

**THE RELATIONSHIP BETWEEN COMPENSATION  
STRATEGIES AND ENGLISH PROFICIENCY OF MEDICAL  
STUDENTS AT MAHIDOL UNIVERSITY**



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MAHIDOL UNIVERSITY  
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Thesis  
Entitled

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STUDENTS AT MAHIDOL UNIVERSITY**



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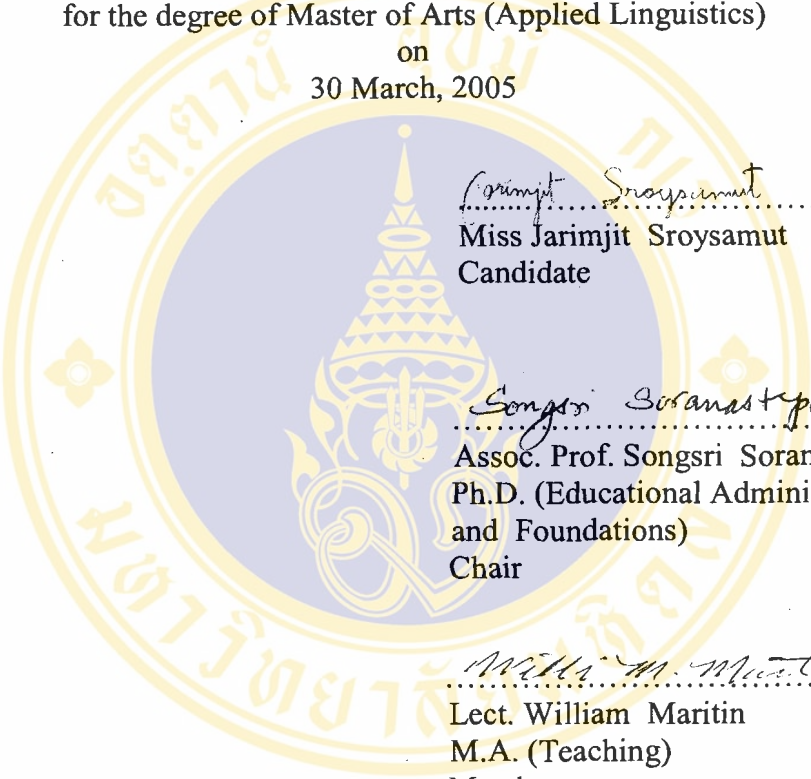
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THE RELATIONSHIP BETWEEN COMPENSATION STRATEGIES AND ENGLISH PROFICIENCY OF MEDICAL STUDENTS AT MAHIDOL UNIVERSITY

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ABSTRACT

This study was conducted in order to investigate the compensation strategies employed by medical students at Mahidol University and the relationship between the use of compensation strategies and their English proficiency. The subjects of this study were 600 first-year, second-year, and third-year medical students studying at Mahidol University in the 2004 academic year. The instruments used for data collection were questionnaires and individual interviews.

The results of the study reveal the subjects generally use mime or gesture, use linguistic clues, adjust or approximate the message, use other strategies relating to compensation strategies, select the topic, use a circumlocution or synonym, use other clues, avoid communication partially or totally, get help, coin words, and switch to the mother tongue, in order of importance. Using linguistic clues was most frequently used by high-ability students and using other strategies was most frequently used by low-ability students. The difference in the use of compensation strategies between the high-ability and low-ability groups was significant at the .05 level ( $p = .015$ ). In addition, the results show that the relationship between the use of compensation strategies and English proficiency was linear ( $P = .000$ ).

KEY WORDS: ENGLISH PROFICIENCY / COMPENSATION STRATEGIES / LANGUAGE LEARNING STRATEGIES

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ความสัมพันธ์ระหว่างกลวิธีการชดเชยข้อบกพร่องในการใช้ภาษาและความสามารถทาง  
ภาษาอังกฤษของนักศึกษาแพทย์ มหาวิทยาลัยมหิดล (THE RELATIONSHIP BETWEEN  
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#### บทคัดย่อ

งานวิจัยนี้เป็นการศึกษาการใช้กลวิธีการชดเชยข้อบกพร่องในการใช้ภาษาของนักศึกษา  
แพทย์ มหาวิทยาลัยมหิดล และความสัมพันธ์ระหว่างการใช้กลวิธีการชดเชยข้อบกพร่องในการใช้  
ภาษาและความสามารถทางภาษาอังกฤษ กลุ่มตัวอย่างประชากร คือ นักศึกษาแพทย์ชั้นปีที่ 1, 2,  
และ 3 มหาวิทยาลัยมหิดล จำนวน 600 คน ประจำปีการศึกษา 2547 เครื่องมือที่ใช้ในการวิจัย  
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ผลที่ได้จากการวิจัย คือ โดยทั่วไปแล้วนักศึกษาแพทย์มีการใช้กลวิธีในการเรียนทุกกลุ่ม  
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การชดเชยข้อบกพร่องในการใช้ภาษามากที่สุด นักศึกษาที่มีผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษ  
สูงและต่ำใช้กลวิธีการชดเชยข้อบกพร่องในการใช้ภาษาแตกต่างกันอย่างมีนัยสำคัญที่ .05 ( $p =$   
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ภาษาและความสามารถทางภาษาอังกฤษอย่างมีนัยสำคัญที่ .05 ( $p = .000$ )

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

The learner-centered approach has become increasingly important in language teaching over the last three decades (Wenden, 1991; Ok, 2003). Wenden (1991) mentions that one of the most important outcomes of making language learning and teaching more communicative is the enhancement of the role of the learner in the language learning process. How learners learn a language has received much attention (Wenden, 1991; Ok, 2003), and it is the learners who are the main resource in the teaching and learning process (Campbell and Kryszewska, 1992). Nunan (1988) mentions that the aims of the learner-centered approach in language learning and teaching include

providing learners with efficient learning strategies, assisting learners identify their own preferred ways of learning, developing skills needed to negotiate the curriculum, encouraging learners to set their own objectives, encouraging learners to adopt realistic goals and time frames, and developing learners' skills in self-evaluation (p. 3).

Creating a learner-centered classroom can solve the problem arising from the difference between the students' learning styles and the teacher's teaching style. If a teacher uses a teaching methodology that may conflict with students' ideas about learning, no learning occurs (Altan and Trombly, 2001). Oxford (1990) suggests that teachers should change their role from being an instructor, director, manager, judge, leader, evaluator, and controller to being a facilitator, helper, guide, consultant, adviser, coordinator, idea-person, diagnostician, and co-communicator. Teachers should respect individual learner differences; needs, learning strategies, and learning styles, and assist them to discover their own learning processes and preferences (Altan and Trombly, 2001).

“Self-directed learning”, or “learner autonomy”, has been widely used in educational development over the last two decades (Gremno and Riley, 1995). Autonomy has been defined as the ability to take responsibility for one’s own learning (Holec, 1979). Self-directed learning means setting one’s own needs and objectives, choosing the learning materials and planning one’s own activities in a language program (Victori and Lockhart, 1995). Self-directed learning views learners as people taking responsibility to manage their own learning processes (Hayati, 2001). A self-directed learner is “one who is self-motivated, one who takes the initiative, one who has a clear idea of what he wants to learn, and one who has his own plan for persuading and achieving his goal” (Hedge, 2000, p. 76). Meredith (1989) asserts that self-directed learning occurs when learners control the learning objectives and the means of learning, and what strategies they use to help them learn better. It is important for language learners to be self-directed because it is impossible for teachers to give them direct suggestions or instruction when they use the language outside the classroom (Kang, 1999; Oxford, 1990). However, it has been found that some learners are incapable of engaging in self-directed learning because they lack independence, confidence, or resources (Meredith, 1989). Consequently, teachers play an important role in helping language learners expand their own self-directed dimension in learning (Yang, 1998) to take more responsibility for learning (Oxford, 1990).

Learning strategies can enhance learner autonomy and self-direction (Oxford and Nyikos, 1989; Dickinson, 1987; Altan and Trombly, 2001). Hsiao and Oxford, (2002); Oxford (2001) confirms that language learning strategies help the learner become more autonomous, “which requires the learner to take conscious control of his or her own learning process” (Hsiao and Oxford, 2002, p. 369). Franklin (2004) mentions that a language learning strategy is a conscious idea or behavior used by a learner to improve understanding of the target language. Oxford (1990) states that language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is important for developing communicative competence.

Oxford (1990) divides learning strategies into two main categories: indirect and direct. The indirect strategies consist of three subdivisions: metacognitive, affective and social strategies (Oxford, 1990). The direct strategies also consist of

three subdivisions: memory, cognitive, and compensation strategies (Oxford, 1990). Oxford's term "compensation strategies" refers to the process that helps learners to overcome knowledge gaps to continue the communication (Hismanoglu, 2000). In other words, Oxford's term "compensation strategies" refers to a phenomenon similar to what other researchers or educators call "communication strategies" (Margolis, 2001). Compensation strategies (such as guessing or using gestures) are used to "overcome deficiency and gaps in one's current language knowledge" (Oxford, 1989a, p. 3). Such strategies are needed to fill any gaps in the knowledge of the language, e.g., switching to the mother tongue, using other clues, getting help, and using a synonym (Shmais, 2003). Good language learners overcome knowledge limitations by using compensation strategies such as guessing meanings intelligently and using synonyms or other production tricks when the precise expression is unknown (Oxford, Lavine, and Crookall, 1989). These might be the most important strategies for language learners at all levels (Beauquis, 2000; Oxford, 1990). Learners may need to use compensation strategies "when they do not know an expression, or the situation is not very clear or if they cannot hear very well what is going on" (Beauquis, 2000, p. 53). Margolis (2001) mentions that compensation strategies are active and conscious techniques that students can adopt and teachers can teach. Some sub-strategies such as avoiding topics, are sometimes necessary for the students to emotionally protect themselves (Oxford, 1990). However, these sub-strategies may prevent students from struggling to bridge their knowledge gap, which may cause students to have a lower language ability after many years of language study (Margolis, 2001). Tarone and Yule (1989) report that native speakers tend to use a circumlocution or synonym when facing communication problems. They suggest that students need to be trained to use a circumlocution or synonym instead of avoiding communication.

The researcher cooperated with Soranastaporn, Chantarasorn, and Kaotsombut, teachers in the Department of Foreign Languages, Faculty of Science, Mahidol University, to collect a questionnaire about language learning strategies (Oxford's Strategy Inventory for Language Learning) answered by first-year, second-year and third-year medical students at Mahidol University in the academic year 2004. When analyzing the questionnaire (Oxford's Strategy Inventory for Language Learning) answered by medical students, it was found that compensation strategies are most

often used ( $M = 3.52$  for first-year students,  $M = 3.45$  for second-year students, and  $M = 3.71$  for third-year students).

In order to have a clear understanding of compensation strategies used by medical students, this study is designed to explore in-depth information about what types of compensation strategies first-year, second-year, and third-year medical students use to learn English. This study also explores the relationship between compensation strategy use and English proficiency in order to find whether compensation strategy use can predict English proficiency. This study reveals useful information for English teachers to improve their teaching, to find the most effective teaching techniques, to design tasks, activities, and materials that are suitable for students, and to train their students to be self-directed learners. If the teachers are successful in training their students to be self-directed learners by learning to use each kind of compensation strategy appropriately, the students will finally become life long learners. Additionally, this study is useful for students studying English as a second or foreign language to find more effective strategies that they should use to become better language learners.

## **1.2 Rationale**

English is increasingly important in the modern world of up-date information and advanced technology (Chuaykarn, 1997). It has become an international language (Chuaykarn, 1997). Prapphal (2003) confirms that English is an important means of communication, especially in the era of globalization. The main reasons that English learning is important are because of rapid industrialization, the development of science and technology, and communication taking place within each country. English plays an important role as a medium used to communicate with other nations for clear understanding (Angwattanakul, 1997). Moreover, because most modern and useful sources of knowledge are produced in English, English is the main tool to acquire more knowledge from various sources (Department of Curriculum and Instruction development, 1996). Kaotsombut (2003) states that students require English as a basic tool for exploring new knowledge for different learning situations from various sources. Some students need English to understand instructional manuals, such as

those for tools, equipment, and machinery; while some students need English for their professions, such as doctors, scientists, and lawyers (Chumpavan, 2000).

In order to train medical students to be good at English in all four skills, a specific syllabus has been designed by the teachers of the Department of Foreign Languages, the Faculty of Science, Mahidol University. According to the syllabus, medical students at Mahidol University have to study two English courses, which are compulsory courses, when they are first year students. These two courses are English for Specific Purposes (ESP) courses. However, there are also some parts of the courses relating to general topics in daily life. Each course includes 1) reading and writing, 2) listening, 3) speaking, and 4) outside reading. For reading and writing, the students learn reading strategies and language functions which they need to use in their future career. Teaching on reading strategies focuses on teaching guessing the meaning of words from their context, skimming and scanning, surveying, and critical reading. Teaching on language functions focuses on process and instruction; quantity; frequency; probability; definition and classification; comparison and contrast; cause and effect; structure and function; shape and location; purpose; method; means; hypothesis; and scientific reports. Students practice their writing while learning the functions. For listening and speaking, they focus on both English for Specific Purposes and English for everyday use. For outside reading, materials are provided for the students to practice by themselves the reading strategies they learn in the class. From the syllabus described above, the medical students are expected to have a high proficiency in English after taking these two courses, because they need English to survive in the academic world. The students are required to be good at reading to comprehend academic texts written in English as well as speaking and listening to produce and receive information in English. Thus, both a high language proficiency and a high academic proficiency are essential for medical students at Mahidol University.

Learning strategies enable learners to improve language performance (Oxford, 1990). As Oxford (1990) explains

learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence (p. 1).

Appropriate language learning strategies influence proficiency and self-confidence (Oxford, 1990). In the last three decades, many researchers, such as Erhman and Oxford (1989); O'Malley and Chamot (1990); O'Malley, Chamot, Stewner-Manzanares, Kupper and Russo (1985); Oxford (1990); Oxford and Nyikos (1989); Rubin (1975); Shmais (2003); and Wenden and Rubin (1987), have explored what language learning strategies good language learners use. One finding from these studies is that good language learners use more types of strategies and techniques than poor language learners do in order to solve problems that they face while acquiring or producing the language.

Most researchers (Ehrman and Oxford, 1989; O'Malley and Chamot, 1990; Oxford and Nyikos, 1989; Naiman, Frohlick, Stern and Todesco, 1978; Rubin, 1981; Shmais, 2003; Wenden, 1987; and Yang, 1998) agree that poor language learners should be trained to use appropriate language learning strategies to improve their English proficiency. Wharton (2000) states that the appropriate use of language learning strategies influences language proficiency, and helps to improve all four skills. Beauquis (2000) mentions that teachers are the first ones to decide on the effectiveness and appropriateness of strategies, depending on students' needs and goals and the particular requirements of the situation. So, teachers' responsibility involves: first, assessing the students' needs; second, deciding what strategies might be most effective under the circumstances; and finally, teaching these strategies (Beauquis, 2000).

Some researchers (Bremner, 1999; Chang, 1991; Kaotsombut, 2003; Kaotsombut, Soranastaporn, and Chantarasorn 2004; Klassen, 1994; Ok, 2003; and Oxford and Ehrman, 1995) have investigated the language learning strategies employed by students. The findings of these studies indicate that the strategy category most often used by the students is compensation strategies. However, there has been only one study conducted to find in-depth information about what types of compensation strategies are most often used by the students. Margolis (2001) is the only researcher who has investigated the frequency and type of compensation strategies employed by college students. This study was conducted in Korea. Moreover, Margolis's (2001) study used only one instrument, a questionnaire, to collect data. Using only a questionnaire may predispose the researcher to arrive at

certain conclusions, but not be supported by even anecdotal evidence. Thus, to collect data on language learning strategies, ethnographic research instruments should also be used (LoCastro, 1994). There is no research about investigating what types of compensation strategies Thai students use to learn English. Thus, this study is designed to explore how medical students at Mahidol University learn English, what types of compensation strategies they use and the relationship between compensation strategies and English proficiency. In this study, the researcher uses interviews to support the data obtained from the questionnaire and to make the results of the study more reliable. This study reveals useful information to help the teachers improve their teaching to suit the students' learning strategies and to help the students, especially those who have low English proficiency, increase their English ability.

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

The purpose of this study is to explore the types of compensation strategies employed by Thai first year, second year, and third year medical students at Mahidol University in the academic year 2004. The study investigates the extent to which high-level and low-level language proficiency medical students at Mahidol University use compensation strategies. Furthermore, this study will also explore the relationship between compensation strategy use and English proficiency. Therefore, the study is designed to find out what types of compensation strategies first year, second year, and third year medical students use to help them learn English, and what the relationship between compensation strategies and English proficiency is. This study tries to answer the following questions:

1. What types of compensation strategies do medical students at Mahidol University use?
  - 1.1 What types of compensation strategies do high-ability medical students at Mahidol University use to learn English?
  - 1.2 What types of compensation strategies do low-ability medical students at Mahidol University use to learn English?
  - 1.3 To what extent do high- and low-ability medical students at Mahidol University use compensation strategies differently to learn English?

2. What is the relationship between compensation strategy use of medical students and English proficiency?

### **1.4 Significance of the Study**

The results of this study will be useful information for both teachers and learners to improve their teaching techniques and learning strategies.

The results can help teachers teaching medical students at Mahidol University plan lessons, exercises, tasks and materials that are suitable for students, and to help decide which teaching techniques are effective and should be used to teach their students. Also, the teachers will be able to train learners to use strategies more effectively in different situations to acquire a higher level of English proficiency.

The results also can help students to improve learning strategies in order to help them learn English better.

### **1.5 Limitation of the Study**

This study aims to investigate the use of compensation strategies by Thai first-year, second-year, and third-year medical students and the relationship between compensation strategies and English proficiency. It is limited to a study of high- and low-ability medical students studying in the first year, second year, and third year in the Faculty of Medicine, Mahidol University. Generalizations may be made only for those learners who are at the same level and who have a similar background.

### **1.6 Definition of Terms**

**1. Compensation strategies** refer to the processes that help learners to use the language in spite of their large gaps in knowledge. Compensation strategies enable learners to overcome knowledge gaps to continue the communication (Hismanoglu, 2000)

**2. English as a foreign language (EFL)** refers to the role of English in countries where it is taught as a subject in schools but it not a medium of instruction in education nor a language of communication (for example in government, business, or industry) within the country (Richards, Platt & Platt: 1999).

**3. English for Specific Purposes (ESP)** refers to the role of English in a language course or program of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners (Richards, Platt & Platt, 1999). ESP is teaching and learning for a particular purpose, for example English for Science and Technology (EST), English for Business and Economics (EBE), and English for the Social Science (ESS) (Hutchison & Waters, 1987).

**4. Language learning strategies** refer to the intentional behavior and thoughts that learners use during learning in order to better help them understand, learn, or remember new information (Richards, Platt & Platt, 1999).

**5. Language proficiency** refers to a person's skill in using a language, the degree of skill with which a person can use a language (Richards, Platt & Platt, 1999).

**6. Learning** refers to both conscious and unconscious processes used by learners to develop their own competence in learning English.

**7. Learning strategies** are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (Oxford, 1990, p. 8).

**8. The Strategy Inventory for Language Learning (SILL)** is an instrument developed by Oxford (1990) for assessing the frequency of use of language learning strategies by students. There are two versions: Version 5.1 for native speakers of English (80 items) and Version 7.0 for learners of English as a second or foreign language (50 items).

### **1.7 Basic Assumption**

It is assumed that the answers provided by the subjects are complete and accurate.

## **CHAPTER II**

### **REVIEW OF LITERATURE AND RELATED RESEARCH**

The purpose of this study is to explore in-depth information about what types of compensation strategies medical students use to learn English and the relationship between the use of compensation strategies and English proficiency. The information in this study is useful for both language teachers and students. Language teachers can use the information in this study to improve their teaching, to find effective teaching techniques, to design tasks, activities, and materials that are suitable for students, and to train students to become more successful language learners. Language students can find more effective strategies that they can use to be more successful in language learning. Although Margolis (2001) studied compensation strategies employed by English language students, he did not find the relationship between the use of compensation strategies and English proficiency to prove which subsets of compensation strategies the students should use to help them learn the target language better. The current study explores the relationship between the use of compensation strategies and English proficiency to provide useful information for both language teachers and learners. In addition, Margolis (2001) used only a questionnaire to gather data, but the present study uses both a questionnaire and individual interviews to make the results of this study more verifiable and more reliable.

This chapter presents a general overview of the concept of the learning-centered approach, language learning strategies, compensation strategies, and reviews related research on compensation strategies in the separate topics listed below:

#### 2.1 Learner-centered approach

#### 2.2 Language learning strategies

##### 2.2.1 Terminology

##### 2.2.2 Classification of language learning strategies

##### 2.2.3 Language learning strategies and good language learner

## 2.3 Compensation strategies

### 2.3.1 Terminology

### 2.3.2 Importance of compensation strategies

### 2.3.3 Classification of compensation strategies

## 2.4 Research on compensation strategies

## **2.1 Learner-centered Approach**

In the past three decades, the traditional teaching approach or teacher-centered approach has shifted to a more learner-centered approach (Yang, 1998). The teacher-centered approach is a transmission model of teaching in which the information is moved or transmitted from the teacher to the student (Schuh, 2004). The instruction and learning processes are controlled by the teacher (Schuh, 2004), who is considered an authority (Altan and Trombly, 2001). Typical characteristics of teacher-centered instruction are more teacher speaking than student speaking, the teacher leading activities, and constantly passing judgment on student's work or performance (Altan and Trombly, 2001). Generally, students do the same tasks or activities at the same time, following the teacher's commands (Daniels, Kalkman, and McCombs, 2001). However, students have different needs, different ways of contextualizing what they learn, different ways of encoding new information into their memories, and different learning styles (Epsilon, 2005). For example, a problem is created when the students' learning styles differ from the teacher's teaching style (Altan and Trombly, 2001). So, individual differences must be taken into account to make learning more effective (Epsilon, 2005). In addition, many educators have studied how to ensure students' success in learning and they suggest that the teacher should pay more attention to creating a learner-centered approach in the classroom (Brown, 2003).

In language teaching, the learner-centered approach has been used throughout the world for the past three decades (Wenden, 1991; Tudor, 1996; Ok, 2003). The learner-centered approach moves the focus from the teacher and teaching to the student and learning (Schuh, 2004). The learner-centered approach or student-centered approach is defined as methods of teaching which emphasize the active role of learners in learning, trying to give learners more control over what and how they learn, and encouraging them to take more responsibility for their own learning (Richards,

Platt, and Platt, 1999). Ali (2000); and Kahn (2004) confirm that this approach helps learners take responsibility for their own learning. This approach stresses the role of learners in the process of learning (Altman and James, 1979) and views learners as the focus of learning and teaching processes (Altman and James, 1979; Smith, 2004). Campbell and Kryszewska (1992) state that the learners are the major resource of the teaching and learning processes. How learners learn a language has received much attention (Ok, 2003; and Wenden, 1991).

The learner-centered approach does not mean that teachers are absent or passive, but that teachers change their role from director or controller to that of facilitator, guider, or helper (Warschauer, Schetzer, and Meloni, 2004). Learners are more involved in the teaching and learning processes and teachers are less likely to dominate classroom events (Altan and Trombly, 2001). The teachers' duty is to respect learners' individual differences and to help the learners to discover their own learning processes and preferences (Altan and Trombly, 2001). The learning-centered approach can support the learners in becoming life-long learners because the learners try to seek solutions to deal with problems by themselves (Nanney, 2004).

However, sometimes creating a learner-centered condition in the classroom seems to be an obstacle for many teachers. For example, many teachers do not know how to design a course that can best suit learners' interests and needs (Sysoyev, 2005). Thus, it is very important to start developing a course with an analysis of the target group of students (Sysoyev, 2005). The American Psychological Association (1997) presents three kinds of individual differences affecting learning outcomes and presents solutions for all three types; individual differences in learning, learning and diversity, and standards and assessment. First, students have different learning strategies, approaches, and capabilities for learning. Thus, the teacher needs to help students examine their learning preferences and expand them to help students learn better. Secondly, language, ethnicity, race, beliefs, and socioeconomic status can influence learning. Thus, the teacher should pay careful attention to these factors and set appropriate learning environments. Finally, effective learning takes place when students feel challenged to reach appropriately high goals. Thus, the teacher should select materials with an appropriate degree of difficulty. In addition, self-assessment

of learning progress should be used to improve students' self-appraisal skills and enhance motivation and self-directed learning.

## **2.2 Language Learning Strategies**

### **2.2.1 Terminology**

The term “language learning strategies”, as defined by many researchers, is surveyed for basic information as follows:

Griffiths (2003); and Vann and Abraham (1990) define “language learning strategies” as behaviors that learners use to learn a second or foreign language. The term “language learning strategies”, as used by Grainger (1997), Green and Oxford (1995), Griffiths (2003), Oxford (1989b), Oxford (1990), and Oxford and Crookall (1989), refers to specific behaviors, actions, steps or techniques employed by learners to make language learning more successful. Furthermore, language learning strategies are often used consciously (Grainger, 1997; Green and Oxford, 1995; Griffiths, 2003; and Oxford, 1990).

In conclusion, the term “language learning strategies” refers to specific actions, behaviors, steps, or techniques that learners often consciously use to improve their progress in developing a second or foreign language.

### **2.2.2 Classification of Language Learning Strategies**

Language learning strategies have been classified by many researchers (Chamot and Kupper, 1989; Oxford, 1990; and Rubin, 1987). In what follows, Chamot and Kupper's (1989), Rubin's (1987), and Oxford's (1990) classifications of language learning strategies are examined:

#### **Chamot and Kupper's (1989) Classification of Language Learning Strategies**

Chamot and Kupper (1989) divide language learning strategies into three main subcategories: metacognitive, cognitive, and social-affective strategies.

##### *1. Metacognitive Strategies*

Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of one's production or comprehension, and evaluating

learning after an activity is completed. Metacognitive strategies include seven subcategories: planning, directed attention, selective attention, self-management, self-monitoring, problem identification, and self-evaluation.

### *2. Cognitive Strategies*

Cognitive strategies are limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, grouping, note-taking, deduction or induction, substitution, elaboration, summarization, translation, transfer, and inferencing are among the most important cognitive strategies.

### *3. Social-affective Strategies*

As for the social-affective strategies, it can be stated that they are related to interacting with others to assist learning. Questioning for clarification and cooperation are the main social-affective strategies.

The advantage of this classification is that there are only three main strategies. As a result, it is easy to understand and categorize the sub-strategies. However, each strategy is divided into many subsets and not many details are provided about them. Thus, a researcher may be confused about some sub-strategies.

## **Rubin's (1987) Classification of Language Learning Strategies**

Rubin (1987) divides language learning strategies into three main subcategories: learning strategies, communication strategies, and social strategies.

### *1. Learning Strategies*

There are two main types of learning strategies, cognitive learning strategies and metacognitive learning strategies, being the strategies contributing directly to the development of the language system constructed by the learner.

#### *1.1 Cognitive Learning Strategies*

Cognitive learning strategies refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identifies six main cognitive learning strategies contributing directly to language learning: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring.

### ***1.2 Metacognitive Learning Strategies***

Metacognitive learning strategies are used to oversee, regulate or self-direct language learning. They involve various processes, such as planning, prioritizing, setting goals, and self-management.

### ***2. Communication Strategies***

Communication strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outtrun their communication means or when confronted with misunderstanding by a co-speaker.

### ***3. Social Strategies***

Social strategies are those activities learners engage in which afford them opportunities to be exposed to language and to practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and use of language.

It seems that Rubin (1987) divides strategies based on tasks or situations. However, it might be more suitable if communication strategies here referred to practicing language or communicating with others using the target language when having opportunities, not only when faced with difficulties.

## **Oxford's (1990) Classification of Language Learning Strategies**

Oxford (1990) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main categories, direct and indirect, which are further subdivided into six subdivisions. Direct strategies include memory strategies, cognitive strategies, and compensation strategies. Indirect strategies include metacognitive strategies, affective strategies, and social strategies.

### ***1. Direct Strategies***

***1.1 Memory strategies*** are used for storing and retrieving new information. Memory strategies help learners store in their memory the important things they hear

or read in their new language and these strategies also enable students to retrieve new information from memory when they need to use it for comprehension or production. Memory strategies include four subdivisions: creating mental linkages, applying images and sounds, reviewing well, and employing action.

**1.2 Cognitive strategies** enable learners to understand and produce new language and link new information with existing knowledge. Cognitive strategies include four subdivisions: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

**1.3 Compensation strategies** help learners to use the language in spite of their large gaps in knowledge. Compensation strategies enable learners to overcome limitation of knowledge in all four skills. Compensation strategies include two subdivisions: guessing intelligently while listening and reading, and overcoming limitations of speaking and writing.

## **2. Indirect Strategies**

**2.1 Metacognitive Strategies** are techniques for organizing, focusing and evaluating one's own learning. Metacognitive strategies allow learners to control their own cognition. Metacognitive strategies include three subdivisions: centering learning, arranging and planning learning, and evaluating learning.

**2.2 Affective Strategies** help learners to adjust emotions, motivations, and attitudes. Affection refers to emotions, attitudes, motivations, and values. Affective strategies include three subdivisions: lowering anxiety, encouraging oneself, and taking one's emotional temperature.

**2.3 Social Strategies** enable learners to learn through interaction with others. Social strategies include three subdivisions: asking questions, cooperating with others, and empathizing with others.

Although Oxford (1990) divides language learning strategies into many subsets (when compared to Chamot and Kupper, 1989; Rubin, 1987), her subsets are explicit and easy to categorize. In addition, she provides many details and clear examples of each sub-strategy.

In comparing Chamot and Kupper's (1989), Rubin's (1987), and Oxford's (1990) classifications, it can be seen that the strategies of all three classifications are similar and some overlap. Rubin's learning strategies refer to Chamot and Kupper's

metacognitive learning strategies and cognitive learning strategies; Chamot and Kupper's metacognitive learning strategies are one subset of Oxford's indirect strategies, metacognitive strategies; and Chamot and Kupper's cognitive learning strategies refer to two subsets of Oxford's direct strategies, memory strategies and cognitive strategies. Chamot and Kupper's social-affective strategies are divided into two subsets for Rubin's classification, communication strategies and social strategies, and are divided into three subsets for Oxford's classification, compensation strategies (one subset of direct strategies), affective strategies and social strategies (two subsets of indirect strategies). Of all three classifications presented above, it can be noticed that the clearest classification is Oxford's (1990). Her classification is explicit, easy to understand, and easy to categorize.

The compensation strategies presented in Oxford's (1990) classification of language learning strategies is focused on and analyzed in this study because only Oxford explicitly discusses compensation strategies. In addition, she provides many details and clear examples of compensation strategies that are useful for the researcher to have a clear understanding of compensation strategies.

### **2.2.3 Language Learning Strategies and Good Language Learners**

Much interest has been expressed in recent years in language learning strategies, especially in investigating language learning strategies used by successful learners.

Rubin (1975) offers seven strategies used by good language learners. First, good language learners are willing and accurate guessers. They enjoy guessing and trying out their guesses. Second, they have a strong drive to communicate or to learn from communication. They are willing to do many things to communicate with others. They may use a circumlocution, saying "the object on top of your head" when they do not know the word 'hat'. They may paraphrase to explain the meaning of a phrase. They may use gestures to be successful in communication or spell a word when their pronunciation is not clear. They may use a cognate to try to express the word they want to say. Furthermore, they will not limit themselves to a particular sentence pattern. Third, good language learners are often uninhibited and willing to make mistakes in order to learn or communicate. Fourth, they are constantly looking for

patterns in the language. They attend to the form in a particular way by analyzing, categorizing, and synthesizing. Fifth, they always practice. They practice pronouncing words or making up sentences. They will find as many opportunities as possible to practice using the language. Sixth, they always monitor their own speech and others' speech. Finally, they pay attention to meaning in order to understand the message rather than grammar of the language.

Oxford, Lavine, and Crookall (1989) identify six strategies used by good language learners identified by Naiman, Frohlic, and Todesco (1975). First, good language learners select language situations that allow their (learning) preferences to be used. Second, they actively involve themselves in language learning. Third, they see language as both a rule system and a communication tool. Fourth, they extend and revise their understanding of the language. Fifth, they learn to think in the target language. Finally, they address the affective demands of language learning.

Synthesizing previous work and her own research on language learning strategies, Oxford (1989b) has developed a list of six broad strategy categories: metacognitive, affective, social, memory, cognitive, and compensation strategies. Each of these categories is composed of a number of specific strategies or behaviors. She mentions that successful language learners use a wide range of these strategies - the ones that are most appropriate for them and the task at hand.

For example, good language learners manage their own learning process through metacognitive strategies, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating, and self-monitoring. Such learners control their emotions and attitudes through affective strategies, such as anxiety reduction and self-encouragement. They work with others to learn the language, using social strategies such as asking questions and becoming culturally aware. They also use memory strategies, such as grouping, imagery, and structured review, to get information into memory and to recall it when needed. Successful language learners employ the new language directly with cognitive strategies, such as reasoning, analyzing, and summarizing. Finally, they overcome knowledge limitations through compensation strategies such as guessing meaning intelligently and using synonyms or other production tricks when the precise expression is unknown.

(Oxford, Lavine, and Crookall, 1989, p.30)

## 2.3 Compensation Strategies

### 2.3.1 Terminology

The following survey is presented in order to better understand the term “compensation strategies” as defined by various researchers:

“Compensation strategies” refers to the process that helps learners to overcome a knowledge gap to continue the communication (Hismanoglu, 2000). Oxford (1990, p. 47) defines compensation strategies as those that “enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary.”. In other word, Oxford’s term “compensation strategies” refers to a similar phenomenon that other researchers or educators call “communication strategies” (Margolis, 2001).

In conclusion, the term “compensation strategies” refers to the process that helps learners to use language in spite of the large gap in their knowledge, in order to continue the communication.

