by Dörnyei and Scott (1997), referred to the fact that when second language speakers recognize a potential problem which could lead the misinterpretation of communication, communication strategies are often used to overcome this. It can be acknowledged that this criteria has become significant in most research in the field of communication strategies. However, Dörnyei and Scott (1995a, 1995b) also argued that the consideration of which communication problems are under the term “Problemat�city” should be taken into account for communication strategies. Communication strategies are regarded as useful tools when there are failures in communication. Problemat�city refers to three main key elements: “own-performance problems”, “other-performance problems” and “processing time pressure” (Dörnyei and Scott, 1995).

1. Own-performance problems: when the speaker notices what they have said is incorrect or only partly correct. It is related with various types of self-repair, self-rephrasing and self-editing mechanisms.

2. Other-performance problems: when the interlocutor’s speech is noticed by a listener as a problematic, either because it is thought to be incorrect (or highly



unexpected), or because of a lack (or uncertainty) of understanding something fully. This is related to various negotiation strategies.

3. Processing time pressure: It is recognized that second language speakers need more time to think and plan second language speech than is normal for a first language speaker. It is related to strategies such as the use of fillers, unwillingness devices, and self-repetitions.

### **Consciousness**

According to Dörnyei and Scott (1997), consciousness has become the second component for defining communication strategies. Schmidt (1994) indicated that there are four major aspects of consciousness in this context, including attention, awareness, intentionality, and control. However, Dörnyei and Scott (1995a, 1995b) argued that the idea of considering consciousness as a control is not really essential. Hence, Dörnyei and Scott (1995) argued that three features of consciousness are particularly relevant to Communication strategies: 1) Consciousness as awareness of the problem is when second language speakers realize problem-related language use in processing (for example, word coinage strategy). 2) Consciousness as intentionality is the speaker's intentional use of communication strategy separates communication strategies from certain verbal behaviors. These verbal behaviors are systematically related to problems of which the speaker is aware but is not actively doing intentionally. 3) Consciousness as awareness of strategic language use is about speaker's realization of doing "a problem related detour on the way to mutual understanding" (Dörnyei and Scott, 1997, p.185).

### **Taxonomies of Communication Strategies**

A variety of taxonomies were offered by other researchers in an attempt to define and clarify communication strategies. There are different perspectives attempting to conceptualize the term "communication strategies" as discussed above, which leads the differences of defining taxonomies, e.g. Tarone (1980), Faerch & Kasper (1984), and Bialystok (1990). However, Bialystok (1990) pointed out that "the variety of taxonomies proposed in literature differ primarily in terminology and overall categorizing principles rather than in the substance of the taxonomies by abolishing the





various overall categories, then a core group of specific strategies that appear consistently across the taxonomies clearly emerge” (p.61). Additionally, Faerch and Kasper (1984) affirm that there are two types of Communication strategies: Achievement strategies and Reduction strategies (or Tarone (1977) called “avoidance strategies”). Achievement strategies allow speakers to have an alternative plan to achieve reaching an original goal using the resources that are available. Reduction strategies are used by learners to avoid solving a communication problem and allow them to give up on conveying the original message.

### **Tarone’s taxonomy**

Most descriptions of Communication strategies have been presented by researchers as forms of taxonomy. Tarone's (1977) taxonomy was influenced by Varadi’s study of Communication strategies (1973) although the latter’s study did not appear until after the publication of the Tarone taxonomy. This taxonomy based on earlier research by Tarone, Cohen and Dumas (1976) which provided a framework for Communication strategies. The taxonomy is presented in five main categories (Avoidance, Paraphrase, Conscious Transfer, Appeal for assistance, Mime). Tarone also suggests that when two speakers in a communicative situation perceive that they do not understand each other, they will find a way out by using one of these categories.

Table 1 Tarone’s Taxonomy and description

STRATEGY	DESCRIPTION
<b>A. Paraphrase</b>	
Approximation	The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker.
Word coinage	The learner's making up a new word in order to communicate a desired concept.



Table 1 (Continued)

STRATEGY	DESCRIPTION
Circumlocution	The learner's describing the characteristics or elements of an object or action instead of using the appropriate TL structure.
<b>B. Transfer</b>	
Literal translation	The learner's translating word for word from the native language
Language switch	The learner's using the native language term without bothering to translate.
<b>C. Appeal for Assistance</b>	This refers to the learner's asking for the correct term or structure.
<b>D. Mime</b>	Mime refers to the learner's using non-verbal strategies in place of a meaning structure.
<b>E. Avoidance</b>	
Topic avoidance	The learner's by passing concepts for which the vocabulary or other meaning structures are not known to them
Message abandonment	The learner's beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance.

### Faerch and Kasper's taxonomy

Faerch and Kasper (1983a) defined category strategies of communication in terms of reduction strategies and achievement strategies. Reduction strategy is when the speaker attempts to avoid the problem of communication and an achievement strategy attempts to achieve a solution of the problem. Faerch and Kasper divided the reduction strategies into two categories 1) formal reduction (reduce system parts of the linguistic system) 2) functional reduction (reduce intended meaning). They also stated that



achievement strategies are divided into 1) compensatory strategies and 2) retrieval strategies.

Table 2 Faerch and Kasper's taxonomy and descriptions

STRATEGY	DESCRIPTION
<b>A. Reduction strategies</b>	
<i>1. Formal reduction strategies</i>	The speaker avoids L2 rules of which he/she is not certain.
<i>2. Functional reduction strategies</i>	The speaker avoids certain speech acts or discourse function and certain topics.
<b>B. Achievement strategies</b>	
<i>1. Compensatory strategies</i>	Compensatory strategies which do not call for the assistance of the interlocutor.
1.1 Non-cooperative strategies	
L1/L3-based strategies	The speaker makes use of a language other than the L2.
L2-based strategies	The speaker makes use of the alternative L2 forms.
*substitution	The speaker replaces one L2 form with another.
*paraphrase	The speaker replaces an L2 item by describing or exemplifying it.
*word coinage	The speaker replaces an L2 item with an item made up from L2 forms.
*restructuring	The speaker develops an alternative constituent plan.
Non-linguistic strategies	The speaker compensates, using non linguistic means such as mime and gesture.
1.2 Cooperative strategies	These involve a joint problem solving effect by the speaker and his/her interlocutor.
<i>2. Retrieval strategies</i>	These are used when the speaker has a problem locating the required item but decides to persevere rather than use a compensatory strategy



### **Dörnyei and Scott (1995) taxonomy**

Dörnyei and Scott (1995a, 1995b) defined communication strategies according to “the manner of problem management; that is, how communication strategies contribute to resolving conflicts and achieving mutual understanding” (Dörnyei and Scott, 1997: 198). They refer to three principal categories: direct strategies, interactional strategies and indirect strategies. They defined the three elements as the following terms

“Direct strategies provide an alternative, manageable and self-contained means of getting the (sometimes modified) meaning across...Indirect strategies, on the other hand are not strictly problem-solving devices...do not provide alternative meaning structures...preventing breakdowns and keeping the communication channel open...Interactional strategies involve a third approach, whereby participants carry out trouble-shooting exchanges cooperatively ” (Dörnyei and Scott 1997).

Table 3 Dörnyei and Scott (1995a, 1995b)’s taxonomy and description

STRATEGY	DESCRIPTION
<b>Direct strategies</b>	
Message abandonment	Leaving a message unfinished because of some language difficulty.
Message reduction	Reducing the message by avoiding certain language reduction structures or topics considered problematic language wise topic or by leaving out some intended elements for a lack of linguistic resources.
Message replacement	Substituting the original message with a new one because of not feeling capable of executing it.
Circumlocution	Exemplifying, illustrating or describing the properties of the target object or action.



Table 3 (Continued)

STRATEGY	DESCRIPTION
<b>Direct strategies</b>	
Approximation	Using a single alternative lexical item, such as a super ordinate or a related term, which shares semantic features with the target word or structure.
Use of all-purpose words	
Word coinage	Extending a general 'empty' lexical item to contexts where specific words are lacking. Creating a non-existing L2 word by applying a supposed L2 rule to an existing L2 word.
Restructuring	Abandoning the execution of a verbal plan because of language difficulties, leaving the utterance unfinished, and communicating the intended message according to an alternative plan.
Literal translation	
Foreignizing	Translating literally a lexical item, an idiom, a compound word or structure from L1/L3 to L2.
Code Switching	Using a L1/L3 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) and/or morphology.
Use of similar sounding words	Including L1/L3 words with Li/L3 pronunciation in L2 11. Code speech; this may involve stretches of discourse ranging from single words to whole chunks and even complete turns.
Mumbling	Compensating for a lexical item whose form the speaker is unsure of with a word (either existing or non-existing) which sounds more or less like the target item.



Table 3 (Continued)

STRATEGY	DESCRIPTION
<b>Direct strategies</b>	
Omission	Swallowing or muttering inaudibly a word (or part of a word) whose correct form the speaker is uncertain about.
Retrieval	Leaving a gap when not knowing a word and carrying on as if it had been said.
Self-rephrasing	In an attempt to retrieve a lexical item saying a series of incomplete or wrong forms or structures before reaching the optimal form.
Self-repair	Repeating a term, but not quite as it is, but by adding something or using paraphrase.
Other-repair	Making self-initiated corrections in one's own speech. Correcting something in the interlocutor's speech.
<b>Interactional strategies</b>	
Appeal for help	Turning to the interlocutor for assistance by asking an explicit question concerning a gap in one's L2 knowledge.
Comprehension check	Asking questions to check that the interlocutor can follow you.
Own accuracy check	Checking that what you said was correct by asking a concrete question or repeating a word with a question intonation.
Asking for repetition	Requesting repetition when not hearing or understanding something properly.



Table 3 (Continued)

STRATEGY	DESCRIPTION
Asking for clarification	Request explanation of an unfamiliar meaning clarification structure.
Asking for confirmation	Requesting confirmation that one heard or understood something correctly.
Guessing	Guessing is similar to a confirmation request but the latter implies a greater degree of certainty regarding the key word, whereas guessing involves real indecision.
Expressing non-under standing	Expressing that one did not understand something properly either verbally or nonverbally.
Interpretive Summary	Extended paraphrase of the interlocutor's message to check that the speaker has understood correctly.
Responses	
<i>Response: repeat</i>	Repeating the original trigger or the suggested corrected form (after an other repair).
<i>Response: repair</i>	Providing other-initiated self-repair.
<i>Response: rephrase</i>	Rephrasing the trigger.
<i>Response: expand</i>	Putting the problem word/issue in to a larger context.
<i>Response: confirm</i>	Confirming what the interlocutor has said or suggested.
<i>Response: reject</i>	Rejecting what the interlocutor has said or suggested without offering an alternative solution.



Table 3 (Continued)

STRATEGY	DESCRIPTION
<b>Indirect strategies</b>  Use of fillers    Repetitions    Verbal strategy markers    Feigning understand	Using gambits to fill pauses to stall, and to gain time in order to keep the communication channel open and maintain discourse at times of difficulty.  Repeating a word or a string of words immediately after They were said.  Using verbal marking phrases before or after a strategy to signal that the word or structure does not carry the intended meaning perfectly in the L2 code.  Making an attempt to carry on the conversation in spite of not understanding something by pretending to understand.

### Related Research Studies in Communication Strategies

The research of “communication strategies” had been popular in 1990s; however, it has declined in recent years while other phenomenon such as technology use in second language learning and teaching, with significant publishing. Despite, the reduction of interest in research within the field of linguistics, communication strategy research has played an important role in contributing to second language learning and teaching. In the earlier stages of communication strategy studies, most studies only focused on communication strategies used by learners of English. Some have observed





the frequency or popularity of which type of communication is used by second language speakers. Others have focused on how second language learners communicate by using communication strategies and its effectiveness in communication. For example, Spromberg (2011) study in The United States, Rodriguez, Carmen, and Ruth (2012) study in Maxico, Zhao and Intaraprasert (2013) study in China and Burch (2014) study in The United States.

Spromberg (2011) cooperated with twenty-five high school English language learners who were observed in their classrooms in a New York City public school. Students worked in small groups and conducted a quantitative-empirical method to explore communication strategies. The participants demonstrated in the transcripts that they were using Dornyei and Scott's (1995) taxonomy of communication strategies. The researcher identified the 557 communication strategies which were found in the study. The subsection of interactional strategies showed 47% of all communication strategies were used the most frequently by the participants, the most frequently occurring responses were: confirm, asking for clarification, response and rephrase. Direct strategies were also identified using miming, self-rephrasing, and other-repair being the most frequently observed types of communication strategies. Lastly, indirect strategies such as self-repetition, code-switching: L1 structure words, and other-repetitions were also observed to be used by the participants.

Rodriguez, Carmen, and Ruth (2012) managed a qualitative-empirical study in Maxico. The study investigated the communication strategies used by two EFL teachers and their beginner level students; and the potential factors that influence the communication strategies they used in class. Data came from three sources: (1) audio-recordings of naturally occurring classroom interactions; (2) interviews with the teachers; and (3) observation notes taken in six class sessions. Data from the interaction transcripts were examined using Faerch and Kasper's (1983) taxonomy of communication strategies. Results indicated that the communication strategy most frequently used in both groups was language switching. However, the teacher seemed more involved with the student's use of clarification requests, comprehension checks and asking for confirmation; the teacher appeared more distant from student's use of comprehension checks and repetition. Class size, seating arrangements and learning



activity types were also some of the factors that influenced the communication strategies used.

In 2013 Zhao and Intaraprasert conducted a quantitative-empirical study which intended to explore the relationship of gender, perceived language ability with communication strategy use by tourism-oriented EFL learners studying at the universities in the Southwest of China. This study aimed to improve and maintain oral communication in English. The results of this study showed that although the gender and perceived language ability had a minor relationship with students' overall use of communication strategies, the gender and the perceived language ability showed significant variations in the students' choice of individual communication strategies.

One year later, Burch (2014) study which examines the fine-grained detail of a conversation between a first-language speaker and an L2 speaker of Japanese proposed a re-specification for the notions of planning and compensation as socially viewable participant concerns, rather than as individualistic psychological constructs. He also argues that “Conversation Analysis” can provide a useful methodological toolkit for exploring communication strategies from an interactional perspective, which focuses on L2 users' competence and communicative success rather than deficiency (Burch, 2014).

Very little research has been undertaken to study the use of communication strategies outside the classroom which was reported by Virginia David (2011) and Nguyen Thi Phuong Thao (2015).

In 2011 Virginia David conducted an empirical study, named “Nonnative Speakers’ Communication Strategies in Word Searches from a Conversation Analytic Perspective”. This study uses conversation analysis methodology to analyze communication strategies used by nonnative speakers of English in naturally occurring conversations among friends and acquaintances. The result of circumlocution was observed to occur with other communication strategies, such as language switching and word coinage. Also, it was used in collaboration among the participants for eliciting the words being searched for. Likewise, language switching was used together with other communication strategies, such as gestures.

Nguyen Thi Phuong Thao (2015) directed her experiment in Manchester which cooperated with two Vietnamese refugees and immigrants who use English for wider communication purposes rather than academic goals, which enables a panoramic view



of communication strategy usage on various subjects. The research aims to determine how Vietnamese refugees and immigrants use communication strategies by examining participants' frequency of using communication strategies and investigates the differences of communication strategies' used between the apparently effective and the less effective communicator.

Looking back on the literature, the amount of research looking at English communication strategies used in the field of tourism in Thailand, is small. There is no research about Scuba Diving at all. The research of communication strategies in the field of tourism has been completed in other countries. It seems to be hard to find any studies that are conducted in Thailand, especially in English communication strategies for Scuba diving teaching. It could be said that the current study might be the first research concerning communication strategies for scuba diving teaching in Thailand.

### **Conversation Analysis and Transcription Convention**

Conversation analysis (CA) is an approach to the study of social interactions, embracing both verbal and non-verbal conduct in naturally occurring conversations as they occur in real time. CA was started by Harvey Sacks, Emanuel Schegloff and Gail Jefferson at the University of California in the 1960. They created a novel paradigm for exploring the organization of human action in and through conversation. The framework has been extended to research of other topics such as medical interactions, classroom lessons or news interviews. The investigation begins with making an audio and/or video recording of everyday situations. These recordings are carefully transcribed by using specific conventions established by Gail Jefferson. However, it is important to note that not every researcher uses every convention, some writers use different symbols or create their own notation symbols. However, whatever the symbols they chooses, they should always provide a listing of their conventions to make their readers understand the transcripts. A conversation analysis transcription is still readable without substantial expert knowledge. In order to read a transcript the reader has to understand the conversation.

Naturally-occurring interactions offer a richer and more detailed explanation of how interactions work, than that of elicited data (Clayman and Gill, 2001). When the



CA data is both audio and video recorded, it is possible to observe how things are said by the participants, silences, non-verbal behaviors such as gestures, eye gaze, and so on (Clayman and Gill, 2001). Additionally, Koshik (2005: 4) states that “CA researchers work with a collection of fragments of a conversation that exemplifies the phenomenon or domain of phenomena being studied”. She also explains that:

“A microanalysis such as this can show us in detail how a practice of talk comes to accomplish a social action, how it comes to be understood by the participants as doing that social action, and what its consequences are for subsequent talk. When a number of separate microanalyses are done on related phenomena, they can form together a detailed picture that contributes to our understanding of macro issues in language and social interaction.” (Koshik, 2005)

Moreover, Burch (2014) argues in his work that “Conversation Analysis” is a useful methodological method to explore communication strategies from an interactional perspective. (Burch, 2014). According to the literature that this unit has reviewed it can be confirmed by the researcher that conversation analysis is a suitable methodology for the current study.



## **CHAPTER III**

### **RESEARCH METHODS**

This chapter presents research methodology which consists of nine sections. The first section describes the qualitative research paradigm which was used as a way to approach the study. The second section discusses the research tradition in a case study. The third section introduces the research procedure. The fourth section introduces the case selection and the participants in this study. In this section, I also describe the criteria which were used to select the participants. The fifth section explains the case study protocol. The sixth section discusses the methodological lessons learnt from piloting. The seventh section introduces the research instruments used in the study. The eighth section details of data collection procedures. The ninth section presents the conversation analysis which was employed to present the findings.

#### **Qualitative Research Approach**

This research study was conducted using a naturalistic inquiry to explore the communication strategies of participants during their diving courses. The research focused on how people behaved when absorbed in genuine life experiences in natural settings. For this reason, the qualitative research methods were carefully chosen in this study for two reasons. One, qualitative research offered a better understanding of the subject matter. Two, this method allowed for a detailed and in-depth investigation of single cases (Denzin and Lincoln, 2005).

There are many definitions for qualitative research. Denzin and Lincoln, (1994: 2) stated that qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, and attempt to make sense of, or interpret, them in terms of the meanings people associate with them. Qualitative research involves the studies and collection of a variety of empirical materials such as case studies, personal experiences, introspective, life stories, interviews, observations, historical events, interactional, and visual texts that describe routine and problematic moments and



meanings in an individuals' life. Accordingly, qualitative researchers employed a wide range of interconnected methods, hoping to get a better fix on the subject matter in hand. Qualitative research aimed to produce rounded understandings on the basis of rich, contextual and detailed data. There was more emphasizing on 'holistic' forms of analysis and explanation in this sense than on charting surface patterns, trends and correlations. Qualitative research usually does use some form of quantification, but statistical forms of analysis are not seen as central. (Mason, 1996: 4)

### **Research Tradition: Case Study**

The case study design was selected because most studies on communication strategies are conducted using large groups of participants. However, with a limited sample size this study can provide more in-depth details of an individual which could not be explored when using a large number of participants.