### 2.3.2 Importance of Compensation Strategies

Oxford (1989a; 1990) states that compensation strategies enable learners to overcome their limitation of language knowledge in any of the four skills. It has been found that good language learners always overcome a lack of knowledge by using compensation strategies, such as guessing meanings intelligently and using synonyms or other production tricks, when the precise expression is unknown (Oxford, Lavine, and Crookall, 1989). Compensation strategies are essential for learners at the beginning and intermediate levels and valuable for learners at the advanced level (Beauquis, 2000; and Oxford, 1990). Learners may need to use compensation strategies when they do not know an expression or a new word, or when they cannot hear something well enough to understand what is going on (Beauquis, 2000; and Oxford, 1990).

In conclusion, compensation strategies are useful for language learners at all levels. Learners can overcome their limitation of knowledge, either in comprehension or in production. Compensation strategies help learners to continue the communication

when they do not know a new word or precise expression, or when they cannot hear something clearly.

### **2.3.3 Classification of Compensation Strategies**

Oxford (1990) divides compensation strategies into two main subdivisions: guessing intelligently and overcoming limitations in speaking and writing

#### ***1. Guessing Intelligently***

Guessing intelligently is essential for listening and reading. Oxford (1990) states that guessing intelligently

helps learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through systematic guessing, without necessarily comprehending all the details (p. 90).

Guessing intelligently includes two subdivisions: using linguistic clues and using other clues.

##### ***1.1 Using Linguistic Clues***

Using linguistic clues means seeking and using language-based clues to guess the meaning of what is heard or read in a foreign or second language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Language-based clues may come from aspects of the target language that the learners already know, from the learners' own language, or from another language. For example, if a learner is listening to the radio and recognizes the English words *cigarette*, *unhealthy*, and *fined*, he knows that the conversation is about *smoking* or *non-smoking*.

##### ***1.2 Using Other Clues***

Using other clues means seeking and using clues that are not language-based to guess the meaning of what is heard or read in a second or foreign language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Non-language-based clues may come from a wide variety of sources: knowledge of context, situation, text structure, personal relationships, topics, or general world knowledge. For example, English-speaking learners of French might not know the meaning of the word "*Saluad!*", but be aware of the speaker's angry tone and

menacing body language. So, they guess that the speaker is saying something insulting or angry.

## ***2. Overcoming Limitations in Speaking and Writing***

Overcoming limitations in speaking and writing helps learners to continue the conversation or keep writing long enough. Overcoming limitations includes eight subdivisions: switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym.

### ***2.1 Switching to the Mother Tongue***

Switching to the mother tongue is using the first language for an expression without translating into the target language. For example, a Thai-speaking student of English could say to his teacher or friends, “He is a สัตวแพทย์” (veterinarian) when he does not know this word.

### ***2.2 Getting Help***

Getting help is asking someone for help by hesitating or explicitly asking the person to provide the missing expression in the target language. This strategy is similar to the strategy of asking for clarification or verification; the difference is that in getting help, learners ask someone to simplify or describe what they do not know, not to explain or clarify. For example, a learner asks for the definition of the word “cavity”.

### ***2.3 Using Mime or Gesture***

Using mime or gesture is using physical motion instead of an expression during a conversation to indicate the meaning. For example, learners may not know how to say “Put it over there, please,” so they instead point to the place, hoping the other person can understand the meaning and put the object down in the right spot.

### ***2.4 Avoiding Communication Partially or Totally***

Avoiding communication partially or totally is avoiding communication when difficulties are encountered. It includes a total avoidance in certain situations, as when required to use persuasive skills or to compete with others to speak. It also includes avoiding certain topics for which the learner does not know the words, concepts, or grammatical structures in the target language. Although this strategy goes against the

aim of speaking, it helps learners feel more comfortable and more able to speak about other things later in the conversation.

### ***2.5 Selecting the Topic***

Selecting the topic means choosing the topic of a conversation. Learners want to make sure that the topic is one in which they are interested in and for which they have enough knowledge of vocabulary and structures to talk about it or describe it. For example, a learner who is interested in football and knows a lot about it often directs conversation to this topic. Another learner might be more comfortable talking about history and thus frequently attempt to move the conversation towards this topic.

### ***2.6 Adjusting or Approximating the Message***

This strategy involves changing the message by omitting some information, simplifying or using less precise expressions, or paraphrasing. Here are some examples. Omitting details that the learner cannot yet say is apparent when a learner says she has to leave now, but does not indicate that she has an appointment with a teacher. Paraphrasing, a learner writes, “I did not go to Australia because I did not have money”, instead of writing the more difficult sentence, “I would have liked to have visited Australia, but I could not go because I lacked the necessary funds”.

### ***2.7 Coining Words***

This strategy means making up new words to communicate because the learner does not have the right vocabulary. This strategy might be used when learners do not have enough time to look up the correct word in the dictionary, or when the dictionary fails them. For example, a learner may say *airball* instead of saying *balloon*, or he may say or write the word *tooth doctor* instead of *dentist*.

### ***2.8 Using a Circumlocution or Synonym***

In using a circumlocution or synonym, learners use a circumlocution (a roundabout expression involving several words to describe or explain a single concept), or a synonym (a word having exactly the same meaning as another word in the same language) to communicate the intended meaning. Here are some examples. Using a circumlocution, a learner cannot think of the word briefcase, so he writes “I lost my leather package that holds papers”. A learner does not know how to say *towel*

in English, so he says “a thing you dry your hands on”. Using a synonym, a learner uses the close synonym *sofa* instead of the specific word *divan*. Learners frequently use high-coverage terms that are very close to (but not quite) synonyms; for example, *pen* instead of *ballpoint pen*, *fruit* instead of *strawberry*, or *meat* instead of *ham*.

The ten subdivisions of compensation strategies: using linguistic clues, using other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym, described above, will be investigated in this study.

## 2.4 Research on Compensation Strategies

Some researchers (Bremner, 1999; Chang, 1991; Kaotsombut, 2003, Kaotsombut, Soranastaporn, and Chantarasorn, 2004; Klassen, 1994; and Ok, 2003) have investigated the language learning strategies employed by students. Bremner (1999) explored the language learning strategies used by 149 Hong Kong learners studying at the City University of Hong Kong. Kaotsombut (2003) investigated language learning strategies used by graduate science students at Mahidol University. Kaotsombut, Soranastaporn, and Chantarasorn (2004) investigated the use of language learning strategies employed by Thai first year medical students at Mahidol University. Klassen (1994) investigated the use of language learning strategies used by 228 freshman English students at Feng-Chai University in Taiwan. Ok (2003) investigated the use of language learning strategies of 325 Korean secondary school students studying English as a foreign language. All the above studies found the strategy category most often used by the students is compensation strategies.

There is only one study trying to find in-depth information about compensation strategies employed by learners. Margolis (2001) investigated compensation strategies used by Korean college students. He used only a questionnaire to conduct the study. He developed a questionnaire including 37 specific compensation strategies as the instrument of his study. The questionnaire was administered to 61 Korean college students to gather information about the frequency and the type of their compensation strategy usage. The results indicate that disengagement tactics, such as avoiding

difficult grammar and topics, are the most frequently used. Code modification tactics, such as circumlocutions and resorting to metaphors, are the least employed.

There are a number of studies in Thailand trying to find out what learners do to help themselves learn English, but no study about compensation strategies has reported which strategies are the most frequently used by the students. So, the current research is designed to examine the types of compensation strategies used by first year, second year, and third year medical students at Mahidol University to find in-depth information. Furthermore, this study tries to find out more in-depth information by exploring the relationship between compensation strategy use and English proficiency. In order to make the results of this study more verifiable and reliable, the researcher used a questionnaire and individual interviews to conduct the study. It is anticipated that the findings of the present study may offer some implications for the teaching and learning of English as a foreign language in the Thai situation. As Margolis (2001, p. 38) states, compensation strategies are “active and conscious techniques that students can adopt and teachers can teach”.

## **CHAPTER III**

### **METHODOLOGY**

This study investigates the types of compensation strategies and the extent to which first year, second year, and third year medical students at Mahidol University employ the different strategies to help them learn English. In addition, this study explores the relationship between compensation strategies and English proficiency. This chapter describes the population and subjects, instruments, statistical devices, and data analysis.

#### **3.1 Population and Subjects**

The population of this study was the 939 medical students of the academic year 2004 attending the Faculty of Medicine at Mahidol University (360 students from Ramathibodi Hospital [RA] and 579 students from Siriraj Hospital [SI]). The subjects of this study were 600 medical students studying in the first year, second year, and third year at the Faculty of Medicine at Mahidol University. All subjects were selected according to their English scores from the two courses that they studied in the first year for second-year and third-year students, and their English course they studied in the first semester for first-year students. There were 100 first-year students, 100 second-year students, and 100 third-year students from Ramathibodi Hospital. There were 100 first-year students, 100 second-year students, and 100 third-year students from Siriraj Hospital. Table 3.1 summarizes the subjects' characteristics obtained from the responses to a questionnaire. Most subjects were aged 19 and 20 (34.67% and 34.17%); and most subjects were female (58.50%).

**Table 3.1: Demographic Data on the Subjects**

Demographic Information	Ramathibodi Hospital			Siriraj Hospital			Total	%
	1 <sup>st</sup> year students	2 <sup>nd</sup> year students	3 <sup>rd</sup> year students	1 <sup>st</sup> year students	2 <sup>nd</sup> year students	3 <sup>rd</sup> year students		
Age: 17	2	0	0	0	0	0	2	0.33
18	35	1	0	45	1	0	82	13.67
19	54	44	5	46	56	3	208	34.67
20	6	42	59	9	36	53	205	34.17
21	2	13	31	0	7	40	93	15.50
22	1	0	5	0	0	4	10	1.66
Total	100	100	100	100	100	100	600	100.00
Sex: Male	43	45	47	28	41	45	249	41.50
Female	57	55	53	72	59	55	351	58.50
Total	100	100	100	100	100	100	600	100.00

To answer the first and second research questions, the subjects of each year were separated into two groups: high and low English ability, according to the percentage of total scores from an English courses that they attended in the first semester for first-year students, and the percentage of total scores from the two English courses that they attended in the first semester and second semester of their first year for second-year and third-year students.

Group 1: High English ability students (the top 30% of all subjects)

Group 2: Low English ability students (the bottom 30% of all subjects)

Table 3.2 shows the range of percentage of total English scores of the high-ability, medium-ability, and low-ability groups of each year.

**Table 3.2: Range of Total English Scores of High-Ability, Medium-Ability, and Low-Ability Groups of Each Year (in %)**

Year	Ramathibodi Hospital (N = 300)			Siriraj Hospital (N = 300)		
	High-ability Group N = 90	Medium-ability Group N = 120	Low-ability Group N = 90	High-ability Group N = 90	Medium-ability Group N = 120	Low-ability Group N = 90
1 <sup>st</sup> year students	58-66	67-73	74-85	64-70	71-77	78-85
2 <sup>nd</sup> year students	61-73	74-80	81-93	64-77	78-85	86-91
3 <sup>rd</sup> year students	53-74	75-81	82-95	55-76	77-85	86-94

All 600 subjects answered a questionnaire about compensation strategies and then 36 subjects were interviewed. The interviewees were chosen according to their total scores from the English course when studying in the first semester for first-year students, and from two English courses when studying in the first year for second-year and third-year students. There were 18 subjects from RA, the top three students in each year, the first year, second year, and third year, and the bottom three students in each year, the first year, second year, and third year. Similarly, there were 18 subjects from SI, the top three students in each year, the first year, second year, and third year, and the bottom three students in each year, the first year, second year, and third year. However, some subjects who were the top three students in each year had been to the USA. and England. The researcher did not interview them because they can use English as well as native speakers. They do not use compensation strategies as frequently as the other students who have never been abroad. So, other students who got a slightly lower score than those who had been abroad were chosen to be interviewed.

### 3.2 Instruments

Three data collection instruments, the subjects' total scores for English courses, both the first semester and second semester, of the academic year 2002, 2003, and 2004; the questionnaire; and individual interviews, were used to explore the

compensation strategies used by first-year, second-year, and third-year medical students at Mahidol University and to explore the relationship between compensation strategies and English proficiency.

### **3.2.1 Total scores for the two English courses in the academic years 2002 and 2003, and total scores for an English course (the first semester) in the academic year 2004**

The total scores for the English courses that the subjects took in the academic years 2002, 2003, and 2004 were used to divide the subjects, who were the third-year, second-year, and first-year medical students, into two groups respectively: high-ability and low-ability students. In addition, these scores were used to find the relationship between compensation strategies and language proficiency.

### **3.2.2 Questionnaire (Quantitative Tool)**

Compensation strategies are the target information that the study is designed to assess. As most of the strategies are invisible, the questionnaire was used as a research tool to have the subjects identify their strategies in an introspective way. Its content is obtained from previous topic-related research, a number of textbooks and articles, and the researcher's experience. All strategies are listed according to the ten subdivisions of compensation strategies categorized by Oxford (1990): 1) using linguistic clues, 2) using other clues, 3) switching to the mother tongue, 4) getting help, 5) using mime or gesture, 6) avoiding communication partially or totally, 7) selecting the topic, 8) adjusting or approximating the message, 9) coining words, and 10) using a circumlocution or synonym. The responses to the questionnaire were used to investigate the frequency of use of compensation strategies by all the subjects. In addition, after pilot study, it was found that there were some sub-strategies frequently used by most students when they face communication problems. These sub-strategies were not related to Oxford's ten subdivisions above. So, the researcher added one subdivision, using other strategies, in the questionnaire for the subjects. Examples of "using other strategies" are skipping or passing over unknown words when reading; consulting a Thai-English dictionary or an English-Thai dictionary when reading,

speaking, and writing; consulting an English-English dictionary to find an example of using unknown words when writing.

### **Pilot Study**

1. The researcher studied questionnaires in related literature and research in order to find content and a suitable form for the questionnaire (Margolis, 2001; Oxford, 1990; and Suthiwartnarueput, 2004).

2. The researcher wrote the first draft of the questionnaire items based on the study of the preliminary survey of strategies.

3. The researcher grouped the items according to the ten subdivisions of compensation strategies categorized by Oxford (1990): 1) using linguistic clues, 2) using other clues, 3) switching to the mother tongue, 4) getting help, 5) using mime or gesture, 6) avoiding communication partially or totally, 7) selecting the topic, 8) adjusting or approximating the message, 9) coining words, and 10) using a circumlocution or synonym.

4. The researcher consulted the advisor and co-advisor to ascertain the appropriateness of the questionnaire.

5. The researcher used the questionnaire in a pilot study in order to improve the effectiveness of the questionnaire. There were two groups piloted for editing the questionnaire to be more appropriate and effective. The subjects of the first pilot group were four graduate students in Applied Linguistics Program, Faculty of Science, Mahidol University. The researcher chose these graduate students to be the subjects of the first pilot study because they have some knowledge about doing a research from studying Research Methodology Course, which is a compulsory course they had already studied. Thus, they could provide useful suggestions how to improve the questionnaire. After the subjects of the first group returned the questionnaire, the researcher edited the questionnaire by consulting the advisor and co-advisor to ascertain the appropriateness of the questionnaire. After that, the questionnaire was distributed to the subjects of the second pilot group. The subjects of the second group were 38 first year medical students in the Faculty of Medicine, Mahidol University who were not subjects of this study (31 students from Praboromarajchanok Institute [PI] and seven students from Bangkok Metropolitan Hospital [BM]). The researcher chose these medical students to be the subjects of the second pilot group because

McMillan and Schumacher (1997) suggest that a researcher should find the subjects of pilot study who are similar to those who will be the real subjects of the study. After the questionnaire was returned, the researcher interpreted and analyzed the results to find the level of validity and reliability, according to Cronbach's alpha. Then, the questionnaire was edited.

6. The researcher consulted the thesis advisor and co-advisor to scrutinize and refine the final version of the questionnaire. In editing the final version of the questionnaire, the researcher added one sub-division "Using other strategies", based on the responses of the subjects of the second pilot study.

7. The researcher distributed the questionnaire to the subjects.

#### Structure of the questionnaire

The questionnaire contains two main sections. The first section asks respondents to give personal background: sex, age, details about practicing English outside the classroom, father's and mother's occupations, father's and mother's income per month, and loans for studying from the government.

The second section includes eleven compensation strategies: 1) using linguistic clues, 2) using other clues, 3) switching to the mother tongue, 4) getting help, 5) using mime or gesture, 6) avoiding communication partially or totally, 7) selecting the topic, 8) adjusting or approximating the message, 9) coining words, 10) using a circumlocution or synonym, and 11) using other strategies. These eleven main strategies were subdivided into sixty-six subcategories. These items were written using a five-point Likert scale for students to report the frequency of their use of each strategy (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Always)

The second section also has open-ended questions, including other compensation strategies, for learning English. The subjects use these strategies to deal with difficult parts when practicing all of the four skills.

### **3.2.3 Interview (Qualitative Tool)**

Individual interviews were the final instrument in this study. The interviews aimed to find out useful data about the use of compensation strategies which cannot be obtained directly from a questionnaire. Merriam (1991) and Creswell (1994) state that an interview is necessary when invisible data, such as behaviors, feelings, thoughts,

and intentions, cannot be observed directly. Thus, interviews were required for this study because they aimed to explore the use of compensation strategies by medical students.

The interviews used a semi-structured format. Question items were written based on the purpose of the study and were related to items in the questionnaire. The question items were then grouped. The interview question form includes open-ended questions about compensation strategies that the participants use when they face difficulties when practicing all of the four skills. In the present study, the interviews took about 20-30 minutes individually. A tape recorder was used for the interviews. After the interviews, the researcher transcribed the subjects' replies verbatim and analyzed the data.

### **Pilot Study**

1. The researcher wrote the first draft of the interview questions in English, based on the purpose of the study. Then the question items were grouped.
2. The researcher asked the thesis advisor and co-advisor to verify that the questions were appropriate.
3. The researcher eliminated questions that were unimportant and irrelevant and edited the questions according to the advisors' suggestions.
4. Finally, the researcher interviewed the subjects using the interview questions. The interviewees in this study were 18 subjects from the high-ability group, the top three subjects in each year from both Ramathibodi Hospital and Siriraj Hospital, and 18 subjects from the low-ability group, the bottom three subjects in each year from both Ramathibodi Hospital and Siriraj Hospital. During the interview, the interviewees were asked to perform some activities (listening to an English conversation from a cassette tape, reading an English passage, and writing an English essay) in order for them to recall the strategies they frequently use to overcome the limitations of language knowledge when facing some problems.

## **3.3 Procedure for Data Collection**

### **3.3.1 Questionnaire (Quantitative Tool)**

First, the Thai questionnaire was distributed to four graduate students studying in the Applied Linguistics Program, Faculty of Science, Mahidol University. After the

questionnaire had been returned with some comments, the questionnaire was edited and then distributed to a pilot group of 38 first-year medical students at Mahidol University who were not subjects of this study. After the questionnaire was returned, the researcher interpreted and analyzed the results to examine the level of validity and reliability according to Cronbach's alpha. The Cronbach alpha of the second pilot study was 0.89 and that was very high. After that, the questionnaire was improved and edited again.

Second, the complete Thai questionnaire was distributed to the subjects. The questionnaire was collected from the first year students by the researcher. The researcher wrote to the co-ordinators of Ramathibodi Hospital and Siriraj Hospital introducing the study and asking for their co-operation to collect the questionnaires from second year and third year medical students.

Finally, all data from questionnaire was analyzed by using SPSS 11.5 for Windows.

### **3.3.2 Interview (Qualitative Tool)**

First, after receiving the questionnaires, the researcher interviewed the interviewees in order to find more information about their use of compensation strategies. During the interviews, the interviewees were asked to perform some activities (listening to an English conversation from a cassette tape, reading an English passage, and writing an English essay) in order for them to recall the strategies they frequently use to overcome the limitations of language knowledge when facing some problems. In addition, the researcher asked the interviewees whether they were comfortable using English and being tape-recorded. All interviewees said that they were comfortable using English and being tape-recorded. So, English was the medium for the interview in this study. The interview tape scripts are shown in Appendix E.

Last, after transcribing the data from interviews, the data was analyzed by using Strauss and Corbin's (1990) open and axial coding procedures.

### 3.4 Data Analysis and Statistical Devices

#### 3.4.1 Analysis of Questionnaire

##### 1. Arithmetic Mean ( $\bar{x}$ )

The arithmetic mean was used to find the frequency of use of compensation strategies employed by the students.

##### 2. Standard Deviation (SD)

The standard deviation was used to indicate the average distance of the strategies from the mean of the distribution.

##### 3. Cronbach's Alpha

Cronbach's Alpha was used to establish the reliability of the questionnaire.

##### 4. Independent Sample t-test

The Independent Sample t-test was used to find any significant differences between high-ability and low-ability students' answers to the questionnaire in relation to their use of compensation strategies.

##### 5. one-way ANOVA

One-way ANOVA was used to find any significant differences between high-ability, medium-ability, and low-ability students.

##### 6. Pearson Correlation Coefficient (Pearson's $r$ )

Pearson's  $r$  was used to indicate the correlational relationship between compensation strategy use and English proficiency.

#### 3.4.2 Analysis of Interview

##### Coding Procedures

In this study, Strauss and Corbin's (1990) open and axial coding procedures were used to analyze the data gathered from the interview. After the data being transcribed from the tape recording, the analytical steps classified as follows were used:

Step 1: Finding the compensation strategies the subjects use

Step 2: Grouping the strategies the subjects use

Step 3: Naming subcategories by using the same names as presented in Oxford's (1990) compensation strategies

## CHAPTER IV

### RESULTS

This chapter presents the results of this study based on an analysis of the data obtained from the questionnaire and the interviews. All statistical findings were analyzed to answer the research questions: what compensation strategies did the medical students at Mahidol University use to learn English? And what is the relationship between compensation strategy use and English proficiency?

This chapter consists of three main parts as follows:

- 4.1 Compensation strategy use of medical students
  - 4.1.1 Quantitative results: compensation strategies of high-ability and low-ability medical students
  - 4.1.2 Qualitative results: compensation strategies of high-ability and low-ability medical students
- 4.2 The relationship between compensation strategy use and English proficiency
- 4.3 Summary of the findings

#### **4.1 Compensation Strategy Use of Medical Students**

Both quantitative and qualitative instruments were employed in this study to find what compensation strategies the high- and low-English-proficiency medical students use to learn English and whether there were any statistically significant differences in compensation strategy use between these two groups.

##### **4.1.1 Quantitative Results: Compensation Strategies of High-Ability and Low-Ability Medical Students**

The descriptive statistics (mean, standard deviation, and two independent sample t-tests) were calculated by SPSS for Windows to find the compensation strategies the subjects used to learn English. Additionally, the Pearson product-

moment correlation coefficient (Pearson's  $r$ ) was used to indicate the correlational relationship between compensation strategy use of the subjects and their English proficiency. The data obtained from the five sub-scale questionnaire was constructed using the criteria presented in Table 4.1.

**Table 4.1: Range of Results**

Degree of Use	Mean Range
Highest degree of use (Always)	4.50 – 5.00
High degree of use (Often)	3.50 – 4.49
Medium degree of use (Sometimes)	2.50 – 3.49
Low degree of use (Rarely)	1.50 – 2.49
Lowest degree of use (Never)	1.00 – 1.49

(Adapted from Subphadoongchone, 2000: p. 47)

Research question 1 was: “What types of compensation strategies do medical students at Mahidol University use?” To answer this question, the subjects’ answers to the questionnaire about compensation strategy use are presented, based on the following categories: 1) using linguistic clues, 2) using other clues, 3) switching to the mother tongue, 4) getting help, 5) using mime or gesture, 6) avoiding communication partially or totally, 7) selecting the topic, 8) adjusting or approximating the message, 9) coining words, 10) using a circumlocution or synonym, and 11) other strategies.

**Table 4.2: Results of the Use of Compensation Strategies by All Medical Students****(N = 600)**

Compensation Strategies	No. of Items	M	SD	Cronbach's Alpha
1. Using linguistic clues	11	3.71	0.60	0.86
2. Using other clues	9	3.48	0.56	0.74
3. Switching to the mother tongue	2	2.54	0.88	0.38
4. Getting help	11	3.29	0.59	0.83
5. Using mime or gesture	4	3.72	0.71	0.78
6. Avoiding communication partially or totally	5	3.36	0.66	0.75
7. Selecting the topic	6	3.64	0.64	0.83
8. Adjusting or approximating the message	4	3.70	0.62	0.69
9. Coining words	2	2.56	0.99	0.72
10. Using a circumlocution or synonym	6	3.59	0.62	0.80
11. Using others strategies	6	3.68	0.64	0.67
Total	66	3.49	0.40	0.92

Table 4.2 shows the descriptive statistics for the frequency of use of compensation strategies by all medical students. It shows that the overall reliability of the questionnaire for this population, using Cronbach's Alpha, was quite high, except for the strategy of switching to the mother tongue. Using linguistic clues (0.86) had the highest Cronbach's alpha, while switching to the mother tongue had the lowest Cronbach's alpha (0.38). However, the reliability of the entire questionnaire for all questions, again using Cronbach's alpha, was 0.92, and that is acceptably high.

The mean score for overall compensation strategies was 3.49, which reached the medium use level. The most frequently used strategy category was using mime or gesture, followed by using linguistic clues, adjusting or approximating the message, other strategies relating to compensation, selecting the topic, using a circumlocution or synonym, using other clues, avoiding communication partially or totally, getting help, coining words, and switching to the mother tongue. Although the mean score for

switching to the mother tongue was at the lowest level, it was still rated at *sometimes* used, not *rarely* or *never* used.

The data in Table 4.2 shows the use of compensation strategies by the subjects on the whole. However, in order to have a clear understanding of the use of compensation strategies in more detail, the data on the sub-strategies are shown in Tables 4.3 - 4.13.

**Table 4.3: The Use of Linguistic Clues by Medical Students**

Using Linguistic Clues	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	
	1. Use the context to help guess the meaning of unknown words when listening.	4.18	0.80	3	3.63	0.97	5	3.15	0.89	
2. Use language knowledge about sentence structure to help guess the meaning.	3.40	1.00	11	2.88	0.93	11	3.42	0.93	11	.000
3. Use language knowledge about prefixes, suffixes, or roots when listening.	4.27	0.76	2	3.71	0.91	3	3.67	0.90	2	.000
4. Use the context to help guess the meaning of unknown words when reading.	4.47	0.72	1	3.93	0.84	1	4.20	0.81	1	.000
5. Look at parentheses or footnotes to help guess the meaning.	4.13	0.87	4	3.73	0.93	2	3.94	0.93	3	.000
6. Look at punctuation marks (; , : , etc.) to help guess the meaning.	3.60	1.02	9	3.42	0.99	6	3.57	0.99	9	.086

**Table 4.3 (Continued): The Use of Linguistic Clues by Medical Students**

Using Linguistic Clues	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	
	7. Analyze the functions of words (subject, verb, and object).	3.74	1.03	8	3.36	0.90	9	3.59	0.99	
8. Analyze parts of speech (noun, verb, adverb, adjective, etc.).	3.75	1.03	7	3.39	0.95	8	3.60	0.98	7	.001
9. Analyze the tenses of verbs (past, present, or future tense).	3.44	0.95	10	3.15	0.89	10	3.15	0.89	10	.003
10. Analyze synonyms and antonyms.	3.78	0.83	6	3.42	0.93	6	3.42	0.93	6	.000
11. Use language knowledge about prefixes, suffixes, or roots when reading.	4.05	0.80	5	3.67	0.90	4	3.67	0.90	5	.000

Table 4.3 shows the use of the eleven sub-strategies of linguistic clues for all medical students, and for the high-ability and low-ability groups. The rank order for four sub-strategies (items 2, 4, 9, and 10) was exactly the same for all three groups, and was in all cases similar (no greater than  $\pm 3$  in the rank order). However, for all eleven sub-strategies, the high-ability group used all sub-strategies more frequently than did the low-ability group, and this difference was significant in ten cases (items 1, 2, 3, 4, 5, 7, 8, 9, 10, and 11).

**Table 4.4: The Use of Other Clues by Medical Students**

Using Other Clues	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	<i>SD</i>	Rank	<i>M</i>	<i>SD</i>	Rank	<i>M</i>	<i>SD</i>	Rank	
	Order			Order			Order			
1. Use background knowledge and experience to guess the meaning when listening.	3.87	0.88	2	3.45	0.91	4	3.73	0.89	3	.000
2. When you are listening to someone speaking in English and you cannot understand, you use the speaker's intonation, rhythm, and sound cues to guess the meaning.	3.44	1.00	5	3.11	1.07	8	3.28	1.02	6	.003
3. Guess what the speaker might say next during a conversation.	3.13	0.89	9	2.81	0.95	9	2.96	0.94	9	.001
4. When you cannot understand what the speaker is saying, you notice his/her facial expressions to guess the meaning.	3.31	0.87	8	3.16	0.91	6	3.24	0.89	8	.114
5. When you cannot understand what the speaker is saying, you notice his/her gestures to guess the meaning.	3.44	0.89	5	3.44	0.89	5	3.44	0.87	5	.953
6. Use background knowledge and experience to guess the meaning when reading.	4.25	0.78	1	3.78	0.92	1	4.01	0.87	1	.000

**Table 4.4 (Continued): The Use of Other Clues by Medical Students**

Using Other Clues	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	
	7. Guess what the writer might write about in the next sentences.	3.39	0.92	7	3.12	0.98	7	3.25	0.93	
8. Use graphs, pictures, and tables to help understand the meaning.	3.62	0.98	4	3.62	1.01	3	3.64	0.96	4	.958
9. Use the title to help guess the events of the story.	3.77	0.90	3	3.68	0.82	2	3.76	0.84	2	.330

Table 4.4 shows the use of the nine sub-strategies of other clues for all medical students, and for the high-ability and low-ability groups. The rank order for four sub-strategies (items 3, 5, 6, and 7) was exactly the same for all three groups. However, for seven sub-strategies (item 1, 2, 3, 4, 6, 7, and 9), the high-ability group used the sub-strategies more frequently than did the low-ability group, and this difference was significant in five cases (items 1, 2, 3, 6, and 7). In addition, the high-ability and low-ability group used two sub-strategies (items 5 and 8) at the same level of frequency.

**Table 4.5: The Use of Switching to the Mother Tongue by Medical Students**

Switching to the Mother Tongue	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	
	1. Switch to Thai for words or expression you do not know the words in English when speaking.	3.03	1.12	1	3.26	1.09	1	3.15	1.12	
2. Use a literal translation from Thai to fill a gap in the English expression when you do not know the words in English.	1.85	1.06	2	2.19	1.18	2	1.94	1.11	2	.005

Table 4.5 shows the use of the two sub-strategies of switching to the mother tongue for all medical students, and for the high-ability and low-ability groups. The rank order for both sub-strategies was exactly the same for all three groups. However, for both sub-strategies, the low-ability group used the sub-strategies more frequently than did the high-ability group, and this difference was significant in one case (item 2).

**Table 4.6: The Use of Getting Help by Medical Students**

Getting Help	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	
	1. Ask someone about the meaning of some words you do not know when listening.	3.71	0.91	2	3.85	0.89	2	3.75	0.93	
2. Ask the teacher for L1 translation.	2.81	1.03	9	3.04	1.07	9	2.96	1.07	9	.037
3. Ask the teacher for a paraphrase or synonym of a new word.	2.70	1.05	10	2.91	0.99	10	2.84	1.04	10	.058
4. Ask the teacher for a sentence including the new word.	2.50	1.03	11	2.62	0.99	11	2.60	1.02	11	.256
5. Ask classmates for the meaning in L1 when reading.	3.69	0.98	3	3.97	0.86	1	3.82	0.93	1	.004
6. Ask the listener how to pronounce the words you are not sure of.	3.19	1.00	7	3.13	0.92	8	3.14	0.96	7	.587
7. Ask the listener to help you complete the sentence when you cannot think of some words or expressions in English.	3.05	1.05	8	3.16	0.94	7	3.09	1.01	8	.316
8. Ask someone for words or expressions you do not know how to say in English.	3.61	0.97	4	3.63	0.81	4	3.61	0.89	4	.769
9. Ask someone about some grammar structures that you are not sure of or do not know when speaking.	3.22	0.91	6	3.26	0.95	6	3.22	0.95	6	.695

**Table 4.6 (Continued): The Use of Getting Help by Medical Students**

Getting Help	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	
	10. Ask someone about some grammar structures that you are not sure of or do not know when writing.	3.52	0.95	5	3.46	0.92	5	3.47	0.94	
11. Ask someone for words or expressions you do not know when writing.	3.79	0.91	1	3.73	0.89	3	3.73	0.89	3	.522

Table 4.6 shows the use of the eleven sub-strategies of getting help for all medical students, and for the high-ability and low-ability groups. The rank order for seven sub-strategies was exactly the same for all three groups. However, for eight sub-strategies (items 1, 2, 3, 4, 5, 7, 8, and 9), the low-ability group used the sub-strategies more frequently than did the high-ability group, and this difference was significant in two cases (items 2 and 5).

**Table 4.7: The Use of Mime or Gesture by Medical Students**

Using Mime or Gesture	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	
	1. Use facial expressions to inform the speaker that you understand or do not understand.	3.86	0.83	1	3.77	0.89	1	3.80	0.88	
2. Use gestures to inform the speaker that you understand or do not understand.	3.62	0.92	4	3.62	0.90	3	3.64	0.91	3	1.00
3. Use facial expressions to help convey your meaning when you cannot think of some words in English when speaking.	3.70	0.91	3	3.54	0.94	4	3.60	0.95	4	.102
4. Use gestures to help convey your meaning when you cannot think of some words in English when speaking.	3.83	0.90	2	3.77	0.93	1	3.83	0.90	1	.529

Table 4.7 shows the use of the four sub-strategies of mime or gesture for all medical students, and for the high-ability and low-ability groups. The rank order for all four sub-strategies was in all cases similar (no greater than  $\pm 1$  in the rank order). However, for three sub-strategies (items 1, 3, and 4), the high-ability group used the sub-strategies more frequently than did the low-ability group, but this difference was not significant. In addition, the high-ability group and the low-ability group used one sub-strategy (item 2) at the same level of frequency.

**Table 4.8: The Use of Avoiding Communication Partially or Totally by Medical Students**

Avoiding Communication Partially or Totally	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	
1. Try to avoid difficult topics for which you do not know the words or concepts.	3.25	0.92	3	3.42	0.90	3	3.36	0.93	3	.085
2. Avoid grammar structures that you are not sure of when speaking.	3.45	0.87	2	3.53	0.89	1	3.48	0.90	2	.340
3. Limit your speaking to avoid making mistakes.	3.02	1.04	4	3.34	0.89	4	3.19	1.01	4	.002
4. Avoid grammar structures that you are not sure of when writing.	3.68	0.80	1	3.52	0.91	2	3.60	0.85	1	.086
5. Limit your writing to avoid making mistakes.	3.02	1.07	4	3.31	0.92	5	3.18	1.00	5	.007

Table 4.8 shows the use of the five sub-strategies of avoiding communication partially or totally for all medical students, and for the high-ability and low-ability groups. The rank order for two sub-strategies (items 1 and 3) was exactly the same for all three groups, and was in all cases quite similar (no greater than  $\pm 1$  in the rank order). However, for four sub-strategies (items 1, 2, 3, and 5), the low-ability group used the sub-strategies more frequently than did the high-ability group, but this difference was significant in only two cases (items 3 and 5).

**Table 4.9 : The Use of Selecting the Topic by Medical Students**

Selecting the Topic	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	
	1. Try to direct conversation to a topic you are interested in.	3.55	0.89	4	3.43	0.79	5	3.53	0.85	
2. Try to direct conversation to a topic you know a lot about.	3.52	0.89	5	3.45	0.80	4	3.54	0.85	4	.458
3. Try to direct conversation to a topic for which you know many words.	3.17	0.92	6	3.30	0.81	6	3.27	0.90	6	.166
4. Choose a topic you are interested in whenever you can select a topic when writing.	3.93	0.89	2	3.72	0.91	2	3.86	0.88	2	.032
5. Choose a topic you know a lot about whenever you can select a topic when writing.	4.05	0.87	1	3.80	0.86	1	3.92	0.87	1	.007
6. Choose a topic for which you know many words whenever you can select a topic when writing.	3.77	0.91	3	3.65	1.01	3	3.73	0.93	3	.210

Table 4.9 shows the use of the six sub-strategies of selecting the topic for all medical students, and for the high-ability and low-ability groups. The rank order for four sub-strategies (items 3, 4, 5, and 6) was exactly the same for all three groups, and was in items 1 and 2 quite similar (no greater than  $\pm 1$  in the rank order). However, for five sub-strategies (items 1, 2, 4, 5, and 6), the high-ability group used the sub-strategies more frequently than did the low-ability group, but this difference was significant in only two cases (items 4 and 5).

**Table 4.10: The Use of Adjusting or Approximating the Message by Medical Students**

Adjusting or Approximating the Message	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	
	1. Omit some details if you think that those details are not important when speaking.	3.57	0.81	3	3.43	0.85	3	3.49	0.84	
2. Use a simpler sentence structure instead of saying a more difficult sentence.	4.06	0.82	1	3.91	0.92	1	4.02	0.86	1	.104
3. Omit some details if you think that those details are not important when writing.	3.37	0.94	4	3.38	0.87	4	3.45	0.89	4	.908
4. Use a simpler sentence structure instead of writing a more difficult sentence.	3.82	0.93	2	3.84	0.87	2	3.85	0.86	2	.861

Table 4.10 shows the use of the four sub-strategies of adjusting or approximating the message for all medical students, and for the high-ability and low-ability groups. The rank order for all four sub-strategies was exactly the same for all three groups. However, for two sub-strategies (items 1 and 2), the high-ability group used the sub-strategies more frequently than did the low-ability group, but the difference was not significant in any of the four cases.

**Table 4.11: The Use of Coining Words by Medical Students**

Coining Words	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	<i>M</i>	SD	Rank Order	
	1. Make up new words when you cannot remember or do not know the correct words when speaking.	2.66	1.17	1	2.72	1.05	1	2.67	1.14	
2. Make up new words when you cannot remember or do not know the correct words when writing.	2.44	1.06	2	2.54	1.06	2	2.46	1.11	2	.375

Table 4.11 shows the use of the two sub-strategies of coining words for all medical students, and for the high-ability and low-ability groups. The rank order for both sub-strategies was exactly the same for all three groups. However, for both sub-strategies, the low-ability group used the sub-strategies more frequently than did the high-ability group, but the difference was not significant in either case.

**Table 4.12: The Use of a Circumlocution or Synonym by Medical Students**

Using Circumlocution or Synonym	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	SD	Rank	<i>M</i>	SD	Rank	<i>M</i>	SD	Rank	
	Order			Order			Order			
1. Try to describe the idea or situation when you do not know the words when speaking.	3.67	0.85	3	3.46	0.81	4	3.61	0.86	4	.017
2. Use similar words or synonyms for some words you cannot remember when speaking.	3.93	0.78	1	3.61	0.76	1	3.77	0.80	1	.000
3. Use general words when you cannot remember the specific words when speaking, for example use <i>fruit</i> instead of <i>watermelon</i> .	3.65	0.93	4	3.53	0.89	2	3.62	0.90	3	.227
4. Try to describe the idea or situation when you do not know the words when writing.	3.56	0.89	5	3.24	0.90	6	3.45	0.93	5	.001
5. Use similar words or synonyms for some words you cannot remember when writing.	3.79	0.83	2	3.50	0.82	3	3.69	0.83	2	.001
6. Use general words when you cannot remember the specific words when writing, for example use <i>fruit</i> instead of <i>watermelon</i> .	3.50	0.97	6	3.34	0.93	5	3.43	0.98	6	.111

Table 4.12 shows the use of the six sub-strategies of using a circumlocution or synonym for all medical students, and for the high-ability and low-ability groups. The rank order for one sub-strategy (item 2) was exactly the same for all three groups, and

was in all cases similar (no greater than  $\pm 2$  in the rank order). However, for all six sub-strategies, the high-ability group used the sub-strategies more frequently than did the low-ability group, and this difference was significant in four cases (items 1, 2, 4, and 5).

**Table 4.13: The Use of Other Strategies by Medical Students**

Using Other Strategies	High-ability Group N = 180			Low-ability Group N = 180			All Students N = 600			p
	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	
	1. Skip or pass over unknown words.	3.63	0.92	4	3.68	0.93	4	3.68	0.95	
2. Consult an English-Thai dictionary to find the meaning of unknown words when reading.	3.85	0.99	2	3.92	0.98	1	3.89	1.00	1	.490
3. Repeat reading several times when faced with a difficult passage.	3.97	0.88	1	3.80	0.95	2	3.88	0.93	2	.077
4. Consult a Thai-English dictionary for words you don't know when speaking in English.	3.25	1.20	6	3.48	1.11	5	3.37	1.15	6	.058
5. Consult a Thai-English dictionary for words you don't know when writing in English.	3.56	1.18	5	3.78	1.05	3	3.66	1.13	4	.055
6. Consult an English-English dictionary to find an example of using unknown words when writing.	3.82	1.10	3	3.46	1.14	6	3.61	1.11	5	.003

Table 4.13 shows the use of the six sub-strategies of using other strategies related to compensation strategies for all medical students, and for the high-ability and low-ability groups. The rank order for all six sub-strategies was in all cases similar (no

greater than  $\pm 3$  in the rank order). However, for five sub-strategies (items 1, 2, 3, 4, and 5), the low-ability group used the sub-strategies more frequently than did the high-ability group, but this difference was significant in only one case (item 6).

Moreover, in order to know how the compensation strategies were used differently by the groups of high-ability students and low-ability students, the strategy use of these two groups was examined. The purpose was to find how the high-ability students and low-ability students use the compensation strategies differently. The results of the descriptive statistics and the independent-samples t-test on the strategies are shown in Table 4.14.

**Table 4.14: Comparison of the Use of Compensation Strategies Between High-Ability Students and Low-Ability Students**

Compensation Strategies	High-ability Group N = 180			Low-ability Group N = 180			t	df	p
	M	SD	Rank Order	M	SD	Rank Order			
1. Using linguistic clues	3.89	0.56	1	3.48	0.58	5	6.76	358	.000
2. Using other clues	3.58	0.53	7	3.35	0.58	8	3.84	358	.000
3. Switching to the mother tongue	2.44	0.63	11	2.72	0.89	10	-3.03	358	.003
4. Getting help	3.25	0.63	9	3.34	0.51	9	-1.46	358	.145
5. Using mime or gesture	3.75	0.68	2	3.68	0.70	2	1.05	358	.290
6. Avoiding communication partially or totally	3.28	0.64	8	3.43	0.59	7	-2.15	358	.032
7. Selecting the topic	3.66	0.66	6	3.56	0.62	4	1.56	358	.120
8. Adjusting or approximating the message	3.71	0.62	3	3.64	0.62	3	0.99	358	.319
9. Coining words	2.55	1.01	10	2.63	0.89	11	-0.82	358	.410
10. Using a circumlocution or synonym	3.68	0.59	4	3.45	0.60	6	3.70	358	.000
11. Using other strategies	3.68	0.62	4	3.69	0.65	1	-0.12	358	.902
Total	3.53	0.37	-	3.43	0.39	-	2.50	358	.015

Table 4.14 shows the use of the eleven main compensation strategies for the high-ability and low-ability groups. The rank order for three strategies (items 4, 5, and 8) was exactly the same for both groups, and was in all cases, except item 1, similar (no greater than  $\pm 3$  in the rank order). However, for six strategies (items 1, 2, 5, 7, 8, and 10), the high-ability group used the strategies more frequently than did the low-ability group. There were five strategies (items 3, 4, 6, 9, and 11) where the low-ability group used the strategies more frequently than did the high-ability group. The difference was significant in five cases (items 1, 2, 3, 6, and 10). This indicates that these two-language ability groups used these five main strategies differently. The *t*-value of the high-ability, and low-ability groups in the use of overall compensation strategies is 2.50 ( $p = .015$ ). This indicates statistical significance. This indicates that these two-language ability groups used compensation strategies differently.

#### **4.1.2 Qualitative Results: Compensation Strategies of High-Ability and Low-Ability Medical Students**

In order to clarify the information gathered from the questionnaire about compensation strategies, an interview was employed in this study. The purpose was to find more in-depth information about the use of compensation strategies of the high-ability and low-ability groups. In this study, there were 36 interviewees: 18 high-ability students and 18 low-ability students. The results of the interview were analyzed by using an open-coding procedure (see Appendix E for the interview tape scripts).

The interviews revealed nine major strategies: using linguistic clues, using other clues, getting help, using mime or gesture, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym, and other strategies related to compensation strategies. Moreover, the interviews also revealed that, in addition to the 66 sub-strategies in the questionnaire, there were four sub-strategies that were used by the interviewees: asking the speaker to speak again, writing a sentence on paper, using an English-English dictionary to find the meaning of unknown words when reading, and drawing a picture when speaking. All of these four sub-strategies are in the main strategies of using other strategies related to compensation strategies.

**1. Using linguistic clues** means seeking and using language-based clues to guess the meaning of what is heard or read in a foreign or second language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Language-based clues may come from aspects of the target language that the learners already know, from the learners' own language, or from another language. In this study, it was found that all 18 interviewees from the high-ability group and 12 interviewees from low-ability group used linguistic clues to help them overcome the limitations in their language knowledge. It appears that most interviewees in the high-ability group tended to use linguistic clues sub-strategies, such as guessing from the context when listening and reading, looking at punctuation marks, analyzing the functions of words, analyzing parts of speech, using synonyms, and using knowledge about prefixes, suffixes, and roots when reading. Following are statements extracted from the interviews showing the use of linguistic clues sub-strategies by the high-ability group.

**Note:**

**Excerpts from the interviews are direct transcriptions of what the interviewees actually said. They have not been edited to remove language errors.**

The first interviewee said:

*“Use the context and prefix, suffix, sometimes the root of the word.”*

The third interviewee said:

*“I just skip the unknown words and guessing from the context.”*

The fifth interviewee said:

*“I will guess from the context or use prefix, suffix.”*

The 7<sup>th</sup> interviewee said:

*“Sometimes the words are too difficult. I just guess from the context.”*

The 10<sup>th</sup> interviewee said:

*“I guess from the context.”*

The 11<sup>th</sup> interviewee said:

*“Guess from the surrounding words in the sentence.”*

The 13<sup>th</sup> interviewee said:

*“I have to use the context clue and use knowledge about root, prefix, and suffix.”*

The 14<sup>th</sup> interviewee said:

*“Guess the meaning of those words from the context...”*

The 17<sup>th</sup> interviewee said:

*“I guess from the context or the sentence.”*

The 21<sup>st</sup> interviewee said:

*“I will try to guess the meaning from the context clue around the words.”*

*“I guess the meaning from parts of speech and prefix, suffix.”*

The 22<sup>nd</sup> interviewee said:

*“Sometimes I use the context clue around them.”*

The 23<sup>rd</sup> interviewee said:

*“I will guess the meaning from the context, from prefix, suffix, and root, and use knowledge about the grammar to guess the meaning.”*

The 25<sup>th</sup> interviewee said:

*“I see the context but if that word is not important, I will not try to find the meaning of that word.”*

*“I will see the part of speech of the word if it is a noun. If I know that it’s a noun, I read the whole sentence and I can understand.”*

The 26<sup>th</sup> interviewee said:

*“I use the context clue, the surrounding words.”*

The 29<sup>th</sup> interviewee said:

*“I just like...guess from the context.”*

The 31<sup>st</sup> interviewee said:

*“I always guess the meaning by its prefix, suffix, its part of speech and its root word.”*

The 33<sup>rd</sup> interviewee said:

*“I guess from the context.”*

The 34<sup>th</sup> interviewee said:

*“I will use the context to help guess the meaning of difficult words....”*

As for the low-ability group, it was found that they tended to use linguistic clues sub-strategies in a manner similar to that of the high-ability group, such as guessing from the context when listening and reading, looking at punctuation marks, analyzing the functions of words, and using language knowledge about prefixes, suffixes, or roots when reading. Following are statements extracted from the interviews showing the use of linguistic clues sub-strategies by the low-ability group.

The eighth interviewee said:

*“See the whole sentence and think what it should be.”*

The ninth interviewee said:

*“I see the context clue and guess from the context clue.”*

The 12<sup>th</sup> interviewee said:

*“I...sometimes guess by using the context clue. Sometimes I guess the meaning of the word by analyzing prefix, suffix, and root.”*

The 16<sup>th</sup> interviewee said:

*“...sometimes I use the context to help guess the meaning or use the knowledge of prefix, suffix....”*

The 18<sup>th</sup> interviewee said:

*“Sometimes I guess from the surrounding sentences and look at punctuation marks, for example comma or bracket or semicolon.”*

The 19<sup>th</sup> interviewee said:

*“Maybe...I use the context to help guess the meaning.”*

The 20<sup>th</sup> interviewee said:

*“I use the context clue and guess the meaning.”*

The 24<sup>th</sup> interviewee said:

*“Sometimes I guess from the words around them.”*

The 30<sup>th</sup> interviewee said:

*“I...guess by using the context clue.”*

The 32<sup>nd</sup> interviewee said:

*“I try to listen to other sentences or surrounding words. Sometimes this method can make me understand what the speaker wants to say.” and “I try to guess the meaning from the context clue. I also guess by using knowledge about prefix, suffix, and root.”*

The 35<sup>th</sup> interviewee said:

*“I use the context clue to help guess the meaning of some difficult words. And I also use my knowledge about prefix, suffix for the words. I also analyze role of word whether that word is verb, noun, or adjective...”*

The 36<sup>th</sup> interviewee said:

*“I guess from the context clue or guess by using knowledge about prefix, suffix.”*

**2. Using other clues** means seeking and using clues that are not language-based to guess the meaning of what is heard or read in a second or foreign language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Non-language-based clues may come from a wide variety of sources: knowledge of context, situation, text structure, personal relationships, topics, or general world knowledge. In this study, it was found that seven interviewees from the high-ability group and three interviewees from the low-ability group used other clues to help them overcome the limitations in their language knowledge. It appeared that many interviewees in the high-ability group tended to use other clues, such as using background knowledge and experience when listening and reading, using the speaker's intonation, rhythm, and sound cues to guess the meaning, noticing the speaker's facial expression to guess the meaning, noticing the speaker's gestures to guess the meaning, and using the title to help guess the events of the story. Following are statements extracted from the interviews showing the use of other clues sub-strategies by the high-ability group.

The first interviewee said:

*“Sometimes I...observe their facial expression or gesture to understand what he says.”*

The 10<sup>th</sup> interviewee said:

*“Guessing from what he's doing.”*

The 14<sup>th</sup> interviewee said:

*“Sometimes the speaker says quite fast.”*

*“I try to guess the meaning by myself most of the time.”*

*“From the tone or his voice.”*

The 21<sup>st</sup> interviewee said:

*“I will use my background knowledge.”*

The 25<sup>th</sup> interviewee said:

*“Sometimes I can’t understand about the grammar, I try to watch their facial expression or gesture. It helps me a lot.”*

*“I will see the title and the whole story because sometimes the title shows me what the story is about.”*

The 26<sup>th</sup> interviewee said:

*“Use his facial expression when I don’t understand.”*

The 34<sup>th</sup> interviewee said:

*“First I will try to guess the meaning by using my background knowledge or something else, such as facial expression.”*

As for the low-ability group, it was found that they tended to use other clues, such as using background knowledge and experience when listening and reading; using the speaker’s intonation, rhythm, and sound cues to guess the meaning, noticing the speaker’s facial expression, and using graphs, pictures, and tables to help understand the meaning. Following are statements extracted from the interviews showing the use of other clues sub-strategies by the low-ability group.

The 15<sup>th</sup> interviewee said:

*“I use background knowledge and experience to guess the meaning. Use the speaker’s intonation, rhythm, and sound to guess the meaning and notice his facial expression.”*

The 30<sup>th</sup> interviewee said:

*“Sometimes I use my background knowledge.”*

The 32<sup>nd</sup> interviewee said:

*“And I use the knowledge that I have in the past time.”*

*“If there is a graph, picture, or table in the text, I will use it to help guess what the passage is about.”*

**3. Getting help** means asking someone for help by hesitating or explicitly asking for the person to provide the missing expression in the target language. This strategy is similar to the strategy of asking for clarification or verification; the

difference is that in getting help, learners ask someone to simplify or describe what they do not know, not to explain or clarify. For example, a learner asks for the definition of the word ‘cavity’. In this study, it was found that 11 interviewees from the high-ability group and 15 interviewees from the low-ability group used getting help. It appears that the interviewees from the high-ability group tended to use getting help, such as asking someone about the meaning of some words when listening; asking classmates for meaning in L1 when reading, asking someone for unknown words or expressions when speaking, asking someone about grammar structures when writing, and asking someone for unknown words or expressions when writing. Following are statements extracted from the interviews showing the use of getting help sub-strategies by the high-ability group.

The first interviewee said:

*“Ask my friend about what the teacher says.”*

*“If I don’t have a dictionary, I will ask my friend.”*

The third interviewee said:

*“Sometimes that I’m lazy, I just ask my friend or teacher.”*

The 10<sup>th</sup> interviewee said:

*“I ask my friend....”*

*“Ask the others if I don’t know the vocabulary.”*

The 13<sup>th</sup> interviewee said:

*“Sometimes I ask a more experience person.”*

The 17<sup>th</sup> interviewee said:

*“...maybe I ask my friend or somebody.”*

*“If it’s not so formal, I ask somebody else.”*

The 21<sup>st</sup> interviewee said:

*“First I will ask my friend.”*

The 22<sup>nd</sup> interviewee said:

*“First I will ask my friend that is good at English.”*

The 23<sup>rd</sup> interviewee said:

*“I ask my friend to explain what the teacher said....”*

The 26<sup>th</sup> interviewee said:

*“Ask the person who knows.”*

The 29<sup>th</sup> interviewee said:

*“Well, I ask my friends....”*

*“if I can’t think of it, I will ask somebody else.”*

The 31<sup>st</sup> interviewee said:

*“But sometimes when I face the problem, I always ask my friend what he said.”*

As for the low-ability group, it was also found that the interviewees from the low-ability group tended to use the same getting help sub-strategies as the interviewees from the high-ability group, such as asking someone about the meaning of some words when listening, asking classmates for the meaning in L1 when reading, asking someone for unknown words or expressions when speaking, asking someone about grammar structures when writing, and asking someone for unknown words or expressions when writing. Following are statements extracted from the interviews showing the use of getting help sub-strategies by the low-ability group.

The second interviewee said:

*“Ask friends.”*

*“...and ask friends about grammar structures and words.”*

The fourth interviewee said:

*“I ask friend about the meaning of the sentence....”*

*“I...sometimes ask the meaning from my friend.”*

*“I...ask my friend.”*

The sixth interviewee said:

*“I ask my friend to translate into Thai for the sentence that I cannot catch or understand.”*

*“...sometimes I ask my friend how to write that word in English.”*

The eighth interviewee said:

*“...ask someone.”*

*“...if I can ask friend or teacher, I will do.”*

The ninth interviewee said:

*“I ask my friend.”*

The 12<sup>th</sup> interviewee said:

*“I always ask my friend about the meaning of difficult words or some sentences. Sometimes I ask the teacher.”*

*“I...ask my friend how to write that word in English.”*

The 16<sup>th</sup> interviewee said:

*“I...ask my friend.”*

*“I...sometimes ask the teacher or my friend that she knows.”*

The 18<sup>th</sup> interviewee said:

*“I sometimes ask my friend what the speaker is speaking about.”*

The 24<sup>th</sup> interviewee said:

*“I ask my classmate.”*

The 27<sup>th</sup> interviewee said:

*“I will ask my friend....”*

The 30<sup>th</sup> interviewee said:

*“I ask my friend to translate into Thai.”*

*“...ask my friend.”*

The 35<sup>th</sup> interviewee said:

*“When I cannot write it, I will ask my friend to translate the sentence that I want to write into English.”*

The 36<sup>th</sup> interviewee said:

*“Sometimes I ask my friend....”*

*“If I can't think of the synonym of that word, I will ask my friend how to write that word in English.”*

**4. Using mime or gesture** means using physical motion instead of words during a conversation to indicate the meaning. In this study, it was found that 11 interviewees from the high-ability group and 12 interviewees from the low-ability group used mime or gesture to overcome the limitations in their language knowledge. It appears that most interviewees in the high-ability group tended to use mime or gesture strategies, such as using facial expressions to inform the speaker whether they understand what the speaker is speaking about, using facial expressions to help convey meaning, and using gestures to help convey meaning. Following are statements

extracted from the interviews showing the use of mime or gesture sub-strategies by the high-ability group.

The third interviewee said:

*“...maybe use...gestures, symbols or signs to make the listener understand.”*

The fifth interviewee said:

*“I will explain them by my gesture and facial expression.”*

The seventh interviewee said:

*“I am doing like now, using gesture and movement to express it.”*

The 10<sup>th</sup> interviewee said:

*“...I will use my gesture.”*

The 11<sup>th</sup> interviewee said:

*“I use body language.”*

The 13<sup>th</sup> interviewee said:

*“Usually when we are talking to the foreigners, they will see our face and if we cannot think of the word, they probably see our facial expression. So the teacher will know that from our expression.”*

The 21<sup>st</sup> interviewee said:

*“Sometimes I use...my acting.”*

The 22<sup>nd</sup> interviewee said:

*“I will use the gesture....”*

The 25<sup>th</sup> interviewee said:

*“I will use my facial expression and gesture.”*

The 26<sup>th</sup> interviewee said:

*“I use my facial expression and my gesture.”*

The 33<sup>rd</sup> interviewee said:

*“Maybe use gesture.”*

As for the low-ability group, it was found that they tended to use mime or gesture, such as using facial expressions to help convey meaning, and using gestures to help convey meaning. Following are statements extracted from the interviews showing the use of mime or gesture sub-strategies by the low-ability group.

The second interviewee said:

*“Use gesture.”*

The fourth interviewee said:

*“I use gestures...”*

The ninth interviewee said:

*“I use gesture, my hands.”*

The 12<sup>th</sup> interviewee said:

*“And sometimes I use gesture or body language.”*

The 18<sup>th</sup> interviewee said:

*“And I also use my hands and body language.”*

The 19<sup>th</sup> interviewee said:

*“I use the gesture....”*

The 20<sup>th</sup> interviewee said:

*“I will act like what I want to say.”*

The 24<sup>th</sup> interviewee said:

*“...sometimes I use body language to describe.”*

The 27<sup>th</sup> interviewee said:

*“...use hands.”*

The 30<sup>th</sup> interviewee said:

*“I act by pointing out or using my hands.”*

The 32<sup>nd</sup> interviewee said:

*“I use facial expression.”*

The 35<sup>th</sup> interviewee said:

*“I use gesture to help to explain what I want to say.”*

**5. Selecting the topic** means choosing the topic of a conversation. Learners want to make sure that the topic is one in which they are interested and for which they have enough knowledge of vocabulary and structures to talk about it or describe it. In this study, only the 33<sup>rd</sup> interviewee from the high-ability group used this strategy. Following is the statement extracted from the interview showing the use of selecting the topic sub-strategy by this interviewee to overcome the limitations in her language knowledge.

The 33<sup>rd</sup> interviewee said:

*“If I can choose the topic to write, I will choose the topic that I know a lot about and interesting. It’s easier to write.”*

**6. Adjusting or approximating the message** means changing the message by omitting some information, simplifying or using less precise expressions, or paraphrasing. In this study, it was found that three interviewees in the high-ability group and three interviewees in the low-ability group used adjusting or approximating the topic. It appears that the interviewees in the high-ability group tended to use adjusting or approximating the message, such as using a simpler sentence structure when speaking, and using a simpler sentence structure when writing. Following are statements extracted from the interviews showing adjusting or approximating sub-strategies that the high-ability group used to help them overcome the limitations in their language knowledge.

The third interviewee said:

*“...maybe I have to change to use...simpler sentence.”*

The 21<sup>st</sup> interviewee said:

*“I will use simpler sentence instead of difficult sentence.”*

The 25<sup>th</sup> interviewee said:

*“I will try to use...easier grammar.”*

As for the low-ability group, it was found that they tended to use adjusting or approximating, such as using a simpler sentence structure when speaking, and omitting some unimportant details when speaking. Following are statements extracted from the interview showing adjusting or approximating sub-strategies that the low-ability group used to help them overcome the limitations in their language knowledge.

The fourth interviewee said:

*“I use...simpler word and sentence....”*

The sixth interviewee said:

*“I will omit some details that I think they are not important.”*

The 12<sup>th</sup> interviewee said:

*“I will speak again by using simpler sentence.”*

**7. Coining words** means making up new words to communicate because the learner does not have a large enough vocabulary. This strategy might be used when learners do not have enough time to look up the correct word in the dictionary or book, or when the dictionary fails them. In this study, only the 15<sup>th</sup> interviewee from the low-ability group used this strategy. Following is the statement extracted from the interview showing the coining words sub-strategy that she used to overcome the limitation of her language knowledge.

The 15<sup>th</sup> interviewee said:

*“I...make up new words when I cannot remember or I don't know the correct words.”*

**8. Using a circumlocution or synonym** means using a circumlocution (a roundabout expression involving several words to describe or explain a single concept) or a synonym (a word having exactly the same meaning as another word in the same language) to communicate the intended meaning. In this study, it was found that 12 interviewees from the high-ability group and 12 interviewees from the low-ability group used a circumlocution or synonym. It appears that most interviewees in the high-ability group tended to use a circumlocution or synonym, such as describing the idea or situation when speaking; trying to describe the idea or situation when writing; using similar words or synonym when speaking; and using similar words or synonym when writing. Following are statements extracted from the interviews showing using a circumlocution or synonym sub-strategies that the high-ability group used to help them overcome the limitations in their language knowledge.

The third interviewee said:

*“If I can figure out synonym, I just try to use that.”*

The fifth interviewee said:

*“I will explain them by use other words which have the same meaning.”*

The seventh interviewee said:

*“I try to change the word to something. I think it's the simpler meaning and the listener can understand.”*

The 10<sup>th</sup> interviewee said:

*“I ... use descriptive sentence.”*

*“First I try to describe...”*

The 13<sup>th</sup> interviewee said:

*“I will not use the difficult word but I will use a sentence which has the meaning of that word.”*

The 14<sup>th</sup> interviewee said:

*“Describing the words. I’m trying to say in a different way.”*

The 17<sup>th</sup> interviewee said:

*“Or I just don’t use the word that I don’t know but use the simpler word to explain it.”*

*“I try to explain it again. If they still don’t understand it, I use simpler word.”*

The 26<sup>th</sup> interviewee said:

*“Use a simpler word or synonym.”*

The 29<sup>th</sup> interviewee said:

*“Well, I try to think of other words that have the same meaning or nearly the same.”*

*“I try to explain. Try to use some other words so that they can understand.”*

The 31<sup>st</sup> interviewee said:

*“I think the simple vocabulary, I can think of it.”*

*“I explain the word that I want, for example if I can’t think of the word ‘flower’, I may describe ‘a thing that grows on the floor and has a sweet smell and the butterfly always flies to it’. He will think of the vocabulary.”*

The 33<sup>rd</sup> interviewee said:

*“I always use the same words that have the same meaning.”*

As for the low-ability group, it was found that they tended to use circumlocution or synonym strategies in a manner similar to that of the high-ability group, describing the idea or situation when speaking, trying to describe the idea or situation when writing, using similar words or synonym when speaking, and using similar words or synonym when writing. Following are statements extracted from the interviews showing using a circumlocution or synonym sub-strategies that the low-ability group used to help them overcome the limitations in their language knowledge.

The fourth interviewee said:

*“I...use simpler word.”*

The sixth interviewee said:

*“I will describe and give more explanation.”*

The eighth interviewee said:

*“Use synonym or spread that word to easily understand.”*

The 12<sup>th</sup> interviewee said:

*“Sometimes I use easier word instead of difficult word that I cannot think of it.”*

*“I will use easier words by describing about the thing that I want to say to make the listener understand what I want to say”.*

The 16<sup>th</sup> interviewee said:

*“I will explain what the word is....”*

*“I will ...use the simpler vocabularies.”*

*“Synonym that the listener can understand.”*

The 18<sup>th</sup> interviewee said:

*“I try to use another word that has similar meaning as the word that I want to write.”*

*“I try to describe what I want to say.”*

The 19<sup>th</sup> interviewee said:

*“Speak other words that I know.”*

The 24<sup>th</sup> interviewee said:

*“I use similar words or easy words to describe about the words that I don't know.”*

The 30<sup>th</sup> interviewee said:

*“I use the synonym or simpler words....”*

The 32<sup>nd</sup> interviewee said:

*“I use a synonym. If I cannot think of the synonym, I will describe by using more words to explain what I want to write.”*

*“I use a synonym or try to describe so that I'm sure of that the listener can understand what I want to say”.*

The 35<sup>th</sup> interviewee said:

*“Sometimes I try to describe the situation or the thing to make the listener understand what I want to say.”*

The 36<sup>th</sup> interviewee said:

*“I will use the synonym.”*

**9. Using other strategies related to compensation strategies** means using other strategies that are compensation strategies, in addition to ten main strategies based on Oxford’s description of compensation strategies, to overcome the limitations in language knowledge when listening, reading, writing, and speaking English. Four sub-strategies obtained from the interviews, in addition to the original sixty-six sub-strategies, appeared in the questionnaire, are included in this part. In this study, it was found that all interviewees in the high-ability group and the low-ability group used other strategies related to compensation strategies (N = 18 for the high-ability group and N = 18 for the low-ability group). It appears that the interviewees from the high-ability group tended to use other strategies, such as skipping or passing over unknown words, consulting an English-Thai dictionary when reading, repeating reading several times, consulting a Thai-English dictionary when writing, consulting an English-English dictionary to find an example of unknown words when writing, asking the speaker to speak again, writing a sentence on paper when speaking, using an English-English dictionary to find the meaning when reading, and drawing a picture when speaking. Following are statements extracted from the interviews showing using other strategies related to compensation strategies that the high-ability group used to help them overcome the limitations in their language knowledge.