In recent years, qualitative research was increasingly conducted in education, especially in the field of linguistics. This study implements a case study for collecting in-depth data that accounts for minor details that would otherwise be missed. According to Yin (1984), case study research methods are empirical inquiries that investigate a contemporary phenomenon within real-life contexts; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. In an attempt to define the term “case study”, Duff (2008) expressed that a case study is designed to explore and describe phenomenon; building theory, illustrating, and explaining theoretical insights. Therefore, the research explores how speakers' use of English communication strategies is more or less effective in achieving its goal. The case study of two specific cases could be an appropriate method to provide more detail and in-depth results. However, consideration should be mentioned here, in that the case study is conducted with personal contexts which might not be common for other situations.

#### **Embedded multiple-case design**

An embedded case study is a case study containing more than one sub-unit of analysis. This research project collected data from two cases as primary units of



analysis: Manta and Nudi. Within each case, the study focused on three embedded units of analysis based on the research questions.

An embedded multiple-case design (Yin, 2003) was selected and dedicated to three embedded units of analysis in each case.

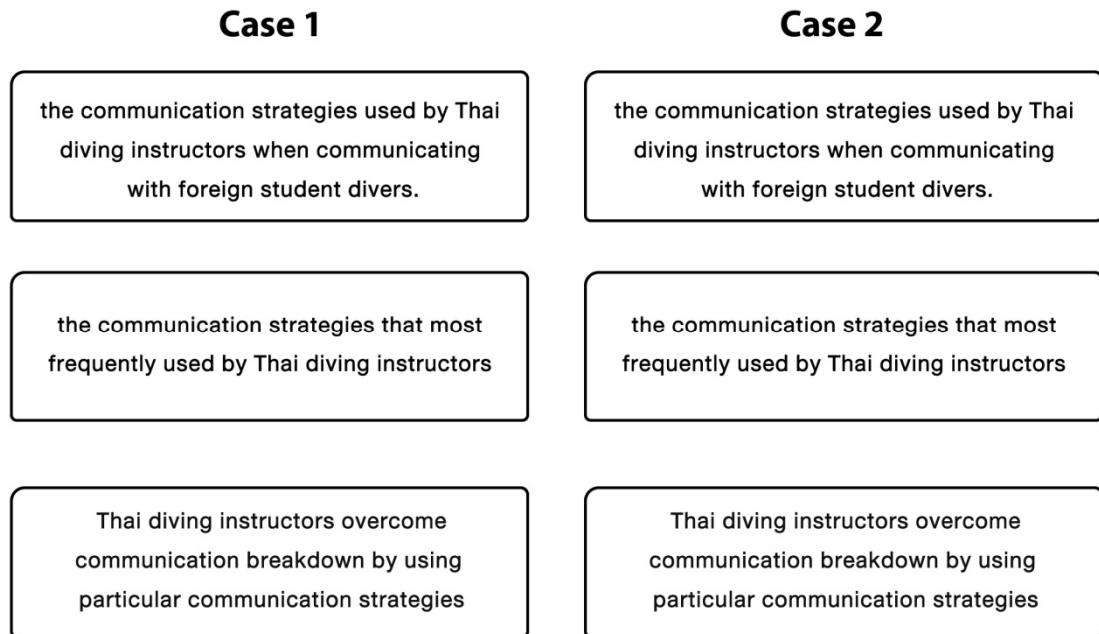


Figure 1 An embedded multiple-case design used in the present research



## Research Procedures

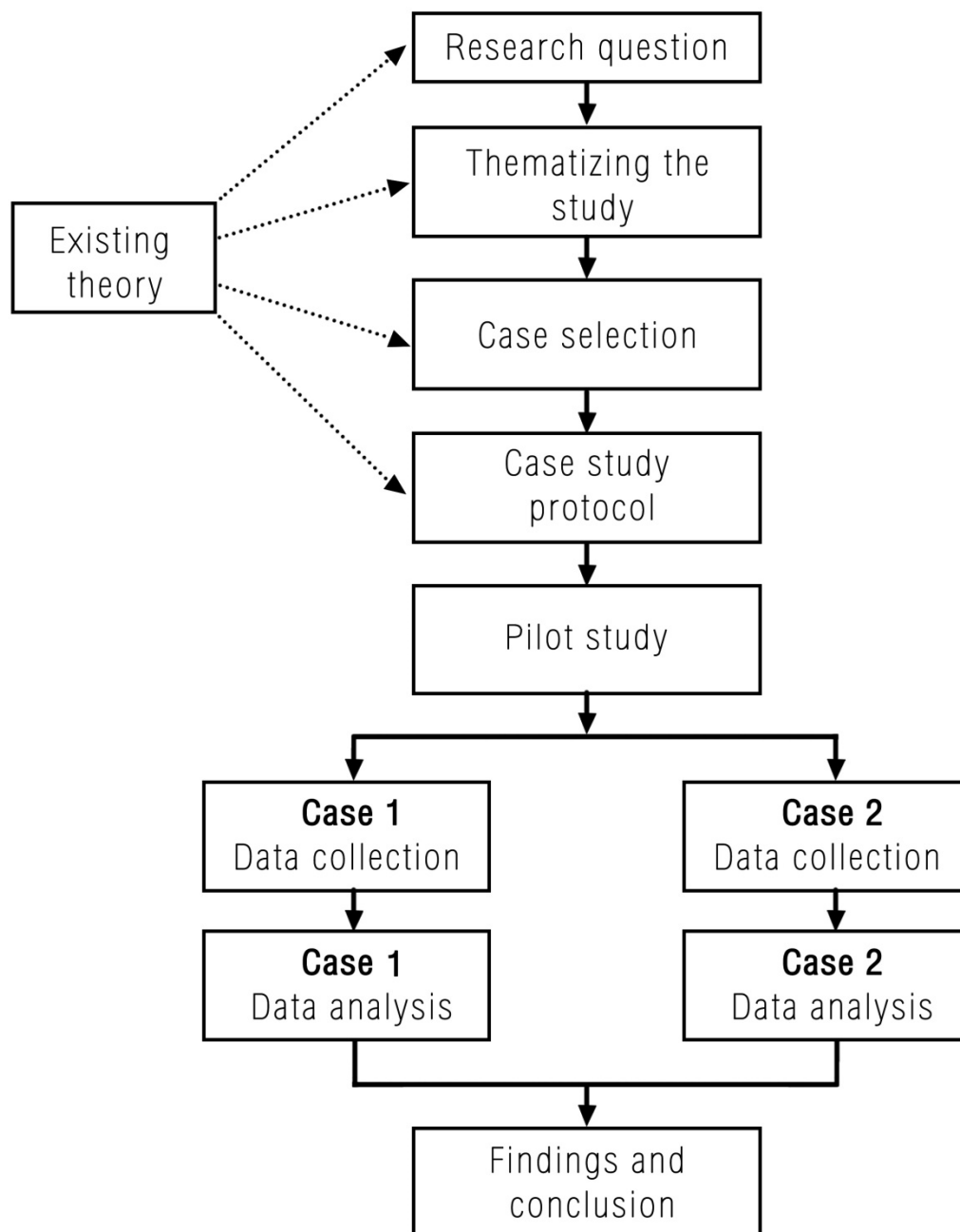


Figure 2 The steps in research procedure

As shown in Figure 2, the research procedure was organized into nine steps. The first step was to identify a problem and develop a research question. After the problem had been identified, the project studied more about the topic under





investigation and reviewed the literature related to the research problem. This step provided foundational knowledge about the problem area. Then, cases were selected based on a set of criteria shown on the next page. In the fourth step, case study protocol served as the road map for the entire study, specifying who would participate in the study; how, when, and where data would be collected. After that a pilot study was conducted, specifically to test aspects of the research instruments and to allow necessary adjustments before making a full and final commitment to the research. Once the instrumentation plan is completed, the actual study begins with the collection of data. The collection of data is a critical step in providing the information needed to answer the research questions. In the seventh step, data was analyzed, the findings of this analysis were then reviewed and summarized in a manner directly related to the research questions.

### **Pilot Study**

There were four purposes of the pilot study. Firstly, developing and testing adequacy of research instruments and practicing research skills such as taking observational notes, recording using voice recorders. Second, designing a research protocol and assessing whether the research protocol is realistic and workable. Third, Identifying and evaluating a sample population, research field site and estimating the time and costs required for the project. Fourth, developing the communication strategy of taxonomy used in the study.

A pilot study is a small-scale study which is conducted in order to help a researcher to decide how best to conduct a full-scale research project. I found that the pilot study was very useful in this study because my ideas that seem to show great promise were unproductive when actually carried out. The pilot study almost always provided enough data for the researcher to decide whether to go ahead with the main study.

Additionally, the diving instructor volunteered to take part in the pilot study. To be more specific, a volunteer allowed the project to be a part of the diving course to test the task before conducting the study.



Preliminary data obtained from the pilot study helped the study refine, research questions, figure out what methods are best for pursuing them, and estimate how much time and resources would be necessary to complete the main study. I found that the schedule of the diving instructor was unfixable. Then, I decided to extend the research duration to make sure that I could get sufficient data. At first, this research would have stimulated recall and in-depth interviews as instruments which were excluded after the pilot study because they interfered with the participants' work and privacy. However, it was found that stimulated recall and in-depth interviews were unnecessary tools because recording and observations enabled researchers to collect sufficient data to answer the research questions. According to the communication strategy taxonomy, there were a huge number of communication strategies that I had reviewed in Chapter 2. However, I decided to pick the strategies which appeared the most realistic for research conditions during the two weeks of the pilot study. It is important to note that the communication strategies that emerged during the pilot study were from both perspectives, interactional and psycholinguistic. The taxonomy is not only based on the pilot study but also Genre-based instruction (GBI).

### **Taxonomy of Communication Strategies Used in the Present Research**

Based on a synthesis of the taxonomies in the preceding literature review and the pilot study of this research and Genre-based instruction (GBI), the study created a taxonomy of communication strategies by selecting strategies from Tarone (1980), Faerch and Kasper (1983), and Dornyei and Scott (1997)'s taxonomies. The following taxonomy is proposed for this particular study.



Table 4 Taxonomy of communication strategies used in the present research

<b>Achievement Strategies</b>	<b>Interactional Strategies</b>	Self- repetition
		Use of fillers devices
		Other-repetition
	<b>Indirect Strategies</b>	Comprehension check
		Appeal for help
		Asking for clarification
		Asking for confirmation
		Asking for repetition
		Non-linguistic strategies
		Approximation
		Omission
<b>Achievement Strategies</b>		Literal translation
		Self-repair
		Use of all-purpose words
		Code-switching
		Word coinage
		Circumlocution
		Mumbling
<b>Avoidance Strategies</b>		Message abandonment
		Topic avoidance

### Descriptions of Strategies in the Taxonomy Used in the Present Study

Twenty communication strategies in the chosen taxonomy were divided into two main categories. 1) Avoidance strategies can be further divided into two parts (a-b):-

- a) Topic avoidance: The speaker tries not to talk about the topic they lack vocabulary knowledge in or do not understand.
- b) Message abandonment: The speaker starts talking about a topic which they lack knowledge in, and stops mid-utterance, leaving a message unfinished because of



language difficulty. The second category 2) Achievement strategies includes eighteen communication strategies (a-r):

- a) Word coinage: Creating a new word to communicate.
- b) Code-switching: Using a native language term without bothering to translate.
- c) Use of non-linguistic means: To replace a word with non-verbal signals such as body language, miming, gesturing, facial expressions or sound imitation.
- d) Self-repair: Making a self - correction of one's own speech.
- e) Mumbling: The speaker swallows or mutters a word (or part of a word) because he /she is unclear about the correct form.
- f) Use of all-purpose words: Extending a general item to contexts where specific words are lacking. Ex: thing, stuff, do, make etc.
- g) Approximation: Using another word to express what the speaker is trying to say as closely as possible, for example, using the word "boat" instead of "ship".
- h) Circumlocution: Describing a target object when the speaker does not know or cannot think of the word he/she is trying to convey. Ex: You know, that place where you go to learn.
- i) Literal translation: To translate word for word from L1 to L2.
- j) Use of fillers devices: Using gambits to fill pauses and to gain time to think.
- k) Self- repetition: Repeating a word or phrases of one's own speech immediately after he/she has said it.
- l) Other –repetition: Repeating something the interlocutor said to gain time.
- m) Omission: Speaker leaves a gap when a word is not known and carries on as if it had been said.
- n) Asking for repetition: Requesting repetition when not hearing or understanding something properly.
- o) Asking for clarification: Requesting more explanation to solve comprehension difficulty.
- p) Asking for confirmation: Requesting confirmation that something is understood correctly.



q) Appealing for help: Requesting direct or indirect help from the interlocutor.

r) Comprehension check: Asking questions to check that the interlocutor can follow the speech.

### **Case Selection**

The Case-study was designed in order to collect data from Thai diving instructors, who use English to teach diving. The researcher employed purposive sampling methods to select participants for this study because it focused on particular characteristics of a population that were interested, which would best enable the project to answer the research questions. Purposive sampling was used to select participants who met the following set of criteria.

First, participants must have more than 10 year experience in teaching diving and are considered skillful diving instructors. Second, participants must use English to communicate with student divers but did not graduate from any educational background related to English. Third, participants must operate in Phuket, the province that scuba divers are most interested in coming to learn how to dive. Fourth, participants must agree to sign the consent form before cooperating with the researcher to participate in this study relating to communication strategies. Fifth, participants' must be 20 years old and over (Thai people become sui juris at 20 years of age). Sixth, participants must consider themselves as Thai native speakers.

### **The Participants**

The current study investigated the use of communication strategies on two participants in order to gain in-depth details. The participants agreed to sign the consent form. They were guaranteed anonymity which meant all the names in this study are not the real names of the participants and/or their students.

**Case 1: Manta:** The first participant is a 29 year old male who has been working as a diving instructor for 11 years. He quit school after he completed grade 6 of primary school because he needed to work and raise money himself. He started learning



English in The Ecotourism Training Center (ETC) in Khao Lak, a long term Tsunami recovery program, aimed at assisting Southern Thailand's Tsunami victims to create new careers in the tourism industry. The program trains him in three integrated areas of study: English, diving and computers. Now, he is the owner of a diving shop in Phuket which opened in 2011.

**Case 2: Nudi:** The second participant is a 38 year old female. She has been working as a diving instructor in Phuket for 12 years. She holds a High Vocational Certificate in Marketing and started working her first job in a Japanese company for four years where she could practice both English and Japanese. Now, she works for many diving shops in the Phuket area as a freelance. Even though she has been working with foreigners for such a long time, she has trouble with her grammar when speaking. She can communicate and express her ideas with foreigners fluently and expressly. This study believes she might be considered a successful representative of communication strategy usage.

### Case Study Protocol

This study investigated communication strategies used by two Thai diving instructors (one male and one female) who used English to teach diving. The researcher collected data during two periods. The first period was between December 2016 and January 2017 and the second period was from March to May 2017. The total time was five months for collecting data. The researcher decided to collect data in these periods because the dry season begins in December and usually lasts until March. This is the high season for tourism in Phuket, when the climate is at its best, characterized by gentle breezes, calm seas and clear blue skies. However, the weather is often hard to predict. The period before the rainy season, around April – May, is the hottest time of year. There may be a lot of rain or none at all and the number of student divers depends heavily on the weather.

The researcher collected data only in *The Open Water Diver Course* which is for beginners or non-certified divers. This course requires 3 days to complete both practice and theory sessions (Day 1: classroom and pool, Day 2 and Day 3: boat). The



data was collected from 2 courses, in each case. Naturally occurring talks were recorded using audio and video recorders during the diving course

### The Research Instruments

The research instruments used in the study were:

- 1) A Researcher diary
- 2) Observational notes
- 3) Tape/video recordings

Table 5 Summary of methods used in the present study

Method	Case	When used	Duration
Researcher diary	Nudi and Manta	during observations or after completing data collection each day	5 months
Observations and Video recordings	Nudi and Manta	Classroom and pool session (Day 1)	Approximate 3 hours per day/case
Observations and Tape recordings	Nudi and Manta	Open water dive session by boat (Day 2,3)	Approximate 2 hours per day/case

### Data Collection

Before data collection could begin a consent form had to be signed. It was translated into Thai in order to make sure that the participants understood all the agreements in the form. These participants were provided with all information concerning the study in order to have good comprehension of what the project was and what the project's purposes are before they agreed to take part.

The observations were employed to observe communication methods and communication behavior to receive the data from real world situations. The

observations were not completed solely within classrooms, but it includes the swimming pool, the boat and the beach. DeMUNCK and SOBO (1998) describe participant observation as a primary method used by anthropologists doing fieldwork. Fieldwork involves "active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience" (DeWALT & DeWALT, 2002, p.vii). Observation is the process that allows researchers to learn about the activities of participants under study in a natural setting through observing and participating in activities.

Additionally, a researcher diary was used to collect data during observations or after completing data collection each day as additional data. It served as a reminder of past ideas and events which guided subsequent action. The diary provided a database from which precise information could be retrieved at a later date and provided a record of plans and achievements which facilitated evaluation (Borg, 2001).

The main data collected in this investigation were audio-recordings of actual conversations with the help of a follow up speech. Video recording was used to collect data on use of verbal and non-verbal language, reactions and gestures. Lincoln and Guba (1985) identified "Tape/video recordings" and "written field notes" as two of the best ways to ensure research conformability in qualitative data collection methodology because the videotaped raw data and the written findings could be preserved, reviewed, and examined by field workers if any doubt in research findings occur.

### **Transcription Conventions**

The data collected for this study was transcribed using Conversation Analysis and Transcription Conventions. Conversation Analysis was used as a methodology to investigate the communication strategy analyzed in the research. This research requires a narrow or fine-grained transcription where turn taking systems and non-verbal communication were detailed. The recordings from data collection were carefully transcribed according to specific conventions first developed by Gail Jefferson, referred to as the "Jeffersonian Transcription System". Conversation Analysis can be made more precise in transcriptions by including some common notations for pauses, overlap, unclear words and so on.





## Transcription convention use in the present study

### IDENTITY OF SPEAKERS

Dan: pseudonym of an identified participant

### SIMULTANEOUS UTTERANCES

Dan: [yes

Ann: [yeh simultaneous, overlapping talk by two speakers

Dan: [huh? [oh ] I see]

Ann: [what]

Biw: [I don't get it ] simultaneous, overlapping talk by three (or more) speakers

### CONTIGUOUS UTTERANCES

= indicates that there is no gap at all between the two turns

### INTERVALS WITHIN AND BETWEEN TURNS

(0.3) a pause of 0.3 second

(1.0) a pause of one second

### CHARACTERISTICS OF SPEECH DELIVERY

? Rising intonation, not necessarily a question

! Strong emphasis, with falling intonation

descr↑iption↓ an upward arrow denotes a marked rising shift in intonation, while a downward arrow denotes a marked falling shift in intonation

go:::d one or more colons indicate lengthening of the preceding sound; each additional colon represents a lengthening of one beat

no- a hyphen indicates an abrupt cut-off, with level pitch because underlined letters indicates marked stress

SYLVIA large capitals indicate loud volume

sylvia small capitals indicate intermediate volume

sylvia lower case indicates normal conversational volume

°sylvia° degree sign indicates decreased volume, often a whisper

### COMMENTARY IN THE TRANSCRIPT



((coughs)) verbal description of actions noted in the transcript, including non-verbal actions

((unintelligible)) indicates a stretch of talk that is unintelligible to the analyst

#### OTHER TRANSCRIPTION SYMBOLS

- An arrow in transcript draws attention to a particular phenomenon the analyst wishes to discuss
- ... Ellipsis
- ] points of overlapped speech across two turns
- :: lengthening of a syllable
- (( )) researcher comments or translation italics non-English speech
- A short untimed pause
- (x) An unclear word
- word- false-start or self-correction

### Data Analysis

This research used conversation analysis methodology to analyze how Thai diving instructors used communication strategies when they communicate with foreign student divers. The researcher found this a suitable method for the present study and that there is no more appropriate method to determine what really happens in a conversation and how language is used.