The first interviewee said:

*“Open the dictionary.”*

The third interviewee said:

*“First, I just skip the unknown words and guessing from the context. If this method doesn’t work, so I just open the dictionary, maybe English to Thai or English to English.”*

The fifth interviewee said:

*“I will ask them to speak again and slowly.”*

*“I will use dictionary, English-English. (when reading)”*

*“I will use dictionary, Thai-English. (when writing).”*

The seventh interviewee said:

*“Mostly I just say “pardon me, I can’t understand. Please speak slower.”*

*“Mostly I just skip it. I just try to remember it later.”*

*“I use English-English dictionary.”*

The 10<sup>th</sup> interviewee said:

*“I...open the dictionary, English-English”*

*“Draw a picture.”*

The 11<sup>th</sup> interviewee said:

*“If I have the dictionary, I will open.”*

*“English-English.”*

The 13<sup>th</sup> interviewee said:

*“If I have the dictionary with me at that time, I would open the dictionary.”*

*“I have a talking dictionary, the one that I use nowadays. And I also have a dictionary which is a big one like the book, English-English of Oxford.”*

The 14<sup>th</sup> interviewee said:

*“...look up in the dictionary.”*

*“Usually English-Thai dictionary.”*

*“Find out the words in the Thai-English dictionary.”*

The 17<sup>th</sup> interviewee said:

*“...I skip that word.”*

*“Well, I repeat reading it. Sometimes it’s long and hard to understand, I read it several times and I think it’s better. I can understand it more.”*

The 21<sup>st</sup> interviewee said:

*“I will ask the teacher if he could speak again.”*

*“First I will ask my friend. If he doesn’t know, I will consult the dictionary.”*

*“Thai-English.”*

The 22<sup>nd</sup> interviewee said:

*“Many times I pass that word that it’s not necessary.”*

*“Last I will use the dictionary or talking dictionary to find the words.”*

*“I always use Thai-English to find the easy words. And then if it’s hard to find in Thai-English dictionary, I will use English-English dictionary, just like Campbell that my friend suggests.”*

The 23<sup>rd</sup> interviewee said:

*"...using dictionary...."*

*"Usually English-Thai." (when reading)*

*"Using dictionary, Thai – English." (when writing)*

The 25<sup>th</sup> interviewee said:

*"I tell them to speak more slowly."*

*"...if that word is not important, I will not try to find the meaning of that word."*

*"...maybe I think I can draw a picture when I'm speaking in the real situation."*

The 26<sup>th</sup> interviewee said:

*"Talk to him and ask him to speak again."*

*"I...sometimes use dictionary."*

*"English-Thai."*

*"Skip."*

*"Sometimes I read it again."*

The 29<sup>th</sup> interviewee said:

*"if he speaks so fast, I will ask him to slow down."*

*"When I see difficult words, I just skip them."*

The 31<sup>st</sup> interviewee said:

*"In the circumstance of the native speakers who are not the teachers, when I have a conversation with my European friend, I always use the word 'Pardon' to let him say again."*

*"The only reading problem that I always have is when I read the textbook or a very formal language. They always use the complex sentence. So I have to repeatedly."*

*"If the word is very important to understand, sometimes I use the dictionary."*

*"English-English."*

The 33<sup>rd</sup> interviewee said:

*"If I cannot understand, so I ask them frankly that I didn't understand."*

*"I have reading problem like some medical terms in the textbook that I can't understand. I don't want to guess because I may do a lot mistakes...a lot of mistakes"*

*because some medical terms have specific meaning. So I use a medical dictionary. I use Oxford dictionary because English-Thai dictionary, the meaning is not correct sometimes.”*

*“Maybe I will repeat reading two times or three times because maybe the structure that I’m not familiar with can confuse me. When I repeat, I can understand.”*

*“And I open the dictionary, oxford dictionary. They tell me about how to use and the example sentence.”*

*“If the listener does not understand me, I...maybe draw a picture.”*

The 34<sup>th</sup> interviewee said:

*“I will look up in the dictionary.”*

*“English-English.”*

As for the low-ability group, it was found that the interviewees from the low-ability group tended to use other strategies in a manner similar to that of the high-ability group, such as skipping or passing over unknown words, consulting an English-Thai dictionary when reading, repeating reading several times, consulting a Thai-English dictionary when writing, consulting an English-English dictionary to find an example of unknown words when writing, asking the speaker to speak again, writing a sentence on paper when speaking, using an English-English dictionary to find the meaning when reading, and drawing a picture when speaking. Following are statements extracted from the interviews showing using other strategies related to compensation strategies that the low-ability group used to help them overcome the limitations in their language knowledge.

The second interviewee said:

*“Open the dictionary.”*

*“English-Thai.”*

The fourth interviewee said:

*“I use talking dictionary.”*

The sixth interviewee said:

*“I always look up the words from the dictionary, English-Thai dictionary.”(when reading)*

*“I always use dictionary. Thai-English.” (when writing).*

The eighth interviewee said:

*“Tell him to say that sentence again.”*

*“Use dictionary. I try to use English-English.”*

The ninth interviewee said:

*“I ask him to repeat again.”*

*“I open the dictionary. English-Thai dictionary.”*

*“Sometimes I draw a picture.”*

The 12<sup>th</sup> interviewee said:

*“I ask him to speak again slowly.”*

*“I open English-Thai dictionary.”(when reading)*

*“I always open Thai-English dictionary.”(when writing)*

The 15<sup>th</sup> interviewee said:

*“Open the dictionary. Talking dictionary, English-Thai version.”*

The 16<sup>th</sup> interviewee said:

*“I will skip or pass the word...and sometimes use the dictionary. English-Thai.”(when reading)*

*“I use the dictionary, Thai-English.”(when writing)*

The 18<sup>th</sup> interviewee said:

*“And sometimes I ask the speaker to speak again.”*

*“I usually open dictionary.”*

*“I always look up the words that I want to write from the dictionary.”*

The 19<sup>th</sup> interviewee said:

*“I will ask her to speak again and more slowly.”*

*“I will try to read it again....”*

*“Consult dictionary. English-Thai.”(when reading)*

*“Maybe I will pass the vocabulary that I don't know....”*

*“I...write the sentence.”*

*“Draw a picture.”*

The 20<sup>th</sup> interviewee said:

*“I ask them to speak again.”*

*“If they are the words that I really don't know, I open the dictionary.”*

*“Open the dictionary. Thai-English.” (when writing).*

The 24<sup>th</sup> interviewee said:

*"I find in the dictionary."*

*"I will use Thai-English dictionary."*

The 27<sup>th</sup> interviewee said:

*"Use dictionary. Talking dictionary. English-Thai." (when reading)*

*"Use talking dictionary." (when writing)*

*"Draw in paper, write the picture,...."*

The 28<sup>th</sup> interviewee said:

*"...use dictionary. English-Thai." (when reading)*

*"Sometimes I use dictionary, Thai-English." (when writing)*

*Sometimes I write the sentence in the paper."*

*"Sometimes I draw a picture."*

The 30<sup>th</sup> interviewee said:

*"I skip those words...."*

*"Use talking dictionary. I use English-Thai version." (when reading)*

*"Open talking dictionary." (when writing)*

The 32<sup>nd</sup> interviewee said:

*"Sometimes I use English-English dictionary to find the meaning of difficult words."*

*"I use both Thai-English and English-English to help me write correctly."*

*"I...write the sentence that I want to say in the paper. Writing the sentence in the paper can help the listener understand more clearly because my stress sometimes may be wrong."*

The 35<sup>th</sup> interviewee said:

*"I will ask him to repeat that sentence again...."*

*"I open Thai-English dictionary." (when writing)*

The 36<sup>th</sup> interviewee said:

*"I ask him to speak again and slow down."*

*"If my friend does not know, sometimes I...use dictionary, English-Thai dictionary." (when reading)*

*"I will open dictionary, Thai-English dictionary." (when writing)*

## 4.2 The Relationship Between Compensation Strategy Use and English Proficiency

Research question 2 was: “What is the relationship between compensation strategy use and English proficiency? To answer this question, Pearson’s  $r$  was applied to measure of the linear relationship between these two variables. The result of the computation is presented in Table 4.15

**Table 4.15: Correlation Coefficient Between Compensation Strategy Use and English Proficiency of Medical Students**

	First Year students N = 200	Second Year Students N = 200	Third Year Students N = 200	All Students N = 600
Pearson correlation	.064	-.007	.249*	.120*
p	.366	.925	.000	.003

\*  $p < .05$

Table 4.15 shows the Pearson coefficient of the relationship between compensation strategy use and the English score (English proficiency) of all students to be .120 ( $p = .000$ ). This shows statistical significance, based on significance at the .05 level ( $p < .05$ ). This indicates that compensation strategy use correlates positively and significantly with English proficiency.

However, students studying in different years might have different background knowledge that can make them use compensation strategies differently. Moreover, to divide the subjects of this study into three groups, high-, medium-, and low-ability groups, the researcher used the English score of two semesters when the subjects were first year students. The mean score for each year is different. Thus, Pearson’s  $r$  was also used to find the relationship between compensation strategy use and the English score (English proficiency) of the subjects divided into years, first-year students, second-year students, and third-year students.

As for first-year students, the Pearson coefficient of the relationship between compensation strategy use and the English score (English proficiency) is .064 ( $p = .366$ ). This indicates that compensation strategy use of first-year students does not correlate significantly with their English score (English proficiency).

As for second-year students, the Pearson coefficient of the relationship between compensation strategy use and the English score (English proficiency) is  $-0.007$  ( $p = .925$ ). This indicates that compensation strategy use of second-year students does not correlate significantly with their English score (English proficiency).

As for third-year students, the Pearson coefficient of the relationship between compensation strategy use and the English score (English proficiency) is  $.249$  ( $p = .003$ ). This shows statistical significance, based on significance at the  $.05$  level ( $p < .05$ ). This indicates that compensation strategy use of third-year students correlates positively and significantly with their English score (English proficiency). From the results above, the researcher was eager to know why compensation strategy use of first-year students and second-year students does not correlate significantly with their English score (English proficiency), while compensation strategy use of third-year students and all students correlates positively and significantly with their English score (English proficiency). Thus, the comparison of the use of compensation strategies between high-ability students, medium-ability students, and low-ability students in all three years and in each year was analyzed to find whether the medium-ability group affected the correlation between compensation strategy use and English proficiency. Then one-way ANOVA was used to explore the difference in compensation strategy use among three groups of students, the high-ability group, the medium-ability group, and the low-ability group, in all three years and in each year.

**Table 4.16: Comparison of the Use of Compensation Strategies Among High-Ability, Medium-Ability, and Low-Ability Students in all Three Years (N = 600)**

Compensation Strategies	High-ability			Medium-ability			Low-ability			p
	Group			Group			Group			
	N = 180			N = 240			N = 180			
	<i>M</i>	<i>SD</i>	Rank	<i>M</i>	<i>SD</i>	Rank	<i>M</i>	<i>SD</i>	Rank	
			Order			Order			Order	
1. Using linguistic clues	3.89	0.56	1	3.75	0.58	1	3.48	0.58	5	.000
2. Using other clues	3.58	0.53	7	3.49	0.55	7	3.35	0.58	8	.003
3. Switching to the mother tongue	2.44	0.63	11	2.49	0.87	11	2.72	0.89	10	.004
4. Getting help	3.25	0.63	9	3.28	0.62	9	3.34	0.51	9	.362
5. Using mime or gesture	3.75	0.68	2	3.71	0.73	3	3.68	0.70	2	.586
6. Avoiding communication partially or totally	3.28	0.64	8	3.38	0.73	8	3.43	0.59	7	.136
7. Selecting the topic	3.66	0.66	6	3.69	0.63	4	3.56	0.62	4	.103
8. Adjusting or approximating the message	3.71	0.62	3	3.75	0.62	1	3.64	0.62	3	.247
9. Coining words	2.55	1.01	10	2.53	1.05	10	2.63	0.89	11	.547
10. Using a circumlocution or synonym	3.68	0.59	4	3.64	0.64	6	3.45	0.60	6	.001
11. Using other strategies	3.68	0.62	4	3.68	0.65	5	3.69	0.65	1	.991
Total	3.53	0.37	-	3.55	0.49	-	3.43	0.39	-	.038

Table 4.16 shows the use of the eleven main compensation strategies for the high-ability, medium-ability, and low-ability groups studying in all three years, first year, second year, and third year. The rank order for only one strategy (item 4) was exactly the same for all three groups, but was in all cases, except item 11, similar (no greater than  $\pm 3$  in the rank order). However, for four strategies (items 1, 2, 5, and 10), the high-ability group used the strategies more frequently than did the medium-ability

and low-ability groups; for two strategies (items 7 and 8), the medium-ability group used the strategies more frequently than did the high-ability and low-ability groups; and for five strategies (items 3, 4, 6, 9, and 11), the low-ability group used the strategies more frequently than did the high-ability and medium-ability groups. The difference was significant in four cases (items 1, 2, 3, and 10).

**Table 4.17: Difference in Compensation Strategy Use of High-Ability, Medium-Ability, and Low-Ability Groups of Students in all Three Years (N = 600)**

(I) Level	(J) Level	Mean Difference (I – J)	SD	p
High	Medium	.0227	.039	.565
	Low	.1018*	.042	.016
Medium	High	-.0227	.039	.565
	Low	-.0791	.039	.045
Low	High	-.1018*	.042	.016
	Medium	.0791*	.039	.045
Between groups				.038

\* p < .05

Table 4.17 shows the mean difference between the high- and low-ability groups of students in all three years to be .1081 ( $p = .042$ ), and the mean difference between the medium- and low-ability groups of students in all three years to be .0791 ( $p = .039$ ). This shows a statistical difference, based on significance at the .05 level. This indicates that high- and low-ability groups of students in all three years used the compensation strategies differently. Similarly, the medium- and low-ability groups of students in all three years also used the compensation strategies differently. However, there was no significant difference in compensation strategy use between the high- and medium-ability groups of students in all three years ( $p = .565$ ). The results also show that there was a significant difference in compensation strategy use among the three groups of students in all three years ( $p = .038$ ).

**Table 4.18 : Comparison of the Use of Compensation Strategies Among High-Ability, Medium-Ability, and Low-Ability Students in the First Year (N = 200)**

Compensation Strategies	High-ability			Medium-ability			Low-ability			p
	Group			Group			Group			
	N = 60			N = 80			N = 60			
	<i>M</i>	<i>SD</i>	Rank	<i>M</i>	<i>SD</i>	Rank	<i>M</i>	<i>SD</i>	Rank	
			Order			Order			Order	
1. Using linguistic clues	3.79	0.54	3	3.60	0.54	6	3.37	0.57	7	.000
2. Using other clues	3.47	0.57	7	3.41	0.52	7	3.34	0.58	9	.405
3. Switching to the mother tongue	2.40	0.85	10	2.41	0.86	10	2.64	0.94	10	.252
4. Getting help	3.26	0.61	8	3.28	0.54	9	3.35	0.47	8	.676
5. Using mime or gesture	3.80	0.64	2	3.62	0.68	4	3.72	0.66	3	.269
6. Avoiding communication partially or totally	3.26	0.62	8	3.35	0.69	8	3.45	0.54	6	.190
7. Selecting the topic	3.85	0.62	1	3.77	0.57	2	3.69	0.58	4	.358
8. Adjusting or approximating the message	3.72	0.57	5	3.71	0.56	3	3.78	0.53	2	.739
9. Coining words	2.38	1.01	11	2.37	0.99	11	2.45	0.77	11	.859
10. Using a circumlocution or synonym	3.67	0.60	6	3.62	0.57	4	3.56	0.53	5	.570
11. Using other strategies	3.73	0.62	4	3.79	0.66	1	3.86	0.57	1	.506
Total	3.52	0.37	-	3.48	0.35	-	3.45	0.32	-	.590

Table 4.18 shows the use of the eleven main compensation strategies for the high-ability, medium-ability, and low-ability groups in the first year. The rank order for two strategies (items 3 and 9) was exactly the same for all three groups, and was in all cases, except item 1, similar (no greater than  $\pm 3$  in the rank order). However, for five strategies (items 1, 2, 5, 7 and 10), the high-ability group used the strategies more frequently than did the medium-ability and low-ability groups, and for six strategies

(items 3, 4, 6, 8, 9, and 11), the low-ability group used the strategies more frequently than did the high-ability and medium-ability groups. In addition, for three strategies (items 5, 8, and 9), the medium-ability group used the strategies less frequently than did the high-ability and low-ability groups. The difference was significant in only one case (item 1).

**Table 4.19: Difference in Compensation Strategy Use of High-Ability, Medium-Ability, and Low-Ability Groups of First-Year Students (N = 200)**

(I) Level	(J) Level	Mean Difference (I – J)	SD	p
High	Medium	.0436	.060	.472
	Low	.0652	.064	.316
Medium	High	-.0436	.060	.472
	Low	.0215	.060	.723
Low	High	-.0652	.064	.316
	Medium	-.0215	.060	.723
Between groups				.590

Table 4.19 shows the mean difference between the high-ability and medium ability groups of first year students to be .0436 ( $p = .472$ ); the mean difference between the high-ability and low-ability groups of first year students to be .0652 ( $p = .316$ ); and the mean difference between the medium-ability and low-ability groups of first year students to be .0215 ( $p = .723$ ). This indicates that there was no significant difference in compensation strategy use between the high-ability and medium-ability groups, the high-ability and low-ability groups, and the medium-ability and low-ability groups of first year students. The results also show that there was no significant difference in compensation strategy use among the three groups of first year students ( $p = .590$ ).

**Table 4.20: Comparison of the Use of Compensation Strategies Among High-Ability, Medium-Ability, and Low-Ability Students in the Second Year (N = 200)**

Compensation Strategies	High-ability			Medium-ability			Low-ability			p
	Group			Group			Group			
	N = 60			N = 80			N = 60			
	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	
1. Using linguistic clues	3.85	0.52	1	3.91	0.59	1	3.62	0.59	3	.011
2. Using other clues	3.50	0.48	6	3.56	0.59	7	3.36	0.51	7	.316
3. Switching to the mother tongue	2.43	0.86	11	2.66	0.87	10	2.95	0.78	10	.004
4. Getting help	3.22	0.65	9	3.47	0.65	9	3.43	0.48	9	.046
5. Using mime or gesture	3.71	0.69	2	3.84	0.76	3	3.65	0.66	2	.278
6. Avoiding communication partially or totally	3.15	0.65	8	3.56	0.78	7	3.46	0.60	8	.004
7. Selecting the topic	3.47	0.63	7	3.74	0.75	5	3.58	0.58	5	.063
8. Adjusting or approximating the message	3.64	0.68	4	3.85	0.61	2	3.60	0.62	4	.042
9. Coining words	2.50	1.03	10	2.55	1.12	11	2.94	0.80	11	.030
10. Using a circumlocution or synonym	3.58	0.57	5	3.71	0.70	6	3.42	0.59	6	.026
11. Using other strategies	3.66	0.58	4	3.81	0.65	4	3.69	0.55	1	.262
Total	3.46	0.32	-	3.63	0.47	-	3.48	0.38	-	.026

Table 4.20 shows the use of the eleven main compensation strategies for the high-ability, medium-ability, and low-ability groups in the second year. The rank order for only one strategy (item 4) was exactly the same for all three groups, but was in all cases similar (no greater than  $\pm 3$  in the rank order). However, for nine strategies (items 1, 2, 4, 5, 6, 7, 8, 10 and 11), the medium-ability group used the strategies more frequently than did the high-ability and low-ability groups, and for two strategies

(items 3 and 9), the low-ability group used the strategies more frequently than did the high-ability and medium-ability groups. There were no strategies the high-ability group used more frequently than did the medium-ability and low-ability groups. The difference was significant in seven cases (items 1, 3, 4, 6, 8, 9, and 10).

**Table 4.21: Difference in Compensation Strategy Use of High-Ability, Medium-Ability, and Low-Ability Groups of Second-Year Students (N = 200)**

(I) Level	(J) Level	Mean Difference (I - J)	SD	p
High	Medium	-.1693*	.069	.016
	Low	-.0273	.074	.714
Medium	High	.1693*	.069	.016
	Low	.1420*	.069	.042
Low	High	.0273	.074	.714
	Medium	-.1420*	.069	.042
Between groups				.026

\* p < .05

Table 4.21 shows the mean difference between the high- and medium-ability groups of second year students to be  $-.1693$  ( $p = .016$ ) and the mean difference between the medium-ability and low-ability groups of second year students to be  $.1420$  ( $p = .042$ ). This shows a statistically significant difference. This indicates that the high-ability and medium-ability groups of second year students used compensation strategies differently. Similarly, the medium-ability and low-ability groups of second year students also used compensation strategies differently. However, there was no significant difference in compensation strategy use between the high-ability and low-ability groups of second year students ( $p = .714$ ). The results also show that there was a significant difference in compensation strategy use among the three groups of second year students ( $p = .026$ ).

**Table 4.22: Comparison of the Use of Compensation Strategies Among High-Ability, Medium-Ability, and Low-Ability Students in the Third Year (N = 200)**

Compensation Strategies	High-ability			Medium-ability			Low-ability			p
	Group			Group			Group			
	N = 60			N = 80			N = 60			
	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	<i>M</i>	<i>SD</i>	Rank Order	
1. Using linguistic clues	4.03	0.59	1	3.73	0.58	1	3.46	0.58	4	.000
2. Using other clues	3.76	0.50	4	3.51	0.55	6	3.37	0.66	7	.001
3. Switching to the mother tongue	2.50	0.86	11	2.39	0.87	11	2.59	0.91	10	.421
4. Getting help	3.27	0.63	9	3.11	0.63	9	3.25	0.55	9	.216
5. Using mime or gesture	3.75	0.73	5	3.69	0.75	2	3.67	0.78	1	.822
6. Avoiding communication partially or totally	3.45	0.62	8	3.22	0.67	8	3.38	0.65	6	.078
7. Selecting the topic	3.68	0.69	6	3.56	0.56	5	3.41	0.67	5	.071
8. Adjusting or approximating the message	3.77	0.60	3	3.68	0.68	3	3.55	0.67	2	.199
9. Coining words	2.77	0.96	10	2.66	1.02	10	2.50	1.02	11	.346
10. Using a circumlocution or synonym	3.80	0.59	2	3.57	0.65	4	3.36	0.67	8	.001
11. Using other strategies	3.65	0.66	7	3.44	0.59	7	3.51	0.77	3	.182
Total	3.62	0.42	-	3.42	0.39	-	3.36	0.44	-	.002

Table 4.22 shows the use of the eleven main compensation strategies for the high-ability, medium-ability, and low-ability groups in the third year. The rank order for only one strategy (item 4) was exactly the same for all three groups, but was for items 1, 2, 3, 6, 7, 8, and 9 similar (no greater than  $\pm 3$  in the rank order). The rank order for item 10 was quite different among the three groups of students. However, for ten strategies (items 1, 2, 4, 5, 6, 7, 8, 9, 10 and 11), the high-ability group used the

strategies more frequently than did the medium-ability and low-ability groups, and for item 3, the low-ability group used the strategy more frequently than did the high-ability and medium-ability groups. In addition, for four strategies (items 3, 4, 6, and 11), the medium-ability group used the strategies less frequently than did the high-ability and low-ability groups. The difference was significant in three cases (items 1, 2, and 10).

**Table 4.23: Difference in Compensation Strategy Use of High-Ability, Medium-Ability, and Low-Ability Groups of Third-Year Students (N = 200)**

(I) Level	(J) Level	Mean Difference (I – J)	SD	p
High	Medium	.1937	.071	.007
	Low	.2598*	.076	.001
Medium	High	-.1937*	.071	.007
	Low	.0661	.071	.356
Low	High	-.2598*	.076	.001
	Medium	-.0661	.071	.356
Between groups				.002

\*  $p < .05$

Table 4.23 shows the mean difference between the high-ability and medium-ability groups of third year students to be .1937 ( $p = .007$ ) and the mean difference between the high-ability and low-ability groups of third year students to be .2598 ( $p = .001$ ). This shows a statistically significant difference. This indicates that the high-ability and medium-ability groups of third year students used compensation strategies differently. Similarly, the high-ability and low-ability groups of third year students also used compensation strategies differently. However, there was no significant difference in compensation strategy use between the medium-ability and low-ability groups of third year students ( $p = .356$ ). The results also show that there was a significant difference in compensation strategy use among the three groups of third year students ( $p = .002$ ).

### 4.3 Summary of the Findings

The results of the analysis of the data obtained from the questionnaire and the interviews can be summarized as follows:

1. All medical students tended to use all eleven groups of compensation strategies: using linguistic clues, using other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, electing the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym, and using other strategies related to compensation strategies. The use of compensation strategies employed by all medical students ranged from the high to medium level. However, the mean score of the overall compensation strategy use by all medical students was 3.49, which was at the medium use level. Using mime or gesture was the most often used, followed by using linguistic clues, adjusting or approximating the message, using other strategies, selecting the topic, using a circumlocution or synonym, using other clues, avoiding communication partially or totally, getting help, coining words, and switching to the mother tongue.

2. It was found that using linguistic clues was most used by high-ability students ( $M = 3.89$ ).

3. It was found that using other strategies was most used by low-ability students ( $M = 3.69$ ).

4. As for the comparison of compensation strategy use by high- and low-ability group, the results show a total t-value of 2.50 with significance at the level of  $p = .015$ . This shows a statistically significant difference, based on significance at the .05 level ( $p < .05$ ). This indicates that there was a statistically significant difference in compensation strategy use between the high-ability and low-ability groups.

5. The relationship between compensation strategy use and the English score (English proficiency) of all students is .120 ( $p = .000$ ). This shows significance, based on significance at the .05 level ( $p < .05$ ). This indicates that the use of compensation strategies by medical students correlates with a high level of proficiency in English.

## CHAPTER V

### DISCUSSION OF THE RESULTS

In the previous chapter, the findings from the questionnaires and the interviews were described. This chapter discusses in detail the results presented in the previous chapter. It consists of three major parts, as follows:

- 5.1 Discussion of the use of compensation strategies by medical students
  - 5.1.1 Discussion of the use of compensation strategies by high-ability students
  - 5.1.2 Discussion of the use of compensation strategies by low-ability students
- 5.2 Discussion of the relationship between compensation strategy use and English proficiency
- 5.3 Implications of the study
  - 5.3.1 Implications for language learning
  - 5.3.2 Implications for language teaching

#### **5.1 Discussion of the Use of Compensation Strategies of Medical Students at Mahidol University**

As for the compensation strategies that medical students at Mahidol University use, the results of this study show the mean of overall compensation strategy use by all subjects to be 3.49 ( $M = 3.49$ ), which is at the medium level of use. These results concur with Bremner's (1999), Klassen's (1994), Ok's (2003), and Oxford and Ehrman's (1995) studies. Bremner (1999) explored the language learning strategies used by Hong Kong learners. The results of his study show that compensation strategies were the most used strategies ( $M = 3.36$ ), at the medium level of use. Klassen (1994) conducted a study with 228 freshmen English students at Feng-Chia University in Taiwan and found that compensation strategies were the most used strategies ( $M = 3.36$ ), at the medium level of use. Ok (2003) investigated the use of language learning strategies of 325 Korean secondary school students. The results of

her study show that compensation strategies were the most used strategies ( $M = 3.14$ ), at the medium level of use. Similarly, Oxford and Ehrman (1995) explored the relationship between language learning strategies and factors, such as proficiency, teacher perceptions, gender, aptitude, learning style, personal type, ego boundaries, motivation, and anxiety. The results show that compensation strategies were the most used strategies ( $M = 3.16$ ), at the medium level of use. Thus, all of the above studies show that compensation strategies were the most frequently used strategies, at a medium level of use.

However, the above results do not correspond exactly with Kaotsombut's (2003) study. Kaotsombut (2003) explored the frequency of strategy use for 39 graduate students at Mahidol University. The results show that compensation strategies were the most used strategies ( $M = 3.75$ ), which reached the high level of use.

The reason that the subjects of Kaotsombut's (2003) study used compensation strategies at the high use level might be that the subjects of Kaotsombut's (2003) study were graduate students studying for master's and doctoral degrees. Some of them had stopped learning English many years before when they finished the first year of the undergraduate level. As a result, when they became graduate students, perhaps they needed to try to overcome the limitations in their language knowledge by using many compensation strategies to help them be successful in learning, because they needed to find knowledge about their fields from various kinds of media published in English, such as textbooks, journals, and the internet.

The results also show that using mime or gesture is the sub-strategy that is most used by all subjects ( $M = 3.72$ ), followed by using linguistic clues, adjusting or approximating the message, other strategies related to compensation strategies, selecting the topic, using a circumlocution or synonym, using other clues, avoiding communication partially or totally, getting help, coining words, and switching to the mother tongue.

However, the above results do not correspond with Margolis' (2001) study. Margolis (2001) explored the frequency of use and types of compensation strategy used by 61 Korean college students. The results of Margolis' (2001) study showed that

avoiding difficult grammar and topics were the most used strategies, while using a circumlocution or synonym was the least used strategy.

The reason that the results of this study were different from the results of Margolis' (2001) study might relate to cultural factors. Some Korean students may want to protect themselves from losing face when they face some communication difficulties. Oxford (1990) mentioned that this strategy keeps students' feeling emotionally protected.

As for the difference in the use of compensation strategies between high- and low-ability students, as shown in Table 4.14, the results show the t-value to be 2.50 ( $p = .015$ ). This shows a statistically significant difference, based on significance at the .05 level ( $p < .05$ ). From this result, it can be assumed that these two language-ability groups used the strategies differently and that the proficiency of English proficiency might depend on compensation strategy use. These results agree with earlier research, such as Corrales and Call (1989), Green and Oxford (1995), O'Malley and Chamot (1990), Oxford and Nyikos (1989), and Wharton (2000), showing that more advanced or more proficient students use strategies more frequently. The results of the present study also agree with the results of most studies about language learning strategies in Thailand, such as Dhanarattiganon (1990), Lappayawichit (1998), and Ratchadawisitkul (1986), showing that students with high English proficiency use language learning strategies more frequently than low-ability students. However, the results of the present study do not match Oxford's (1990) opinion. Oxford (1990) claimed that less proficient language students need compensation strategies more often than higher proficient language students because less proficiency students face language problems more frequently than higher proficiency students.

There were five strategies, using linguistic clues ( $t = 6.76$ ,  $p = .000$ ), using other clues ( $t = 3.84$ ,  $p = .000$ ), switching to the mother tongue ( $t = -3.03$ ,  $p = .003$ ), avoiding communication partially or totally ( $t = -2.15$ ,  $p = .032$ ), and using a circumlocution or synonym ( $t = 3.70$ ,  $p = .000$ ), which showed statistically significant differences in the use of compensation strategies between the high-ability and low-ability group, based on significance at the .05 level ( $p < .05$ ). This indicates that these two language-ability groups used these five main sub-strategies differently.

### **5.1.1 Discussion of the Use of Compensation Strategies by High-Ability Students**

As for the compensation strategies that high-ability medical students at Mahidol University use, the results of this study show the mean of overall compensation strategy use by all high-ability students to be 3.53 (Table 4.14) which is at the high level of use. These results do not correspond with Lappayawichit's (1998), Ok's (2003), and Wharton's (2000) studies. The results of their studies show the mean of overall compensation strategy use of high-ability students to be 3.49, 3.14, and 3.28, which is at the medium level of use.

The results of this study show that the high-ability group tended to use all eleven sub-strategies of compensation strategies: using linguistic clues, using other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym, and using other strategies related to compensation strategies at levels ranging from low to high use (see Table 4.14). Similarly, Kaotsombut (2003) found that high-ability students employed various kinds of compensation strategies. She mentions that it is possible that high-ability students still have language difficulties when using the target language. Oxford (1990) mentions that not only beginners, but also advanced learners and even native speakers, use compensation strategies to help them overcome difficulties when communicating in English.

In addition, it was found in the present study that using linguistic clues was most used by high-ability students. This result matches Shmais' (2003) findings. He states that high-ability students use linguistic knowledge and context clues to help them in comprehension when learning a language. However, this result does not correspond with Kaotsombut's (2003) study, which found that adjusting or approximating the message was most used by high-ability students.

### **5.1.2 Discussion of the Use of Compensation Strategies by Low-Ability Students**

As for the compensation strategies that low-ability medical students at Mahidol University use, the results of this study show the mean of overall compensation strategy use by all low-ability students to be 3.43 (Table 4.14) which is at the medium level of use. These results concur with Lappayawichit's (1998), Ok's (2003), and Wharton's (2000) studies. The results of their studies show the mean of overall compensation strategy use of high-ability students to be 2.70, 3.01, and 2.98 which also are at the medium level of use.

The results of this study show that the low-ability group tended to use all eleven sub-strategies of compensation strategies: using linguistic clues, using other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym, and using other strategies related to compensation strategies at levels ranging from medium to high use (see Table 4.14). Similarly, Kaotsombut (2003) found that low-ability students employed various kinds of compensation strategies.

In addition, it was found in the present study that other strategies related to compensation strategies were most used by low-ability students. This result does not correspond to Kaotsombut's (2003) study which found that adjusting or approximating the message was most used by low-ability students. The reason that the result of the present study was different from the result of Kaotsombut's (2003) study might be that Kaotsombut (2003) studied language learning strategies. She did not study compensation strategies directly. Thus, she could not find that, in addition to the ten sub-strategies of compensation strategies based on Oxford (1990): using linguistic clues, using other clues, switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym, some students also use other strategies, such as consulting the dictionary, repeating reading several times, and asking the speaker to repeat the sentence, to help them overcome the limitations in their language knowledge when they face some difficulties.

## 5.2 Discussion of the Relationship Between Compensation Strategy Use and English Proficiency

In order to find the relationship between compensation strategies and English proficiency, Pearson's  $r$  was applied to measure the linear relationship between these two variables. In this study, it was found that the Pearson coefficient of the relationship between compensation strategy use and the English score (English proficiency) of all students was .120 ( $p = .000$ ) (Table 4.15). This shows statistical significance, based on significance at the .05 level ( $p < .05$ ). This indicates that compensation strategy use correlates positively and significantly with English proficiency. Oxford and Erhman's (1995) concluded that strategy frequency was related to language performance in a number of studies.

This statement is supported by the findings of earlier research studying language learning strategies, using varied strategy assessment instruments, such as Chamot and Kupper (1989), Corrales and Call (1989), O'Malley and Chamot (1990), Ok (2003), Oxford and Nyikos (1989), and Park (1997). The findings of these studies reveal that the relationship is linear, showing that more advanced or higher proficiency students use strategies more frequently than lower proficiency students. The present results also agree with the results of most language learning strategy studies in Thailand, such as Dhanarattiganon (1990), Lappayawichit (1998), and Ratchadawisitkul (1986), showing that students with high proficiency in English use learning strategies more frequently than students with low proficiency.

However, the results of this study do not correspond to the results of the studies done by Oxford and Ehrman (1995), Phillips (1991), and Shmais (2003). Oxford and Ehrman (1995) studied the relationship between language learning strategies and factors, such as proficiency, gender, and teacher perceptions. The results of their study show that there was no relationship between the use of compensation strategies, memory strategies, metacognitive strategies, social strategies, and affective strategies, while there was a relationship between proficiency and the use of cognitive strategies. Phillips (1991) studied the relationship between language learning strategy use and English proficiency level (measured by the TOEFL score). She found that there was no relationship between language learning strategy use and English proficiency. Similarly, Shmais (2003) studied language learning strategies used by undergraduate

students in Palestine. The results of his study show that there was no significant difference between strategy use and language proficiency.

The results of Oxford and Ehrman's (1995), Phillips (1991), and Shmais' (2003) studies do not correspond to the results of the present study and some earlier studies. This might be due to a lack of awareness of strategy use among low-ability students, and the lack of the need for strategy use by high-ability students (Phillips, 1991).