The data collected for this study were transcribed using Conversation Analysis transcription conventions. Conversation Analysis is used as a methodology to investigate the communication strategies analyzed. Conversation analysis is focused on structures of social action. It gave the researcher a clearly visible view of interactions during the study. The aim of using conversation analysis in the study is to discover how participants understand and respond to one another in their turns at conversation, with a central focus on how sequences of action are generated.

Additionally, from the recording data, the frequency of the use of communication strategies was calculated to determine frequency and percentage of total use. After analyzing data collected from audio- recordings, the excerpt of the



transcription was conducted to describe more details, focusing on the specific issues discovered from the analysis of the recordings.



## CHAPTER IV

### RESULTS

This chapter presents the findings and discussion for the use of communication strategies which are employed by participants in the present research. The structure of this chapter will be divided into three main sections which aim to answer the research questions. Section one, the findings of Case One; Manta, will be presented and discussed. The communication strategies used and the frequently used communication strategies. Section two is the presentation and discussion of Case Two: Nudi's findings. The communication strategies used and the frequently used communication strategies. Section three is presented the way Thai diving instructors overcome communication breakdown by using particular communication strategies.

1) What are the communication strategies used by Thai diving instructors when communicating with foreign student divers?

2) Which communication strategies are most frequently used by Thai diving instructors?

The information in the three tables and the descriptions below will lead to the answers of the two research questions.

#### **Manta: Case One findings**

The researcher's observations came from a total of six hours of naturally occurring conversations collected from instructor Manta during three diving courses. The first recording was from a conversation between Manta and a Japanese student who took two courses of the PADI Open Water Diver course and PADI Advanced Open Water Diver Course. The second, was with a student from Switzerland who took a PADI Discover Scuba Diving Course. After data collection, the researcher carefully transcribed the audio data and identified the different communication strategies which were used by Manta. The findings will be summarized in the table below.



Table 6 The communication strategies used by Manta

<b>Communication Strategy</b>	<b>Frequency of use</b>	<b>Percentage of Total used (%)</b>
Non-linguistic strategies	152	27.28
Approximation	87	15.61
Use of fillers devices	78	14.00
Self-repair	62	11.13
Comprehension check	41	7.36
Omission	34	6.10
Circumlocution	23	4.12
Use of all-purpose words	21	3.77
Literal translation	19	3.41
Self- repetition	15	2.69
Word coinage	7	1.25
Other –repetition	6	1.07
Appeal for help	3	0.53
Asking for repetition	3	0.53
Mumbling	3	0.53
Asking for confirmation	1	0.17
Asking for clarification	-	-
Code-switching	-	-
Message abandonment	-	-
Topic avoidance	-	-
<b>Total</b>	<b>555</b>	<b>100</b>

This table shows the communication strategies used by Manta. The communication strategies in this table are based on the taxonomy, which was adapted from Tarone (1980), Faerch and Kasper (1983), and Dornyei and Scott (1997)'s taxonomy as discussed in Chapter 3. The top 5 communication strategies that Manta used the most are non-linguistic strategies (27.28%), approximation (15.61%), use of



fillers devices (14.00%), self-repair (11.13%) and comprehension checks (7.36%) respectively with regard communication strategies used.

### **Nudi: Case Two findings**

Observations from six hours of naturally occurring conversations were completed on an *Open Water Scuba Diving Course* instructed by Nudi, an instructor, with her two students. The students were a foreign couple. The wife was a Thai-native and the husband was from Switzerland who spoke the German language as his mother tongue. However they used English for communication between each other. The husband could understand some Thai words and even mixed some Thai words with his English among the sentences when talking with his wife. Four hundred and eighty-seven communication strategies were used by Nudi when communicating with her student, the details are shown in the table below.

Table 7 The communication strategies used by Nudi

<b>Communication Strategy</b>	<b>Frequency of time</b>	<b>Percentage of Total used (%)</b>
Non-linguistic strategies	124	25.20
Approximation	107	21.74
Comprehension check	76	15.44
Omission	40	8.13
Literal translation	31	6.30
Self- repetition	31	6.30
Self-repair	21	4.26
Use of fillers devices	20	4.06
Use of all-purpose words	18	3.65
Code-switching	10	2.03
Word coinage	5	1.01
Circumlocution	4	0.81



Table 7 (Continued)

<b>Communication Strategy</b>	<b>Frequency of time</b>	<b>Percentage of Total used (%)</b>
Non-linguistic strategies	124	25.20
Approximation	107	21.74
Comprehension check	76	15.44
Omission	40	8.13
Literal translation	31	6.30
Self- repetition	31	6.30
Self-repair	21	4.26
Use of fillers devices	20	4.06
Use of all-purpose words	18	3.65
Code-switching	10	2.03
Word coinage	5	1.01
Circumlocution	4	0.81
Appeal for help	-	-
Asking for clarification	-	-
Asking for confirmation	-	-
Asking for repetition	-	-
Message abandonment	-	-
Mumbling	-	-
Other-repetition	-	-
Topic avoidance	-	-
<b>Total</b>	<b>487</b>	<b>100</b>

The table presents the communication strategies used by Nudi. It was found that all of the communication strategies were employed a total of 487 times. It could be seen from the data in the table that non-linguistic strategies in the first rank of communication strategies were frequently used across 124 trails or 25.20% and the second rank at the fifth rank approximation at 21.74%, comprehension check 15.44%,



omission 8.13%, literal translation and self- repetition are in the same rank at 6.30% respectively, as Nudi tended to use them when she had communication difficulty. Meanwhile, eight communication strategies were never used which were topic avoidance, message abandonment, mumbling, other–repetition, appeal for help, asking for repetition, asking for clarification and asking for confirmation.

Table 8 The comparison of communication strategies frequently used by Manta and Nudi

Communication Strategy	Manta	Nudi
	Percentage of Total used (%)	Percentage of Total used (%)
Appeal for help	0.53	-
Approximation	15.61	21.74
Asking for clarification	-	-
Asking for confirmation	0.17	-
Asking for repetition	0.53	-
Circumlocution	4.12	0.81
Code-switching	-	2.03
Comprehension check	7.36	15.44
Literal translation	3.41	6.30
Message abandonment	-	-
Mumbling	0.53	-
Non-linguistic strategies	27.28	25.20
Omission	6.10	8.13
Other –repetition	1.07	-
Self- repetition	2.69	6.30
Self-repair	11.13	4.26
Topic avoidance	-	-
Use of all-purpose words	3.77	3.65
Use of fillers devices	14.00	4.06





Table 8 (Continued)

Communication Strategy	Manta	Nudi
	Percentage of Total used (%)	Percentage of Total used (%)
Word coinage	1.25	1.01
<b>Total</b>	100	100

As shown in the table above, the first and the second rank of the communication strategies frequently used by both participants were the same strategies, non-linguistic and approximation. Moreover, the table showed two communication strategies that were never used by the participants, topic avoidance and message abandonment. The results also showed that the participants used non-linguistic strategies as a main strategy and combined this with other strategies which I will explain in more detail later.

How do Thai diving instructors overcome communication breakdown by using particular communication strategies?

In the following section it will be discussed how Thai diving instructors overcome communication breakdown by using particular communication strategies. These strategies are sorted based on the frequency of usage. The organization of subtopic will be divided into three parts. Each subtopic will begin with the overall use of communication strategies used by participants.

The second will contain examples of communication strategies used which have been transcribed using Conversation Analysis transcription conventions. Conversation Analysis is used as an approach to explore the communication strategy analyzed, followed by a discussion for that excerpt. The last paragraph will summarize the information.

Thai diving instructors employ many communication strategies when they communicate with foreign students. The phenomena of communication strategies, as they occur in naturally occurring conversations will be more effective when used with other communication strategies. Hence, it should be noted, that more than one



communication strategy was used in each excerpt but the diving instructors randomly used communication strategies as a combination of two communication strategies or more.

Throughout the description, the following conventions are used to locate the information provided by the participants within the data corpus: Manta's tape recording (MTR), Nudi's tape recording (NTR), The Researcher's diary (RD) and Observation notes (ON).

### **Case One: Manta**

#### **Non-linguistic strategies**

Unarguably, scuba diving uses hand signals to communicate underwater, however the signs can vary slightly between different dive training agencies. It is good practice to agree on what the hand signals refer to. For this reason, Manta often used the gestures of hand signals instead of saying a word. Signals and underwater communication skills are helpful to reduce confusion and anxiety while diving. There were three kinds of non-linguistic strategies that were used by Manta, face expression, gesturing and sound imitation.

Every facial expression and every gesture contributes to the overall meaning of a statement. Manta's body language thus accompanies every speech act he made, and even if he did not speak, his non-verbal behavior constantly conveyed information that can be meaningful (RD). For this reason, non-linguistic strategies are ranked first for most frequently used Communication strategies used by Manta. Gesturing was the most frequently used strategy especially concerning usage of the hand or the head, to express an idea. This strategy mostly occurred when he did not know how to explain the intended message in English. He usually left a gap, then, filled it with a gesture.

In the following excerpt, the researcher picked data from the conversation during the classroom section. Manta was trying to demonstrate the skill which was called "Clear a Partially Flooded Mask" because the student (Y) has to do this skill in the pool after finishing the classroom section (RD).



*Excerpt 1*

- 1 M: then like example like: mask clearing ↑°okay°::  
 2 look [°take water come inside° and then hold on the °top°  
 3 → ((pretends he is doing the skill without mask))  
 4 → EXHALE ((blow the air out of the nose)) done!  
 5 → when i complete I (will) signal [((spread hand)) o↑kay your t[urn  
 6 Y: [yeah ((nods)) [yeah

(MTR1 (12.36) Non-linguistic strategies)

To practice this scuba skill, the students had to let some water into their mask by breaking the seal of the mask around their face. Then, hold the top of the mask against the forehead and hold the frame of the mask. Look up slightly, normally at approximately 45 degrees while exhaling. In Lines 3 and 4, Manta explained how to do the skill by gesturing which included non-linguistic strategies. Mentioning in Line 4, Manta showed the word “Exhale” by blowing air out of his nose to show Y how to exhale for more understanding. Manta employed this strategy to enhance his communication by using mimes, gestures, facial expressions, sound imitations and/or hand signals. He employed non-linguistic strategies to make his communication flow better and be more effective. He used sound imitation to express the word that he struggled to use in a sentence, for example. The researcher of the study finds that non-linguistic strategies were used the most because scuba diving requires a lot of specific hand signals to communicate underwater. Hand signals will be taught to the students during the class as well. With this reason, Manta employed hand signals to help students gain more understanding.

The following excerpt, occurred in a classroom section. They were talking about how humans recognize sound underwater. Manta tried to explain that, out of the water, the human brain figures out which direction a sound is coming from by measuring the time delay of those sounds in reaching his/her ears. Sound travels faster in water, so the brains cannot figure out where sounds are coming from (ON).



*Excerpt 2*

- 1→ M: usually when during the ↓dive (2.0) when they like err:: (1.0)  
 2 like: I would like to ↑call you or make you attention  
 3→ I (will) [PANK PANK PANK  
 4 [((imitate the sound of tapping a tank))]  
 5→ on my tank and then:: [you will ↑looking a↓round=  
 6→ [((pretend like looking for something))]  
 7 = where they °from°  
 8 Y: yep! where the sound ↑come from

(MTR1 (34.15) Non-linguistic strategies)

In Line 1, Manta paused twice and he also uttered “err::” before the second pause which implies he needed more time to think of how to best explain. This was defined as a use of a filler device of CS. He started to explain in Line 2, that if he wanted to call someone underwater, he usually makes a sound by tapping on a tank or by using a pointer. As it is shown in Line 3, Manta imitated the sound of tapping a tank, as a non-linguistic strategy. He left a gap in a sentence and filled it by making a sound imitation “PANK PANK PANK”. He employed the sound imitation instead of using the right word to complete the sentence because it was beyond his current ability. He also used a gesture as a CS in Line 6 to explain more about the direction a sound is coming from by turning his face left and right. He pretended to be looking for where sounds are coming from. In Line 7, he uttered “where they from”, but it seemed like he was talking to himself to act as if he was looking for something. It became clear in Line 8 that the combination of two Communication strategies, non-linguistic strategies (sound imitation and gestures) and the use of filler devices, this seems to be effective. The student said “yep!” as a response that he understood. Moreover, the student repeated his sentence in Line 7 which also corrected his previous one.

In the next excerpt, Manta was explaining about ear clearing or equalization and its harm (ON). Divers are vulnerable to ear problems because the delicate mechanisms that govern our hearing and balance are not designed for the rapid pressure changes that result from diving. A diver must equalize the air pressure in his/her middle ear with the pressure in his/her outer ear or he/she risks an ear barotrauma (pressure-related injury) or even rupturing his/her ear drum. It occurs when a diver cannot properly equalize the pressure in his/her ears with the surrounding water pressure.



*Excerpt 3*

- 1 M: because some:time it like:: people have (problem) with the equalize  
 2 ↑and they want to TRY to fol↓low the (group)  
 3→ and °then° they:: (2.0) (x) make it ((pinching nose and blowing forcefully))  
 4→ after that (.) ((shrug)) you know?  
 5→ Y: ((nods)) yeah  
 6 M: the big [serious coming (soon)  
 7 Y: [yeah::

(MTR11 (06.29) Non-linguistic strategies)

In Lines 1-2, Manta tried to provide an example of the situation, during descent, if a diver continues to descend without equalizing his/her ears because he/she wants to follow the group. The diver feels pressure in the ears and eventually pain, then, tries to force the air out from the ears hardly. In line 3, he paused once for 2 seconds as he was struggling with the sentence and employed the strategy called use of all-purpose words by uttering the word “make”. Then, he tried to solve the communication problem by using non-linguistic strategies. He pretended that he was trying too hard to force the air out from his ears with facial expressions of pain. He uttered the words “after that” and shrugged his shoulder to express that he was discouraged. He also wanted to check the understanding of Y by maintaining eye contact with him while uttered the phases “You know?” with a rising intonation. It meant, he was combining two Communication strategies – non-linguistic strategies by making eye contact as a sign to Y to respond truthfully and he used the phases “You know?” as a gap-filler in conversation which the researcher has defined as a strategy used in use of fillers devices. Nevertheless, it should be noted here that “You know” also can be used to refer to an idea that may be difficult or boring to express in words but that the speaker thinks is relatable. In line 5, Y responded by nodding twice and said “yeah” with some hesitation on his face. Manta noticed that Y might not understand it clearly. Then, added one more phase to fulfill “You know?”. In line 6, it seemed to be effective because this time Y responded by uttering the word “yeah::” with a louder and longer sound than in line 6.

As shown in all the excerpts above, it seemed easier and more economical for Manta to used non-linguistic strategies, combined with other Communication strategies such as use of filler devices and use of all-purpose words as a strategy before



having to rely on communication strategies that need more explanation, more complex sentence structures and vocabulary, such as circumlocution. Since, his level of proficiency in English is not very high. Non-linguistic strategies used by Manta seemed to be effective when using a use of filler device as a strategy because it is used to fill a space to give the speaker time to decide how to compose the next portion of what they're conversation. Normally, Manta used a strategy from the use of filler device before he provided a gesture as a non-linguistic strategy but if the combination was not successful he would match it with other Communication strategies randomly.

### Approximation

Not exact, but close enough to be used, this phase can describe the word approximation. In second language interaction, approximation is one of the most effective Communication strategies. The strategy in which a second language speaker uses an alternative term to express the meaning of the target vocabulary item as closely as possible. Most people who employ approximation lack vocabulary knowledge. As mentioned above, Manta did not have a high level of proficiency in English, including his English speaking vocabulary ability. For this reason, approximation was ranked second most frequently used CS used in Table 4. During the data collection, he preferred to use the easily understandable vocabulary instead of specific words such as *wallet* for *finance* (MTR2), *fall down* for *sink* (MTR3), *expensive* for *value* (MTR3).

Manta and his student who is Japanese in the following extract, were talking about the accidents that might happen with the pressure gauge during the confine water section in the pool (ON).

#### Excerpt 4

- 1 M: before you start: to open your tank first DON'T:
- 2 look at your air– the pressure gauge
- 3 → because ↑this one ((point the finger the pressure gauge))
- 4 they have (0.2) high pressure come directly to this
- 5 → SO:: that mean this glass can be broken
- 6 Y: because ↑ca[n...]
- 7 → M: [broken BWOOM]
- 8 Y: ohh: yaa::

(MTR3 (11.50) Approximation)



In this excerpt Manta was trying to elicit the word “dial” and verb “blow up” which he did not know in English. Clearly seen in line 3, Manta avoided to speak out the word that he did not know by pointing to the pressure gauge. It was considered as non-linguistic strategies instead of using the word “dial”. Then, he wanted to explain more that the pressure in the tank could make the dial blow up. In line 5, Manta employed approximation strategies to express his idea by using the word “glass” instead of “dial” and “broken” instead of “blow up” because he lacks vocabulary knowledge. The sentence in line 5 is not understandable to his student because he repeated the word “can” by using the rising tone in line 6. Manta then directly fixed his mistake, he used self-repair and non-linguistic strategies to fix his mistake in line 7. He repeated his word “broken” and imitated the sound of an explosion “BWOOM” to describe what he has said as an additional strategy. This proved to be successful because Y responded to Manta by saying “Ohh yaa:” with prolongation of the sound.

In this excerpt, Manta was briefing students before the next dive. They were talking about triggerfish behavior (ON). They are an aggressive type fish, which aggressively protect their surroundings especially when the females are laying large numbers of eggs in secure locations of the water. It is common for divers to be bitten by the Triggerfish because they are of their instinctual behavior. However, such a bite is not going to be extremely painful or life threatening (read more about Triggerfish in the Appendix).

#### *Excerpt 5*

- 1 M: because the triggerfish usually they– they are:: dangerous because =  
 2→ = they have the ba[↑by: they have the egg:: on that (place)  
 3 Y: [oh yeh :yeh]  
 4 M: you gonna see the(.) hole::  
 5 and they live on there  
 6→ and they are security of the fami[ly  
 7 Y: [yeah:: ((nods))]

(MTR 11 (9.21) Approximation)

The use of approximation first was appeared in line 1. Manta employed the word “hole” instead of “nest”. The word nest is the exact word, defined as a structure



built by certain animals to hold eggs, offspring, and, occasionally, the animal itself. But the word “hold” described the appearance of what the nest is without using the exact word. Nevertheless, he made it more clear in his next line. He uttered the phrase “and they live on there”. He used the literal translation as a strategy to translate word by word, Thai to English “พวกมันอาศัยอยู่บนนั้น”. However, it was understandable even if it did not use the correct grammar. In line 6, he again employed approximation. He uttered the word “security” instead of “protect” which was more suitable. However the word “security” was close enough to the target word that it was understandable to Y, this is confirmed by Y’s response responded “yeah” whilst nodding twice.

Manta substituted a vocabulary item which is not available to him with another one which shares a similar meaning. The use of approximation allowed Y to understand what he wanted to say and guess correctly because he was not using it as a single strategy but he combined it with other communication strategies randomly. For example in excerpt 4, he not only uttered the word “glass” which referred to “dial” but also pointed to the dial of the pressure gauge. The student might get confusing if he only uttered the word “glass” because it was not close to the target word. It is almost certain that, the strategy could overcome the communication breakdown itself if the speaker chooses a word which shares the nearest possible meaning.