When examining the relationship between these two variables among students in each year, it was found that there was no significant difference in compensation strategy use among the three groups of first year students, high-, medium, and low-ability groups ( $p = .590$ ), based on significance at the .05 level ( $p < .05$ ). As for the second year students, it was found that there was significant difference in compensation strategy use among the three groups of students ( $p = .029$ ). As for the third year students, it was found that there was a significant difference in compensation strategy use among the three groups of students ( $p = .002$ ).

However, although there was a significant difference among the three groups of second year students, it was found that the medium-ability group used compensation strategies more frequently than the high-ability group. This indicates that there was no relationship between compensation strategy use and English proficiency. This result corresponds to Phillips' (1991) study reporting that students in the medium-ability group use more language learning strategies than students in either the high-ability or low-ability groups. Similarly, Phillips (1991) found that there is no statistical difference between the strategy use of high-ability and low-ability students. Thus, she suggests that the relationship between proficiency and strategy use is curvilinear.

The reason that there is no significant difference among the three language levels of first year students and that the medium-ability group of second year students used compensation strategies more frequently than the high-ability group might be that using learning strategies depends on students' learning styles, background knowledge, beliefs, etc., not only on language proficiency. Oxford (1990) mentions that there are many factors affecting strategy use, such as degree of awareness, stage of learning,

task requirements, teacher expectations, age, sex, nationality, learning styles, personality traits, motivation level, and purpose for learning the language.

### **5.3 Implications of the Study**

This study aimed to investigate the compensation strategies which were employed by medical students at Mahidol University. The results provide explicit information on compensation strategy use by the subjects in their English learning context, and the relationship between compensation strategies and English proficiency. They also provide empirical support for other research on language learning strategies and compensation strategies that relate to English teaching and learning in EFL and ESL contexts. Based on the results of this study, the following suggestions should be taken into consideration to develop the English programs at Mahidol University, especially those for medical students. Suggestions are offered into two parts, learning and teaching, as follows:

#### **5.3.1 Implications for Language Learning**

As for the results of this study, it was found that the high- and low-ability students used the compensation strategies at different rates ( $t = 2.50$ ,  $p = .015$ ), which shows a statistically significant difference in the use of compensation strategies. The results show that there were six major strategies that high-ability students used more frequently than did low-ability students. They were: using linguistic clues, such as guessing from the context clues, using language knowledge about prefixes, suffixes, and roots, and looking at parentheses or footnotes; using other clues, such as using background knowledge, noticing facial expression or gesture, and using a graph, picture, table, or title to help in guessing; using mime or gesture, such as using facial expression or gesture to inform the speaker whether they can understand, and using facial expression or gesture to help convey meaning; selecting the topic, such as trying to direct the conversation to a topic they are interested in and know a lot about, choosing a topic they are interested in and know a lot about when writing, and choosing a topic for which they know many words when writing; adjusting or approximating the message, such as omitting unimportant details when speaking, using a simpler sentence structure when writing, and using a simpler sentence

structure when speaking; and using a circumlocution or synonym, such as trying to describe an idea or situation when speaking, using synonyms when speaking, using general words when speaking, trying to describe an idea or situation when writing, using synonyms when writing, and using general words when speaking. Therefore, the students who want to improve English proficiency should recognize that these strategies might help them become more successful English learners. However, selecting the topic does not support students in their efforts to learn a language. It can help students be more confident during communication in English, but it is likely to be an obstacle to language learning. The results also show that low-ability students tended to use five main strategies more frequently than did high-ability students. They were: switching to the mother tongue when writing and speaking; getting help, such as asking someone for the meaning of unknown words when listening, asking classmates for meaning in L1 when reading, and asking someone for unknown words when speaking; avoiding communication partially or totally, such as avoiding difficult topics, avoiding grammar structures when speaking and writing, and limiting speaking and writing to avoid making mistake; coining words when speaking and writing; and using other strategies, such as skipping or passing over new words, consulting an English-Thai dictionary when reading, and consulting a Thai-English dictionary when speaking and writing. It can be assumed that these strategies are not helpful for language learners because these strategies do not support students in their efforts to learn the target language. Therefore, students should avoid using these strategies in order to be more successful in learning the target language.

### **5.3.2 Implications for Language Teaching**

Based on the results of this study, teachers now know how students learn or try to overcome the limitations in their language knowledge in order to continue communication. So, teachers can help students to learn English more easily and effectively. Teachers should be aware of how to use compensation strategies as part of their instruction to enhance their students' English proficiency. It is also vital for teachers to recognize that some strategies may be more suitable for some students than others. Because there are many factors, such as age, gender, personality, motivation, anxiety, and learning style, affecting the way in which students learn the target

language (Oxford, 1990; Shmais (2003), it is not reasonable to assume that all students use the same learning strategies or should be trained to use the same strategies to become more successful students (Shmais, 2003).

In addition, some strategies support students' efforts to improve their English proficiency more effectively than some other strategies. As the results show, using linguistic clues, using other clues, getting help, using mime or gesture, adjusting or approximating the message, and using a circumlocution or synonym are more frequently used by high-ability students than did low-ability students. Therefore, these strategies might be helpful for learning a language, except selecting the topic, which is an obstacle to language learning. Teachers should train students to use these strategies instead of selecting the topic, switching to the mother tongue, getting help, avoiding communication partially or totally, coining words, and using other strategies, such as consulting a Thai-dictionary or an English-Thai dictionary. For example, teachers should not train students to avoid communication when they face some problems during communication, but teachers should train them to use other strategies to continue communication, such as using mime or gesture, trying to describe or give more explanation, using a simpler sentence structure, using synonyms, or drawing a picture. Avoiding communication partially or totally is likely to be an obstacle to communication, practice, and language learning. Students who often use this strategy may be prevented from struggling to bridge their knowledge gap. As a result, they cannot improve their language proficiency. Tarone & Yule (1989), moreover, mention that native speakers tend to use a circumlocution or synonym when they face communication problems. So, the students need to be trained to do the same.

Additionally, English teachers should design a syllabus, activities, and materials that support the students in practicing and using a variety of compensation strategies that are helpful. Margolis (2001, p. 51) suggests that "compensation strategy training should aim to provide students with skills for alternative strategy utilization". Teachers should encourage students to use these strategies in classroom activities as often as possible in order to develop their skills in English. As a result, students can use compensation strategies to overcome limitations in their language knowledge in order to continue the communication whenever they need to use English, both inside and outside the classroom.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations for further studies, based on the results found from the present study.

#### 6.1 Conclusions

Compensation strategies are important for students learning a second or foreign language. Compensation strategies are techniques which are employed by a learner to overcome a large gap in their knowledge. They help a learner be able to continue the communication in spite of their large gap. Thus, it is important to know which compensation strategies are used by specific groups of ESL or EFL students.

This present study was carried out to investigate the use of compensation strategies by medical students at Mahidol University. The population of this study was 939 medical students studying at Mahidol University. The subjects were 600 medical students who were studying in first year, second year and third year in the Faculty of Medicine at Mahidol University. This study also investigated the extent to which high-proficiency and low-proficiency medical students used compensation strategies differently. Furthermore, this study explored the relationship between compensation strategy use and English proficiency.

Two instruments, a questionnaire and a semi-structured interview, were used in this study. The questionnaire was used to investigate compensation strategy use. Individual interviews were used to find more detailed information about the use of compensation strategies by the subjects. The questionnaire was administered to all 600 participants, but only 36 students were interviewed. All interviews were tape-recorded and then transcribed verbatim.

The results show that using mime or gesture was most used by the subjects ( $M = 3.72$ ), followed by using linguistic clues, adjusting or approximating the message, using other strategies, selecting the topic, using a circumlocution or synonym, using

other clues, avoiding communication partially or totally, getting help, coining words, and switching to the mother tongue.

As for high-ability students, it was found that using linguistic clues was most used by high-ability students ( $M = 3.89$ ), followed by using mime or gesture, adjusting or approximating the message, using a circumlocution or synonym, using other strategies, selecting the topic, using other clues, avoiding communication partially or totally, getting help, coining words, and switching to the mother tongue.

As for low-ability students, it was found that using other strategies was most used by low-ability students, followed by using mime or gesture, adjusting or approximating the message, selecting the topic, using linguistic clues, using a circumlocution or synonym, avoiding communication partially or totally, using other clues, getting help, switching to the mother tongue, and coining words.

As for the difference in compensation strategy use by the high- and low-ability groups, the results show a total t-value of 2.50 with significance at the level of  $p = .015$ . This shows statistically significant difference, based on significance at the .05 level ( $p < .05$ ). This indicates that there was a statistically significant difference in compensation strategy use between the high- and low- ability groups.

The last finding in this study was that the Pearson coefficient of the relationship between compensation strategy use and the English score (English proficiency) of all students is .120 ( $p = .000$ ). This shows a statistical significance, based on significance at the .05 level ( $p < .05$ ). This indicates that compensation strategy use of the subjects correlates positively and significantly with English proficiency.

## 6.2 Recommendations for Further Studies

This present study was conducted to investigate compensation strategies employed by high-level and low-level English proficiency medical students at Mahidol University. This study also investigated the relationship between compensation strategy use and English proficiency. Further investigations should be conducted on students in other fields, such as nursing, engineering, or arts. Furthermore, the same investigation may be done at the graduate level, which uses English as a medium of instruction, the vocational level, or the secondary level to see

(a) what types of compensation strategies students use and how they use them, (b) whether there are any significant differences in the use of compensation strategies among these groups, and (c) whether there is a relationship between compensation strategy use and English proficiency. The results of these studies will be useful for course designers, administrators, and educational policy makers. It would also be interesting to conduct further studies to examine the relationship between compensation strategies and (a) learning styles, (b) motivation, (c) attitudes, (d) sex, (e) age, or (f) having been abroad. Further studies should be conducted to see what types of compensation strategies the students actually use by using three or more instruments to collect the data, because only questionnaires and interviews cannot show evidence of how the students actually use compensation strategies. Thus, an experimental situation may be used to explore and probe in more detail, such as the use of a think-aloud protocol, writing journals, and observations. Lastly, further studies should try to find out if compensation strategies are causes or effects of English proficiency.

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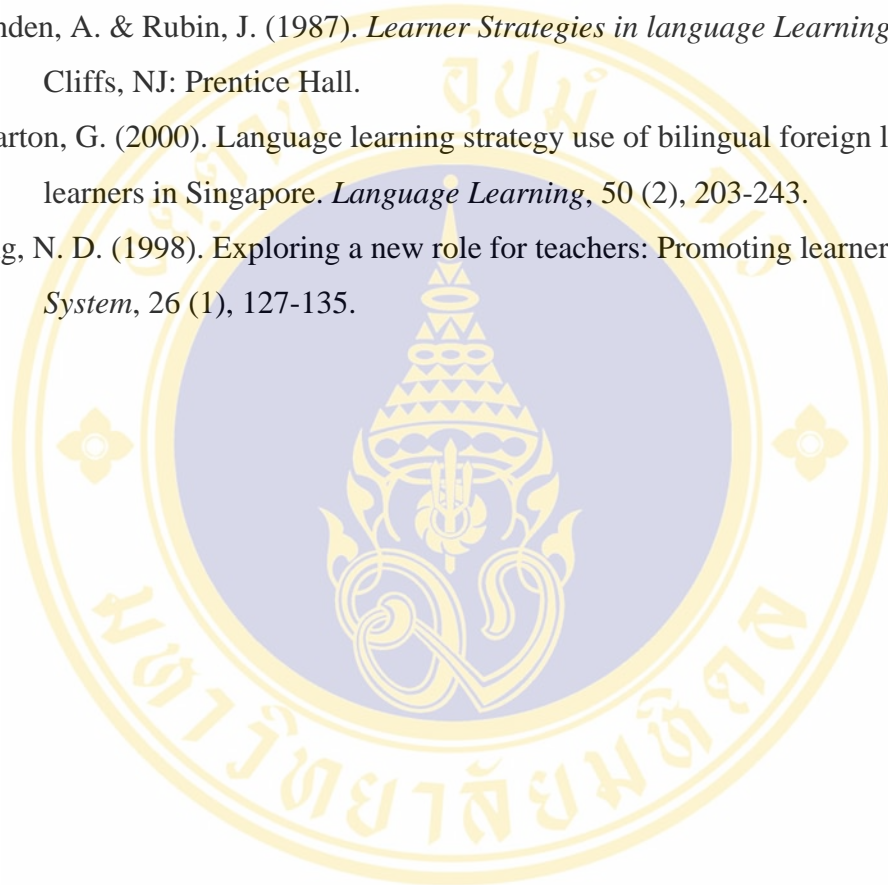
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## APPENDIX A

### QUESTIONNAIRE

This questionnaire is designed to gather information about how medical students studying in the Faculty of Medicine at Mahidol University use compensation strategies to help learn English. The information obtained from the questionnaire will be analyzed in order to explore whether using compensation strategies can predict the English proficiency of students. Replying to this questionnaire will not affect your English grade.

There are two main sections in this questionnaire, as follow:

Part I: Giving personal background information (9 items)

Part II: There are 66 compensation strategies presented in this part. You have to choose the number (5, 4, 3, 2, or 1) that best matches how frequently you use the strategy to fill gaps in your English communication. The criteria for the responses are as follows:

1 = Never      2 = Rarely      3 = Sometimes      4 = Often      5 = Always

Please choose the answer that best matches how frequently you use the strategy. Do not answer what you think you should do, or what other people do. Thank you for your cooperation.

Jarimjit Sroysamut

Graduate student in the Applied Linguistics Program

Mahidol University



## Part II

**For the following, please choose the number that best matches how frequently you use the strategy to overcome the limitation of language knowledge in your English communication.**

**1 = Never    2 = Rarely    3 = Sometimes    4 = Often    5 = Always**

When listening:

- |  |           |
|--|-----------|
| 1. Use the context to help guess the meaning of unknown words.   | 1 2 3 4 5 |
| 2. Use language knowledge about sentence structure to help guess the meaning.  |           |
| 3. Use background knowledge and experience to guess meaning.   | 1 2 3 4 5 |
| 4. Use language knowledge about prefixes, suffixes, or roots to help guess the meaning.  | 1 2 3 4 5 |
| 5. When you are listening to someone speaking in English and you cannot understand, you use the speaker's intonation, rhythm, and sound cues to guess the meaning. | 1 2 3 4 5 |
| 6. Guess what the speaker might say next during a conversation.  | 1 2 3 4 5 |
| 7. When you cannot understand what the speaker is saying, you notice his/her facial expressions to guess the meaning.  | 1 2 3 4 5 |
| 8. When you cannot understand what the speaker is saying, you notice his/her gestures to guess the meaning.  | 1 2 3 4 5 |
| 9. Ask someone about the meaning of some words you do not know.  | 1 2 3 4 5 |
| 10. Use facial expressions to inform the speaker that you understand or do not understand.   | 1 2 3 4 5 |
| 11. Use gestures to inform the speaker that you understand or do not understand.   | 1 2 3 4 5 |

Any additional strategies that you use to deal with difficult parts when listening:

.....  
 .....

When reading:

- |  |           |
|--|-----------|
| 12. Use the context to help guess the meaning of unknown words.              | 1 2 3 4 5 |
| 13. Look at parentheses or footnotes to help guess the meaning.              | 1 2 3 4 5 |
| 14. Look at punctuation marks (; , : , and etc.) to help guess the meaning.  | 1 2 3 4 5 |
| 15. Analyze the functions of words (subject, verb, and object).              | 1 2 3 4 5 |
| 16. Analyze parts of speech (noun, verb, adverb, adjective, etc.).           | 1 2 3 4 5 |
| 17. Analyze the tense of verbs (past, present, or future tense).             | 1 2 3 4 5 |
| 18. Analyze synonyms and antonyms.   | 1 2 3 4 5 |
| 19. Use language knowledge about prefixes, suffixes, or roots.               | 1 2 3 4 5 |
| 20. Use background knowledge and experience to guess the meaning.            | 1 2 3 4 5 |
| 21. Guess what the writer might write about in the next sentences.           | 1 2 3 4 5 |
| 22. Use graphs, pictures, and tables to help understand the meaning.         | 1 2 3 4 5 |
| 23. Use the title to help guess the events of the story.                     | 1 2 3 4 5 |
| 24. Ask the teacher for L1 translation.                                      | 1 2 3 4 5 |
| 25. Ask the teacher for a paraphrase or synonym of a new word.               | 1 2 3 4 5 |
| 26. Ask the teacher for a sentence including the new word.                   | 1 2 3 4 5 |
| 27. Ask classmates for the meaning in L1.                                    | 1 2 3 4 5 |
| 28. Skip or pass over new words.   | 1 2 3 4 5 |
| 29. Consult an English-Thai dictionary to find the meaning of unknown words. | 1 2 3 4 5 |
| 30. Repeat reading several times when faced with a difficult passage.        | 1 2 3 4 5 |

Any additional strategies that you use to cope with difficult parts when reading:

.....  
 .....

When speaking:

- |  |           |
|--|-----------|
| 31. Switch to Thai for words or expression you do not know in English. | 1 2 3 4 5 |
|--|-----------|

32. Ask the listener how to pronounce the words you are not sure of. 1 2 3 4 5
33. Ask the listener to help you complete the sentence when you cannot think of some words or expressions in English. 1 2 3 4 5
34. Ask someone for words or expressions you do not know how to say in English. 1 2 3 4 5
35. Ask someone about some grammar structures that you are not sure of or do not know. 1 2 3 4 5
36. Use facial expressions to help convey your meaning when you cannot think of some words in English. 1 2 3 4 5
37. Use gestures to help convey your meaning when you cannot think of some words in English. 1 2 3 4 5
38. Try to avoid difficult topics for which you do not know the words or concepts. 1 2 3 4 5
39. Avoid grammar structures that you are not sure of. 1 2 3 4 5
40. Limit your speaking to avoid making mistakes. 1 2 3 4 5
41. Try to direct conversation to a topic you are interested in. 1 2 3 4 5
42. Try to direct conversation to a topic you know a lot about. 1 2 3 4 5
43. Try to direct conversation to a topic for which you know many words. 1 2 3 4 5
44. Omit some details if you think that those details are not important. 1 2 3 4 5
45. Use a simpler sentence structure instead of saying a more difficult sentence. 1 2 3 4 5
46. Make up new words when you cannot remember or do not know the correct words. 1 2 3 4 5
47. Try to describe the idea or situation when you do not know the words. 1 2 3 4 5
48. Use similar words or synonyms for some words you cannot remember. 1 2 3 4 5
49. Use general words when you cannot remember the specific words, for example use *fruit* instead of *watermelon*. 1 2 3 4 5
50. Consult a Thai-English dictionary for words you don't know in English. 1 2 3 4 5

Any additional strategies that you use to deal with difficult parts when speaking:

.....  
 .....

When writing

- |   |           |
|---|-----------|
| 51. Use a literal translation from Thai to fill a gap in the English expression when you do not know how to write that word in English. | 1 2 3 4 5 |
| 52. Ask someone about some grammar structures that you are not sure of or do not know.  | 1 2 3 4 5 |
| 53. Ask someone for words or expressions you do not know.   | 1 2 3 4 5 |
| 54. Avoid grammar structures that you are not sure of.  | 1 2 3 4 5 |
| 55. Limit your writing to avoid making mistakes.  | 1 2 3 4 5 |
| 56. Choose a topic you are interested in whenever you can select a topic.   | 1 2 3 4 5 |
| 57. Choose a topic you know a lot about whenever you can select a topic.  | 1 2 3 4 5 |
| 58. Choose a topic for which you know many words whenever you can select a topic.   | 1 2 3 4 5 |
| 59. Omit some details if you think that those details are not important.  | 1 2 3 4 5 |
| 60. Use a simpler sentence structure instead of writing a more difficult sentence.  | 1 2 3 4 5 |
| 61. Make up new words when you cannot remember or do not know the correct words.  | 1 2 3 4 5 |
| 62. Try to describe the idea or situation when you do not know the words.   | 1 2 3 4 5 |
| 63. Use similar words or synonyms for some words you cannot remember.   | 1 2 3 4 5 |
| 64. Use general words when you cannot remember the specific words, for example use <i>fruit</i> instead of <i>watermelon</i> .          | 1 2 3 4 5 |
| 65. Consult a Thai-English dictionary for words you don't know.   | 1 2 3 4 5 |
| 66. Consult an English-English dictionary to find an example of using unknown words.  | 1 2 3 4 5 |

Any additional strategies that you use to deal with difficult parts when writing:

.....  
.....

**Thank you for your cooperation.**



## APPENDIX B

### แบบสอบถามเกี่ยวกับการใช้กลวิธีการชดเชยข้อบกพร่องในการใช้ภาษาเพื่อการเรียนรู้

#### ภาษาอังกฤษ

คำชี้แจง แบบสอบถามฉบับนี้ มีวัตถุประสงค์เพื่อรวบรวมรายละเอียดเกี่ยวกับการใช้กลวิธีการชดเชยข้อบกพร่องในการใช้ภาษาเพื่อการเรียนรู้ภาษาอังกฤษของนักศึกษาปริญญาตรีคณะแพทยศาสตร์ มหาวิทยาลัยมหิดล ข้อมูลที่ได้รับจะถูกนำไปประกอบการประเมินผลเพื่อทำนวยว่าการใช้กลวิธีการชดเชยข้อบกพร่องทางภาษาที่นักศึกษาใช้ในการเรียนภาษาอังกฤษสามารถช่วยให้ผู้เรียนมีระดับความสามารถในการเรียนภาษาอังกฤษสูงหรือไม่ การตอบแบบสอบถามครั้งนี้จะไม่มีผลกระทบหรือผลเสียใดๆทั้งสิ้นต่อผลการเรียนของท่าน

แบบสอบถามนี้แบ่งออกเป็น 2 ตอน คือ

ตอนที่ 1 คำถามเกี่ยวกับข้อมูลของผู้ตอบแบบสอบถาม จำนวน 9 ข้อ

ตอนที่ 2 คำถามเกี่ยวกับกลวิธีการชดเชยข้อบกพร่องในการใช้ภาษาที่ผู้เรียนใช้ในการเรียนภาษาอังกฤษ

จำนวน 66 ข้อ และความคิดเห็นเพิ่มเติมเกี่ยวกับกลวิธีการชดเชยข้อบกพร่องในการใช้ภาษาที่ผู้เรียนใช้ในการเรียนภาษาอังกฤษ

ผู้วิจัยใคร่ขอให้ท่านตอบแบบสอบถามที่ตรงกับพฤติกรรมในการเรียนภาษาอังกฤษของท่านมากที่สุด

และหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือเป็นอย่างดีจากท่านในการตอบแบบสอบถามในครั้งนี้ และ

ขอขอบคุณทุกท่านสำหรับความร่วมมือมา ณ โอกาสนี้

นางสาวจิมจิต ตรียศสมุทร

นักศึกษาปริญญาโท

สาขาวิชาภาษาศาสตร์ประยุกต์

มหาวิทยาลัยมหิดล

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## รหัสประจำตัวนักศึกษา .....

## ตอนที่ 1 ข้อมูลของผู้ตอบแบบสอบถาม

คำชี้แจง เติมข้อความในช่องว่างหรือใส่เครื่องหมาย / ลงในช่องวงเล็บข้างล่างตามความเป็นจริงและถูกต้องที่สุด

1. เพศ  1. ชาย  2. หญิง
2. ปัจจุบันคุณอายุ ..... ปี
3. ภูมิลำเนา (จังหวัด).....
4. คุณเรียนภาษาอังกฤษมากี่ปีแล้ว ..... ปี
5. คุณฝึกฝนภาษาอังกฤษนอกห้องเรียนโดยเฉลี่ยสัปดาห์ละกี่ชั่วโมง ..... ชั่วโมง
6. อาชีพบิดา..... รายได้เฉลี่ยต่อเดือนของบิดา.....บาท  
อาชีพมารดา..... รายได้เฉลี่ยต่อเดือนของมารดา.....บาท
7. บ้านที่บิดา มารดา และนักศึกษาอาศัยอยู่  
 ของตนเอง  เช่า  กำลังผ่อนชำระ  
ราคาบ้านประมาณ  
 น้อยกว่า 500,000 บาท  500,000 – 1,000,000 บาท  มากกว่า 1,000,000 บาท  
รถยนต์ที่ใช้ในครอบครัว  
 ของตนเอง  กำลังผ่อนชำระ
8. นักศึกษามีพี่น้อง..... คน  
คนที่ 1  ชาย  หญิง อายุ ..... ปี  กำลังศึกษา  กำลังทำงาน  
คนที่ 2  ชาย  หญิง อายุ ..... ปี  กำลังศึกษา  กำลังทำงาน  
คนที่ 3  ชาย  หญิง อายุ ..... ปี  กำลังศึกษา  กำลังทำงาน  
.....  
นักศึกษาได้รับเงินจากครอบครัวเฉลี่ยเดือนละ ..... บาท
9. นักศึกษากู้ยืมเงินทุนเรียนจากรัฐบาล  ใช่  ไม่ใช่

**ตอนที่ 2 แบบสอบถามเกี่ยวกับกลวิธีการชดเชยข้อบกพร่องในการใช้ภาษาเพื่อการเรียนภาษาอังกฤษ**

คำชี้แจง กรุณาทำเครื่องหมายกากบาท (X) ทับตัวเลขที่ตรงกับการใช้กลวิธีการเรียนภาษาอังกฤษของท่านมากที่สุด

**1 = ใช้น้อยที่สุดถึงไม่เคยปฏิบัติเลย    2 = ใช้น้อย    3 = ใช้ปานกลาง    4 = ใช้มาก    5 = ใช้มากที่สุด**

⊙ “การใช้พจนานุกรม” ในแบบสอบถามนี้ หมายถึง การใช้พจนานุกรมทั้งแบบเล่มและแบบ Talking

**Dictionary**

ขณะที่ท่านกำลังฟัง

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. ท่านเดาความหมายของศัพท์ที่ได้ยิน โดยพิจารณาจากข้อความส่วนอื่นในประโยค   | 1 | 2 | 3 | 4 | 5 |
| 2. ท่านใช้ความรู้เรื่องหลักไวยากรณ์เพื่อช่วยในการเดา   | 1 | 2 | 3 | 4 | 5 |
| 3. ท่านเดาความหมายของคำศัพท์ที่ได้ยิน โดยใช้ความรู้เรื่องคำเสริมหน้า (prefix), คำเสริมหลัง (suffix), หรือรากคำ (roots) | 1 | 2 | 3 | 4 | 5 |
| 4. ท่านใช้ความรู้ที่มีอยู่และประสบการณ์เพื่อช่วยในการเดา   | 1 | 2 | 3 | 4 | 5 |
| 5. เมื่อท่านฟังผู้อื่นพูดเป็นภาษาอังกฤษแล้วไม่เข้าใจ ท่านเดาความหมายจากน้ำเสียง, จังหวะการพูด, และการใช้เสียงของผู้พูด | 1 | 2 | 3 | 4 | 5 |
| 6. ท่านเดาหรือคาดการณ์ว่าผู้พูดจะพูดอะไรต่อไป  | 1 | 2 | 3 | 4 | 5 |
| 7. เมื่อท่านไม่เข้าใจสิ่งที่ผู้พูดกำลังพูด ท่านสังเกตสีหน้าของผู้พูดเพื่อเดาความหมาย                                   | 1 | 2 | 3 | 4 | 5 |
| 8. เมื่อท่านไม่เข้าใจสิ่งที่ผู้พูดกำลังพูด ท่านสังเกตท่าทางของผู้พูดเพื่อเดาความหมาย                                   | 1 | 2 | 3 | 4 | 5 |
| 9. ท่านถามผู้อื่นเกี่ยวกับความหมายของคำศัพท์ที่ท่านไม่รู้  | 1 | 2 | 3 | 4 | 5 |
| 10. ท่านใช้สีหน้าเพื่อแสดงให้ผู้พูดทราบว่าท่านเข้าใจหรือไม่เข้าใจในสิ่งที่เขาพูด                                       | 1 | 2 | 3 | 4 | 5 |
| 11. ท่านใช้ท่าทางเพื่อแสดงให้ผู้พูดทราบว่าท่านเข้าใจหรือไม่เข้าใจในสิ่งที่เขาพูด                                       | 1 | 2 | 3 | 4 | 5 |

กลวิธีอื่นๆ ที่ใช้เมื่อมีปัญหาในการฟัง

.....  
 .....

ขณะที่ท่านกำลังอ่าน

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 12. ท่านเดาความหมายของศัพท์ที่ได้อ่าน โดยพิจารณาจากข้อความส่วนอื่นในประโยค                                     | 1 | 2 | 3 | 4 | 5 |
| 13. ท่านเดาโดยดูจากวงเล็บและเชิงอรรถ   | 1 | 2 | 3 | 4 | 5 |
| 14. ท่านเดาโดยดูจากเครื่องหมายวรรคตอน  | 1 | 2 | 3 | 4 | 5 |
| 15. ท่านพิจารณาจากหน้าที่ของคำว่าคำศัพท์นั้นมีสถานะเป็น คำนาม กริยา คำวิเศษณ์ หรือ คำคุณศัพท์                  | 1 | 2 | 3 | 4 | 5 |
| 16. ท่านพิจารณาจากรูปประโยค (parts of speech) โดยดูว่าคำนั้นมีสถานะเป็น ประธาน กริยา กรรม หรือส่วนอื่นในประโยค | 1 | 2 | 3 | 4 | 5 |

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 17. ท่านพิจารณาจากรูปกาล โดยดูว่าคำนั้นอยู่ในรูปกาลอดีต ปัจจุบัน หรือ อนาคต  | 1 | 2 | 3 | 4 | 5 |
| 18. ท่านดูจากคำเหมือนคำต่างที่แวดล้อมในบริบท (synonyms and antonyms)   | 1 | 2 | 3 | 4 | 5 |
| 19. ท่านเดาความหมายของคำศัพท์ที่ได้อ่าน โดยใช้ความรู้เรื่องอุปสรรคคำ (prefix),<br>ปัจจัยที่ใส่เติมท้ายคำ (suffix), หรือรากคำ (roots) | 1 | 2 | 3 | 4 | 5 |
| 20. ท่านใช้ความรู้ที่มีอยู่และประสบการณ์เพื่อช่วยในการเดา  | 1 | 2 | 3 | 4 | 5 |
| 21. ท่านเดาหรือคาดการณ์ว่าผู้เขียนจะเขียนเกี่ยวกับอะไรต่อไป  | 1 | 2 | 3 | 4 | 5 |
| 22. ท่านใช้กราฟ, รูปภาพ, และตารางในการช่วยให้เข้าใจเรื่องที่กำลังอ่าน  | 1 | 2 | 3 | 4 | 5 |
| 23. ท่านเดาเหตุการณ์ในเรื่องโดยดูจากชื่อเรื่องหรือหัวข้อเรื่อง   | 1 | 2 | 3 | 4 | 5 |
| 24. ถามอาจารย์เพื่อขอคำแปลเป็นภาษาไทย  | 1 | 2 | 3 | 4 | 5 |
| 25. ถามอาจารย์ให้ช่วยถอดความและบอกคำเหมือน   | 1 | 2 | 3 | 4 | 5 |
| 26. ถามอาจารย์ให้ช่วยยกตัวอย่างประโยคที่มีคำศัพท์ใหม่  | 1 | 2 | 3 | 4 | 5 |
| 27. ถามความหมายของคำศัพท์จากเพื่อนร่วมชั้น   | 1 | 2 | 3 | 4 | 5 |
| 28. เว้นข้ามคำศัพท์ใหม่ที่ไม่รู้   | 1 | 2 | 3 | 4 | 5 |
| 29. ใช้พจนานุกรมอังกฤษ-ไทยเพื่อหาความหมายคำที่ไม่รู้   | 1 | 2 | 3 | 4 | 5 |
| 30. อ่านซ้ำหลายๆ รอบ เมื่อพบเรื่องที่อ่านแล้วเข้าใจยาก<br>กลวิธีอื่นๆ ที่ใช้เมื่อมีปัญหาในการอ่าน                                    | 1 | 2 | 3 | 4 | 5 |

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#### ขณะที่ท่านกำลังพูด

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|---|---|---|---|---|---|
| 31. เมื่อคิดคำศัพท์ที่ไม่ออก ท่านจะพูดคำนั้นเป็นภาษาไทย   | 1 | 2 | 3 | 4 | 5 |
| 32. ท่านถามผู้ฟังว่าจะออกเสียงคำที่ท่านไม่แน่ใจอย่างไร  | 1 | 2 | 3 | 4 | 5 |
| 33. ท่านขอความช่วยเหลือจากผู้ฟังให้ช่วยพูดต่อให้จบประโยค เมื่อท่านไม่สามารถ<br>นึกคำบางคำเป็นภาษาอังกฤษ | 1 | 2 | 3 | 4 | 5 |
| 34. ท่านถามผู้อื่นว่าคำที่ท่านไม่รู้ จะพูดอย่างไรเป็นภาษาอังกฤษ   | 1 | 2 | 3 | 4 | 5 |
| 35. ท่านถามผู้อื่นเกี่ยวกับหลักไวยากรณ์ที่ท่านไม่แน่ใจหรือไม่รู้  | 1 | 2 | 3 | 4 | 5 |
| 36. เมื่อท่านไม่สามารถนึกคำบางคำที่ท่านอยากจะทำได้ ท่านใช้สีหน้าประกอบ<br>เพื่อช่วยในการสื่อความหมาย    | 1 | 2 | 3 | 4 | 5 |
| 37. เมื่อท่านไม่สามารถนึกคำบางคำที่ท่านอยากจะทำได้ ท่านใช้ท่าทางประกอบ<br>เพื่อช่วยในการสื่อความหมาย    | 1 | 2 | 3 | 4 | 5 |
| 38. ท่านพยายามหลีกเลี่ยงหัวข้อเรื่องที่ท่านไม่รู้คำศัพท์หรือไม่มีความรู้เกี่ยวกับเรื่องนั้น             | 1 | 2 | 3 | 4 | 5 |
| 39. ท่านพยายามหลีกเลี่ยงการใช้หลักไวยากรณ์ที่ท่านไม่แน่ใจ   | 1 | 2 | 3 | 4 | 5 |
| 40. ท่านจำกัดความยาวของการพูดเพราะกลัวความผิดพลาด   | 1 | 2 | 3 | 4 | 5 |