### **Use of fillers device**

A filler word is an apparently meaningless word, phrase, or sound that marks a pause or hesitation in a speech. It is also known as a use of fillers device, when concerning the taxonomy of communication strategies proposed by Dörnyei (1995). Some of the common filler words that Manta often used during the data collection were um, uh, er, ah, like, okay, right, and you know (RD). Usage of a filler device was usually a sound or word that was spoken in conversation by Manta to signal to the students a pause to think without giving the impression of having finished speaking (RD). He used it when he needed time to think. For this reason this strategy grabbed the third rank in the table above.

In the following extract, they were talking about controlling buoyancy in the classroom section. Buoyancy is very importance for diver. It can help the diver have more fun while diving and avoid accidents such as hitting the reef or the boat (ON). Buoyancy is the ability or tendency to float in water or other fluids.





*Excerpt 6*

- 1→ M: the buoyancy is- is a master of (0.3) ahh:: scuba div[ing  
 2 Y: [yeah:]  
 3→ M: because for make yourself (1.0) is- (2.0) ahh::: what they call...  
 4→ STRAIGHT because like(.) if you during your dive you-keep  
 5 stay on the:: middle  
 6 Y: yeah:  
 7 M: ↑ right ? go[od bouyan↑cy that mean =  
 8 Y: [ yeah] = yeah: yeah

(MTR1 (33.48) Use of fillers device)

In the excerpt, Manta employed Communication strategies which used filler devices three times. As shown in line 1, he paused once and followed this by uttering the sound “ahh” which prolonged the sound as he wanted to gain time to think of what to say next and kept the communication flowing. Meanwhile, in line 3, he paused once, and started to pronounce a word but cut it off and paused for another period of time. He not only paused twice, but he also said “ahh” with a longer sound than the word “ahh” in line 1. Due to the communication difficulty and the need for more time to search for a word as shown in line 3. Moreover, he uttered “what they call”, to show uncertainty, not ask a question because he uttered this with a normal tone. He wanted to gain time until he reached the right word. Thirdly, in line 4, he utter the word “like” followed with a very short pause. Use of fillers devices were used when he needed more time to continue his sentence. He produced the very short structures such as okay, and then, actually, like a..., or non-lexicalized strategies such as “Umm”, “Ahh”, “Emm” and so on.

In the following excerpt, Manta and Y were talking about the differences between a first stage DIN regulator and a first stage yoke regulator in a manner which the regulator attaches to the tank (ON). Yoke valves are the standard in North America and in most recreational warm-water diving locations, including Thailand. DIN valves are popularly used in Europe and it is the superior system. The best choice would be to buy a DIN regulator and a DIN to Yoke adapter. This will cover any valve situation.



*Excerpt 7*

- 1→ M: usually it like (.) ahh::: (2.0) if you diving in Euro[pe  
 2→ Y: [okay]  
 3 M: usually-normal they use the DIN [yeah  
 4 Y: [DIN  
 5 M: but in Asia they use Yoke =  
 6 Y: =oke[y this↑one ((point the finger to the picture of Yoke valve))  
 7 M: [yeah but yeah]  
 8→ but if you have DIN no worry because on boat  
 9→ they have ((point to DIN to Yoke adapter)) for rental

(MTR1 (33.06) Use of fillers device)

It seemed too hard for Manta to explain this topic to Y because in line 1 he used fillers three times with two pauses. He uttered the word “usually” just to start the sentence which implies he was thinking of what to say next. Then, he used the word “like” with a very short pause and followed with a non-lexicalized “ahh::” with prolongation of the sound and paused once again for 2 seconds, as he was finding a way to express his idea. In line 2, Y might of noticed that Manta was struggling. Then, Y responded with the word “okay” which meant he can follow or understand what Manta was trying to say. This helped Manta with the flow of his sentence without needing to worry about misunderstandings. He once again used the word “usually” before he started the new sentence which was meaningless. It was just a vocalized pause. Moreover, in line 8 and 9 he utilized two more Communication strategies. The first one was literal translation in line 8 by uttering the phrase “if you have DIN no worry” which was translated word for word from his mother language, in Thai as “ถ้าคุณมี DIN ไม่ต้องห่วง”. The second used was non-linguistic strategies by pointing to the DIN and the Yoke adapter on the table instead of saying the word.

Manta did not have a pattern for using this strategy, but his strategy often came with a short pause. In my view, use of filler devices could be a sign that the interlocutor is appealing for assistance, when the speaker is struggling with a sentence. This could lead to both parties helping each other to reach to communication’s goal.



### Self – repair

Self-repair demonstrates comprehension and responsibility for the language. It builds awareness of the language. Self-repair occurred when Manta noticed that he was making a mistake with his own sentence. He relied on his current skills to correct the mistake and tried to fix it immediately. Manta accepted responsibility for his language production by doing so. It also made Manta more confident to speak too. Manta is the one who is always aware of his English because he realized that his English is not that good. The self-repair was ranked fourth of most frequently used communication strategies used by Manta.

The following excerpt took place in the conversation between Manta and his Japanese student while they were doing a knowledge review of a diving book. He asked the student how to make a decision using an example situation in the book. The student might not understand the question clearly because he chose a wrong answer. Then, Manta was trying to explain more about the responsibility of the diver along with being able to make the decision to dive or not dive (ON).

#### *Excerpt 8*

- 1→ M: your own safety because I professional why ↑not[(((shrug))  
 2 Y: [yeah ((laughs))  
 3→ M: 5 metre (it) normal for ↓me but I think- ah you think ohh:  
 4→ I have 4 dive with diving with 5 wa[ve-...5 metre of wave =  
 5 Y: [hmm:]
- 6 M: = if you don't want to killing yourself [you must to say NO  
 7 Y: [yahh ((laughs))

(MTR1 (1.00.38) Self-repair)

Manta gave the student a simulated situation, if there were strong waves on the diving day and the instructor assured that the student could dive but the student felt insecure. In line 1, Manta shrugs to support his previous sentence that he is a professional. A shrug is a gesture that represents a lack of caring about something. For this reason, the researcher defined it as using non-linguistic strategies. In line 3 and 4, Manta used the self-repair twice. First, in line 3, he fixed his word “you think” to “I



think” because he suddenly realized that he used the wrong subject of a sentence. Since, Manta wanted to express the sentence as he was representing the student’s idea. It was obvious that in line 4, he uttered the speech by using “I” as a subject of the sentence. In the second event, he used a strategy of self-repair in line 4 as well. It was important to note that, Manta expressed the sentence in line 4 faster than other sentences. He uttered the word “5 waves” but cut it off because he noticed that the word he spat out was not correct by the word “hmm” of his student which he spoke to show that he had a doubt. Then, Manta employed a strategy of self-repair by saying “5 meter of wave”. He noticed that when he said something that could not be understood, the self-repair was deployed, then he corrected his own speech.

The following excerpt, Manta was trying to explain one of the items in the final test which is a True or False test. The item asked about the consideration that a diver should take when deciding to dive or not to dive whilst getting sick. Manta tried to explain the question by making it easier to understand than the question in the book because the question in the book contains quite complex sentences and Y chose the wrong answer (ON).

*Excerpt 9*

- |    |    |  |
|----|----|--|
| 1  | M: | I should NOT <u>dive</u> with (cold) like: you sick [al↑right? |
| 2  | Y: | [yeah]   |
| 3→ | M: | and then they (xxx)... I should not dive when it cold          |
| 4→ |    | TRUE or FALSE when like: you <u>sick</u> =                     |
| 5  | Y: | = yeah I should (stop)   |
| 6→ | M: | shou– should not dive [↑right? it <u>true</u>                  |
| 7  | Y: | [should to– TRUE]  |

(MTR1 (27.55) Self-repair)

Self-repair appeared in line 1, he used the word “cold”, then, fixed it to be “sick” because he noticed it was a mistake that might lead to a misunderstanding. However, he made the same mistake again in line 3 and fixed it with the same word in line 4. Manta used the word “cold” to refer to the physical effects of illness, but he was supposed to use the word “sick” instead. The word “cold” means an environment, object or persons feeling of having a low or relatively low temperature. It was a mistake that



could easily lead to a misunderstanding so he fixed it. It is obvious that he was aware of his language because he employed the strategy of a comprehension check twice in line 1 by uttering the word “al↑right?” and in line 6 by using the word “↑right?”.

Self-repair is an effective communication strategy by itself but it could be more effective if used with other communication strategies such as comprehension checks, non-linguistic strategies or circumlocation. Manta normally combined self-repair with comprehension checks which was probably more effective in delivering his communication goals.

### Comprehension checks

Manta asked comprehension check questions because he often found it more useful to check that a student understood the instructions. Comprehension checks were also one of the effective communication strategies which helped both Manta and his students. Manta could have a chance to explain information concerning the topic a second time. The students also had a chance to ask what he/she did not understand before moving to the next topic. Comprehension checks were a strategy mostly used by Manta to verify a students’ understanding. He provided very short structures before he started the next topic such as “Right?”, “Okay?”, “Understand?” or “Do you understand?”.

In the excerpt below, Manta was teaching how to use a dive knife underwater, but before he moved to another topic, he asked the students to check their understanding.

#### *Excerpt 10*

- 1 M: the knife is for: helping yeah(.) not for killing=  
 2 = some[one (xx) ↓yeah  
 3 Y: [((laughs)) yeah yeh  
 4 → M: al↑right so now ahh:: ((look at Y)) so:: you understand ↑that? =  
 5 Y: = yes

(MTR1 (1.31.51) Comprehension check)

After Manta explained that a dive knife is not a weapon and should not be used to harm aquatic creatures or deface the underwater environment. Y laughed and



said “yeah” as he agreed with Manta. It seemed like they were ready to go to the next topic but in line 4, Manta wanted to check the comprehension of the student by using eye contact first, and then asked “You understand ↑that?” with rising intonation.

The topic which Manta tried to instruct to the student in the following excerpt was quite important. It concerns what divers should do when they get separated from a group and in case of dive buddy separation (RD). Dive buddy separation during a dive is a scenario that is likely to occur due to many possible reasons ranging from poor visibility to poor buddy contact and not swimming in a tight formation. Manta explained in the excerpt that the student must spend only one minute looking for the buddy in this manner and then ascend to the surface slowly.

*Excerpt 11*

- 1→ M: NOT try to looking (for) your friend o↑kay?  
 2 So only ONE minute complete  
 3 If you:: don't have dive computer count one to sixty =  
 4 Y: = sixty  
 5→ M: and then:: complete GO up o↑kay?  
 6 Y: yeah:: yeah  
 7 M: because all:: the diver in (the) world (1.0) they ↓doing the same:: plan

(MTR2 (04.05) Comprehension check)

The content of this lesson was very important because if divers get separated underwater or on the surface of the sea it might lead to the life-threatening situations. For this reason, Manta employed a comprehension check twice. First one was in line 1. Manta uttered the word “o↑kay?” with rising intonation as a question but he did not wait for the answer and explained once more. Until line 5, comprehension checks appeared again when the same word was used again “o↑kay?” with rising intonation. He did not only use the comprehension check, but he also stressed on the importance of words such as “only”, “complete”, “up”. With the words “NOT”, “ONE”, “GO”, uttered louder than the other words to stress importance.

Manta simply asked them directly instead of using relevant questions if a student had understood or not. Asking students directly whether they have understood

the instructions or concepts because there is no way that the diving instructors could determine if the students have really understood what has been said. Students might genuinely believe that they have understood everything when in fact they do not, also sometimes students might be too shy to admit that they have not understood the lesson.

### Omission

Omission is defined as the communication strategy of leaving out some parts/words of a sentence, or not sharing some pieces of information. This strategy ranked sixth of communication strategies used (Table 4) because Manta employed omission when he could not complete the sentence. He left a gap in a sentence and uttered only the meaningful words to make the sentence understandable when he could not fulfill the sentence structure.

This excerpt occurred after Manta and his student finished the classroom section and made an appointment for a swimming pool session in the afternoon.

#### *Excerpt 11*

- 1 M: in afternoon around(1.0) one o'clock I (will) pick you up from hotel  
 2 and ↑then: take you to the swim↑ming pool=  
 3 Y: ah swimming pool[(xx)  
 4 → M: [yeah and ↑then (that) it: (a) depend...(1.0) yea  
 5 Y: ((frown))  
 6 → M: ahh:: usually like ↑3 or: 4 hours so:: (is) depend...let see how far:  
 7 you learn [from me(.) just you and m[e yeah  
 8 Y: [okay [yeah]
- (MTR1 (06.45) Omission)

In line 4, Manta was trying to tell Y how long it took to complete the swimming session depending on how fast students could master the required skills. Manta employed a strategy by uttering only the word “depend”. He left the gap among his sentence as it was seen as the most important word, potentially making the sentence incomplete. This strategy is called omission. “Depend” is a verb which is usually used with the preposition “on” and should be followed by an objective to complete the sentence. Clearly seen with one second pause – followed by the word “yea” as a sign that his sentence finished and the word “depend” was enough to understand what he wanted to express. However, it did not prove to be effective because Y frowned which showed that he did not understand what Manta said. Manta tried to explain again. In line



6, he pronounced “ahh” with drawl because he wanted to take time needed to think of what he would say. He told Y that usually it usually took 3-4 hours in the pool. Then, he tried to use the word “depend” again and this time it seemed to be effective because it was supported by the previous sentence. In the researcher view, omission like other communication strategies could be more effective when used it with other strategies.

### **Circumlocution**

Circumlocution is the use of an unnecessarily large number of words to express an idea. The phenomenon of circumlocution used by Manta was observed to occur together with other communication strategies, such as the use of filler devices and non-linguistic strategies. Furthermore, it was used in collaboration among Manta and his student in order to elicit the word being searched for.

In the previous conversation, Manta told the student that within his 11 years of experiences in diving, he has never used a compass for direction underwater but used natural navigation underwater to lead him (RD). Tarone (1983) defines circumlocution as when the speaker explains the characteristics of the object or action he or she is describing as opposed to using the target language item.

#### *Excerpt 12*

- 1 → M: because you can see the – ahh:: (.) (depth) the:: point to going by  
 2 look-look-look on the:: (1.0) what they call ahh::  
 3 we follow by to look on the:: sand be[cause like  
 4 Y: [↑sand?]  
 5 M: yea: ((hesitate))  
 6 → because on the beach ↑right?  
 7 → if you see (on) the beach  
 8 → the sea: is like: this ((draw on the board))  
 9 → beach down:: to the (bottom) ↑right?  
 10→ So:: that mean underwater some err:: this part ((point on the board))  
 11→ it a deep water  
 12 Y: ((nods))

(MTR1 (1.10.51) Circumlocution)

In line 1, Manta started to explain the word “bathymetry” which describes the topography of the seabed, as depth from the sea surface to the seafloor. Bathymetry



helps the diver as a form of natural navigation to know the difference of depth, shallow or deep. In line 1-3 three strategies appeared. Firstly, the use of filler devices by uttering the sound “ahh” with a long sound in line 1. The second occurrence was after a second pause in line 2 where he employed the strategy of appeal for help by asking a question “what they call?” but it did not prove to be effective, because Y also did not have the background knowledge in the field of marine topography. Both of the strategies mentioned above appeared while he was trying to search for the word by using circumlocution. However, it seemed that Manta could not reach the target word.

He once again tried using this strategy in line 6-11. This time he used it as a combination of three strategies. He was trying to explain that the easy path to follow was a specific depth contour on a sloped sand bank or reef. This time the strategy was successful, even though it did not lead to the word he was looking for, but it was comprehensible. Since, this time he drew a picture on the board to describe what he wanted to express. He also pointed on the board where the deep water is, this is defined as a non-linguistic strategy. He did not only use non-linguistic strategies but also employed comprehension checks twice in line 6 and 9 by uttering the word “right?” because he wanted to check that the students could follow his lesson. He was also more aware that in this context he lack the English vocabulary necessary to explain what he was talking about.

### **Use of all-purpose words**

Use of all-purpose words refers to words that have lots of different uses or can be used in lots of different situations. Manta used this to extend a general item to contexts where specific words are lacking. Use of all-purpose words seemed to be a convenient method for this. For this reason, this strategy was ranked eighth as most frequently used communication strategies of the table.

In the excerpt below, they were talking about the color of the diving equipment. Manta told the student that most Thai and Japanese divers liked to use colorful equipment, especially women. For this reason, Gull became a popular diving equipment brand (RD).



*Excerpt 13*

- 1 M: usually it (like) Japanese style (or) Thai style [if someone =  
 2 Y: [Thai style]  
 3 M: = (is) like they have the (own) color ah someone (is) like  
 4 re[d:: but I see many lady form Japan  
 5 Y: [yeah ((laugh))  
 6 M: all it pink color wet[suit pink mask is pink  
 7 Y: [oh my good yeah  
 8 M: That's why the Gull the brand Gull is very popular  
 9 for Thai people and [Japanese  
 10 Y: [Gull? ((curious face))  
 11 M: Yeah that one [((point the finger to the Gull's fin))  
 12 Y: [okay  
 13→ M: because they make very colorful [yeah  
 14 Y: [colorful]

(MTR1 (31.01) Use of all-purpose words)

In line 1-7, Manta told Y that he saw a lot of Japanese girls who loved to wear pink diving gear. He told a story in line 1-7 by employing the use of filler devices as a strategy, using words “like” in line 1 and 3 a total of 3 times. In line 8, Manta used self-repair to fix the word “the Gull” to be “the brand Gull” because if he had not fixed it the student might think that “the Gull” is a seabird or seagull. Obviously, in line 10, Y repeated the word “Gull?” with a curious face. Then, Manta answered Y by uttering the word “Yeah” and also employed non-linguistic strategies by pointing to the Gull’s fin which was hanging on the wall. In line 13, he kept explaining why this brand was very popular. He uttered the word “make” as a verb of the sentence which is considered a use of an all-purpose words. Additionally, the word “produce” was more suitable for this situation.

### **Literal translation**

A literal translation of a text is done by translating each word separately, without looking at how the words are used together in a phrase or sentence. As we already know, literal translation is rather common. Still, more often than not, the sentence structure undergoes more or less significant changes. It should be noted that the sentence structure is considered changed when the word order is changed or other units of the sentence are used.



In the following excerpt, Manta and his student were on the boat on the diving day. During the briefing, the student was curious about the controlled descent because it was different from the way he was accustomed to with his father in his country. He said that his first time diving was with his father. His father told him to release the air from the BCD to start sinking immediately after jumped from the boat and met the group at the bottom of the sea. Manta argued that it was a technique of an advanced diver or when diving on a pinnacle with a strong current. Manta tried to explain to the students that there is no need to rush and they were diving as recreation, which should be relaxed and enjoyable (ON).

*Excerpt 14*

- 1 S: they do err:: they jump in the water err:: my father told me....  
 2 just jump in the water (deep) and dive [(xxx) because (xxx) jump  
 3 M: [ahh: because (is) like:: =  
 4 = this is for holiday yeh that is (the) technique if you have like::  
 5 advanced and you need to dive on da:: pinnacle <sup>↑</sup>and that mean  
 6 you (x) only one chance to get down [yeah so:: this is holiday  
 7 S: [to get down yeah ((nod))  
 8→ M: so:: we don't do hurry like that (1.0) just take it °easy° °jumping°  
 9 °relax::° °cleaning the mask°  
 10 set up everything:: for [get ready  
 11 [yeah okay  
 12 M: it holiday:: [<sup>↑</sup>yeah??  
 13 [(((nods))) umm...]

(MTR1 (4.35) Literal translation)

Manta speech overlapped S in line 3 because he wanted to argue. He uttered the word “like::” to take time to think as he employed the strategy the use of filler device. He started explaining why he did not descend immediately by giving a reason that “this is holiday”. The word “holiday” could represent enjoyment or a relaxation. In line 8, Manta uttered the sentence “we don’t do hurry like that” which he translated word by word, English to Thai, “เราไม่ทำรีบๆแบบนั้น”. This phenomenon is called literal translation. However, it holds two important words, “don’t” and “hurry”, even though the sentence was grammatically incorrect it was still understandable.



### Self- repetition

Self-repetition was used particularly in oral communication. It was used in an effort to highlight or emphasis the point Manta intended to put forward. Self-repetition was also used to clarify or confirm salient points ensuring that the students receive the correct message in instances where there might have been pronunciation or voice quality problems.

In this excerpt, Manta was talking about the maximum ascent rate that is considered safe. A diver should ascend slowly for his/her safety and possibly make stops at certain depths before reaching the surface, always slower than 18 meters per minute. Nitrogen in a diver's body will expand quickly during the final ascent, the stops allow the body additional time to eliminate nitrogen and will further reduce the diver's risk of decompression sickness. For this reason, this topic was vitally important because it related to life-threatening hazards of diving (RD).

#### *Excerpt 15*

- 1 M: the (ascent) rate o↑kay? for go up o↑kay? from bottom to the  
 2→ surface u::sually (ascent) rate is eighteen meter PER minute =  
 3 Y: = eighteen [me-  
 4→ M: [eighteen meter per minute ] =  
 5 Y: = eighteen meter per mi↑nute?  
 6 M: yeah it not go (faster) than that

(MTR1 (1.21.07) Self-repetition)

As I mentioned above this topic was very important because Manta employed comprehension checks by uttering the word “o↑kay?” twice with a rising intonation. In line 2, all of the important words were stressed “eighteen meter PER minute”. The student might not hear the words probably because he tried to repeat those words again in line 3. Manta suddenly recognized that there might be something wrong in his words. He then repeated his words overlapping Y’s sentence. In line 5, Y again repeated those words with a rising intonation. Manta responded by uttering the word “yeah” with a little more explanation in line 6.



### Word coinage

When the speaker creates a new word to communicate an intended meaning, it was called “word coinage”. Word coinage was not abundantly used. Manta employed a strategy of word coinage when he did not know the exact word in English. He accidentally utilized new words which sometimes shared a similar meaning, but this was not true in all cases.

The following excerpt is from the confined water section, they were in the pool to practice hand signal skills. Manta tried to explain that before showing the hand signal to a buddy. The student had to tap the buddy first to seek attention (ON).

#### *Excerpt 16*

- 1 M: if you signal behind me like this  
 2 ((showed the hand signal behind the student’s back))  
 3 I cannot see it  
 4 Y: ahh:: yeh yeah yeh you don’t see it  
 5 → M: because it not like: a car I have (a) second glass and...  
 6 ((pretend like using ... and talk to the back seat))  
 7 hey! Are you o↑kay ?  
 8 (.) righ? You cannot do that ↑righ?  
 9 Y : yeah

(MTR6 (00.45) Word coinage)

In line 2, Manta used gestures to support his sentence in line 3, in which he said “I cannot see”. Manta kept explaining by giving an example. He wanted to say that he did not have a rear-view mirror as you find in a car, but since he did not know the word, he used word coinage to form the word “rear-view mirror”. The word “second glass” itself might not lead to the meaning of the word “rear-view mirror” because “second glass” could also be interpreted as a drinking utensil. Fortunately, Manta uttered the word “car” in the previous sentence and also employed non-linguistic strategies in line 6. The combination of the two strategies could make the sentence in line 5 more comprehensible.

It is possible that, word coinage might be an ineffective strategy if it was used alone. On the other hand, word coinage could be more effective if the person who



uses it has a good background of vocabulary because a good background of vocabulary knowledge could reduce the chances of a misunderstanding.

### **Other–repetition**

Manta rarely used a strategy of other-repetition during the course and does not allow students to express themselves too much because he needs them to pay attention to the lesson. Manta employed it only when he wanted to confirm a student's idea.

In the excerpt below, they were on the side of the pool. Manta demonstrated the right position to stand on the platform of the boat before jumping into the sea (ON).

#### *Excerpt 17*

- 1 M: when you stand you must to... (1.0) not stand like this =  
 2 ((showed the student how to stand in the wrong position))  
 3 = because when (it) have big wave  
 4 ((pretended to split down on the fall))  
 5 you [cannot control yourself ↑right?  
 6→ Y: (((laughing)) yeah yeah  
 7 M: and keep stand like this ((showed the right one)) for control yourself  
 8 and when have big wave you can er[r::...  
 9→ Y: [keep my balance=  
 10→ M: yeah keep balance

(MTR4 (03.15) Other-repetition)

Manta used non-linguistic strategies three times in line 2, 4 and 7. He also employed comprehension checks as a strategy to check the effectiveness of non-linguistic strategies which he was observed doing in line 2 and 4 by uttering the word “↑right?” in line 5. After he demonstrated the right position to Y. Manta struggled in line 8 as he employed the use of fillers devices by uttering non-lexicalized “err::”. Then, Y provided the correct information with the phrase “keep my balance”, which was correct. Manta confirmed it by uttering the word “yeah” and employing other-repetition as a strategy to emphasis this.

### **Asking for repetition**

Manta used this strategy when he found himself in a situation where someone uses a word or a phrase he did not hear clearly or was mumbled. He employed



a strategy of asking for repetition only 3 times during data collection and it was used rarely.

In the next excerpt, Manta and his student were on the pool side. Manta told the student not to worry about breaking the clip if the students diving buddy is out of air while they set up their diving equipment (ON).

*Excerpt 18*

- 1 M: if you have emergency [DON'T care because this only 100 bath  
2 [(pull the octopus from the clip))  
3 if they broken you can buy new one  
4 (1.0) but your (life) (x) your friend more expensive than that o↑kay?  
5 Y: ((laugh)) yeah  
6 this one is for (bud↑dy?)  
7→ M: Par↑don?  
8→ Y: This is- err this is for bud↑dy?  
9→ M: For the buddy if your buddy is low on air

(MTR3 (29.05 ) Asking for repetition)

In line 2, he used gestures to describe the word “DON'T care” in Line 1 by pulling the octopus (equipment) hard from the clip as he wanted to show that there is nothing more important than life. Y laughed and answered with the word “yeah” in line 5 and then, in line 6, he asked the question “this one is for (bud↑dy?)” with rising intonation. Manta might not of hears the question, probably because in line 7, he employed asking for repetition as a strategy by using the word “Par↑don?” Y responded by repeating his question again in line 8.

**Mumbling**

Mumbling was not often used. Manta employed this strategy only when he could not complete his sentence perfectly.

In this excerpt, they were on the boat on the way to Racha Yai island. Manta reminded the student about hand signal again before diving. That day on the boat was quite busy and so loud (RD).



*Excerpt 18*

- 1 M: You need to keep answer (2.0) o↑kay?  
 2 Y: yeah ((nod))  
 3 M: so:: if you okay ((showed the hand signal OK)) signal back you okay  
 4 if not okay signal like this ((signal something's wrong))  
 5 I have something wrong with my: (1.0) ear [((point to ear))  
 6 Y: [yeah  
 7 M: I have problem with my: (1.0) °mask° ((point to eye))  
 8 → I have feeling (face expression of worried) something (xxx)  
 9 just signal [this and point what happen to you  
 10 [((signal something's wrong))]

(MTR11 (14.45) Mumbling)

As I mentioned above, hand signals are one of the most important and necessary skills of a scuba diving course. For this reason, Manta combined two strategies to remind Y about the hand signals, these were comprehension checks and non-linguistic strategies in line 1 to 7. In line 1, Manta told Y that he must show hand signals as a response every time a hand signal is directed at him. He paused for 2 seconds but Y did not react. Then, he implemented comprehension checks by saying the word “o↑kay?”. In line 2, Y finally answered. In line 3-5, Manta left a gap among the sentence, but it was filled by hand signals. Non-linguistic strategies were employed a lot in this excerpt. In Line 8, mumbling appeared. He spoke quietly and in a way that was not clear and I could not hear the word he uttered. He did not ignore the mumbling though and kept explaining the hand signals in line 9. Mumbling is not an effective strategy. It can only help with the flow of a the sentence.

**Asking for confirmation**

Asking for confirmation occurred when Manta wanted to make sure that he heard something correctly. He employed this strategy only once during data collection.

In the following excerpt, they were talking about the current underwater while they were on a boat to Racha Yai Island (RD).





*Excerpt 19*

- 1 S: I got a question (.) it like a lot of (x) how can I say  
 2 ahh:: I don't know the word (2.0) on the water it a river  
 3 like a you (stay) during the water and be-  
 4 you will be ((shouww)) with the wa[ter  
 5→ M: [NO it no current today  
 6 S: How you say ↑that? a[↑gain  
 7→ M: [current  
 8 S: cur↑rent?  
 9→ M: Yeah (1.0) you mean the water moving right?  
 10 S: oh the water yeah yeah  
 11→ M: No current today

(MTR11 (17.59) Asking for confirmation)

In line 1, the student had a question about the current underwater, but he did not know the exact word. He then tried to employ circumlocution to describe the word “current”. It seemed to be effective because in line 5, Manta answered the student’s question by uttering “NO it no current today” as he understood the question. In line 6, the student asked Manta to repeat again. Manta employed a strategy of self-repetition by uttering the word “current” again in line 7. But in line 8, the student showed that he was not familiar with the word “current” when he uttered the “cur↑rent?” with rising intonation as a question. Manta said “Yeah” in line 9. He paused once and followed by asking for confirmation with the question “you mean the water moving right?” After S responded, in line 11, Manta employed a strategy of self-repetition once again by repeating his own speech in line 5.

Asking for confirmation is an effective strategies but it is not often used because normally this strategy is employed by listeners not speakers because it aims to confirm what the listeners heard.

### Conclusion of Case One (Manta)

According to the findings above, Manta employed various strategies to resolve communication problems, when he lacked vocabulary knowledge, he usually employed non-linguistic strategies, approximation, circumlocution, use of all-purpose words and



word coinage. These strategies could help him reach the target word or words with the nearest possible meaning. Omission, literal translation and mumbling were used when he could not complete the sentence structure. When he needs more time for planning the next speech or to search for a certain word, he usually employed the use of fillers. He often used the word “usually” and the sound “ahh:.” as these fillers allow for a short pause. Manta seems to intend to face own-performance problems as he is aware when something he has said is not correct or partly correct. Since, oftentimes he employed self-repair and made comprehension checks. Self-repair allowed him to correct what he had said. Comprehension checks were combined with various strategies which appeared in almost every excerpt but was used the most for self-repair and circumlocution.

To summarize, it could be considered that the methods of non-linguistic strategies, approximation and use of filler devices were used more frequently than the remaining strategies. Though, Manta learnt English through daily communication rather than in formal class. The rule of linguistics came out by the subjective awareness of problems occurring in actual communication which lead to insufficient awareness of linguistic items. It was true that Manta made mistakes when speaking English as discussed above. However, in terms of communication, he used them to keep the conversation channel open which makes for good communication at the very least.

According to the three groups of communication strategies recorded in the present study, Manta tended to use both direct and indirect strategies with approximately similar frequency. Moreover, the interesting findings of Manta used several interactional strategies. He employed four kinds of interactional strategies; comprehension checks, appeals for help, asking for repetition and asking for confirmation. “Do you understand?” It was the question structure that Manta usually used when checking for comprehension. Appealing for help was used when he could not reach the target word himself. When he could not hear the word clearly or was checking his own understanding, the use of asking for repetition and asking for confirmation were both employed. The evidence seems to indicate that Manta shows concern about what a student has said as he never ignored a student during observations.



## Case Two: Nudi

### Non-linguistic strategies

When the speakers do not know how to say words in English, they could communicate effectively by using their hands, imitating sounds, and using words with potentially the same meaning to describe what they mean. These methods of communication strategy are called non-linguistic strategies. For Nudi, it seemed easier to move the body or imitate sounds than using strategies which employed complex sentence structures and vocabulary such as circumlocution. For this reason, non-linguistic strategies were used the most by Nudi which were ranked first for most frequently used communication strategies in table 4. Nudi used a lot of gestures. He usually pointed to something instead of uttering the name of it.

In the following excerpt, Nudi was trying to explain how to orally inflate the BCD which is a skills included in the confined water section (ON). The BCD or Buoyancy Control Device (read more in the Appendix) is a device that divers wear like a jacket. The BCD is connected to the air tank via the “Low Pressure Inflator Hose”. It is also equipped to be “orally inflatable”. Orally inflating a BCD is a critical skill which the divers might do if they have a low pressure inflator problem. The divers could continue the dive using the oral inflator to adjust the buoyancy or they might want to use the oral inflator to save air from the tank at the surface. The divers do this by blowing into the hose while holding down the deflate button which opens the valve to allow air in/out (RD).

### *Excerpt 20*

- |    |    |   |
|----|----|---|
| 1  | N: | this is the way (1.0) if your BCD ... problem           |
| 2  |    | and the:: like kaa:: you cannot inflate from [this one- |
| 3→ |    | (((pointed to the inflate))                             |
| 4  |    | you can ORAL the BCD in- air in your BCD                |
| 5  |    | from your mouth in [over here                           |
| 6→ |    | (((pointed to the mouthpiece of the BCD inflator))      |
| 7  | D: | uhh::   |
| 8  | N: | how do you canna do like kaa: [press here               |
| 9→ |    | (((hold the deflate button))                            |
| 10 |    | and ORAL  |



- 11→ ((blow into the mouthpiece of the BCD inflator))  
 12 AND let go leave your mouth and let go in the same time

(NRT3 (08.18) Non-linguistic strategies)

Nudi employed a lot of skills to get through this topic. In Line 1, she used omission as a strategy. She provided only important words by leaving a gap within sentences. In Line 2, she uttered the filler word “like kaa:.” as she wanted to gain time to think, seemed too hard for her to explain or she was searching for the right word. Then, she employed non-linguistic strategies to reach the target word by uttering the word “this one” while she pointed to the Low Pressure Inflator Hose. She used the word “ORAL” in Line 4 as she employed approximation, but it supposed to be the word “blow”. This was showed in Line 5, from the phrase “from your mouth”, and she also employed non-linguistic strategies by pointing to the mouthpiece of the BCD inflator while saying the word “over here”. In Line 8, Nudi employed the strategy of using filler devices again. She used words “like kaa:.”, followed by using non-linguistic strategies, saying “press here”. She uttered the word “ORAL” again in Line 10. Then, she blew air into the mouthpiece of the BCD inflator as a demonstration. This action is considered a use of a non-linguistic strategy.

In the next excerpt, Nudi was trying to tell the students how to wear the weight safety belt. The students’ weight belts were too long and were tempted to tuck in the open end or wrap it under their equipment where it was easy to release the weights with one move. The long weight belt might be a problem for divers if it becomes hooked up on something underwater, such as corals or rocks. Additionally, the right-hand release is a well-known standard, even if a diver is left-handed, they should make sure that the weight belt could be dropped by using a right-hand release (ON).

### *Excerpt 21*

- 1 N: that’s wrong if they:: lock and- or they:: twist with something  
 2→ they might block yourself in over there  
 3→ that’s why if you put it under:: [like this::  
 4→ [((show the students how to wear weight  
 belt))



5           and then when (they) n- lock they gonna PWEES away o↑kay?  
6       D:   ((nods))  
7       M:   ((nod))

(NTR5 (00.41) Non-linguistic strategies)

In Line 1, Nudi employed a strategy of approximation by uttering the words “lock” and “twist” instead of using the words “trap” and “hook”. She made this clearer in Line 2 by uttering the word “block” which helped her make sentences more understandable. She said the words “this one” while using non-linguistic strategies to describe what she wanted to explain in Line 3. In Line 4, she once again used non-linguistic strategies by imitating a sound. She used an imitated sound “PWEES” instead of saying the target word. PWEES might mean to get free from something because the following word was the word “away”. Moreover, she employed comprehension checks as she was aware of what she had said by saying the word “o↑kay?” with a rising intonation and her students nodded as a response.

In the excerpt below, Nudi and her students were in the pool. The regulator clearing skill was explained (ON). Clearing the regulator is one of the first skills that a diver must learn in any scuba course. It is important to learn the techniques for clearing the regulator to avoid getting water in the mouth while diving. There are two ways to clear a regulator underwater. The diver can use the blast clearing or purge clearing method, in this excerpt Nudi taught the blast clearing method. To perform this skill, the diver has to take the regulator next to the hose and remove the regulator from mouth and blow small bubbles. When putting the regulator back in mouth, make sure that the regulator is the right side up, and then blow forcefully through the regulator (RD).

*Excerpt 22*

1 N: and another one [breath in breath out  
2→ [((wave her hand in and out from her chest))  
3→ breath in [take off  
4 [((take the regulator away))  
5 smaller bubble (1.0) put it in



6 ((grab her regulator and hold it close to her mouth))  
 7→ and PWUU like this you gonna blow up

(NTR6 (06.57) Non-linguistic strategies)

In Line 2, Nudi used a gesture to support her phrase “breath in breath out”. She waved her hands towards her chest while saying “breath in” and waved her hand away from her chest for the words “breath out”. In Line 3 to support her words “take off” she gestured, if she had not employed a gesture, the phrase in Line 3 might not be understandable because it was not a complete sentence. She kept demonstrating the method until Line 7. She employed a sound imitation “PWUU” as she blew the air out from her mouth, she described it later with the word “blow up” which made the sentence more understandable. Non-linguistic strategies proved in this circumstance to be the easiest ways to reach the target of communication.

### **Approximation**

Approximation occurs when the speaker does not know the target word, so instead they use another word to express what they are trying to say as closely as possible. As a result, Nudi employed the strategy of approximation because she had insufficient vocabulary knowledge, approximation was ranked second for most frequently used communication strategies (Table 4). Nudi usually used this method with other strategies to overcome communication breakdown such as non-linguistic strategies.

In the excerpt below, Nudi was teaching how to attach a BCD to a scuba tank. She tried to tell the students to put the BCD’s strap in the right position. If the BCD’s strap is too low, a tank valve might hit the divers’ head when they try to look up. In contrast, if the BCD is too high, the tank might slip out of the strap. Nudi gave the students a good technique to measure where the suitable level is to lock the strap by putting a hand on the neck of the tank and placing the strap below using your hand (ON).



*Excerpt 23*

- 1 N: when you put the tank down  
 2 only [one hand below::  
 3 [((put her hand to neck tank))  
 4→ if too deep more like [this  
 5 [((push the strap down to the floor))  
 6 when you connect your regulator when you turn around  
 7→ they pointing your (1.0) neck [around here  
 8 [((hit her back neck softy))  
 9 M: แค่นี้ [เนาะ ((place her hand below the neck of the tank))  
 10 D: [↑this? ((place his hand below the neck of the tank))  
 11 N: yaeh::
- (NTR6 (06.57) Approximation)

The first used of approximation appeared in Line 4 by uttering the word “deep”. In this situation using the word “below” was more suitable. However, the sentence in Line 4 was understandable because she combined approximation with a gesture in Line 5. The second time approximation was used was in Line 7 by saying the word “pointing” which had many different meanings. As a verb, the word “pointing” could mean directing someone’s attention to a position or direction of something, typically by extending ones finger. The word “hit” could be more suitable for this case because she later used non-linguistic strategies as she hit the back of her neck. M asked in Thai by uttering “แค่นี้ [เนาะ” and D said “↑this?” with a rising intonation, while they tried to put the BCD’s strap around the tank as they asked for clarification. Nudi responded by saying “yeah::”.

The next excerpt occurred after the excerpt above. Nudi tried to tell to students that after they pulled the strap tightly around the tank and secured it with the locking mechanism. The students had to test that the BCD was securely attached by holding the top of the BCD and gently shaking it, if done correctly the tank strap should not slide around (ON).