41. ท่านพยายามจะนำทสนทนาโดยพูดเกี่ยวกับหัวข้อเรื่องที่ท่านสนใจ	1 2 3 4 5
42. ท่านพยายามจะนำทสนทนาโดยพูดเกี่ยวกับหัวข้อเรื่องที่ท่านมีความรู้ในเรื่องนั้นมากๆ	1 2 3 4 5
43. ท่านพยายามจะนำทสนทนาโดยพูดเกี่ยวกับหัวข้อเรื่องที่ท่านรู้คำศัพท์จำนวนมากเกี่ยวกับเรื่องนั้น	1 2 3 4 5
44. ท่านไม่พูดถึงบางข้อมูลหรือรายละเอียด หากท่านคิดว่าข้อมูลหรือรายละเอียดเหล่านั้นไม่สำคัญ	1 2 3 4 5
45. ท่านใช้โครงสร้างประโยคง่ายๆ ในการพูดแทนที่จะใช้ประโยคที่ยากและซับซ้อน	1 2 3 4 5
46. ท่านสร้างคำขึ้นมาใหม่หากท่านไม่รู้คำศัพท์ในภาษาอังกฤษ	1 2 3 4 5
47. ท่านพยายามอธิบายรายละเอียดหรือสถานการณ์หากไม่รู้คำศัพท์ในภาษาอังกฤษ	1 2 3 4 5
48. ท่านใช้คำอื่นที่มีความหมายใกล้เคียงกันหรือเหมือนกันหากไม่รู้คำศัพท์ในภาษาอังกฤษ	1 2 3 4 5
49. ท่านใช้คำที่มีความหมายทั่วไปหากไม่สามารถจำคำศัพท์ที่เฉพาะเจาะจงได้ เช่น ใช้คำว่า <i>fruit</i> แทนคำว่า <i>watermelon</i>	1 2 3 4 5
50. เปิดพจนานุกรมไทย – อังกฤษเพื่อค้นหาคำที่ไม่รู้ว่าจะพูดเป็นภาษาอังกฤษอย่างไร กลวิธีอื่นๆ ที่ใช้เมื่อมีปัญหาในการพูด	1 2 3 4 5
.....	
.....	
<u>ขณะที่ท่านกำลังเขียน</u>	
51. เมื่อไม่รู้ว่าจะเขียนคำนั้นๆ เป็นภาษาอังกฤษอย่างไร ท่านใช้วิธีการเขียนทับศัพท์ เช่น Lumsai (ลำไส้)	1 2 3 4 5
52. ท่านถามผู้อื่นเกี่ยวกับหลักไวยากรณ์ที่ท่านไม่แน่ใจหรือไม่รู้	1 2 3 4 5
53. ท่านถามผู้อื่นว่าคำที่ท่านไม่รู้ จะเขียนอย่างไรเป็นภาษาอังกฤษ	1 2 3 4 5
54. ท่านพยายามหลีกเลี่ยงการใช้หลักไวยากรณ์ที่ท่านไม่แน่ใจ	1 2 3 4 5
55. ท่านจำกัดความยาวของการเขียนเพราะกลัวความผิดพลาด	1 2 3 4 5
56. ท่านเลือกจะเขียนเกี่ยวกับหัวข้อเรื่องที่ท่านสนใจ เมื่อท่านสามารถเลือกได้	1 2 3 4 5
57. ท่านเลือกจะเขียนเกี่ยวกับหัวข้อเรื่องที่ท่านมีความรู้เรื่องนั้นมากๆ เมื่อท่านสามารถเลือกได้	1 2 3 4 5
58. ท่านเลือกจะเขียนเกี่ยวกับหัวข้อเรื่องที่ท่านรู้คำศัพท์จำนวนมากเกี่ยวกับเรื่องนั้นๆ เมื่อท่านสามารถเลือกได้	1 2 3 4 5
59. ท่านไม่เขียนถึงบางข้อมูลหรือรายละเอียด หากท่านคิดว่าข้อมูลหรือรายละเอียดเหล่านั้นไม่สำคัญ	1 2 3 4 5
60. ท่านใช้โครงสร้างประโยคง่ายๆ ในการเขียนแทนที่จะใช้ประโยคที่ยากและซับซ้อน	1 2 3 4 5
61. ท่านสร้างคำขึ้นมาใหม่หากท่านไม่รู้คำศัพท์ในภาษาอังกฤษ	1 2 3 4 5
62. ท่านพยายามอธิบายรายละเอียดหรือสถานการณ์หากไม่รู้คำศัพท์ในภาษาอังกฤษ	1 2 3 4 5

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 63. ท่านใช้คำอื่นที่มีความหมายใกล้เคียงกันหรือเหมือนกันหากไม่รู้คำศัพท์ในภาษาอังกฤษ | 1 | 2 | 3 | 4 | 5 |
| 64. ท่านใช้คำที่มีความหมายทั่วไปหากไม่สามารถจำคำศัพท์ที่เฉพาะเจาะจงได้              | 1 | 2 | 3 | 4 | 5 |
| เช่น ใช้คำว่า <i>fruit</i> แทนคำว่า <i>watermelon</i>                               |   |   |   |   |   |
| 65. เปิดพจนานุกรมไทย – อังกฤษสำหรับคำที่ไม่รู้ว่าจะเขียนเป็นภาษาอังกฤษอย่างไร       | 1 | 2 | 3 | 4 | 5 |
| 66. ใช้พจนานุกรมอังกฤษ-อังกฤษเพื่อดูตัวอย่างในการใช้คำ                              | 1 | 2 | 3 | 4 | 5 |
- กลวิธีอื่นๆ ที่ใช้เมื่อมีปัญหาในการเขียน



## APPENDIX C

### INTERVIEW QUESTIONS

#### **Listening**

1. Do you have listening problems? Please explain.
2. When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

#### **Reading**

1. Do you have reading problems? Please explain.
2. When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?
3. When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?
4. Do you have any other strategies that you use to overcome the limitation of knowledge during reading?

#### **Writing**

1. Do you have writing problems? Please explain.
2. When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?
3. Do you have any other strategies that you use to overcome the limitation of knowledge during writing?

#### **Speaking**

1. Do you have speaking problems? Please explain.
2. When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

3. When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?
4. Do you have any other strategies that you use to overcome the limitation of knowledge during speaking?



## APPENDIX D

### คำถามการสัมภาษณ์

#### ทักษะการฟัง

1. คุณมีปัญหาด้านการฟังบ้างไหม กรุณาอธิบาย
2. เมื่อคุณกำลังฟังชาวต่างชาติหรืออาจารย์สอนภาษาอังกฤษพูด แต่คุณไม่เข้าใจในสิ่งที่เขาพูด คุณทำอย่างไรหรือแก้ปัญหานั้นอย่างไร

#### ทักษะการอ่าน

1. คุณมีปัญหาด้านการอ่านบ้างไหม กรุณาอธิบาย
2. เมื่อคุณอ่านหนังสือหรือบทความต่างๆ และคุณไม่สามารถจำความหมายของคำศัพท์บางคำได้ คุณทำอย่างไร
3. เมื่อคุณอ่านหนังสือหรือบทความต่างๆ และคุณเจอคำศัพท์ใหม่ๆ ซึ่งคุณไม่รู้ความหมาย คุณทำอย่างไร
4. คุณมีเทคนิคหรือวิธีการอื่นๆ อีกบ้างไหมที่ช่วยให้คุณแก้ปัญหาข้อจำกัดทางด้านความรู้เกี่ยวกับคำศัพท์และไวยากรณ์เมื่อคุณกำลังอ่านภาษาอังกฤษ

#### ทักษะการเขียน

1. คุณมีปัญหาด้านการเขียนบ้างไหม กรุณาอธิบาย
2. เมื่อคุณเขียนบางอย่างเป็นภาษาอังกฤษ เช่น เรียงความ หรือ รายงาน แต่คุณไม่สามารถนึกคำที่คุณต้องการจะใช้ได้ คุณทำอย่างไร
3. คุณมีเทคนิคหรือวิธีการอื่นๆ อีกบ้างไหมที่ช่วยให้คุณแก้ปัญหาข้อจำกัดทางด้านความรู้เกี่ยวกับคำศัพท์และไวยากรณ์เมื่อคุณกำลังเขียนภาษาอังกฤษ

**ทักษะการพูด**

1. คุณมีปัญหาด้านการพูดบ้างไหม กรุณาอธิบาย
2. เมื่อคุณสนทนากับชาวต่างประเทศ, อาจารย์สอนภาษาอังกฤษ, หรือผู้อื่นเป็นภาษาอังกฤษ และคุณไม่สามารถคิดถึงคำที่คุณต้องการจะพูดเป็นภาษาอังกฤษได้ คุณทำอะไร
3. เมื่อคุณพูดเป็นภาษาอังกฤษ และคุณสังเกตว่าผู้ฟังไม่เข้าใจสิ่งที่คุณพูด คุณทำอะไร
4. คุณมีเทคนิคหรือวิธีการอื่นๆ อีกบ้างไหมที่ช่วยให้คุณแก้ปัญหาข้อจำกัดทางด้านความรู้เกี่ยวกับคำศัพท์และไวยากรณ์เมื่อคุณกำลังพูดภาษาอังกฤษ



## APPENDIX E

### INTERVIEW TAPE SCRIPTS

Interview Date: 5 January 2005      Time: 12.30 – 14.30      Total: 2 hours  
Place: MDL 3 Mahidol University, Phayathai Campus

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**Note: Transcriptions of the interviews are records of what the interviewees actually said. They have not been edited to remove language errors.**

1<sup>st</sup> interviewee (High-ability student)

Interviewer: Good afternoon. How are you?

1<sup>st</sup> interviewee: Good afternoon. I'm fine. Thank you.

Interviewer: This is the study about compensation strategies that you use to overcome the limitation of language knowledge, for example when you cannot think of the word that you want to say, what do you do? O.K! First, about listening. Do you have listening problems?

1<sup>st</sup> interviewee: Yes.

Interviewer: Please explain.

1<sup>st</sup> interviewee: Sometimes the speaker speaks so fast so I cannot hear every word he says.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how to solve this problem?

1<sup>st</sup> interviewee: Sometimes I ask him to speak again or observe their facial expression or gesture to understand what he says.

Interviewer: Anything else? Other strategies?

1<sup>st</sup> interviewee: If I have a pen and a paper, I ask him to write down what he says.

Interviewer: You said that when the foreigner or English teacher speak fast...too fast, you cannot understand. Right? How do you do to deal with this problem?

1<sup>st</sup> interviewee: I ask my friend.

Interviewer: Ask your friends to do what?

1<sup>st</sup> interviewee: Ask my friend about what the teacher says.

Interviewer: Ask the meaning or ask ah...?

1<sup>st</sup> interviewee: Sometimes ask the meaning of the word or sometimes the whole sentence.

Interviewer: The whole sentence?

1<sup>st</sup> interviewee: (Nod)

Interviewer: And about reading. Do you have reading problems?

1<sup>st</sup> interviewee: Yes.

Interviewer: Please explain.

1<sup>st</sup> interviewee: I don't know some words and some types of sentence are difficult to understand.

Interviewer: What do you do to solve this problem?

1<sup>st</sup> interviewee: Use the dictionary first. If I don't have a dictionary, I will ask my friend.

Interviewer: Ask your friend about the meaning of the difficult words?

1<sup>st</sup> interviewee: Yes.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, except asking your friend, what else you do to solve this problem?

1<sup>st</sup> interviewee: Use the context and prefix, suffix, sometimes the root of the word.

Interviewer: When you find new words that you do not know the meaning, what do you do, the new words that you have not ever seen before?

1<sup>st</sup> interviewee: Open the dictionary.

Interviewer: Do you have any other strategies that you use to deal with the problems when you are reading?

1<sup>st</sup> interviewee: Use the context, prefix, suffix, and root.

Interviewer: Mostly?

1<sup>st</sup> interviewee: Yes.

Interviewer: About writing. Do you have writing problems?

1<sup>st</sup> interviewee: Yes.

Interviewer: Please explain.

1<sup>st</sup> interviewee: Sometimes I cannot figure out the words that I want to say...express what I want to write.

Interviewer: What do you do when you cannot think of the words that you want to write?

1<sup>st</sup> interviewee: I use a simpler word or a simpler sentence. Sometimes it might be longer than it should be.

Interviewer: Do you have other strategies that you use when you cannot think of the words?

1<sup>st</sup> interviewee: I think about some sentences that I read in the past. Change it, sometimes I change it to be the sentence that I want to write down.

Interviewer: And next about speaking. Do you have speaking problems?

1<sup>st</sup> interviewee: Yes.

Interviewer: What is your problem or what are your problems?

1<sup>st</sup> interviewee: Sometimes I cannot express something that I want to say because I don't know the meaning of words.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

1<sup>st</sup> interviewee: Ask again.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

1<sup>st</sup> interviewee: I will use my facial expression or sometimes gesture. Sometimes I will write down (laugh) what I want to say.

Interviewer: Write down on the paper?

1<sup>st</sup> interviewee: Yes. I think sometimes it's easier than speaking.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

1<sup>st</sup> interviewee: Speak it again clearer so they can.. they might understand me or sometimes write down (laugh).

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

1<sup>st</sup> interviewee: I use some sentences that I heard or saw from the movie to say what I want.

Interviewer: Anything else?

1<sup>st</sup> interviewee: No.

Interviewer: O.K. Thank you very much.

2<sup>nd</sup> interviewee (Low-ability student)

Interviewer: Good afternoon. How are you?

2<sup>nd</sup> interviewee: I'm fine. Thank you.

Interviewer: This is the study about compensation strategies that you use when face some problems during communicating in English to overcome the limitation of language knowledge. First, I would like to ask you about listening. Do you have listening problems?

2<sup>nd</sup> interviewee: Yes.

Interviewer: Please explain.

2<sup>nd</sup> interviewee: I don't know some words and sometimes I can't understand when the speaker speaks too fast.

Interviewer: When you are listening to foreigners or English teachers and you do not understand as you said that sometimes the speaker speaks too fast, right?, what do you do to understand or how do you do to deal with the problem?

2<sup>nd</sup> interviewee: Ask friends.

Interviewer: Ask your friends?

2<sup>nd</sup> interviewee: Yes.

Interviewer: Other strategies? Anything else?

2<sup>nd</sup> interviewee: No.

Interviewer: Do you have reading problems?

2<sup>nd</sup> interviewee: Yes.

Interviewer: Please explain what is your problem or what are your problems?

2<sup>nd</sup> interviewee: I don't know the meaning of some words.

Interviewer: You don't know the meaning of some words?

2<sup>nd</sup> interviewee: Yes.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

2<sup>nd</sup> interviewee: Open the dictionary.

Interviewer: English-Thai dictionary or English-English dictionary?

2<sup>nd</sup> interviewee: English-Thai.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

2<sup>nd</sup> interviewee: Open the dictionary.

Interviewer: Open the dictionary also? Anything else? Do you have any other strategies that you use during reading?

2<sup>nd</sup> interviewee: No.

Interviewer: About writing. Do you have writing problems?

2<sup>nd</sup> interviewee: Yes.

Interviewer: Please explain what your problem is.

2<sup>nd</sup> interviewee: Can't think of the grammar and the words that I want to write.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need to write in English, what do you do?

2<sup>nd</sup> interviewee: Open dictionary and ask friends about grammar structures and words.

Interviewer: Do you have any other strategies that you use during writing?

2<sup>nd</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

2<sup>nd</sup> interviewee: Yes.

Interviewer: Please explain.

2<sup>nd</sup> interviewee: Can't speak as I should and sometimes I can't think of the word that I want to say.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need or you want to say, what do you do?

2<sup>nd</sup> interviewee: Ask friend to speak.

Interviewer: Ask friend to speak? The whole sentence or just a part of sentence?

2<sup>nd</sup> interviewee: (nod)

Interviewer: The whole sentence?

2<sup>nd</sup> interviewee: (nod and laugh)

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

2<sup>nd</sup> interviewee: Use gesture.

Interviewer: Do you have any other strategies that you use during speaking?

2<sup>nd</sup> interviewee: No.

Interviewer: O.K. Thank you very much.

3<sup>rd</sup> interviewee (High-ability student)

Interviewer: Good afternoon.

3<sup>rd</sup> interviewee: Good afternoon.

Interviewer: This is the study about using compensation strategies to overcome the limitation of language knowledge. About listening first. Do you have listening problems?

3<sup>rd</sup> interviewee: Yes, I do.

Interviewer: Please explain.

3<sup>rd</sup> interviewee: Because when I listen to the foreigner speaking, sometimes I cannot understand the words that he's trying to say because I cannot be familiar with the pronunciation of that word. So, I cannot guess or predict the meaning of that word exactly. So sometimes it's difficult for me to understand the whole sentences. And sometimes I just hear the word that I have never known it before and I don't understand the sentence.

Interviewer: When you face this problem, what do you do to understand or how do you do to deal with this problem?

3<sup>rd</sup> interviewee: If I cannot understand the foreigner speaking, so I just ask him directly and tell him that I don't understand. Ask him to explain it in another easier way and simpler word so I can understand it.

Interviewer: About reading. Do you have reading problems?

3<sup>rd</sup> interviewee: Yes.

Interviewer: Please explain.

3<sup>rd</sup> interviewee: There're a lot of words that I don't know the meaning and the grammar and the parenthesis... something about English that I have never known before and I have to analyze it and try to understand it. So I can't understand what the context try to say correctly and the whole process makes reading for me is quite slow.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

3<sup>rd</sup> interviewee: First, I just skip the unknown words and guessing from the context. And if this method doesn't work, so I just open the dictionary, maybe English to Thai or English to English. Sometimes that I'm lazy, I just ask my friend or teacher.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

3<sup>rd</sup> interviewee: It's quite the same as I cannot remember the meaning of the words. So, I just try to guess the meaning of the word, maybe open the dictionary.

Interviewer: Do you have other strategies that you use when you are reading?

3<sup>rd</sup> interviewee: I know that my reading is quite slow. Maybe I try to find English text to read, try to analyze the grammar, vocabulary, try to remember and this whole process will my reading get better.

Interviewer: About writing. Do you have writing problems?

3<sup>rd</sup> interviewee: I think I do.

Interviewer: Please explain.

3<sup>rd</sup> interviewee: Sometimes I want to write the sentence and I cannot figure out what the exact word I want to use. So it's difficult for me to find another word...to find synonym of that word. And if cannot find, I open the dictionary and it wastes time.

Interviewer: You use English-English dictionary, English-Thai or Thai-English dictionary?

3<sup>rd</sup> interviewee: I prefer to use Thai-English dictionary because I have that. I don't have English-English dictionary. For me I think English-English dictionary is better because it explains the exact meaning and sentence provided to make I understand the word.

Interviewer: Do you have any other strategies that you use to overcome the limitation of knowledge during writing?

3<sup>rd</sup> interviewee: Also as reading, I try...I read...when I read, I have to see, try to understand, try to remember the words...the vocabularies. So when I'm writing again, it will be faster and correct.

Interviewer: Next about speaking. Do you have speaking problems?

3<sup>rd</sup> interviewee: Yes.

Interviewer: Please explain.

3<sup>rd</sup> interviewee: I a little bit speak too fast. Sometimes it's the mouth just go but I cannot know exactly word that I just said. Something like that. So I have to try to slow down. And sometimes my pronunciation is not clear because I don't know the exact pronunciation of that word.

Interviewer: But I think you can speak well. When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

3<sup>rd</sup> interviewee: If I can figure out another synonym, I just try to use that or maybe use other simpler sentence and gestures, symbols or signs to make the listener understand.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

3<sup>rd</sup> interviewee: Maybe I just slow down my speaking and make the pronunciation more clearly. And if the listener is the person who is not good at English, maybe I have to change to use simpler words or simpler sentence.

Interviewer: Do you have any other strategies that you use during speaking?

3<sup>rd</sup> interviewee: To do to speak better for me is try to speak lots of English as much as I can, try to find foreigners, and get to them, and try to speak in English or maybe sometimes I think and speak by myself...in English to myself (laugh).

Interviewer: Thank you very much.

#### 4<sup>th</sup> interviewee (Low-ability student)

Interviewer: Good afternoon. How are you?

4<sup>th</sup> interviewee: I'm fine.

Interviewer: This is the study about compensation strategies, what you do to overcome the limitation of language knowledge during speaking, listening, reading and writing. First I would like to ask you about listening. Do you have listening problems?

4<sup>th</sup> interviewee: I can't understand what the speaker is speaking.

Interviewer: When you are listening to foreigners or English teachers and you do not understand what they say, what do you do to understand or how do you deal with the problem?

4<sup>th</sup> interviewee: I ask friend about the meaning of the sentence or ask the speaker to speak again.

Interviewer: Do you have any other strategies?

4<sup>th</sup> interviewee: No.

Interviewer: Reading. Do you have reading problems?

4<sup>th</sup> interviewee: Yes.

Interviewer: Please explain what your problem is.

4<sup>th</sup> interviewee: I cannot catch the meaning of some sentences and I cannot understand and I think I read too slowly.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

4<sup>th</sup> interviewee: I use talking dictionary and sometimes I ask the meaning from my friend.

Interviewer: What do you do when you find new words in a passage or textbook?

4<sup>th</sup> interviewee: I use talking dictionary and sometimes skip that word. And I use the context clue to help guess the meaning.

Interviewer: Do you have any other strategies?

4<sup>th</sup> interviewee: No.

Interviewer: About writing. Do you have writing problems?

4<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

4<sup>th</sup> interviewee: I don't know what the correct structure is and I don't know how what I want to write.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

4<sup>th</sup> interviewee: I use talking dictionary and ask my friend.

Interviewer: Do you have any other strategies?

4<sup>th</sup> interviewee: No.

Interviewer: The last one is about speaking. Do you have speaking problems?

4<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

4<sup>th</sup> interviewee: I don't know the correct sentence and I don't know how to express what I want to speak.

Interviewer: When you cannot think of the word you need, what do you do?

4<sup>th</sup> interviewee: I use gestures or use simpler word and sentence.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

4<sup>th</sup> interviewee: I use gestures or use simpler word.

Interviewer: Do you have any other strategies?

4<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

5<sup>th</sup> interviewee (High-ability student)

Interviewer: Good afternoon. How are you?

5<sup>th</sup> interviewee: I'm fine.

Interviewer: This is the study about compensation strategies that you use when you cannot think of the words or when you have some problems when you communicate in English. First I would like to ask you about listening. Do you have listening problems?

5<sup>th</sup> interviewee: Yes, I do.

Interviewer: Please explain.

5<sup>th</sup> interviewee: I don't understand some words and some sentences, maybe the whole sentence if the speaker speaks too fast.

Interviewer: What do you do to deal with this problem when you do not understand or when the speaker speaks too fast?

5<sup>th</sup> interviewee: I will ask them to speak again and slowly. If I still have some words that I don't know the meaning, I will ask them directly.

Interviewer: Ask the meaning?

5<sup>th</sup> interviewee: Yes.

Interviewer: If the speaker is foreigner?

5<sup>th</sup> interviewee: Maybe he will explain me by gestures or facial expressions.

Interviewer: About reading. Do you have reading problems?

5<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

5<sup>th</sup> interviewee: When I don't know the meaning of some words, I can't understand the meaning of sentence.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

5<sup>th</sup> interviewee: I will remember the meaning by thinking the meaning as a picture in my mind.

Interviewer: How about when you find new word that you have not ever known the meaning, what do you do?

5<sup>th</sup> interviewee: I will use dictionary.

Interviewer: Use dictionary?

5<sup>th</sup> interviewee: Yes.

Interviewer: What type of dictionary, English-English, English-Thai?

5<sup>th</sup> interviewee: English-English.

Interviewer: You can understand well?

5<sup>th</sup> interviewee: Sometimes.

Interviewer: Mostly you use English-English dictionary?

5<sup>th</sup> interviewee: Yes.

Interviewer: Do you have other strategies that you use during reading?

5<sup>th</sup> interviewee: I will guess the meaning from the context or use prefix, suffix.

Interviewer: Anything else?

5<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

5<sup>th</sup> interviewee: Yes, I do.

Interviewer: Please explain.

5<sup>th</sup> interviewee: I can't find the specific word to write in the sentence.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

5<sup>th</sup> interviewee: I will use dictionary or ask friend.

Interviewer: Use dictionary, Thai-English or English-English?

5<sup>th</sup> interviewee: Thai-English.

Interviewer: Do you have other strategies that you use during writing?

5<sup>th</sup> interviewee: I will use the simpler word instead of the complex and specific one.

Interviewer: Anything else?

5<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

5<sup>th</sup> interviewee: Yes, I do.

Interviewer: Please explain.

5<sup>th</sup> interviewee: I can't find the word to use in the sentence.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

5<sup>th</sup> interviewee: I will explain them by my gesture and facial expression.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

5<sup>th</sup> interviewee: I will use my gesture too.

Interviewer: Do you have any other strategies that you use to face some problems during speaking?

5<sup>th</sup> interviewee: I will explain them by use other words which have the same meaning

Interviewer: You mean synonym?

5<sup>th</sup> interviewee: Yes.

Interviewer: Or simpler word?

5<sup>th</sup> interviewee: Yes, if I know that meaning.

Interviewer: Thank you very much.

6<sup>th</sup> interviewee (Low-ability student)

Interviewer: Hi. How are you?

6<sup>th</sup> interviewee: I'm fine.

Interviewer: This is the study about compensation strategies use. I mean the strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

6<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

6<sup>th</sup> interviewee: I cannot catch some words or some sentences because some speakers speak too fast.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, sometimes because the speakers speak too fast like you said, what do you do to understand or how do you deal with the problem?

6<sup>th</sup> interviewee: I ask my friend to translate into Thai for the sentence that I cannot catch or understand.

Interviewer: Do you have any other strategies?

6<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

6<sup>th</sup> interviewee: Yes.

Interviewer: Please explain what your problem is.

6<sup>th</sup> interviewee: I think I don't have much knowledge about the meaning of vocabularies. Sometimes I cannot remember the meaning of some words.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

6<sup>th</sup> interviewee: I always look up the words from the dictionary, English-Thai dictionary.

Interviewer: How about when you find new words that you do not know the meaning, what do you do?

6<sup>th</sup> interviewee: I also use dictionary.

Interviewer: What type of dictionary, English-Thai?

6<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problem during reading?

6<sup>th</sup> interviewee: No

Interviewer: Next about writing. Do you have writing problems?

6<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

6<sup>th</sup> interviewee: I cannot think of the exact words that I want to write.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need to write in English, what do you do?

6<sup>th</sup> interviewee: I always use dictionary and sometimes I ask my friend how to write that word in English.

Interviewer: What type of dictionary that you use?

6<sup>th</sup> interviewee: Thai-English.

Interviewer: Do you have any other strategies that you use during writing?

6<sup>th</sup> interviewee: No.

Interviewer: Last about speaking. Do you have speaking problems?

6<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

6<sup>th</sup> interviewee: I cannot think of the word I want to say.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

6<sup>th</sup> interviewee: I will describe and give more explanation.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

6<sup>th</sup> interviewee: I will speak again more slowly. I will omit some details that I think they are not important.

Interviewer: Do you have any other strategies?

6<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

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Interview Date: 12 January 2005      Time: 12.30 – 14.30      Total: 2 hours

Place: MDL 3 Mahidol University, Phayathai Campus

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7<sup>th</sup> interviewee (High-ability student)

Interviewer: Good afternoon.

7<sup>th</sup> interviewee: Good afternoon.

Interviewer: This is the study about compensation strategies when you face some problems during communicating in English. First about listening. Do you have listening problems?

7<sup>th</sup> interviewee: Sometimes when the speakers are speaking too quickly, I can't understand.

Interviewer: When you are listening to foreigners or English teachers and you do not understand because maybe sometimes they speak so quickly like you said, what do you do to understand or how do you deal with the problem?

7<sup>th</sup> interviewee: Mostly I just say “Pardon me, I can’t understand. Please speak slower.

Interviewer: Do you have any other strategies?

7<sup>th</sup> interviewee: I don’t think I have.

Interviewer: About reading. Do you have reading problems?

7<sup>th</sup> interviewee: About reading, I don’t think I have too much problem. Sometimes the words are too difficult. I just guess from the context.

Interviewer: You use the context to help guess the meaning?

7<sup>th</sup> interviewee: Yes.

Interviewer: How about when you cannot remember the meaning of some words, what do you do, except using the context to help guess the meaning?

7<sup>th</sup> interviewee: Mostly I just skip it. I just try to remember it later.

Interviewer: When you find new words that you do not know the meaning, what do you do?

7<sup>th</sup> interviewee: I just guess from its place in the sentence. Then I just try to think of the meaning. If it doesn’t work, I just skip it too.

Interviewer: How do you know the meaning if they are new words that have not ever seen before?

7<sup>th</sup> interviewee: Mostly words are just root, prefix, suffix link together. I just guess from it.

Interviewer: Do you have any other strategies that you use when you are reading, when you do not know some words?

7<sup>th</sup> interviewee: No

Interviewer: About writing, do you have writing problems?

7<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

7<sup>th</sup> interviewee: It’s like I have this idea, that idea. Sometimes I don’t know how to link it together.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

7<sup>th</sup> interviewee: I look it up in the dictionary or I just reverse to something simpler.

Interviewer: What type of dictionary do you use?

7<sup>th</sup> interviewee: I use English-English dictionary.

Interviewer: Do you any other strategies that you use when you are writing?

7<sup>th</sup> interviewee: I just try to remember what place this word should be in the sentence and try to adapt it.

Interviewer: You mean structure?

7<sup>th</sup> interviewee: Structure.

Interviewer: Anything else?

7<sup>th</sup> interviewee: Nothing else.

Interviewer: Last about speaking. Do you have speaking problems?

7<sup>th</sup> interviewee: Just like writing. It's that I have this, that and those and I just can't put it together in sequence.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

7<sup>th</sup> interviewee: I am doing like now, using gesture and movement to express it.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

7<sup>th</sup> interviewee: I try to change the word to something. I think it's the simpler meaning and the listener can understand.

Interviewer: You try to describe the situation or use synonym?

7<sup>th</sup> interviewee: Both of them.

Interviewer: Do you have any other strategies that you use when you cannot think of the word that you want to say?

7<sup>th</sup> interviewee: I don't think I have.

Interviewer: Thank you very much.

8<sup>th</sup> interviewee (Low-ability student)

Interviewer: Good afternoon. How are you?

8<sup>th</sup> interviewee: I'm fine, thank you. And you?

Interviewer: I'm fine, thank you. This is the study about compensation strategies use when face some problems to overcome the limitation of language knowledge. First about listening. Do you have listening problems?

8<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

8<sup>th</sup> interviewee: I think I know less vocabularies and I think I have problem with my listening.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

8<sup>th</sup> interviewee: Tell him to say that sentence again. If I cannot understand, I will tell him to explain that word that I do not understand.

Interviewer: If English teacher is Thai, do you ask him or her to translate into Thai or ask him or her to describe it?

8<sup>th</sup> interviewee: If the teacher is Thai, I ask him to tell me Thai. But if the teacher is English, I ask him to explain that word that I easily understand.

Interviewer: About reading, Do you have reading problems?

8<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

8<sup>th</sup> interviewee: The same as listening. Know less vocabularies.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

8<sup>th</sup> interviewee: Use dictionary or ask someone.

Interviewer: Ask someone, ask friend or ask teacher?

8<sup>th</sup> interviewee: Both.

Interviewer: What type of dictionary that you use?

8<sup>th</sup> interviewee: I try to use English-English.

Interviewer: You use it or just try to use it? Nowadays you use English-English dictionary?

8<sup>th</sup> interviewee: Yes.

Interviewer: When you read a passage or textbook and you find new words that you have not ever seen before, you have never known this word before, what do you do?

8<sup>th</sup> interviewee: See the whole sentence and think what it should be.

Interviewer: See the whole sentence? You mean you see the context clue and guess the meaning?

8<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies when you face some difficult words that you don't know the meaning?

8<sup>th</sup> interviewee: I try to use it more often.

Interviewer: Next writing. Do you have writing problems?

8<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

8<sup>th</sup> interviewee: The same as listening. (laugh)

Interviewer: Because of vocabularies?

8<sup>th</sup> interviewee: Yes.

Interviewer: What do you do when are writing an English essay or a report and you cannot think of the word you need in English?

8<sup>th</sup> interviewee: If I can ask friend or teacher, I will do. If I cannot, I will use synonym or use the easier meaning or spread meaning to easily understand.

Interviewer: Do you have any other strategies that you use when you cannot think of the words that you want to write?

8<sup>th</sup> interviewee: Try to use it more often.

Interviewer: Anything else?

8<sup>th</sup> interviewee: Anything else? Ah...try to look for change to use.

Interviewer: What do you mean by that?

8<sup>th</sup> interviewee: Looking for writing the letter, the book, camp, or others.

Interviewer: You mean you try to join the camp and you try to read the book and remember that sentence or that word?

8<sup>th</sup> interviewee: Yes. I think I have problem with vocabularies. So I try to make myself to know more vocabularies.

Interviewer: Anything else?

8<sup>th</sup> interviewee: No.

Interviewer: Next about speaking, do you have speaking problems?

8<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

8<sup>th</sup> interviewee: I know less vocabularies. (laugh)

Interviewer: Also know less vocabularies? Suppose that when you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

8<sup>th</sup> interviewee: Use synonym or spread that word to easily understand.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

8<sup>th</sup> interviewee: Tell that sentence more slowly again.

Interviewer: Anything else?

8<sup>th</sup> interviewee: If he still don't understand, I will use the same meaning of the word or use other sentence.

Interviewer: Do you have any other strategies that you use?

8<sup>th</sup> interviewee: If I have a chance, I try to speak, for example when I read the book, I try to speak when I read the book.

Interviewer: You practice yourself?

8<sup>th</sup> interviewee: Yes.

Interviewer: Anything else?

8<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

9<sup>th</sup> interviewee (Low-ability student)

Interviewer: How are you?

9<sup>th</sup> interviewee: I'm fine.