*Excerpt 24*

- 1 N: when you lock already: check (2.0)  
 2 your tank they (very) high or they gonna lost



- 3 hold on the handle [this one  
 4 [((hold the handle))  
 5 and bring it [up  
 6 [((carry the tank up and shake it))  
 7→ (see) ↑right? that's strong  
 8→ if not strong (1.0) strap might shaking- moving around

(NTR1 (04.04) Approximation)

She explained how she checked the straps for her students and employed non-linguistic strategies to help express her words, being more comprehensible until Line 6. Approximation occurred in Line 7 and 8. She uttered the word “strong” instead of using the word “tight” which was more suitable. But in this excerpt she said it twice in Line 7 and 8 as she did not notice that it was not the target word. In Line 8, the phrase she uttered after the pause made the sentence clearer. Moreover, she also employed self-repair to fix the word “shaking” to the word “moving”. She first uttered the word “shaking” but she suddenly cut it off and replaced it with the word “moving”

### Comprehension checks

Comprehension checks are to make sure that students understand what is happening in the lesson and to check students' understanding of the materials that they have been taught. Nudi used this strategy many times but she usually asked students by uttering the word “right?” with a rising intonation or “Do you understand?”. These questions were not effective enough as a comprehension check because the students could easily answer “yes” to avoid losing face if they did not understand.

In this excerpt, the scenario occurred in the pool during the demonstration of the confined water skill. After the students completed the skill of a Partially Flooded Mask and Clear. Nudi explained the next skill to be covered which was a Fully Flooded Mask and Clear. During the open water course, divers learned to clear a fully flooded scuba mask without needing to go up to the surface. The students have to practice this skill in the pool or within confined water first, and later in the open water during their check-out dives. Before practicing clearing water from a mask, the students need to let water into their mask with a completely flooded mask. Starting by holding the top of the mask frame firmly against the forehead and taking a deep breath from the regulator.





Then, exhaling slowly but forcefully through the nose. They must then, tilt the head up while continuing to exhale (ON).

*Excerpt 25*

- 1 N: and the second skill (2.0)  
 2 full of mask °clear°  
 3 you gonna put water inside (1.0) full of the mask  
 4 after clear your mask the same way we do =  
 5 = the partial mask clear  
 6→ ↑right? (2.0) any question?  
 7→ D: ยัง ha ha [ha  
 8→ M: [ยัง

(NTR8 (05.17) Comprehension check)

In Line 1 to 5, Nudi tried to tell the student to let water completely fill the mask and clear it off by the same method as a Partially Flooded Mask and Clear which she already demonstrated. Comprehension checks happened twice in Line 6. The First time, Nudi uttered the word “↑right?” with rising intonation and she paused for 2 seconds as she waited for the answer from the students but she did not get any response. Then, she employed a comprehension check again by asking “any questions?”. Finally, she got a response in Line 7 and 8. D responded by using this word “ยัง” whilst laughing and M also said the word “ยัง” this was a use of code-switching from Thai. The word “ยัง” in Thai for this situation meant “not yet” in English. It could mean that they might have a question for later but not at that time.

### **Omission**

Words that have been left out or excluded in a sentence might lead to a misunderstanding. People who have low grammatical knowledge often employ the strategy of omission. However, people who use this kind of strategy might utter only meaningful words. It could make the sentence understandable even if it is incomplete. Omission was in ranked forth for most frequently used communication strategies (Table 4) used by Nudi. Nudi sometimes uttered only an important word instead of saying a



complete sentence because of her current English language competence especially concerning grammatical structure.

In the following excerpt, Nudi was trying to tell the students how to open a scuba tank valve safely. Most recreational divers slowly turn the cylinder valve fully open in an anticlockwise direction and then back one-quarter ( $\frac{1}{4}$ ) turn. The justification for this fractional turning procedure is to reduce the likelihood of the valve sticking in an open position after high-pressure air has entered the assembly and it is easy to check an opened-valve in one turn (ON).

*Excerpt 26*

- 1→ N: that okay:: you can turn OVER (3.0) turn O<sup>↑</sup>ver  
 2→ ((opened her tank valve fully))  
 3 M: เปิด ((eye gaze))  
 4 N: turn over and turn back one hand  
 5→ ((turn the valve partway back))  
 6→ D: ((opened his tank valve fully and turn the valve partway back))  
 7 N: <sup>↑</sup>THAT's is and then you gonna know  
 8 when your tank on or off  
 9→ when you check like [this on one hand  
 10 [(close and open the tank in one move))  
 11→ and then::.... that's why... (2.0) O<sup>↑</sup>kay?

(NTR3 (06.41) Omission)

The word “turn over” in Line 1 might easily confuse students. The student might not understand the first word “turn OVER” because they did not respond to her order. After a pause for three seconds, Nudi employed self-repetition in which she repeated the word “turn O<sup>↑</sup>ver” as a combination with non-linguistic strategies in Line 2. M used eye contact while saying the word “เปิด” in Thai. Nudi kept continuing to explain that after opening the valve fully, the students had to turn the valve partway back, but she used the word “one hand”. This study defines this as the use of word coinage as she utilized a new term. She made her sentence more comprehensible by employing non-linguistic strategies in Line 5. It seemed to be effective because D could follow her steps in Line 6. She used the word “one hand” again in Line 9 by combining this with a demonstration. Nudi was aware of the new word she had said. In Line 11, the



use of omission appeared. She wanted to say something but she left it. Then, she uttered the word “that’s why” and left a gap in the sentence again. She paused for two seconds and followed by using a comprehension check.

In the excerpt below, Nudi instructed the students about scuba regulator maintenance which the divers have to do at the end of a diving day. Whenever the regulator is removed from the tank valve, it is important to wipe or blow the dust cap completely dry as soon as possible and the regulator should be rinsed thoroughly with fresh water (ON).

*Excerpt 27*

- 1 N: so:: before you close °make° sure (1.0)  
 2→ they ↑have (no) water inside [here  
 3→ [((pointed to the dust cap))  
 4 what you canna do:: you just blowing like this  
 5→ ((blow the dust cap))  
 6 STRONGER  
 7→ somebo↑dy they use from the tank to ... from- the-  
 8 [but anyone don’t like that  
 9→ [((pretend like open the tank and blow it out with air from the tank))  
 10→ because ... annoy yeah::  
 11 WHIFF ((imitated the sound of air run out for the tank))  
 12 M: A-ha  
 13 D: Okay ((nod))

(NTR1 (05.18) Omission)

In Line 2, Nudi employed non-linguistic strategies instead of saying the word “dust cap” by pointing to the subject in Line 3 instead of speaking out. In Line 5 she used a gesture to support her word “blowing”. She used the word “stronger” again as approximation that has been mentioned previously. She used this to substitute the word “forcefully” which was more suitable, which is something she might not have known. In line 7, she left a gap in her sentence as she employed an omission strategy. She struggled trying to say the word but she cut it off. Until Line 8, she suddenly used a new sentence and employed a gesture as a non-linguistic strategy in Line 9 to help her sentence be more comprehensible. An omission occurred again in Line 10, she tried to



give a reason by uttering the word “because”, but she missed some words as she did not make a complete sentence. She only said “annoy” which was a meaningful word and provided a sound imitation “WHIFF” to plug up the leak in her sentence. Then, she got a response from her students which confirmed that they understood.

### **Literal translation**

Literal translation is a strategy used by people who cannot complete a sentence structure correctly, a strategy similar to omission. It is found in everyday usage. Literal translation means to render the message from a first language to another language, Thai into English for this study. This strategy was ranked fifth of the most frequently used communication strategies (Table 4). Nudi usually employed a strategy of literal translation when she had to explain that something is longer than usual. As I mentioned above she lacked ability in the use of English grammar and sentence structures, employing this strategy might help her sentence become more fluent.

In the excerpt below, the scenario occurred on a boat after they finished Dive 2. During their surface interval, Nudi was briefing the students about the skills that the students had to do in Dive 3 which was the C.E.S.A. or Controlled Emergency Swimming Ascent. It is used when a diver runs out of air and cannot find their dive buddy. A skillful diver would swim safely to the surface by using a C.E.S.A. They do this by swimming slowly to the surface while exhaling and deflating his/her buoyancy compensator. Every certified diver has to learn the C.E.S.A. in his/her Open Water Certification Course because it is a vital skill. Nudi already taught this skill in a confined water space where they practiced the skill. In the confined water section, they swam horizontally, starting from the pool wall to the other side. By swimming horizontally, a diver eliminates the risks associated with pressure changes such as pulmonary barotrauma and decompression sickness. As long as the students keep their regulator in their mouth, they have no risk of drowning (ON).

### *Excerpt 28*

- |    |    |  |
|----|----|--|
| 1  | N: | skill (1.0) we gonna do (2.0) CESA same like in the pool yester <sup>↑</sup> day     |
| 2→ |    | control (1.0) buoyan <sup>↑</sup> cy: yeah when you lay down your bo <sup>↑</sup> dy |
| 3  |    | and control (1.0) buoyancy and continue your sound like::                            |
| 4→ |    | AHHH:::  |



- 5           into the wall yesterday  
 6→       but on this dive we not do same like in the wall  
 7→       we bring the buoy line (1.0) have a rope  
 8       BUT you not hold on the rope O↑kay? NOT hold on the rope

(NTRB2 (00.20) Literal translation)

Nudi reminded the students of the C.E.S.A. procedure which was simulated in the pool during the confined water section in Lines 1-5. In Line 2, she told the students that they had to control their buoyancy which is the most important step of the C.E.S.A. As it is a very important word, she employed a strategy of self-repetition to repeat the word once again to make sure the student could hear it clearly. In Line 4, Nudi employed sound imitation “AHHH:....” which was a sound that the students had to utter to demonstrate control of exhalation. Literal translation appeared in Line 6. She uttered the phrase “we not do same like in the wall” as she translated word by word “เราไม่ทำเหมือนที่ผนัง”, from Thai to English. In Line 7, she said that she would bring the “buoy line” as she employed word coinage by utilizing a new word. Nudi used the word “buoy line” to substitute the word “diving shot line” (read more in the Appendix) which is an item of diving equipment consisting of a weight (the shot), a line and a buoy. Nudi named it this by considering the appearance of the diving shot line. In Line 8, she tried to explain the rules of performing the C.E.S.A. skill during training the students had to swim back to the surface by following the diving shot line but cannot touch it because the instructor wanted to make the situation as close to a real emergency as possible. Nudi uttered the phrase “not hold the rope” as a regulation. She employed a comprehension check and combined it with self-repetition by saying “O↑kay?” and repeating the phrase “NOT hold on the rope” as this was very important.

In this excerpt, Nudi told the students to write details in their old dive log from the new dive log that she just gave to them. A dive log is used by a scuba diver to record the details of dives. This serves many purposes that are both relate both to safety and personal information. Additionally, in the early days, when the student goes on holiday, they were expected to take the logbook and their certification cards to prove their competence in diving (ON).



*Excerpt 29*

- 1→ N: so right now: I would like you to do (4.0)  
 2→ you copy ↓detail [this:: one  
 3 [((pointed to the log dive))  
 4→ (3.0) this is a log dive  
 5 อันนี้ [your  
 6 [((give the log dive to the student))

(NTRB5 (13.50) Literal translation)

There was a four second pause in Line 1, which suggested that Nudi was thinking about what to say. Then, in line 2, she used literal translation to express what she wanted to say. She uttered the phrase “you copy ↓detail this:: one” as she translated word to word from her native language “คุณลอกรายละเอียดอันนี้”, Thai. When she uttered the word “this one” she also pointed to the log dive. Nudi paused once again in Line 4 but there was no response. Then, she said “this is log dive” and gave it to the student while employing code switching by uttering the word “อันนี้”

### Self-repetition

Self-repetition is described as partial or full utterance of something which has already been made by the same speaker within a short period of time. Self-repetition is commonly found in spoken discourse, and it could be argued that it is an interactional necessity. Nudi usually employed this strategy with important words or sentences of a lesson. She repeated words/sentences spontaneously as a sign to the students to know that it is very important.

In the next excerpt, Nudi tried to tell her students on how to control buoyancy by breathing. While diving, it is not necessary to constantly use a BCD for controlling buoyancy. The best way to control a position in the water is by breathing in and out. Human lungs are a natural buoyancy controller and an experienced diver can utilize this perfectly when diving. Nudi explained that if students were moving upwards and away from the bottom, they had to simply exhale all the way. This might empty your lungs of air, hence making total volume smaller and providing negative buoyancy. Once they reached their desired depth, a diver should assume normal breathing. The



students were not allowed to kick their fins while doing this procedure because they might move upwards again (ON).

*Excerpt 30*

- 1 N: if you see (1.0) is stay in the front of you  
 2 [like this  
 3→ [((placed her left hand in the front and her right hand close to her chest))  
 4 and you follow ↑me and then you °flooding° up  
 5 just breath a °long°:: out  
 6→ ((breath out long from her mouth))  
 7→ as well stop kicking ↑right? STOP kicking  
 8→ D: ((nod))  
 9 N: and ↑then ↓when ↑you down into me (1.0)  
 10→ same level ↑and then you can start to kick  
 11→ ↑right? O↑kay?  
 12 M: OKAY KA::

(NTRB1 (11.21) Self-repetition)

Nudi employed non-linguistic strategies in Line 3 as she wanted to show the position underwater by using her hands. She employed this once again in Line 6 to support her incomplete sentence in Line 5 by exhaling all the way out from her mouth until her lungs were empty of air. The gesture in Line 6 also could better describe the word “long” in the context that the students had to exhale for this “long” to keep control of their buoyancy. The use of self-repetition was demonstrated in Line 7 as she wanted to warn students by uttering “stop kicking” with stress on the word “kick”. She not only repeated her phrase “STOP kicking” with the word “STOP” louder than the first one but also employed a comprehension check “↑right?” with a rising intonation before she repeated her phrase. D nodded in Line 8 as the order was accepted. She kept explaining more in Line 9 and 10 and employed comprehension checks on two more occasions in Line 11 by uttering the word “↑right?” first. Then, she used eye contact with M, The Thai lady did not respond, Nudi again said “O↑kay?” as a comprehension check. Finally, M responded with the word “OKAY KA::” with loudly.

In the following excerpt, Nudi tried to tell the students to close their tanks and release the air which was left in the regulator’s hose after the equipment’s set up



was finished (ON). This is because on occasion's sometimes divers have turned their tank valves off and then forgotten to reopen them before jumping into the water. If some time passes between assembling the scuba unit and the dive, many divers will turn off their valves and then forget to reopen them before the dive. The remaining air in the system will give them a reading on the manometer of a tank but this is not the case, in fact there are only a few breaths in the regulator before the air is gone, making it harder to spot the error (RD).

*Excerpt 31*

- 1→ N: when you set up done already:: (1.0) every time  
 2→ close your tank ↑right? close your tank o↑kay?  
 3 if you not close your tank  
 4→ and then take the pressure of the hose out  
 5→ and when you come down look at on [the gauge  
 6 (((pointed to the pressure guage))  
 7 200 bars (2.0) you put it on (1.0) jumping  
 8 that last (breath) from the hose

(NTRB4 (09.13) Self-repetition)

In Line 1 and 2, Nudi told the students to close their tank after finishing the equipment set up. As it is very important to be aware, Nudi uttered the phase “close your tank” with stress on the words “close” and “tank”, followed by a comprehension check of “↑right?”. Then, she suddenly repeated her phase “close your tank” one more time. She did not only employ self-repetition but also employed a comprehension once again by uttering the word “o↑kay?”. She continued to explain to the student to release the air which remained in the regulator hose. However she used the word “pressure” instead of using the word “air” which would be more suitable, as she employed the strategy of approximation in Line 4. In Line 5, Nudi pointed to the pressure gauge as she tried to tell the students that the remaining air in the system will give them a reading on the dial of a full tank.

**Self-repair**

Self-repair is the process of a speaker recognizing a speech error and will then repeat what has been said with some sort of correction. Self-repair is carried out by





the speaker but it may be initiated by either the recipient or by the speaker noticing the mistake. Self-repair might be marked by hesitation and a need to edit a term such as, "I mean". However, Nudi usually marked it by using a non-lexicalized strategy such as "ohh" or "ah".

In the excerpt below, Nudi told the students that she was going to teach them the next skill, snorkel to regulator exchange. It is the practice of exchanging a regulator for a snorkel when on the surface (ON).

*Excerpt 32*

- 1 N: so another s<sup>↑</sup>kill: right now we gonna do  
 2→ mask and snorkel- °ah° regulator and snorkel change  
 3 <sup>↑</sup>right? (what) you canna do::  
 4 put your mask on like [this  
 5 [((wear her mask))  
 6 D: ((wear his mask))  
 7 M: ((wear her mask))  
 8 N: ↓right  
 9 and your face ... down underwater

(NTR7 (00.37) Self-repair)

As shown in Line 2, Nudi employed self-repair to fix the name of the skill. At first, she said "mask and snorkel-" but she promptly cut it off after she realized that what she had said was wrong because she uttered the non-lexicalized response "°ah°". She corrected her mistake by uttering "regulator and snorkel" which she substituted the word "regulator" to the word "mask". She also stressed the sound in the word "change" as it was an important word. The word "change" in Line 2 was understandable but is defined in this study as the use of approximation because the suitable word for this context would be "exchange". It was a tiny difference between the word "change" and "exchange". The word "change" is the act or instance of making or becoming different but the word "exchange" is the act of giving one thing and receiving another (especially of the same type or value). In Line 3, Nudi used the strategy of a comprehension check as she uttered the word "<sup>↑</sup>right?" with a rising intonation but she did not wait for a response. She kept going with her demonstration in Line 4 and 5. She employed a



strategy of all-purpose words by using the word “put” in Line 4 as she wanted her students to wear their masks. She also wore her mask while she was explaining this. Thus, this study has defined this interaction as a combination of two strategies, use of all-purpose words and non-linguistic strategies. The students responded to her by wearing their masks in Line 6 and 7. In line 8, Nudi said “↓right” as a sign to the students that they were ready to do the skill.

### Use of fillers

Filler is a sound or word that is spoken in a conversation by a speaker to signal to others that a sentence is not finished, but they need time to think of what to say next. In English, the most common filler sounds are *ah*, *uh*, *um* and the filler words are *like*, *you know*, *I mean*, *okay*, *so*, *actually*, *basically*, and *right*. In Thai, Thai people often make the sound more or less similar to English, for example, “*umm*” “อืม”, “*uh*” “อ้อ”, “*erm*” “เอิ่ม” and the filler words “*lăew gôr*” “แล้วก็” it translates to “and then” and also sometimes is shortened to “*gôr*” “ก็” which means “also”. The filler sound used the most by Nudi during data collection was “*ahh*” or the word “*right*”.

In the following excerpt, data was collected in an interaction on a boat before a dive. Nudi explained how they were going to communicate underwater and on the surface during the dive. Nudi was trying to tell the students that on the surface she can tell them what the skill they must do but underwater she can only use hand signals to substitute the name of the skill. Nudi employed various strategies combined with filler devices (ON).

### Excerpt 33

- 1→ N: all the skill I can (1.0) ahh::  
 2 talk with you not problem  
 3→ ↓right ↑and not have to use hand signal  
 4 I just telling you what skill on the surface  
 5 ↑right?  
 6→ M: ((nod))

(NTRB1 (01.07) Use of filler devices)



In Line 1, after a short pause, Nudi employed the use of filler devices by uttering the sound “ahh::” with a prolonged sound. She took more time to think of what to say. She then employed the use of filler devices once again in Line 3. She used the word “↓right” as a filler because she wanted to explain more. Nudi also used comprehension checks to check the students understanding by uttering the word “↑right?” with a rising intonation before she moved on to the next topic. In Line 6, the student responded to the comprehension check by nodding.

### Use all of purpose words

All of purpose words are words which are suited for many purposes or uses by a speaker. The most used all-purpose words are *thing*, *stuff*, *make* and *do*. *Do* was the all-purpose word most often used by Nudi. She employed this strategy when she did not know the exact word in English because it was easy to use and could share the same meaning as the correct vocabulary.

In the following excerpt, Nudi was trying to tell the students that after they finish the last dive they had to sign all the necessary course paper work to complete the course and fill out the logbook (ON).

#### Excerpt 34

- |    |    |   |
|----|----|---|
| 1  | N: | I have your log↓book                    |
| 2  |    | after we come ↑up next ↓dive            |
| 3→ |    | we:: gonna ah: (1.0) sign on the pa↓per |
| 4→ |    | and:: we gonna do the log dive ↓yeah    |
| 5→ |    | (keep) your detail dive side            |
| 6  | D: | ohh:: ((nod))                           |
| 7  | M: | ((laughing))                            |

(NTRB4 (05.31) Use all of purpose word)

In Line 1 and 2, Nudi started to tell the students what they had to do after they finished the next dive. Nudi struggled in Line 3, then, she employed the use of a filler by uttering the sound “ah:” and paused for one second. Use of an all-purpose word strategy appeared in Line 4. She used the word “do” in the sentence. It could be comprehend, but the words “write” or “fill” were more suitable in this context. The



word “(keep)” in Line 5 was the use of approximation because the word that was more suitable in this context was “record”. However, it proved to be effective because her students responded by nodding and laughing.

### **Code-switching**

Code-switching refers to the use of two languages within a sentence or discourse. It is a natural process that often occurs between multilingual speakers who share two or more languages in common. Code switching occurs mostly in bilingual communities. Speakers of more than one language are known for their ability to code switch or mix their languages during communication. M is a Thai woman who married D, a Swiss native, they usually mix Thai and English when communicating. For this reason, Nudi employed code-switching as she knew that M and D would understand what she had said.

In the following excerpt, the boat was heading to Racha Noi Island. Nudi and her student were talking about the location of their last dive together (D and M took a DSD course with Nudi in 2016) (RD). Nudi was confused about the dive site, she thought that the location was Racha Noi. Then, she suddenly corrected her mistake by using a Thai word (ON).

#### *Excerpt 35*

- 1 N: we will go to Racha Noi island  
 2→ last time we went Racha Noi yes  
 3→ D: err:: ((frown))  
 4→ N: OHH โอ้ Phi Phi  
 5 M: Phi Phi Phi Phi  
 6→ N: Okay (1.0) นั่นแหละ okay  
 7 first dive we gonna be Racha Noi

(NTRB1 (00.10) Code-switching)

In Line 1 and 2, Nudi told the students that the boat took them to Racha Noi island where they had been diving before. But, in Line 3, D frowned while made a sound “err::”. It suggested to Nudi that she had missed something. After she realized that she was wrong. She said “OHH” and employed code-switch naturally by saying the



Thai word “ไม่” which mean “No” in English. Then, she corrected herself saying that it was Phi Phi Island and M supported her by repeating the word “Phi Phi” twice. Nudi employed code-switching once again in Line 6. She said the word “นั่นแหละ” in Thai which translates to “that’s it”. She used this to signify that the mistake had been corrected or resolved.

### **Word coinage**

When the speaker invents a new word to communicate the intended meaning, this phenomenon is known as word coinage, Nudi did not use it often. She preferred to substitute a vocabulary item which was not available to her with another which shared the same meaning, this is also known as approximation.

In this excerpt, Nudi tried to explain what was going to happen when she cracked an egg underwater. Many diving instructor use this method to demonstrate to the student the effects of the pressure underwater (ON). After cracking and opening a raw egg underwater, the water pressure surrounding the egg holds the yolk and egg white together in one piece. The yolk remains round. The water holds everything tight, as the shell was doing (see picture in the Appendix).

### *Excerpt 36*

- |    |    |  |
|----|----|--|
| 1  | N: | and you gonna see err: different err: pressure             |
| 2  |    | in err: 30 metres  |
| 3  |    | like ka: the <u>egg</u> (1.0) when you bring it down there |
| 4→ |    | when you (1.0) broke the egg                               |
| 5→ |    | (2.0) err:: the red egg and the clear white                |
| 6  |    | they still look like a pingpong                            |
| 7→ |    | they not err: same like ka::                               |
| 8→ |    | when you broke the egg into the:: (2.0) (place)            |
| 9→ | M: | ((laughing))   |

(NTRB3 (07.30) Word coinage)

In Line 1-3, Nudi employed the use of filler four times by using the sound “err:” in Line 1 and 2 and the word “like ka:” in Line 3 to keep the communication flow. In Line 4, she employed a strategy of approximation. She said “broke the egg”



which has a similar meaning to the word “crack” which was more suitable in the context of an egg. In Line 5, not only did she pause for two seconds but she also used the sound “err:”. It seems like she was gaining time to search for a word which she could not remember. Then, she employed the strategy of word coinage to create a new word which shared a similar meaning. She coined the word “red egg” to substitute the word “egg yolk” and the word “clear white” instead of “egg white”. She coins it from the color and the appearance of an egg. She struggled again in Line 7, trying to explain the differences of cracking an egg on land compared to the sea. She used fillers to solve this by uttering the sound “err:” and the word “like ka:”. In Line 8, she employed an approximation twice by using the word “broke” again and using the word “place” instead of the word “land”. M laughed in Line 9 as a response but could not prove that M understood what Nudi had said.

### **Circumlocution**

Circumlocution is locution that circles around a specific idea with multiple words rather than directly addressing the topic with a few words. It is sometimes a necessary tool of communication when the speaker does not know the exact word. They could use it as a strategy to explain which word they want to express.

In the excerpt below, Nudi briefed the students about the dive site of the next dive in Racha Yai. Racha Yai is a maze of concrete cubes found on the edge of a bay. It is one of many on the east coast, as a new artificial reef project (Read more in Appendix). This project hopes to grow a new coral reef. The process is slow but some fish species are using the cubes as a habitat (ON).

#### *Excerpt 37*

- |    |    |  |
|----|----|--|
| 1  | N: | we will turn <u>back</u> to the shallow ↓side      |
| 2→ |    | they have the ↑(cube) like ka:: [concrete box      |
| 3→ |    | [[((draw a square in the air))                     |
| 4  |    | they drop it down there for project technique (xx) |
| 5  |    | coral growing up or fish animal                    |
| 6  |    | stay inside the cube in right there                |

(NTRB3 (5.01) Circumlocution)



Nudi wanted to explain the word “artificial coral” but she did not know the exact vocabulary. She employed a strategy of circumlocution to reach the meaning of the word “artificial coral”. She described it by its appearance and uses. Nudi used circumlocution with another other two strategies. She adopted the use of a filler in Line 2 by uttering the word “like ka:.” as she was searching for a word. Then, she uttered the word “concrete box” while using a gesture to support her words as shown in Line 3.

Circumlocution can be used by either a speaker who is trying to search for a word or by a speaker who is trying to explain something to an interlocutor.

### **Conclusion of Case Two (Nudi)**

Nudi did not employ various strategies. She used only 12 out of the 20 strategies in the taxonomy as she tended to employ the same strategies repeatedly. Based on the communication problems that Nudi was confronted with, she preferred to use simple strategies to the complex strategies such as circumlocution. A low proficiency of sentence structure was substituted by using omission and literal translation. She usually employed omission by leaving a gap within a sentence. The use of omission seemed to build an incomplete sentence but it could be effective if the sentence still contained meaningful words. She usually used omission with gestures or by imitating a sound as shown in Excerpt 20 and 21.

Nudi was aware of her English as she often employed comprehension checks which appeared in every excerpt by uttering the word “right” with a rising intonation. Nudi also used the word “right” for other purposes. She used it as a filler as well. Sometimes the use of the word “right” was used to attempt to focus on fluency in her communication. Most of the time Nudi said the word “right” with rising intonation but she did not wait for a response, thus the study defined this as the use of filler even if it seems to be a comprehension check. Obviously, when it was necessary to gain time, she preferred to use the word “like kaa:.” with a short pause. However, she did not realize that she over-used it because of insufficient knowledge of linguistics items.

Another interesting point in the studies findings were the use of useless interactional strategies. I found that she employed only one strategy in the group of interactional strategies, comprehension checks. Based on the data from the researcher’s



diary, it was found that during class, students only responded by nodding which does not necessarily confirm that students fully comprehend the materials they have received. Additionally, there were no questions asked during the lessons. The only way that Nudi could check their comprehension was to ask short structured questions repeatedly. This phenomenon lead the comprehension check to be classified at the third rank of frequently used strategies.

## Summary

It is possible to see in the findings above, especially when the participants are not very proficient in the target language that they seem to use more economic communication strategies. Such methods include non-linguistic strategies, approximation, literal translation and omission. These strategies did not need excessive elaboration from the participants. All they had to do was gesture the target word or point to the location where the language item could be found, in order to elicit the word or use a more general term to substitute the targeted item. For this reason, non-linguistic strategies and approximation were ranked first and second for strategies most frequently used by the two participants. However, no strategy could prove to be effective to use as a stand-alone strategy. Only through observing naturally occurring conversations can we find such a variety of communication strategy being used together and in collaboration with participants in order to find the solutions to the searches.

Another interesting observation from the data segments above was the use of code-switching. Different participants allowed for different communication strategies to be used. As mentioned in Case two's finding, Nudi's students consisted of a Thai wife and Swiss husband who used both Thai and English to communicate. Therefore, Nudi could share her native language with her students. When the participant's native language is the same, or similar to the other participants', it could be very effective to use code-switching such as in excerpt 35.

On the other hand, Manta did not employ code-switching because he realized that his Japanese and Swiss students could not understand Thai words. Thus, it can be said that when the participant's native language is not similar or the same, describing





the word being searched for by using approximation and gestures seems to be the best way to solve difficulties.

As discussed above, the use of interactional strategies is relatively small compared to other strategies used by both participants. However, the reasons found are different in each situation. Namely, Manta tended to use interactional strategies in order to enhance the effectiveness of communication while Nudi seemed not to be motivated to use these because of the thought that they were useless strategies for her. It might be because her students did not interact with her to a significant degree. In my view, the differences in communication strategy selection do not only depend on the speaker but also the interlocutor.



## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

This chapter provides an in depth discussion on communication strategies which influenced the trends of a linguistic pedagogical approach. There are five parts in this chapter. Conclusions are presented as the overall study based on the research questions. Discussion is introduced in depth information of the results and what factors may have had an influence. The potential limitations of the study are presented. Implications showed the potential suggestions for teaching in the field of English teaching. Recommendations provided advice for further research which might lead to more reliable or widespread results.

#### **Conclusions of the Overall Study**

In conclusion, the current research attempted to answer one main research question and two sub-questions. The main research question is: What are the communication strategies used by Thai diving instructors when communicating with foreign student divers? The two sub-questions are: 1) What are the communication strategies that most frequently used by Thai diving instructors? And 2) How do Thai diving instructors overcome communication breakdown by using particular communication strategies? Three research questions were answered by using collected data for analysis of audio-recordings of conversations between Thai diving instructors and foreign student divers in specific contexts.

1) The two participants employed 18 of 20 communication strategies based on the taxonomy which are as follows; Non-linguistic strategies, approximation, use of fillers devices, self-repair, comprehension check, omission, circumlocution, use of all-purpose words, literal translation, self-repetition, word coinage, other-repetition, appeal for help, asking for repetition, mumbling and asking for confirmation.

2) The communication strategies most frequently used by the two participants were the same non-linguistic strategies.



3) The two participants overcame the communication breakdown by randomly selecting communication strategies based on which problem they were confronted with and what factors had influence. As I mentioned, the way Manta and Nudi used communication strategies were different. They randomly chose communication strategies and the use of each communication strategy was dependent on the situation as discussed in Chapter IV.

## Discussion

This study employed conversation analysis to analyze the data allowing for in-depth information with detail. The partial findings provide an insight into the differences between the previous studies and other interesting and significant findings which have emerged from the analysis. With respect to the review of literature, in some aspects became prominent after the data analysis, the findings could provide a more detailed and in-depth explanation.

The first discussion is related to the four competences in Canale's Model. Which competence were the most important? Canale and Swain said that "Just as Hymes (1972) was able to say that there are rules of grammar that would be useless without rules of language use, so we feel that there are rules of language use that would be useless without the rules of grammar" (1980: 5). They also stated that grammatical competence should not be ignored.

With respect to this study, I found that strategy competence was used to enhance the effectiveness of communication. It is different from the other three components of communicative competence. It is not a type of stored knowledge and it includes non-cognitive skills such as self-confidence, willingness to take risks or motivation. However, I could not deny that it interacted with other components, it did enable a speaker to deal successfully with a lack of competence in one of the fields of competence. Based on the findings in Chapter 4, I could say that I strongly agreed with Hymes. The participants totally rely on strategy competence which also refers to communication strategies. It should be noted that, even English native speakers who use English perfectly, will often experience communication problems with English native speakers from different countries or regions. They may not even be able to reach the



communication goal. It could be proved that without communication strategies the other components would be useless.

The results indicated that all the two individual diving instructors are unique in the way they use and implement communication strategies when communicating with foreign student divers. As I tried to find a pattern for usage of communication strategies but they used it randomly based on the context of a situation. The findings identified the relationship of communication strategy use between Manta and Nudi. Faerch and Kasper (1984) categorize strategies of communication in terms of reduction strategies or Tarone (1977) called “avoidance strategies”. This term was also used this study’s taxonomy of the present study with achievement strategies. It was found that avoidance strategies were not used by both participants. Topic avoidance and message abandonment are defined as avoidance strategy by Tarone (1997). Avoidance strategy is used when speakers do not know how to express a word in English, are anxious to speak English or lack background knowledge. It is obvious that Manta and Nudi never evaded a conversation or any question given by their students’ even if they lack vocabulary or sentence structure. They always kept the same conversation going until reaching the communication goal when facing a non- understanding communication problem or did not get any cooperation in communication with the students. It means that they tried to achieve the intended communication by anyway possible because a misunderstanding in a diving course might lead to an accident.

On the section concerning achievement strategies, it can be seen in Table 3 and Table 4 that the first and second rank of the communication strategies used by Manta and Nudi were the same strategy. These were non-linguistic strategies and approximations but the other strategies were positioned differently. Both of them often used non-linguistic strategies as an effective tool. Gestures could be used to support the meaning of vocabulary or substitute a word which they did not know. Sound imitating was also used to describe some actions which seem hard to explain. However, they were not only limited to non-linguistic strategies. They always combined non-linguistic strategies with other strategies to reach their communication goals. Approximation also took place in the second rank of Tables 3 and 4 for both participants. They employed approximation when they did not know the word in English, employing a word with the nearest meaning to substitute the exact word.



One interesting finding was the different used of comprehension checks. Namely, Manta tended to use comprehension checks in order to enhance the effectiveness of communication. She used questions such as “Do you understand?” which seemed to give more emphasis than using only the word with rising intonation. On the other hand, Nudi preferred to use the words “right?” and “okay?” which did not seemed to motivate any follow up questions or concerns. In the attempt to ask a question properly by using comprehension check strategies, motivation should be considered as an element for a communication strategy’s use. Moreover, the reason of using code-switching as discussed in chapter IV presents that Nudi is not motivated to use her communication strategy effectively.

Another interesting aspect found in the findings was the different usage of repetition. Dornyei and Scott (1995) classified strategies according to the manner of problem-management. As already mentioned in Chapter 2, the authors separated three basic categories in terms of ‘Problematicity’ which included own-performance problems, other-performance problems and processing time pressure. With regard to processing time pressure, several researchers refer to it as a strategy which allows second language speakers to gain time to think and plan what to say next. It is related to strategies such as the use of fillers, unwillingness devices, and repetitions (e.g., Canale, 1983; Dornyei, 1995; Dornyei and Scott 1995, Savignon, 1972: 1983; Tarone and Yule, 1987).

As the defined above, researchers such as Canale, (1983), Dornyei, (1995), Dornyei and Scott (1995), Savignon, (1972, 1983) Tarone and Yule, (1987) agreed to include repetition as a method to resolve processing time pressure. However, this view is not always the case because not every single repetition is employed to gain time to think. The findings from Excerpts 30 and 31 showed that the participants also used repetition for other purposes. According to the taxonomy used in the present study adapted from other taxonomies. There are two kinds of repetition selected from Tarone’s taxonomy; self-repetition and other-repetition.

Tarone describes the term self-repetition as “repeating a word or a string or words immediately after they were said” and the term other-repetition as “repeating something the interlocutor said to gain time”. He added that it can also occur with a question intonation when it is clear that the speaker is not expecting an answer; that is,



the repetition is not a clarification question. The description of self-repetition from Tarone's taxonomy could not describe phenomenon found during the data analysis, discussed below. Excerpt 30 and 31 shows a new strategy which emerged from data collected from the present study.

*Excerpt 30*

- 5        N:     just breath a °long°:: out  
 6                ((breath out from her mouth))  
 7→             as well stop kicking ↑right? STOP kicking  
 8        D:     ((nod))

The first example was selected from Excerpt 30. It was illustrated in Line 7 that Nudi first uttered the phase “stop kicking” with stress in the word “kick”. Then, she employed a comprehension check. After the comprehension check she repeated the same phase once again. This time not only did she stress the word “STOP” but also said it louder than other words as to convey the urgency for the message to be received. Moreover, this phenomenon took place again in Excerpt 31.

*Excerpt 31*

- 1        N:     when you set up done alrea↑dy:: (1.0) every time  
 2→             close your tank ↑right? close your tank o↑kay?  
 3                if you not close your tank  
 4                and then take the pressure of the hose out

In Excerpt 31, the phenomenon was exemplified in Line 2. Nudi tried to emphasize the phrase “close your tank” by stressing the words “close” and “tank”, which was followed with a comprehension check. After that she repeated the phrase “close your tank” with stress again and a comprehension check by uttering the word “o↑kay?” again. It seems like she tried to remind her student not to forget to close the tank.

This is similar to the strategy of self-confirmation made by Dornyei and Scotts' taxonomy. They stated that “it occurs after a repair or retrieval sequence, and serves as a signal that the final form the person used to carry the intended meaning adequately”. But in this case repetition occurred when the speaker repeated the word or sentence with a stress on certain words. It showed that the word or sentence is very important to know



or to remember. Moreover, Nudi probably used this kind of repetition after a comprehension check. According to an instructor's responsibility, she must realize the safety of the student divers which corresponds to the discovered repetition in the present study. This phenomenon might lead to discovering a new strategy which this study has dubbed "Key Idea Emphasis".

### **Limitations of the Study**

As a case study research, there are some possible limitations which are considered in this context. According to Duff (2008), it is stated that generalizability is one of the most pronounced disadvantages of case studies. The research investigated two cases, and consequently, it is unclear how universal the findings are in reflecting the general phenomenon for other diving instructors with different backgrounds and/or educational experiences. However, Stake (2005: 448) notes that "even intrinsic case studies can be seen as a small step towards grand generalization".

### **Implication for Teaching**

With regard to communication strategies in the language classroom, it is debated whether or not these strategies should be taught in the classroom. Conversely, other researchers such as Oxford (1990) and Dörnyei (1995) argued that teaching CSs is necessary in second language acquisition in order to help learners be aware of strategy use and employ appropriate strategies in certain situations. As mentioned above, the participants seem to use indirect strategies unconsciously whilst using direct strategies consciously. This suggests that teaching of direct strategies might be useful to raise learners' awareness and improve their strategic competence (Sato, 2005). Therefore, this investigation identifies the following implications. Namely, learners need to be encouraged and motivated to use communication strategies. Furthermore, explicit communication strategy teaching has a certain impact on raising learners' awareness. The practice of direct strategies such as approximation and use of all-purpose words might be useful for learners in order to use these in real world communication. Raising learners' awareness of differences between a first language and second language's



pronunciation is also vital. Additionally, in the field of English Education, Krashen (1982) also argued that emotional factors, such as confidence and anxiety, are influential components in language acquisition. In the researcher's view, CSs might help the student feel more confident as they had the tools on hand and know how to use it effectively.