Interviewer: This is the study about compensation strategies use. It means the strategies that you use when you cannot think of some words or face some problems during speaking, listening, reading, and writing in English. First I would like to ask you about listening. Do you have listening problems?

9<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

9<sup>th</sup> interviewee: I can't understand because the speaker speaks too fast.

Interviewer: How do deal with this problem?

9<sup>th</sup> interviewee: I ask him to repeat again.

Interviewer: Do you have any other strategies?

9<sup>th</sup> interviewee: I ask that word that I can't understand.

Interviewer: You ask the meaning or you ask him or her to describe?

9<sup>th</sup> interviewee: I ask him to describe by other ways such as gesture.

Interviewer: How about if the speaker is Thai teacher who teach English, you ask him or her to translate into Thai or ask him or her to describe into English?

9<sup>th</sup> interviewee: I ask him to translate into Thai more than describe into English.

Interviewer: Next about reading. Do you have reading problems?

9<sup>th</sup> interviewee: Yes, I have.

Interviewer: Please explain.

9<sup>th</sup> interviewee: I don't know the meaning of some words.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

9<sup>th</sup> interviewee: I open the dictionary or ask my friend.

Interviewer: What type of dictionary that you use?

9<sup>th</sup> interviewee: Translate into Thai. English-Thai dictionary.

Interviewer: How about when you are reading and you find new words that you do not know the meaning, what do you do?

9<sup>th</sup> interviewee: I see the context clue and guess from the context clue.

Interviewer: Do you have any other strategies that you use during reading?

9<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

9<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

9<sup>th</sup> interviewee: I'm not sure about grammar and I don't know some words.

Interviewer: When you are writing something in English and you cannot think of some words that you need in English, what do you do? Or sometimes you don't know the grammar, structure, what do you do?

9<sup>th</sup> interviewee: I ask my friend. And sometimes I guess...I write although I'm not sure in grammar.

Interviewer: Do you have any other strategies that you use when you cannot think of some words that you need to write?

9<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

9<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

9<sup>th</sup> interviewee: I don't know grammar and words.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

9<sup>th</sup> interviewee: I try to say the word that I want to say.

Interviewer: You mean that what strategies do you use?

9<sup>th</sup> interviewee: What strategies? Um....

Interviewer: When you cannot think of the word that you need to say, what do you do?

9<sup>th</sup> interviewee: I use gesture, my hands. Sometimes I draw a picture.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

9<sup>th</sup> interviewee: I use gesture.

Interviewer: Anything else?

9<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

#### 10<sup>th</sup> interviewee (High-ability student)

Interviewer: Good afternoon.

10<sup>th</sup> interviewee: Good afternoon.

Interviewer: This is the study about compensation strategies that you use when you face some problems to overcome the limitation of your language knowledge during communicating in English. First I would like to ask you about listening. Do you have listening problems?

10<sup>th</sup> interviewee: Mostly not.

Interviewer: Some problems that you have?

10<sup>th</sup> interviewee: Just sometimes.

Interviewer: Please explain what your problem is.

10<sup>th</sup> interviewee: When I watch television or movie, I can't understand what the character is saying.

Interviewer: Because the speaker speaks too fast?

10<sup>th</sup> interviewee: Yes.

Interviewer: When you are listening to foreigners or English teachers or watching the movie and the speaker speaks so fast and you do not understand, what do you do to understand or how do you deal with the problem?

10<sup>th</sup> interviewee: If the teacher speaks too fast, I will ask him or her to speak again. When I'm watching the movie, I revise it and play it again or I can see the subtitle.

Interviewer: Do you have any other strategies that you use to help you understand when you face some problems?

10<sup>th</sup> interviewee: Guessing from what he's doing.

Interviewer: Guessing from his gesture or manner?

10<sup>th</sup> interviewee: Yes.

Interviewer: About reading, do you have reading problems?

10<sup>th</sup> interviewee: No.

Interviewer: You mean you can understand every word and you don't have any problems about reading?

10<sup>th</sup> interviewee: I don't usually have problems with reading.

Interviewer: How about when you find difficult words?

10<sup>th</sup> interviewee: I guess from the context.

Interviewer: About writing, do you have writing problems?

10<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

10<sup>th</sup> interviewee: I'm not a good writer both in Thai and English. So I don't know what to write.

Interviewer: Why do you think so? Why do you think that you are not a good writer?

10<sup>th</sup> interviewee: (laugh) Because I don't know what to write.

Interviewer: Do you think that this problem is because of vocabularies or structures?

10<sup>th</sup> interviewee: Vocabularies and grammars.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

10<sup>th</sup> interviewee: I ask my friend or open the dictionary.

Interviewer: What type of dictionary that you use?

10<sup>th</sup> interviewee: English-English.

Interviewer: Do you have any other strategies that you use?

10<sup>th</sup> interviewee: I change the sentence and use descriptive sentence.

Interviewer: You mean you describe in another easier way?

10<sup>th</sup> interviewee: Yes.

Interviewer: Anything else?

10<sup>th</sup> interviewee: No.

Interviewer: Next about speaking, do you have speaking problems?

10<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

10<sup>th</sup> interviewee: About vocabularies and my accent.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

10<sup>th</sup> interviewee: First I try to describe and if he doesn't get it, I will use my gesture.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

10<sup>th</sup> interviewee: The same.

Interviewer: The same? Use gesture and try to describe, right?

10<sup>th</sup> interviewee: Yes.

Interviewer: Any other strategies that you use when face some problems during speaking?

10<sup>th</sup> interviewee: Draw a picture.

Interviewer: Anything else?

10<sup>th</sup> interviewee: Ask the others if I don't know the vocabulary.

Interviewer: You mean ask the listener or ask your friend?

10<sup>th</sup> interviewee: Ask my friend.

Interviewer: Just the word or the whole sentence?

10<sup>th</sup> interviewee: Just the word.

Interviewer: Anything else?

10<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

11<sup>th</sup> interviewee (High-ability student)

Interviewer: Good afternoon.

11<sup>th</sup> interviewee: Good afternoon.

Interviewer: This is the study about strategies use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

11<sup>th</sup> interviewee: Yes. I can't listen to some high tone and maybe some fast words

Interviewer: You mean when the speaker speaks with high tone or speaks too fast, you cannot understand, right?

11<sup>th</sup> interviewee: Yes.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

11<sup>th</sup> interviewee: I guess the meaning from the surrounding words and if I can't get it, I will ask her to explain the meaning of that word that I don't understand.

Interviewer: Do you have any other strategies when you are listening and you cannot understand some words or you cannot catch some words?

11<sup>th</sup> interviewee: I just ask them or ask my friend what the speaker says.

Interviewer: Ask your friend to translate into Thai?

11<sup>th</sup> interviewee: I can't catch some words but maybe she can understand.

Interviewer: About reading, do you have reading problems?

11<sup>th</sup> interviewee: Ah...maybe sometimes because here are so many words that I can't remember all of them.

Interviewer: When you cannot remember the meaning of some words when you are reading, what do you do?

11<sup>th</sup> interviewee: If I have time, I will open the dictionary but if I don't, I will guess the meaning.

Interviewer: What do you do to help you guess the meaning?

11<sup>th</sup> interviewee: Guess from the surrounding words in the sentence.

Interviewer: You mean the context clue in that sentence?

11<sup>th</sup> interviewee: Yes.

Interviewer: When you find new words that you do not know the meaning, you have not ever seen before, what do you do?

11<sup>th</sup> interviewee: If I have the dictionary, I will open but if I don't have, I will guess like the others, like the previous one.

Interviewer: What type of dictionary that you always use?

11<sup>th</sup> interviewee: English-English.

Interviewer: Do you have any other strategies that you use during reading to help you guess the meaning of difficult words?

11<sup>th</sup> interviewee: If I read the textbook, I will read the conclusion.

Interviewer: Read the conclusion?

11<sup>th</sup> interviewee: Yes. Because I don't have time to read all details.

Interviewer: Do you think reading the conclusion can help you understand the whole paragraph or the whole passage?

11<sup>th</sup> interviewee: I don't understand as much as reading the whole paragraph but I can complete it because if I read the whole paragraph, I don't have time.

Interviewer: About writing, do you have writing problems?

11<sup>th</sup> interviewee: Yes. Because I cannot choose the appropriate words to use.

Interviewer: Do you have problems about structure or grammar?

11<sup>th</sup> interviewee: When I was in high school, I was good at grammar but here I didn't use it for a long time so maybe.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

11<sup>th</sup> interviewee: I open English-English dictionary.

Interviewer: Anything else? Any other strategies?

11<sup>th</sup> interviewee: I once write a fiction, an English fiction. It's a character from the game that I play and I write the story from the original character. I write the story by myself.

Interviewer: You practice writing by yourself?

11<sup>th</sup> interviewee: It's practicing but I just have some emotion. I just do it, just once.  
(laugh)

Interviewer: That's a way that can help you practice your writing. About speaking, do you have speaking problems?

11<sup>th</sup> interviewee: Yes.

Interviewer: Please explain what your problem is.

11<sup>th</sup> interviewee: (laugh) My voice.

Interviewer: Your voice? You mean intonation or accent?

11<sup>th</sup> interviewee: My voice. Even I speak Thai, they don't understand me, everybody couldn't get a good explanation from me.

Interviewer: Why do you think so?

11<sup>th</sup> interviewee: (laugh) Everybody, my friends tell me that.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

11<sup>th</sup> interviewee: I use body language.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

11<sup>th</sup> interviewee: I will ask him what he understands and what he didn't and I will explain that to him.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

11<sup>th</sup> interviewee: I turn to my friend and ask her to help me.

Interviewer: You mean you will ask your friend sometimes? For some words, some structures or the whole sentence?

11<sup>th</sup> interviewee: Everything. When I couldn't get the right word or have some problems, I will ask my friend and let her to speak for me.

Interviewer: Speak the sentence that you want to the listener?

11<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies?

11<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

11<sup>th</sup> interviewee: You're welcome.

12<sup>th</sup> interviewee (Low-ability student)

Interviewer: Good afternoon.

12<sup>th</sup> interviewee: Good afternoon.

Interviewer: This is the study about compensation strategies. It is the strategies that you use to overcome the limitation of language knowledge. First I would like to ask you about listening. Do you have listening problems?

12<sup>th</sup> interviewee: Yes. Sometimes I can't understand when I listen to the speaker who I am not familiar with his or her accent. Sometimes I don't know the meaning of some words. And I can't understand when the speaker speaks too fast.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

12<sup>th</sup> interviewee: I always ask my friend about the meaning of difficult words and some sentences. Sometimes I ask the teacher. And sometimes I guess by using the context.

Interviewer: How about asking the teacher? If the teacher is not Thai, what do you ask the teacher to do?

12<sup>th</sup> interviewee: I ask him to speak again slowly.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

12<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

12<sup>th</sup> interviewee: I don't know the meaning of some words.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

12<sup>th</sup> interviewee: I open English-Thai dictionary and sometimes guess by using the context clue. Sometimes I guess the meaning of the word by analyzing prefix, suffix, and root.

Interviewer: When you read a passage or textbook or anything in English and you find new words that you do not know the meaning, what do you do?

12<sup>th</sup> interviewee: I open English-Thai dictionary and guess by using the context clue.

Interviewer: Like the question two, when you cannot remember the meaning of some words, right?

12<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use during reading?

12<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

12<sup>th</sup> interviewee: I have problems about grammar and I cannot think of some words that I want to express my idea.

Interviewer: When you are writing an English essay or a report or anything in English and you cannot think of the words you need in English, what do you do?

12<sup>th</sup> interviewee: I always open Thai-English dictionary and ask my friend how to write that word in English. Sometimes I use easier word instead of difficult word that I cannot think of it.

Interviewer: Do you have any other strategies?

12<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

12<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

12<sup>th</sup> interviewee: I don't know how to say some words that I want and I don't know whether I can speak with correct grammar. I'm also worry about my pronunciation.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

12<sup>th</sup> interviewee: I will use easier words by describing about the thing that I want to say to make the listener understand what I want to say. And sometimes I use gesture or body language.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

12<sup>th</sup> interviewee: I will speak again by using simpler sentence and use gesture.

Interviewer: Do you have any other strategies?

12<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

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Interview Date: 13 January 2005      Time: 14.30 – 16.30      Total: 2 hours

Place: SC2-233 Mahidol University, Salaya Campus

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13<sup>th</sup> interviewee (High-ability student)

Interviewer:      This is the study about compensation strategies. It means the strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

13<sup>th</sup> interviewee: Yes. My problem is that I cannot concentrate for the context for a long...long time. It depends on the context that I'm listening to. If it's like the movie, we don't have to concentrate on it, right? But if it's like a documentary, a film, or a lecture, then I have a problem keeping on that. And sometimes it makes me cannot remember what I just listened.

Interviewer:      When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

13<sup>th</sup> interviewee: Well...I think what can we do to help is to listen to more English conversation with several types of accent. Like if the speaker is American or British, he will have a different way of speaking. I think that listening to more English conversation from movie or song will help a lot.

Interviewer:      Do you have any other strategies that you use when you face some problems during listening, when you do not know the meaning of some words?

13<sup>th</sup> interviewee: I probably guess the meaning of the words from the context that I'm listening to and relate the words that I don't know to the context.

Interviewer:      Anything else? Other strategies?

13<sup>th</sup> interviewee: No.

Interviewer:      Next about reading. Do you have reading problems?

13<sup>th</sup> interviewee: Yes. I think I have problems I can't remember what I just read. I have not such a good memory. So if I read something, I cannot remember it exactly. And vocabularies, a lot of time that I read, I don't know the vocabularies. It makes me difficult to understand what I'm reading. And the expressions and idioms too.

Interviewer:      When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

13<sup>th</sup> interviewee: If I have the dictionary with me at that time, I would open the dictionary.

Interviewer: What type of dictionary that you use?

13<sup>th</sup> interviewee: I have a talking dictionary, the one that I use nowadays. And I also have a dictionary which is a big one like the book, English-English of Oxford.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

13<sup>th</sup> interviewee: I have to use the context clue and use knowledge about root, prefix, and suffix.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

13<sup>th</sup> interviewee: Sometimes a word that I don't know is used often in the text. Sometimes I see at first time in the text that I don't know the meaning. We have to keep on reading it. We will see that word more and we probably can guess the meaning. I use that technique.

Interviewer: Next about writing. Do you have writing problems?

13<sup>th</sup> interviewee: Yes, sometimes. The problem is that I can write fluently but I cannot use complex structure. I can really use the sentence which have a simple meaning that it's easy to understand. So when I come to have an assignment of writing, formal dialogue or something like that, I cannot write it.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

13<sup>th</sup> interviewee: I use talking dictionary, Thai-English version. So just type in the Thai word and they will come out the English word that we need.

Interviewer: Except using talking dictionary, do you have any other strategies?

13<sup>th</sup> interviewee: I will not use the difficult word but I will use a sentence which has the meaning of that word.

Interviewer: You mean simpler word or simpler structure?

13<sup>th</sup> interviewee: I mean simpler word.

Interviewer: You mean you use synonym or try to describe the situation?

13<sup>th</sup> interviewee: Both.

Interviewer: Do you have any other strategies that you use when you cannot think of the words you need during writing, except opening dictionary, using simpler word, synonym, and describing?

13<sup>th</sup> interviewee: Sometimes I ask a more experience person.

Interviewer: For example?

13<sup>th</sup> interviewee: Like my friends who know more at that area, for example If I'm writing something about physics, I will ask my friend who know more about physics instead of writing my own words because sometimes it may not be accurate.

Interviewer: You ask your friend only the word that you want or the whole sentence?

13<sup>th</sup> interviewee: It depends on what I'm writing about and depends on what I cannot write.

Interviewer: Other strategies?

13<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

13<sup>th</sup> interviewee: Yes. Speaking...I think it has to come from our thought directly. We don't have time to organize the word into the correct form before we talk because it will make the listener wait for a long long time. So, I think that sometimes I use wrong grammar, wrong vocabularies, wrong tenses, something like that.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

13<sup>th</sup> interviewee: Usually when we are talking to the foreigners, they will see our face and if we cannot think of the word, they probably see our facial expression. So the teacher will know that from our expression.

Interviewer: You mean you use your facial expression to help you express your idea?

13<sup>th</sup> interviewee: Sometimes I say to the teacher "I don't know how to explain it but it's like this.". And then they will say "Oh! This word" and then I will recorrect too.

Interviewer: How do you try to do that so that the teacher can understand what you want to say?

13<sup>th</sup> interviewee: Giving examples.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

13<sup>th</sup> interviewee: I will ask them directly “Do you understand what I want to say?”.

Interviewer: If they say “no.”?

13<sup>th</sup> interviewee: If they say “No.”, I will try to explain by giving examples.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

13<sup>th</sup> interviewee: You mean problems during speaking?

Interviewer: Yes. For example when you cannot think of some words or some correct forms.

13<sup>th</sup> interviewee: I don't know. I think just say the words you want to say, no matter how difficult it is. I think that if I try to communicate with the listener, they would think what I want to tell him. I recommend that If you really want to watch movie and you watch it alone, just follow the dialogue, copy words that the actor and actress say. I think it will help about speaking.

Interviewer: Do you have any other strategies?

13<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

14<sup>th</sup> interviewee (High-ability student)

Interviewer: Hi, how are you?

14<sup>th</sup> interviewee: Fine.

Interviewer: This is the study about strategies use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

14<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

14<sup>th</sup> interviewee: Sometimes the speaker says quite fast. The words he says may be confusing about the content but his tone can really help me guess what the meaning of what he says.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

14<sup>th</sup> interviewee: I try to guess the meaning by myself most of the time.

Interviewer: Guess from what?

14<sup>th</sup> interviewee: From the tone or his voice. If I can't get it, I will ask him to repeat again.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

14<sup>th</sup> interviewee: I have no idea.

Interviewer: Next about reading. Do you have reading problems?

14<sup>th</sup> interviewee: A little bit.

Interviewer: Please explain.

14<sup>th</sup> interviewee: It might be the problem that I've never known the words in the passage before.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

14<sup>th</sup> interviewee: Guess the meaning of those words from the context and look up in the dictionary.

Interviewer: What type of dictionary that you use?

14<sup>th</sup> interviewee: Usually English-Thai dictionary.

Interviewer: How about when you find new words that you do not know the meaning during reading, what do you do?

14<sup>th</sup> interviewee: In the same way.

Interviewer: Open dictionary or guessing from the context?

14<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

14<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

14<sup>th</sup> interviewee: Quite a lot. (laugh)

Interviewer: Please explain what your problems are?

14<sup>th</sup> interviewee: It's my most deficient skill in English and I haven't practiced this skill so much.

Interviewer: Why do you think you have a lot of problems in writing?

14<sup>th</sup> interviewee: I didn't use this writing skill in many ways as reading or listening.

Interviewer: What is your problem? About what, grammar, structure, or vocabularies?

14<sup>th</sup> interviewee: About structure and vocabularies.

Interviewer: When you are writing an English essay or a report or something in English and you cannot think of the words you need in English, what do you do?

14<sup>th</sup> interviewee: Find out the words in the Thai-English dictionary.

Interviewer: Except using Thai-English dictionary, anything else you use? Other strategies you use?

14<sup>th</sup> interviewee: Recall my memory about the vocabularies?

Interviewer: How about when you cannot remember, cannot recall your memory, what do you do except opening the dictionary?

14<sup>th</sup> interviewee: Describing the words I'm trying to say in a different way.

Interviewer: Do you have any other strategies that you use during writing?

14<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

14<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

14<sup>th</sup> interviewee: The same problem as the writing skill.

Interviewer: You mean you have some vocabularies and grammars?

14<sup>th</sup> interviewee: Yes.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

14<sup>th</sup> interviewee: Try to explain the words in a different way.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

14<sup>th</sup> interviewee: Ask them what point they don't understand and try to explain the idea what I want to say in the different way.

Interviewer: Do you have any other strategies that you use?

14<sup>th</sup> interviewee: No idea.

Interviewer: Thank you very much.

15<sup>th</sup> interviewee (Low-ability students)

Interviewer: Hi, how are you?

15<sup>th</sup> interviewee: I'm fine.

Interviewer: This is the study about compensation strategies that you use when you face some problems during writing, speaking, reading and listening in English. First I would like to ask you about listening. Do you have listening problems?

15<sup>th</sup> interviewee: Yes. When the native speaker speaks, I see it's too fast. So, I can't catch the meaning from the speaker.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, maybe because they speak too fast like you said, what do you do to understand or how do you deal with the problem?

15<sup>th</sup> interviewee: I use background knowledge and experience to guess the meaning. Use the speaker's intonation, rhythm, and sound to guess the meaning and notice his facial expression.

Interviewer: Do you have any other strategies that you use during listening?

15<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

15<sup>th</sup> interviewee: Yes. I do not understand some words, some sentences, and some patterns. Maybe I read very slowly.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

15<sup>th</sup> interviewee: I use short note in paper and read again and again.

Interviewer: Short note in paper, what do you mean by that?

15<sup>th</sup> interviewee: When I know some words, I write in paper and read it.

Interviewer: How do you know the meaning of that word, difficult word?

15<sup>th</sup> interviewee: Open some dictionaries or ask my friends.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

15<sup>th</sup> interviewee: I use the context to help guess the meaning of unknown words or use background knowledge.

Interviewer: Background knowledge can help you sometimes?

15<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

15<sup>th</sup> interviewee: Open the dictionary.

Interviewer: What type of dictionary that you use?

15<sup>th</sup> interviewee: Talking dictionary, English-Thai version.

Interviewer: Not English-English?

15<sup>th</sup> interviewee: Seldom.

Interviewer: Next about writing. Do you have writing problems?

15<sup>th</sup> interviewee: Yes. I do not know correct structure or grammar and I do not know correct vocabularies.

Interviewer: When you are writing an English essay or a report or something in English and you cannot think of the words you need in English, what do you do?

15<sup>th</sup> interviewee: I ask someone for words or expressions I don't know and make up new words when I cannot remember or I don't know the correct words.

Interviewer: You ask someone, you mean the teacher or friends?

15<sup>th</sup> interviewee: Always friends.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

15<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

15<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

15<sup>th</sup> interviewee: I'm very embarrassed when speak English and I cannot speak with good accent.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

15<sup>th</sup> interviewee: I always act by using hands.

Interviewer: You use gesture?

15<sup>th</sup> interviewee: Yes.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

15<sup>th</sup> interviewee: I speak again and slow down.

Interviewer: Do you have any other strategies that you use?

15<sup>th</sup> interviewee: I always use acting. (laugh)

Interviewer: Anything else?

15<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

16<sup>th</sup> interviewee (Low-ability student)

Interviewer: Hi, how are you?

16<sup>th</sup> interviewee: I'm fine, thank you.

Interviewer: This is the study about compensation strategies use when you face some problems during writing, reading, listening, or speaking in English. First I would like to ask you about listening. Do you have listening problems?

16<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

16<sup>th</sup> interviewee: My problem is I can't understand the word and I don't know the meaning of vocabularies. Sometimes the speaker speaks so fast. I couldn't understand what he said.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

16<sup>th</sup> interviewee: I will concentrate to listen and ask my friend.

Interviewer: Ask your friend about the meaning?

16<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you cannot understand when you are listening?

16<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

16<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

16<sup>th</sup> interviewee: My problem is I don't know the vocabularies in the text.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

16<sup>th</sup> interviewee: I will skip or pass the word or sometimes I use the context to help guess the meaning or use the knowledge of prefix, suffix and sometimes use the dictionary.

Interviewer: What type of dictionary that you use?

16<sup>th</sup> interviewee: English-Thai.

Interviewer: How about when you find new words that you do not know the meaning when you are reading, what do you do?

16<sup>th</sup> interviewee: I use the context to help guess the meaning or use the knowledge of prefix, suffix.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

16<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

16<sup>th</sup> interviewee: Yes. My problem is I'm not sure about grammar, structure whether I write it correctly. Sometimes I can't remember the vocabularies. I can't translate Thai language to English.

Interviewer: When you are writing an English essay or a report or something in English and you cannot think of the words you need in English, what do you do?

16<sup>th</sup> interviewee: I use the dictionary, Thai-English and sometimes ask the teacher or my friend that she knows.

Interviewer: Ask the teacher or your friend just the word you want or the whole sentence?

16<sup>th</sup> interviewee: Just the word.

Interviewer: Do you have any other strategies that you use when you during writing?

16<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

16<sup>th</sup> interviewee: Yes. My problem is I can't understand what the speaker is speaking and I can't remember the words. Sometimes the speaker speaks so fast that I can't understand. So I can't answer his questions.

Interviewer: You mean you cannot continue the communication because sometimes the speaker speaks so fast?

16<sup>th</sup> interviewee: Yes.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

16<sup>th</sup> interviewee: I will explain what the word is or ask my friend or teacher what the word that I want to say in English is.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

16<sup>th</sup> interviewee: I will repeat that again and use the simpler vocabularies.

Interviewer: You mean using synonym or trying to describe?

16<sup>th</sup> interviewee: Synonym that the listener can understand.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

16<sup>th</sup> interviewee: I will listen to the movie or songs and try to speak with foreigners.

Interviewer: Anything else?

16<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

17<sup>th</sup> interviewee (High-ability student)

Interviewer: Hi, how are you?

17<sup>th</sup> interviewee: Fine, thank you.

Interviewer: This is the study about strategies use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

17<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

17<sup>th</sup> interviewee: Well...when I'm listening, I cannot understand when the speaker speaks too fast, usually for the foreigner, a real foreigner that speaks too fast, and his pronunciation. I pronounce in different way. So when speaks, I cannot get it. And also the vocabularies.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

17<sup>th</sup> interviewee: I ask them to explain it in a simpler way and maybe I ask my friend or somebody. Usually I guess from the context of the sentence or maybe... It depends on the situation.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

17<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

17<sup>th</sup> interviewee: Yes. First of all is about vocabularies because most of the sentence that I cannot get it because of vocabularies, I cannot get the meaning of it. And also the length of the story, if it's too long, I cannot concentrate on it.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

17<sup>th</sup> interviewee: I guess from the context of the sentence and also I skip that word. I read it for the whole picture...whole story. Maybe that word I just know it should be this way.

Interviewer: You mean you guess by the context or you don't think that the word is not important, you skip that word?

17<sup>th</sup> interviewee: Yes. I don't focus on that word. I mean just only that word but I look at the whole picture or the paragraph.

Interviewer: Does it work?

17<sup>th</sup> interviewee: Usually it works.

Interviewer: How about when you find new words that you do not know the meaning when you are reading, what do you do?

17<sup>th</sup> interviewee: Almost the same like I look at the whole picture of it.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

17<sup>th</sup> interviewee: Well...I repeat reading it. Sometimes it's long and hard to understand, I read it several times and I think it's better. I can understand it more.

Interviewer: Next about writing. Do you have writing problems?

17<sup>th</sup> interviewee: Yes. Usually I cannot find the exact word that I want to explain. About sentence in Thai that I want to describe it into English, I don't know how to translate it.

Interviewer: When you are writing an English essay or a report or something in English and you cannot think of the words you need in English, what do you do?

17<sup>th</sup> interviewee: Usually if it's a report, I use a dictionary to get the right meaning of it. If it's not so formal, I ask somebody else. Or I just don't use that word that I don't know but use the simpler word to explain it.

Interviewer: What type of dictionary that you use?

17<sup>th</sup> interviewee: English-English dictionary.

Interviewer: Do you have any other strategies?

17<sup>th</sup> interviewee: I think writing a lot can help your writing better.

Interviewer: Next about speaking. Do you have speaking problems?

17<sup>th</sup> interviewee: Yes. It's hard when you have to speak it suddenly. Somebody...the foreigner asks you and you have to answer it so quickly. I cannot think of the word that I want to say at that moment.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

17<sup>th</sup> interviewee: I try to use other words, simpler words, to explain it rather than use the word that I don't know how to speak.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

17<sup>th</sup> interviewee: I try to explain it again. If they still don't understand it, I use simpler word.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

17<sup>th</sup> interviewee: I ask my friend to help me speak with the foreigner.

Interviewer: Sometimes or usually?

17<sup>th</sup> interviewee: Sometimes if I have a friend with me. (laugh)

Interviewer: Just a part of the sentence or the word or the whole sentence?

17<sup>th</sup> interviewee: All of that. It depends. If they partly don't understand, I will ask my friend the word. If I cannot say the right sentence, I ask my friend to say the whole sentence.

Interviewer: Anything else?

17<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

18<sup>th</sup> interviewee (Low-ability student)

Interviewer: This is the study about compensation strategies that you use when you face some problems during writing, reading, listening, or speaking in English.

First I would like to ask you about listening. Do you have listening problems?

18<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

18<sup>th</sup> interviewee: I cannot understand mostly when I listen to the foreigners because they speak so quickly.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

18<sup>th</sup> interviewee: I sometimes use the context to help guess what the speaker is speaking about. And sometimes I ask the speaker to speak again.

Interviewer: Do you have any other strategies that you use?

18<sup>th</sup> interviewee: Yes. I sometimes ask my friend what the speaker is speaking about.

Interviewer: You mean you ask your friend to translate into Thai?

18<sup>th</sup> interviewee: Yes.

Interviewer: Anything else?

18<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

18<sup>th</sup> interviewee: Yes. I don't know some vocabularies. And sometimes I don't know what the correct grammar is.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

18<sup>th</sup> interviewee: I usually open dictionary. Sometimes I guess from the surrounding sentences and look at punctuation marks, for example comma or bracket or semicolon.

Interviewer: How about when you find new words that you do not know the meaning, what do you do?

18<sup>th</sup> interviewee: Like I mentioned above.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

18<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

18<sup>th</sup> interviewee: Yes. I don't know how to write some words that I want and I don't know how to write with correct grammar or sentence structure.

Interviewer: When you are writing an English essay or a report or something in English and you cannot think of the words you need in English, what do you do?

18<sup>th</sup> interviewee: I try to use another word that has similar meaning as the word that I want to write.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

18<sup>th</sup> interviewee: Yes. I always look up the words that I want to write from the dictionary

Interviewer: What type of dictionary that you use?

18<sup>th</sup> interviewee: Thai-English dictionary.

Interviewer: Anything else?

18<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

18<sup>th</sup> interviewee: Yes. I cannot think of the word I need to say and I cannot order the words in the correct way or correct grammar.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

18<sup>th</sup> interviewee: I try to describe what I want to say. And I also use my hands and body language.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

18<sup>th</sup> interviewee: I try to describe again by changing some words.

Interviewer: Like using simpler sentence or simpler words?

18<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

18<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

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Interview Date: 18 January 2005      Time: 10.30 – 12.30      Total: 2 hours

Place: SC2-239 Mahidol University, Salaya Campus

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19<sup>th</sup> interviewee (Low-ability student)

Interviewer:      Good morning. This is the study about compensation strategies use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

19<sup>th</sup> interviewee: Yes. Sometimes the speaker speaks very fast and I can't understand it.

Interviewer:      When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

19<sup>th</sup> interviewee: I will ask her to speak again and more slowly.

Interviewer:      Do you have any other strategies that you use when you face some problems during listening?

19<sup>th</sup> interviewee: I will concentrate on it.

Interviewer:      Anything else?

19<sup>th</sup> interviewee: No.

Interviewer:      Next about reading. Do you have reading problems?

19<sup>th</sup> interviewee: Yes. Sometimes I don't vocabularies. Although I know vocabularies, but when it's difficult, I can't understand it.

Interviewer:      When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

19<sup>th</sup> interviewee: I will try to read it again or write the vocabularies.

Interviewer:      Write the vocabularies in the paper? And what do you do next?

19<sup>th</sup> interviewee: I try to remember.

Interviewer:      If you list the vocabularies in the paper, how can you know the meaning of those words?

19<sup>th</sup> interviewee: I consult dictionary.

Interviewer:      How about when you find new words that you do not know the meaning, what do you do?

19<sup>th</sup> interviewee: Consult dictionary.

Interviewer:      What type of dictionary that you use?

19<sup>th</sup> interviewee: English-Thai.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

19<sup>th</sup> interviewee: Maybe I will pass the vocabulary that I don't know and I use the context to help guess the meaning.

Interviewer: Do you have any other strategies?

19<sup>th</sup> interviewee: I try to remember more vocabularies.

Interviewer: Next about writing. Do you have writing problems?

19<sup>th</sup> interviewee: I can't spell vocabularies probably.

Interviewer: When you are writing an English essay or a report or something in English and you cannot think of the words you need in English, what do you do?

19<sup>th</sup> interviewee: Consult dictionary or use the words that I know.

Interviewer: You mean that you use the words that you know instead of the words that you don't know, right?

19<sup>th</sup> interviewee: Yes.

Interviewer: What type of dictionary that you use?

19<sup>th</sup> interviewee: English-Thai.

Interviewer: When you are writing, you use English-Thai dictionary?

19<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

19<sup>th</sup> interviewee: Try to remember the structure and vocabularies.

Interviewer: Anything else?

19<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

19<sup>th</sup> interviewee: Yes. Some words I can't pronounce it correctly.

Interviewer: Any other problems?

19<sup>th</sup> interviewee: No.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

19<sup>th</sup> interviewee: Speak other words that I know.

Interviewer: You mean the synonym?

19<sup>th</sup> interviewee: Yes.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

19<sup>th</sup> interviewee: Try it again and use the gesture.

Interviewer: Do you have any other strategies that you use?

19<sup>th</sup> interviewee: I use the gesture and write the sentence.

Interviewer: Write the sentence in the paper to show it?

19<sup>th</sup> interviewee: Yes.

Interviewer: Anything else?

19<sup>th</sup> interviewee: Draw a picture. (laugh)

Interviewer: Anything else?

19<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

20<sup>th</sup> interviewee (Low-ability student)

Interviewer: Good morning. This is the study about compensation strategies. I mean the strategies that you use when you face some problems during listening, reading, writing, and speaking in English. First I would like to ask you about listening. Do you have listening problems?

20<sup>th</sup> interviewee: Yes. When they are speaking too fast.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

20<sup>th</sup> interviewee: I ask them to speak again.

Interviewer: Do you have any other strategies that you use?

20<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

20<sup>th</sup> interviewee: Yes. There are some words that I don't know.