### **Recommendation for Further Research**

It is significant to note that in order to increase the validity of the results for individual cases. It would be interesting to undertake a similar investigation but with multiple cases. Furthermore, this study is conducted in specific contexts, thus further research is needed to investigate communication strategy uses in different contexts with different subjects and different roles of participants. Also both participants in this research have worked as diving instructors for at least 10 years which might affect the results. Therefore, the use of communication strategies on different participants with more or less experience may lead to different results which await further research.

### **Final words**

One of the challenges for diving instructors is language. It can be really challenging for them to communicate in daily life and find a job because of communication barriers of a foreign language. The government actually supports these subjects by offering English courses in colleges. Some organizations also provide English classes for diving instructors in public places, which encourage them to learn English. However, through my experiences undertaking the current research, I became interested in investigating communication strategies used by diving instructors in order to help them improve their English skills. Whether, teaching English as lingua franca or using a native speaker model is more beneficial for diving instructors still requires further investigation. As a part of the Scuba diving community in Thailand, I have had opportunities to talk with Thai diving instructors. Some told me their stories of learning English and the difficulties they faced in the learning process. They have been taught and tested in English classes by fulfilling grammar tasks such as essay writing and





paragraph reading rather than communicative tasks. The use of communication strategy plays an important role in communication. More research on this phenomenon is needed to contribute new or optimal methods in order to enhance effectiveness of English learning for diving instructors because “there are rules of use without which the rules of grammar would be useless” (Hymes, 1971: 15).



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## **APPENDICES**



## **APPENDIX A**

### **Taxonomies of Communication Strategies**





## APPENDIX A

### Taxonomies of Communication Strategies

#### 1. Tarone's taxonomy

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##### 1 Avoidance

- a Topic avoidance
- b Message abandonment

##### 2 Paraphrase

- a Approximation
- b Word coinage
- c Circumlocution

##### 3 Conscious Transfer

- a Literal translation
- b Language switch

##### 4 Appeal for assistance

##### 5 Mime

(Tarone 1977)

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#### 2. Faerch and Kasper's taxonomy

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##### A. Reduction Strategies

##### 1. formal reduction strategies

avoidance of L2 rules of which  
the  
learner is not certain or which  
cannot be accessed

##### 2. functional reduction strategies

avoidance of certain speech  
acts,



avoidance or abandoning  
certain topics

## ***B. Achievement Strategies***

### 1. compensatory strategies

a) non-cooperative strategies

I) L1/L3 based

-code-switching

-inter/intra-lingual  
transfer

-interlingual transfer

II) IL- based

-substitution

-paraphrase

-word-coinage

- restructuring

III) Non-linguistic e.g.  
mime/gesture

b) cooperative strategies

- direct appeal

- indirect appeal

### 2. Retrieval strategies

a) waiting

b) using semantic field

c) using other languages

(Faerch and Kasper 1983)

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## Dörnyei and Scott's taxonomy

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### 1. DIRECT STRATEGIES

#### *Resource deficit-related strategies*

- Message abandonment
- Message reduction
- Message replacement
- Circumlocution
- Approximation
- Use of all-purpose words
- Word-coinage
- Restructuring
- Literal translation
- Foreignizing
- Code switching
- Use of similar sounding words
- Mumbling
- Omission
- Retrieval
- Mime

#### *Own-performance problem-related strategies*

- Self-rephrasing
- Self-repair

#### *Other-performance problem-related strategies*

- Other-repair

### 2. INTERACTIONAL STRATEGIES

#### *Resource deficit-related strategies*

- Appeals for help

#### *Own-performance problem-related strategies*

- Comprehension check



- Own-accuracy check

*Other-performance problem-related strategies*

- Asking for repetition
- Asking for clarification
- Asking for confirmation
- Guessing
- Expressing nonunderstanding
- Interpretive summary
- Responses

### **3 INDIRECT STRATEGIES**

*Processing time pressure-related strategies*

- Use of fillers
- Repetitions

*Own-performance problem-related strategies*

- Verbal strategy markers

*Other-performance problem-related strategies*

- Feigning understanding

(Dornyei and Scott 1997)

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## **APPENDIX B**

### **Diving Equipment**



## APPENDIX B

### Diving Equipment



**Scuba Diving (Self Contained Underwater Breathing Apparatus):** It is the capability of diving autonomous using diving equipment. The difference between a scuba diver and a regular diver is that the scuba diver bears compressed air device, which offers him great autonomy underwater, but the regular diver is dependent from the "cord" which provides air or gas mixtures by station on surface.

**Mask:** Is one of the most important parts of diving gear. Regarding size, there is a small volume mask and big volume mask. Correct size on the face, good vision and good materials are primary factors should a diver consider before choosing the right mask for him.

**Fins:** They are flexible, lightweight fins that give comfort, flexibility and speed to the diver. There are two types of fins, the open type and the closed type. In scuba diving it is better to use the open type fins, because allow better movement of the leg, better thermal protection since they are combined with diving-boots and give comfortable walking on rough road. Fin blades can be soft or hard, depending on the material.

**Snorkel:** It's a piece of equipment used on surface that allows the diver looking from surface below without taking his head out from the water to breath. There are many types of snorkels, which differ in design and material. A diver must check that the tube is not be longer than 42cm, a reflective tape is on the top of the tube so its visible from afar, a mouth-piece soft enough and a strap so it can be attached to a mask.

**Diving knife:** Is important piece of diving equipment for safety reasons. Of course, the knife is not considered as weapon, but as a very important tool, which the diver can use it to cut a rope or a net underwater.

**Buoyancy Control Device (BCD):** It's very important piece of equipment that allows the diver to adjust his buoyancy underwater by altering the volume. When it's on surface, playing the role of a "lifejacket". The BCD can be filled mechanically by a low-pressure tube pressing a button or by mouth. It has also valves to remove air. There are



two types of BCD. The jacket's type and "wing's" type. Both types offer to the diver the best security and balance when underwater or on surface.

**Regulator:** It is a device, which reduces the absolute air pressure of the cylinder to a breathable pressure. There are two parts, A' stage and B' stage. Regulator gives the opportunity to use low and high pressure, which can help a diver to fill the BCD, use the backup second stage (octopus), and the console.

**Weight belt:** Controls also the buoyancy of the diver. It is important for a belt has quick release buckle, mechanisms of restraint and proper distribution of burden sharing. Putting it on correctly will be comfortable and avoid complications with the cylinder or the BCD.

**Wetsuit:** The diving suit used for thermal protection, protection against injuries and abrasions that may be caused by contact with objects in the bottom. Diving suits are divided in wet type suit, semi dry suit and dry suit. The most popular is the wet type suit and the semi dry suit. The dry suit is used for more specialized kind of diving like underwater constructions or in extreme low temperature conditions. All types of suit can be found in different designs, color and sizes.

**Diving Air Tank:** It is a cylinder, which the diver can safely carry high-pressure air. All cylinders have the shape and size according to the international standards for diving. Most often, we use cylinders of 10, 12, 15 and 18 lit. Filled by atmospheric air or a mixture of gases, in pressure 200 – 300 bars. The material used is steel or aluminum. Because the high pressure in cylinders is constant, there are construction specifications set by international organizations. The most famous is the DOT (Department of Transportation) in the U.S., the DIN (Deutsche Industrie Normen) in Germany and EN (European Standards). Each organization requires certain information to be written on the cylinders such as construction material (for steel 3AA and 3AL for aluminum cylinders), date of manufacture, capacity, operating pressure, number of each cylinder and the hydrostatic test date. The cylinders have valves, which connect the pressure regulator.

**Consoles:** Consoles contain all the necessary instruments for a dive, including diving depth (depth meter), cylinder pressure (manometer), underwater direction





(Compass) and temperature of water (Thermometer). All these instruments have a mechanical function and gives a lot of information during the dive, so the diver can stay in the limit of his dive plan.



## **APPENDIX C**

### **Part of Regulator**



## APPENDIX C

### Part of Regulator



Five basic parts are usually included in a standard open water scuba diving regulator.

**First Stage:** The regulator first stage attaches the regulator to the scuba tank. Remember, a diving regulator reduces the air from the scuba tank in stages as it travels from the tank to the diver. The first stage of the regulator is named for its function: it accomplishes the first stage of pressure reduction by reducing the high-pressure air in the tank to an intermediate pressure. The air travels through the low pressure (LP) regulator hoses at this intermediate pressure; however, the air at this intermediate pressure is still at too high to be breathed directly, and requires further reduction.

**Primary Second Stage:** The part of the regulator that a diver puts in his mouth is called the second stage. The regulator second stage is attached to the first stage by a low-pressure hose. The name “second stage” comes from this part's function as the second stage of pressure reduction. It takes the intermediate pressure air from the regulator hose and reduces it to ambient pressure--a pressure equivalent to the air or



water pressure surrounding a diver, allowing a diver to breathe from the second stage safely.

The primary second stage is one of two second stages attached to a standard open water regulator, and it is this one that a diver normally breathes from during a dive.

**Alternate Second Stage:** The alternate second stage (also known as an alternate air source, buddy regulator, or octopus) does the exact same thing as the primary second stage: it reduces intermediate air pressure supplied by a low-pressure hose to an ambient air pressure that a diver can breathe.

The alternate second stage is a back-up, that ordinarily is not used. It enables a diver to share air from his tank with a second diver in case of an out-of-air emergency. Alternate second stages are usually bright colors, such as neon yellow, which allows them to be quickly located. As diver education and safety procedures have evolved, alternate second stages have become standard scuba diving safety gear, allowing any diver to breathe from any other diver's tank.

**Submersible Pressure Gauge and Gauge Console:** The submersible pressure gauge (also called a pressure gauge or SPG) allows a diver to monitor the amount of air in his scuba tank so that he doesn't run out of air underwater. The pressure gauge is connected to the regulator first stage by a high-pressure hose (HP hose) that feeds high-pressure air from the tank directly to the pressure gauge. Frequently, the console containing the pressure gauge also holds a variety of other gauges, such as a depth gauge, compass, or dive computer.

#### 5. Low-Pressure Inflator Hose

This low-pressure hose carries intermediate-pressure air from the regulator first stage to the Buoyancy Compensator's (BC) inflator. This allows divers to add air to the BC from the tank at the touch of the button.

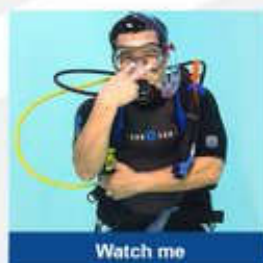
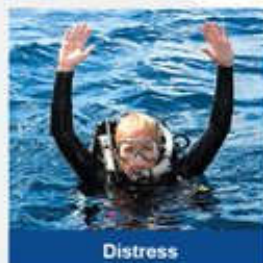
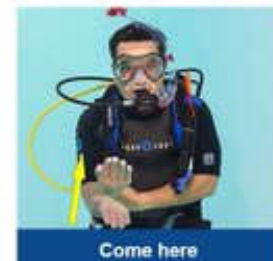


**APPENDIX D**  
**Diving Hand Signal**



## APPENDIX D

## Diving Hand Signal



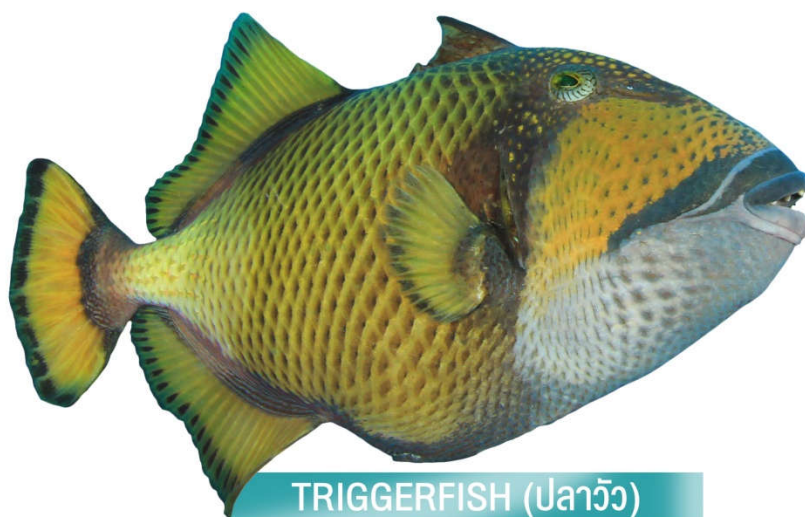
## **APPENDIX E**

### **Triggerfish**



## APPENDIX E

### Triggerfish



The 40 species of triggerfish are scattered throughout the world's seas and are familiar to divers and aquarium aficionados. Largest of all is the stone triggerfish, which reaches up to 3.3 feet long, found in the Eastern Pacific from Mexico to Chile.

**Feeding:** These bottom dwellers dig out prey, such as crabs and worms, by flapping away debris with their fins and sandblasting with water squirted from their mouths. They also use very tough teeth and jaws to take on sea urchins, flipping them over to get at their bellies, which are armed with fewer spines. Triggerfish wreak such havoc on less fortunate reef dwellers that smaller fish often follow them to feast on their leftovers.

**Behavior and Reproduction:** The Balistidae family takes its common name from a set of spines the fish use to deter predators or to "lock" themselves into holes, crevices, and other hiding spots. The system can be "unlocked" by depressing a smaller, "trigger" spine.

Triggerfish tend to be solitary but meet at traditional mating grounds according to timetables governed by moons and tides. The males of many species appear to





establish territories on these spawning grounds and prepare seafloor nests that will house tens of thousands of eggs. Females share care of the eggs until they hatch, blowing water on them to keep them well supplied with oxygen. In some species males are known to maintain a harem of female mates.

Triggerfish are infamous for their nasty attitude and this behavior is especially evident around nests, where intruders, from other fish to human divers, are likely to be charged or bitten.

**Conservation:** Triggerfish are attractive animals and some species have become too popular for their own good. They are sought for the aquarium trade, which has prompted fishermen to gather even threatened species from the wild. Researchers are working to raise triggerfish in captivity so that wild populations might more likely be left alone.



## **APPENDIX F**

### **Scuba diving course in this study**



## APPENDIX F

### Scuba diving course in this study

**Discover Scuba Diving:** (also called DSD, or Resort Diving) is an application of recreational diving in which an uncertified diver uses a scuba set to breathe underwater under the direct supervision of a qualified instructor. It is an experience program only, for which no certification is issued. Discover scuba diving experiences are intended to introduce people to the sport of diving, but also increase the potential client base of dive shops to include people who do not have the time or inclination to complete an entry level certification program

**Open Water Diver (OWD):** is an entry-level autonomous diver certification for recreational scuba diving. Although different agencies use different names, similar entry-level courses are offered by all recreational diving agencies and consist of a combination of knowledge development (theory), confined water dives (practical training) and open water dives (experience) suitable to allow the diver to dive on open circuit scuba, in open water to a limited depth and in conditions similar to those in which the diver has been trained or later gained appropriate experience, to an acceptable level of safety.

**Advanced Open Water Diver (AOWD):** is a scuba diving certification level provided by several diver training agencies, such as Professional Association of Diving Instructors (PADI), and Scuba Schools International (SSI). The SSI Advanced Open Water program requires training and diving experience. To be certified as a SSI AOWD one needs to have completed four specialty courses and minimum of 24 logged dives. In the absence of a logged dives requirement, it is possible to become certified as AOW with some other agencies while having less than 10 lifetime dives.



## **APPEANDIX G**

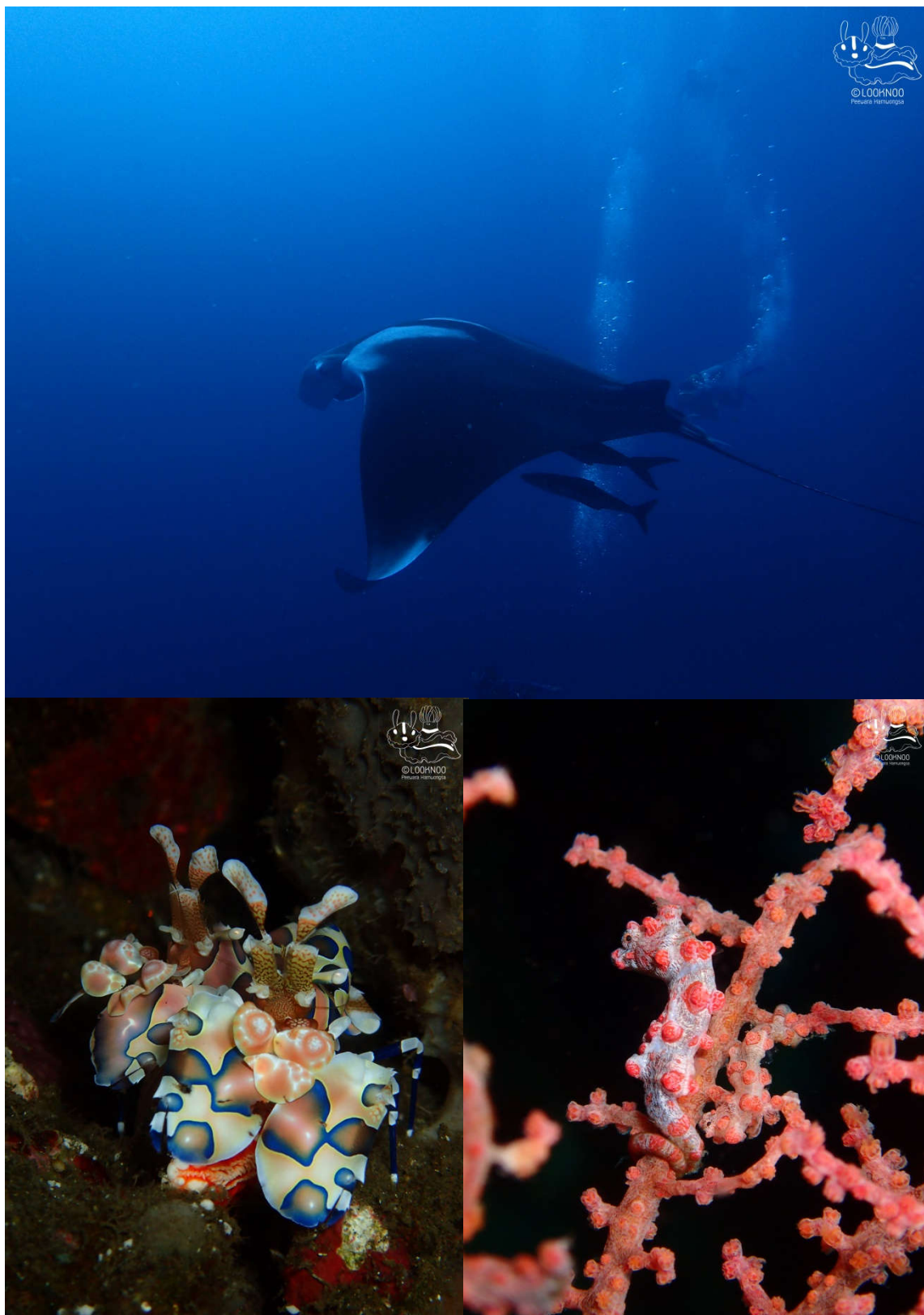
### **Marine Animals**



## APPEANDIX G

### Marine Animals









## **BIODATA**





## **BIODATA**

<b>NAME</b>	Miss Peewara Harnwongsa
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