Interviewer: You mean you don't know the meaning of some words?

20<sup>th</sup> interviewee: Yes.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

20<sup>th</sup> interviewee: I use the context clue and guess the meaning.

Interviewer: How about when you find new words that you do not know the meaning, what do you do?

20<sup>th</sup> interviewee: I use the context to guess the meaning too. If they are the words that I really don't know, I open the dictionary.

Interviewer: What type of dictionary that you use? English-Thai or English-English?

20<sup>th</sup> interviewee: Both of them.

Interviewer: Do you have any other strategies that you use during reading?

20<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

20<sup>th</sup> interviewee: Yes. I don't know correct grammar and vocabularies.

Interviewer: When you are writing an English essay or a report or something in English and you cannot think of the words you need in English, what do you do?

20<sup>th</sup> interviewee: Open the dictionary.

Interviewer: Thai-English or English-English?

20<sup>th</sup> interviewee: Only Thai-English.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

20<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

20<sup>th</sup> interviewee: Yes. Sometimes my accent is wrong.

Interviewer: Do you have any other speaking problems?

20<sup>th</sup> interviewee: No.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

20<sup>th</sup> interviewee: I will act like what I want to say.

Interviewer: You mean you use your hands, your body language?

20<sup>th</sup> interviewee: Yes.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

20<sup>th</sup> interviewee: Acting too what I want to say. Sometimes my accent is wrong, when I use acting, they can understand.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

20<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

21<sup>st</sup> interviewee (High-ability student)

Interviewer: Good morning. This is the study about compensation strategies that you use to overcome the limitation of language knowledge. First I would like to ask you about listening. Do you have listening problems?

21<sup>st</sup> interviewee: Yes. Sometimes I couldn't hear what the speaker says clearly. So, I have to guess the meaning from his sound or his intonation. When I hear the words that I don't understand, I will the meaning from his voice.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

21<sup>st</sup> interviewee: I will ask the teacher if he could speak again. If I still don't understand, I will ask him to explain the meaning of that word.

Interviewer: Next about reading. Do you have reading problems?

21<sup>st</sup> interviewee: Yes. I usually find difficult words in the magazine or newspaper that I don't understand.

Interviewer: When you read anything in English, for example magazines or textbooks and you cannot remember the meaning of some words, what do you do?

21<sup>st</sup> interviewee: I will try to guess the meaning from the context clue around the words.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

21<sup>st</sup> interviewee: I guess the meaning from part of speech and prefix, suffix.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

21<sup>st</sup> interviewee: I will use my background knowledge.

Interviewer: Does it work?

21<sup>st</sup> interviewee: Yes.

Interviewer: Any other strategies?

21<sup>st</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

21<sup>st</sup> interviewee: Yes. When I have to write an essay or document, I have not information. Sometimes I can't think of suitable words to write. And sometimes I'm not sure about grammar.

Interviewer: When you are writing an English essay or a report in English and you cannot think of the words you need in English or you are not sure about grammar, what do you do?

21<sup>st</sup> interviewee: First I will ask my friend who are good at English. If he doesn't know, I will consult the dictionary.

Interviewer: What type of dictionary that you always use?

21<sup>st</sup> interviewee: Thai-English.

Interviewer: How about English-English, you don't use it?

21<sup>st</sup> interviewee: Almost not.

Interviewer: Do you have any other strategies that you use?

21<sup>st</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

21<sup>st</sup> interviewee: Yes. Sometimes I don't have information and I don't know some vocabularies about that topic.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

21<sup>st</sup> interviewee: I will use simpler sentence instead of difficult sentence

Interviewer: Anything else that you use?

21<sup>st</sup> interviewee: Sometimes I use easy vocabularies and my acting.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

21<sup>st</sup> interviewee: I will use my acting and my facial expression.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

21<sup>st</sup> interviewee: No.

Interviewer: Thank you very much.

22<sup>nd</sup> interviewee (High-ability student)

Interviewer: This is the study about compensation strategies that you use to overcome the limitation of language knowledge. Do you have listening problems?

22<sup>nd</sup> interviewee: Yes. Sometimes I can't understand some words. Although I try to remember vocabularies, I can't hear some words clearly because the pronunciation of each person is different.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, maybe because of difficult words or his or her pronunciation, what do you do to understand or how do you deal with the problem?

22<sup>nd</sup> interviewee: First I will try to understand myself but if I still don't understand, I will notice his face or ask him to explain that word.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

22<sup>nd</sup> interviewee: Today I listen to the radio that reports in English everyday.

Interviewer: Other strategies?

22<sup>nd</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

22<sup>nd</sup> interviewee: Yes. Just like many people. The main problem is about vocabularies because there are too many vocabularies and they are hard to understand.

Interviewer: When you read anything in English, for example magazines or textbooks and you cannot remember the meaning of some words, what do you do?

22<sup>nd</sup> interviewee: Many times I pass that word that it's not necessary. If it's necessary, I will try to find the meaning. After that, I will use the dictionary.

Interviewer: How do you try to find the meaning of that word?

22<sup>nd</sup> interviewee: Sometimes I use the context clue around them.

Interviewer: How about when you find new words in a passage or textbook that you do not know the meaning, what do you do?

22<sup>nd</sup> interviewee: I use the context clue around them to help guess the meaning. Many times I found that it was wrong. I know that I must practice more often. Sometimes reading a text, it must take a lot of time to read it clearly and to repeat reading to find the meaning.

Interviewer: So you always use the context clue when you find new words, right?

22<sup>nd</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

22<sup>nd</sup> interviewee: I will write the words that I don't know to my vocabulary book and read it more often to remember.

Interviewer: You mean you review the meaning of vocabularies by yourself?

22<sup>nd</sup> interviewee: Yes.

Interviewer: Next about writing. Do you have writing problems?

22<sup>nd</sup> interviewee: Yes. There're a lot of problems. The problem is finding the English words and finding the information for what...who writes about. And the last is how to simplify the sentence because Thai sentence structure and English sentence structure are different.

Interviewer: When you are writing an English essay or a report in English and you cannot think of the words you need in English, what do you do?

22<sup>nd</sup> interviewee: First I will ask my friend that is good at English. Last I will use the dictionary or talking dictionary to find the words. Some words in Thai and English will use in the different situation. So I think I will practice more.

Interviewer: What type of dictionary or which version of talking dictionary that you always use? Thai-English or English-English?

22<sup>nd</sup> interviewee: I always use Thai-English to find the easy words. And then if it's hard to find in Thai-English dictionary, I will use English-English dictionary, just like Campbell that my friend suggests.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

22<sup>nd</sup> interviewee: It's hard to write English essay or report in English but I will try to practice more.

Interviewer: Next about speaking. Do you have speaking problems?

22<sup>nd</sup> interviewee: Yes. That's a big problem because in Thailand, the people speak Thai everyday. So when I find the foreigner, it's hard to speak and to start the conversation with them.

Interviewer: What is the big problem that you think it makes you hard to communicate in English?

22<sup>nd</sup> interviewee: Because in everyday life we talk to Thai people, not English people.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

22<sup>nd</sup> interviewee: I will use the gesture and try to describe the word in the simpler sentence. That is hard.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

22<sup>nd</sup> interviewee: I will use another sentence or the simpler one and use the gesture.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

22<sup>nd</sup> interviewee: Just like listening. I will listen to the radio, report or the song and try to pronounce and speak like them. And today I will try to speak with the foreigner more often.

Interviewer: Any other strategies?

22<sup>nd</sup> interviewee: That's all.

Interviewer: Thank you very much.

23<sup>rd</sup> interviewee (High-ability student)

Interviewer: Do you have listening problems?

23<sup>rd</sup> interviewee: Yes. I think the story that I listen to, the speaker speaks too fast. So I can't hear some words clearly. And some words that I hear, I don't know the meaning.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

23<sup>rd</sup> interviewee: I ask my friend to explain what the teacher said if he doesn't know, I will ask the teacher.

Interviewer: You mean you ask your friend to translate into Thai?

23<sup>rd</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

23<sup>rd</sup> interviewee: I try to concentrate what I'm listening to.

Interviewer: Next about reading. Do you have reading problems?

23<sup>rd</sup> interviewee: Yes. But I think it's less problems than listening. The problem is about word meaning.

Interviewer: You mean the meaning of some words?

23<sup>rd</sup> interviewee: Yes.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

23<sup>rd</sup> interviewee: I will guess the meaning from the context, from prefix, suffix, and root, and use knowledge about the grammar to guess the meaning.

Interviewer: How about when you find new words in a passage or textbook that you do not know the meaning, what do you do?

23<sup>rd</sup> interviewee: I guess the meaning of the words or find the meaning in that book if it's a textbook.

Interviewer: How do you guess the meaning of that word, the new word?

23<sup>rd</sup> interviewee: Use the context clue.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

23<sup>rd</sup> interviewee: I think using dictionary and guessing the meaning are all of my techniques.

Interviewer: What type of dictionary that you always use? English-Thai or English-English?

23<sup>rd</sup> interviewee: Usually English-Thai.

Interviewer: Next about writing. Do you have writing problems?

23<sup>rd</sup> interviewee: Yes. I can't change some sentences that I think in Thai into correct sentences in English. The problems are usually I don't know the grammar and the meaning of the words.

Interviewer: You mean you don't know some vocabularies?

23<sup>rd</sup> interviewee: Yes.

Interviewer: When you are writing an English essay or a report in English and you cannot think of the words you need in English, what do you do?

23<sup>rd</sup> interviewee: Using dictionary, Thai-English.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

23<sup>rd</sup> interviewee: I write my essay until finish and send it to the others who are good at English to check it.

Interviewer: Anything else?

23<sup>rd</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

23<sup>rd</sup> interviewee: Yes. It's about pronunciation and changing the sentence from Thai to English.

Interviewer: What is the big problem that you think it makes you not be able to change the sentence from Thai to English? Structures or vocabularies?

23<sup>rd</sup> interviewee: Both. I think I'm less practice in English, not use it frequently.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

23<sup>rd</sup> interviewee: I try to explain by using my background knowledge to tell them or use easier words.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

23<sup>rd</sup> interviewee: I will ask for help from my friend.

Interviewer: You ask for help from your friend to speak to the listener?

23<sup>rd</sup> interviewee: Yes. (laugh)

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

23<sup>rd</sup> interviewee: I think using it frequently can help.

Interviewer: Anything else?

23<sup>rd</sup> interviewee: No.

Interviewer: Thank you very much.

24<sup>th</sup> interviewee (Low-ability student)

Interviewer: Do you have listening problems?

24<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

24<sup>th</sup> interviewee: I don't understand when I'm listening to someone who is speaking quickly. And I don't know the meaning of some words.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, maybe because they are speaking too fast or you don't know the meaning of some words, what do you do to understand or how do you deal with the problem?

24<sup>th</sup> interviewee: I ask my classmate. And sometimes my classmate doesn't know, I will ask the teacher.

Interviewer: If the teacher is a foreigner, what do you ask him?

24<sup>th</sup> interviewee: I ask him to describe about some words that I don't know.

Interviewer: You can understand?

24<sup>th</sup> interviewee: For some easy words, I can understand.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

24<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

24<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

24<sup>th</sup> interviewee: I don't know the meaning of some words when I read.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

24<sup>th</sup> interviewee: I will find the meaning of the words from the dictionary, English-Thai dictionary.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

24<sup>th</sup> interviewee: I find in the dictionary. Sometimes I guess from the words around them.

Interviewer: What type of dictionary that you always use? English-Thai or English-English?

24<sup>th</sup> interviewee: Two.

Interviewer: Both of them?

24<sup>th</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

24<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

24<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

24<sup>th</sup> interviewee: I don't know about the structure or grammar in the sentence that I will write. And I don't know the words I need to write in English.

Interviewer: When you are writing an English essay or a report or anything in English and you cannot think of the words you need in English, what do you do?

24<sup>th</sup> interviewee: I will use Thai-English dictionary.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

24<sup>th</sup> interviewee: I will remember some structures or some sentences and I will use it to apply when another structure is similar.

Interviewer: Anything else?

24<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

24<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

24<sup>th</sup> interviewee: I don't know what I want to speak and I don't know how to pronounce it.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

24<sup>th</sup> interviewee: I use similar words or easy words to describe about the words that I don't know.

Interviewer: You mean you try to describe the situation or the character?

24<sup>th</sup> interviewee: Yes.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

24<sup>th</sup> interviewee: I will speak again and sometimes I use body language to describe.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

24<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

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Interview Date: 18 January 2005      Time: 14.00 – 16.00      Total: 2 hours

Place: Pukkavet 3, Adulyadejhvigrom Building, Siriraj Hospital

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25<sup>th</sup> interviewee (High-ability student)

Interviewer: Good afternoon.

25<sup>th</sup> interviewee: Good afternoon.

Interviewer: This is the study about compensation strategies. They are the strategies that you use when you face some problems during you are communicating in English. First I would like to ask you about listening. Do you have listening problems?

25<sup>th</sup> interviewee: It's quite a little bit.

Interviewer: Please explain what your problem is.

25<sup>th</sup> interviewee: When the speaker speaks too fast, I cannot understand what they said.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, maybe because they speak too fast like you said, what do you do to understand or how do you deal with the problem?

25<sup>th</sup> interviewee: I tell them to speak more slowly and I try to tell them "Can you explain me more slowly and more clearly?".

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

25<sup>th</sup> interviewee: Yes. Such as my facial expression or gesture, I will show them that I can't understand what they said.

Interviewer: Anything else?

25<sup>th</sup> interviewee: Sometimes I can't understand about the grammar, I try to watch their facial expression or gesture. It helps me a lot.

Interviewer: Next about reading. Do you have reading problems?

25<sup>th</sup> interviewee: Yes, but less than other skills.

Interviewer: What is your problem?

25<sup>th</sup> interviewee: About grammar and vocabularies. Grammar is more often.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

25<sup>th</sup> interviewee: I see the context but if that word is not important, I will not try to find the meaning of that word.

Interviewer: How about when you find new words in a passage or textbook that you do not know the meaning, what do you do?

25<sup>th</sup> interviewee: I see the context.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

25<sup>th</sup> interviewee: I will see the part of speech of the word if it is a noun. If I know that it's a noun, I read the whole sentence and I can understand. Except for that word I don't know, I will skip that word.

Interviewer: Do you have any other strategies?

25<sup>th</sup> interviewee: Yes. I will see the title and the whole story because sometimes the title shows me what the story is about.

Interviewer: Anything else?

25<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

25<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

25<sup>th</sup> interviewee: Mostly it's about the grammar. If I don't know the vocabularies, I will not use them and I will try to use easier words.

Interviewer: Do you have any other strategies that you use when you cannot think of the words you need in English when you are writing an essay or anything in English?

25<sup>th</sup> interviewee: I will try to use easier words and easier grammar.

Interviewer: Anything else about writing?

25<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

25<sup>th</sup> interviewee: Yes. Speaking English is the most difficult for me because when I speak, I cannot think so quickly enough.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

25<sup>th</sup> interviewee: I will use something and I will show my gesture when I don't know that word. And try to tell them that I want to explain to this word but I don't know.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

25<sup>th</sup> interviewee: I will use my facial expression and gesture.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking, when you cannot think of some words or when you cannot make the listener understand what you want to say?

25<sup>th</sup> interviewee: Maybe I think I can draw a picture when I'm speaking in the real situation.

Interviewer: Did you try to draw a picture?

25<sup>th</sup> interviewee: Yes.

Interviewer: Does it work?

25<sup>th</sup> interviewee: Sometimes it works.

Interviewer: Anything else?

25<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

26<sup>th</sup> interviewee (high-ability student)

Interviewer: Good afternoon. This is the study about compensation strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

26<sup>th</sup> interviewee: Yes, I have. When the speaker speaks so fast, I can't understand him.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, maybe because they speak too fast, right, what do you do to understand or how do you deal with the problem?

26<sup>th</sup> interviewee: Talk to him and ask him to speak again.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

26<sup>th</sup> interviewee: Use his facial expression when I don't understand.

Interviewer: Next about reading. Do you have reading problems?

26<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

26<sup>th</sup> interviewee: When I meet the new words and the vocabulary that is ancient.

Interviewer: Because it is the difficult word that you don't know the meaning?

26<sup>th</sup> interviewee: Yes.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

26<sup>th</sup> interviewee: I use the context clue, the surrounding words, and sometimes use dictionary.

Interviewer: What type of dictionary that you use?

26<sup>th</sup> interviewee: English-Thai.

Interviewer: How about when you find new words in a passage or textbook that you do not know the meaning, what do you do?

26<sup>th</sup> interviewee: Skip.

Interviewer: Skip that word?

26<sup>th</sup> interviewee: Yes. (laugh)

Interviewer: Anything else?

26<sup>th</sup> interviewee: Sometimes I read it again.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

26<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

26<sup>th</sup> interviewee: Yes. I have a problem about grammar.

Interviewer: Do you have other problems, except about grammar?

26<sup>th</sup> interviewee: Grammar and vocabularies too. I don't know how to explain anything I want to write.

Interviewer: When you are writing an English essay or a report in English and you cannot think of the words you need in English, what do you do?

26<sup>th</sup> interviewee: Use a simpler word or synonym.

Interviewer: What do you do when you cannot think of the synonym or similar word?

26<sup>th</sup> interviewee: Try to describe.

Interviewer: Do you have any other strategies that you use when you face some problems during writing, when you cannot think of some vocabularies?

26<sup>th</sup> interviewee: Ask the person who knows.

Interviewer: Who do you always ask?

26<sup>th</sup> interviewee: My sister and brother.

Interviewer: How about when you are in your class, if you are writing in your class, ask your friend?

26<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

26<sup>th</sup> interviewee: Yes. About the pronunciation and stress.

Interviewer: Any other problems?

26<sup>th</sup> interviewee: I cannot think of some vocabularies.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

26<sup>th</sup> interviewee: I use my facial expression and my gesture.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

26<sup>th</sup> interviewee: Use my gesture.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking, when you cannot think of the words you need?

26<sup>th</sup> interviewee: Tell him to ask the others.

Interviewer: Tell the listener to ask the others?

26<sup>th</sup> interviewee: Yes. (laugh)

Interviewer: Do you have any other strategies that you use when you are speaking?

26<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

27<sup>th</sup> interviewee (Low-ability student)

Interviewer: Good afternoon. This is the study about compensation strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

27<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

27<sup>th</sup> interviewee: I don't know the meaning of some difficult words.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, maybe because they speak too fast or you don't know the meaning of some words, what do you do to understand or how do you deal with the problem?

27<sup>th</sup> interviewee: I will ask my friend and use dictionary.

Interviewer: What type of dictionary that you use?

27<sup>th</sup> interviewee: Talking dictionary.

Interviewer: Which version? English-Thai or English-English?

27<sup>th</sup> interviewee: English-Thai.

Interviewer: Do you have any other strategies that you use when you cannot understand what the speaker is speaking?

27<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

27<sup>th</sup> interviewee: Yes. I read very slowly and I don't know the meaning of vocabularies.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

27<sup>th</sup> interviewee: Use talking dictionary. (laugh).

Interviewer: English-Thai version?

27<sup>th</sup> interviewee: Yes.

Interviewer: How about when you find new words in a passage or textbook that you do not know the meaning, what do you do?

27<sup>th</sup> interviewee: Use talking dictionary.

Interviewer: Do you have any other strategies that you use when you face some problems during reading, except using dictionary?

27<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

27<sup>th</sup> interviewee: Yes. I think I'm not sure in grammar and I can't think of the words to write.

Interviewer: When you are writing an English essay or a report in English and you cannot think of the words you need in English, what do you do?

27<sup>th</sup> interviewee: Ask my friend or use dictionary, Thai-English.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

27<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

27<sup>th</sup> interviewee: Yes. I'm not sure in grammar and I don't know what word to speak. (laugh)

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

27<sup>th</sup> interviewee: Draw in paper, write the picture, or use hands. (laugh)

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

27<sup>th</sup> interviewee: Use hands.

Interviewer: Do you have any other strategies, except using your hands?

27<sup>th</sup> interviewee: Ask my friend.

Interviewer: Ask your friend to do what?

27<sup>th</sup> interviewee: Ask my friend to help me speak to the listener.

Interviewer: Anything else?

27<sup>th</sup> interviewee: Go ahead and say "Sorry.". (laugh)

Interviewer: Thank you very much.

28<sup>th</sup> interviewee (Low-ability student)

Interviewer: Do you have listening problems?

28<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

28<sup>th</sup> interviewee: When I hear some words that have similar sounds, I don't what word the speaker is speaking.

Interviewer: Any other problems?

28<sup>th</sup> interviewee: No.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, maybe because they are similar sounds, the speaker speaks too fast or difficult vocabularies, what do you do to understand or how do you deal with the problem?

28<sup>th</sup> interviewee: Sometimes I ask my friend.

Interviewer: You ask your friend to translate into Thai?

28<sup>th</sup> interviewee: Yes. Or sometimes ask the teacher “what does it mean?”. The teacher will explain.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

28<sup>th</sup> interviewee: I try to listen to English everyday.

Interviewer: Next about reading. Do you have reading problems?

28<sup>th</sup> interviewee: Yes. I don't know the meaning of some words.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

28<sup>th</sup> interviewee: Ask my friend or use dictionary.

Interviewer: What type of dictionary that you use?

28<sup>th</sup> interviewee: English-Thai.

Interviewer: How about when you find new words in a passage or textbook that you do not know the meaning, what do you do?

28<sup>th</sup> interviewee: The same.

Interviewer: Do you have any other strategies that you use when you face some problems during reading, except using dictionary or asking your friend?

28<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

28<sup>th</sup> interviewee: Yes. I cannot spell some words correctly.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

28<sup>th</sup> interviewee: Ask friends and open the book?

Interviewer: Do you use the dictionary to help you when you are writing?

28<sup>th</sup> interviewee: Sometimes I use dictionary, Thai-English.

Interviewer: Next about speaking. Do you have speaking problems?

28<sup>th</sup> interviewee: Yes. Sometimes I have the problem about similar sounds that I cannot pronounce clearly.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

28<sup>th</sup> interviewee: Ask friends.

Interviewer: Ask your friends to do what?

28<sup>th</sup> interviewee: Ask friends how to say the words that I want in English.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

28<sup>th</sup> interviewee: Sometimes I write the sentence in the paper.

Interviewer: How about when you write the sentence in the paper but the listener still cannot understand, what do you do?

28<sup>th</sup> interviewee: Using talking dictionary. Sometimes I draw a picture.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking, when you cannot think of the words that you want to say?

28<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

29<sup>th</sup> interviewee (High-ability student)

Interviewer: Do you have listening problems?

29<sup>th</sup> interviewee: Sometimes.

Interviewer: Please explain.

29<sup>th</sup> interviewee: Well! Sometimes the speakers speak too fast and I can't get the words.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

29<sup>th</sup> interviewee: If he speaks so fast, I will ask him to slow down. Normally, I have no problems about vocabularies.

Interviewer: How about when you hear some difficult words that you do not know the meaning?

29<sup>th</sup> interviewee: Well! I ask him to explain.

Interviewer: Next about reading. Do you have reading problems?

29<sup>th</sup> interviewee: When I see difficult words, I just skip them. I just like...guess from the context.

Interviewer: How about when you find new words in a passage or textbook that you do not know the meaning, what do you do?

29<sup>th</sup> interviewee: Well! I ask my friends, my father or my mother. If they don't know, I open the dictionary.

Interviewer: What type of dictionary that you always use?

29<sup>th</sup> interviewee: English-English.

Interviewer: Do you have any other strategies that you use when you face some problems during reading, when you find some difficult words?

29<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

29<sup>th</sup> interviewee: Well! Sometimes I can't think of the words to express my idea.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

29<sup>th</sup> interviewee: Well! I try to think of other words that have the same meaning or nearly the same. If I can't think of it, I will ask somebody else. If they don't know too, I just find another word or find another way to write the sentence not using that word.

Interviewer: What way that you always use?

29<sup>th</sup> interviewee: Well! I just like...rewrite the sentence and make it easier. So I don't need to use difficult words.

Interviewer: You said that sometimes you ask some people, right? Ask the teacher or ask your classmates?

29<sup>th</sup> interviewee: Well! If I'm writing in the class, I ask the teacher. If I'm writing at home or at my dormitory, I ask my friends or roommates.

Interviewer: Do you have any other strategies that you use when you face some problems during writing, when you cannot think of some words that you want to write?

29<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

29<sup>th</sup> interviewee: Well! Like Um...I don't know...when I speak, sometimes I don't think of the words that I want. I try to explain what I want to say.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

29<sup>th</sup> interviewee: I try to explain. Try to use some other words so that they can understand.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

29<sup>th</sup> interviewee: First I will ask him what part he doesn't understand. Then I just explain again simpler.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking, for example when you cannot think of the words you need or you are not sure about correct grammar or structure?

29<sup>th</sup> interviewee: Well! When I'm speaking, I never follow my grammar. I don't know what is right. If I spoke with the wrong grammar, I wouldn't know.

Interviewer: Do you have any other strategies that you use during speaking?

29<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

30<sup>th</sup> interviewee (Low-ability student)

Interviewer: Do you have listening problems?

30<sup>th</sup> interviewee: Sometimes.

Interviewer: Please explain.

30<sup>th</sup> interviewee: Sometimes I don't understand. I guess and think of the picture in my mind.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

30<sup>th</sup> interviewee: I ask my friend to translate into Thai.

Interviewer: Do you have any other strategies that you use when you cannot understand what the speaker is speaking?

30<sup>th</sup> interviewee: I try to practice myself.

Interviewer: Next about reading. Do you have reading problems?

30<sup>th</sup> interviewee: I think reading for me is the best skill.

Interviewer: What is the problem of reading that you think you have?

30<sup>th</sup> interviewee: About the meaning of some words.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

30<sup>th</sup> interviewee: I skip those words and guess by using the context clue.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

30<sup>th</sup> interviewee: Use talking dictionary.

Interviewer: Which version? English-English or English-Thai?

30<sup>th</sup> interviewee: I use English-Thai version.

Interviewer: Do you have any other strategies that you use when you face some problems during reading, for example when you don't know the meaning of some words?

30<sup>th</sup> interviewee: Sometimes I use my background knowledge.

Interviewer: Next about writing. Do you have writing problems?

30<sup>th</sup> interviewee: Yes.

Interviewer: Please explain what your problem is.

30<sup>th</sup> interviewee: I don't know the meaning of some words. And when I write, I don't know how to write some words.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

30<sup>th</sup> interviewee: Open talking dictionary and ask my friends.

Interviewer: Do you have any other strategies?

30<sup>th</sup> interviewee: Use my background knowledge to write.

Interviewer: Next about speaking. Do you have speaking problems?

30<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

30<sup>th</sup> interviewee: I don't know how to say some words in English. I cannot think of them sometimes when I'm speaking.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

30<sup>th</sup> interviewee: Think of the sentence that I want to speak in Thai first and then translate it into English.

Interviewer: How about when you cannot think of the words you need to say in English, what do you do?

30<sup>th</sup> interviewee: I use the synonym or simpler words or acting.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

30<sup>th</sup> interviewee: I act by pointing or using my hands.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

30<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

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Interview Date: 21 January 2005      Time: 14.00 – 16.00      Total: 2 hours

Place: Pukkavet 3, Adulyadejhvigrom Building, Siriraj Hospital

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31<sup>st</sup> interviewee (High-ability student)

Interviewer: Good afternoon. This is the study about compensation strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

31<sup>st</sup> interviewee: I always have the problem when I listen to the native speakers, about their use of slang and idiom. I think I know a little about it. When they use the slang or idiom I always can't know what they want to show them to me.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

31<sup>st</sup> interviewee: About English teacher, they always use formal language. So I have a very little problem when I listen to him in the class. But sometimes when I face the problem, I always ask my friend what he said.

Interviewer: You ask your friend to translate into Thai?

31<sup>st</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

31<sup>st</sup> interviewee: In the circumstance of the native speakers who are not teachers, when I have a conversation with my European friend, I always use the word “Pardon.” to let him say again. And he always knows that he use the sentence that is too hard for me. So he will simplify it and I can get the meaning.

Interviewer: Next about reading. Do you have reading problems?

31<sup>st</sup> interviewee: I think reading is my best skill. So, I have a little problem about reading. The only reading problem that I always have is when I read the textbook or a very formal language, they always use the complex sentence. So I have to read repeatedly. So I have to analyze what is the main sentence, what is the clause, what is the if clause. So I repeat it many times.

Interviewer: You mean that you analyze it by using your knowledge about the sentence structure or the part of speech?

31<sup>st</sup> interviewee: Yes. I mean that.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

31<sup>st</sup> interviewee: Because of my laziness, I don't use the dictionary. I always guess the meaning by its prefix, suffix, its part of speech and its root word.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

31<sup>st</sup> interviewee: The same, I always use prefix, suffix.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

31<sup>st</sup> interviewee: If the word is very important to understand, sometimes I use the dictionary.

Interviewer: What type of dictionary that you use?

31<sup>st</sup> interviewee: English-English.

Interviewer: Next about writing. Do you have writing problems?

31<sup>st</sup> interviewee: My writing skill is very poor. When I have to write a short essay, a short passage, half a paper or one paper, I always use...at least I think two hours to write. Because when I write first time, my vocabularies and my grammar are very simple. I think if I want my essay to be more formally, I must revise it many times because there are a lot of mistakes to correct.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

31<sup>st</sup> interviewee: I think the simple vocabulary, I can think of it. But when I revise, I have a synonym group of word. So I will use the more formal instead of the simple one.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

31<sup>st</sup> interviewee: I may consult my teacher at my old school because I'm close to him. So when I have an English essay to be a homework, I may send my essay to him and let him correct my essay before I send to my English teacher.

Interviewer: Next about speaking. Do you have speaking problems?

31<sup>st</sup> interviewee: I think I speak not very well because I can't speak fluently. I must think many times. I may repeat my sentence because my older sentence is wrong or I misuse about vocabularies.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

31<sup>st</sup> interviewee: I explain the word that I want, for example if I can't think of the word 'flower', I may describe 'a thing that grows on the floor and has a sweet smell and the butterfly always flies to it'. He will think of the vocabulary.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

31<sup>st</sup> interviewee: My foreigner friend always said that Thai people...when Thai people say, although they can't speak fluently, it's easy to understand what Thai people want to say. So I have this problem very little. But when I face it, I may ask my friend that if he understands what I say. So if he answers that he doesn't understand me, I will speak it again with the simpler sentence.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

31<sup>st</sup> interviewee: No.

Interviewer: Thank you very much.

32<sup>nd</sup> interviewee (Low-ability student)

Interviewer: Good afternoon. This is the study about compensation strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

32<sup>nd</sup> interviewee: Yes. I am so excited and worry about using English when I meet a foreigner. I don't know many vocabularies and I'm not sure about grammar. When I speak, I don't know how to order words into the correct pattern.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

32<sup>nd</sup> interviewee: I try to listen to other sentences or surrounding words. Sometimes this method can make me understand what the speaker wants to say. Sometimes I notice the speaker's facial expression and gesture to help guess what he is speaking about.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

32<sup>nd</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

32<sup>nd</sup> interviewee: Yes. I don't know the meaning of some vocabularies. It's the main problem for me.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

32<sup>nd</sup> interviewee: I try to guess the meaning from the context clue. I also guess by using knowledge about prefix, suffix, and root. And I use the knowledge that I have in the past time.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

32<sup>nd</sup> interviewee: Sometimes I use English-English dictionary to find the meaning of difficult words. But if I don't have enough time, I will see the next word in the sentence.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

32<sup>nd</sup> interviewee: If there is a graph, picture, or table in the text, I will use it to help guess what the passage is about.

Interviewer: Next about writing. Do you have writing problems?

32<sup>nd</sup> interviewee: Yes. I hardly use this skill. My problem is that I don't know some vocabularies and I don't know how to organize it. I'm also worry about the grammar because I think that writing should be produced in the correct way, correct grammar.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English or you are not sure about grammar, what do you do?

32<sup>nd</sup> interviewee: I use a synonym. If I cannot think of the synonym, I will describe by using more words to explain what I want to write.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

32<sup>nd</sup> interviewee: I use both Thai-English and English-English to help me write correctly.

Interviewer: Anything else?

32<sup>nd</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

32<sup>nd</sup> interviewee: Yes. The problems are quite similar as they are in writing. I cannot think of some vocabularies and I don't know how to organize the words.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

32<sup>nd</sup> interviewee: I use a synonym or try to describe so that I'm sure that the listener can understand what I want to say.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

32<sup>nd</sup> interviewee: I use facial expression, and write the sentence that I want to say in the paper or draw the picture in the paper. Writing the sentence in paper can help the listener understand more clearly because my stress sometimes may be wrong.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

32<sup>nd</sup> interviewee: No.

Interviewer: Thank you very much.

33<sup>rd</sup> interviewee (High-ability student)

Interviewer: Good afternoon. This is the study about compensation strategies that you use when you face some problems during you use English to communicate. First I would like to ask you about listening. Do you have listening problems?

33<sup>rd</sup> interviewee: A little bit because I have studied English since grade one...something like that. So listening problem with the foreigner, I didn't scared of them. But I have the problem when I'm listening to BBC. They talk too fast and maybe some words that I haven't listen to before. So I can't get them.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, maybe sometimes the speaker speaks too fast, what do you do to understand or how do you deal with the problem?

33<sup>rd</sup> interviewee: First I will try to guess from the context or the story what they are going to talk. If I cannot understand, so I ask them frankly that I didn't understand.

Interviewer: You ask them to repeat again?

33<sup>rd</sup> interviewee: Yes.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

33<sup>rd</sup> interviewee: Yes. I use facial expression too. I notice their gesture and something like that too to guess that what they are speaking about.

Interviewer: Next about reading. Do you have reading problems?

33<sup>rd</sup> interviewee: My reading skill is improved a lot, I know, but because I'm studying in medical school. So I have to read textbooks. I have reading problem like some medical terms in the textbook that I can't understand. I don't want to guess because I may do a lot mistakes...a lot of mistakes because some medical terms have specific meaning. So I use a medical dictionary.

Interviewer: So when you read a passage or textbook, you always use the dictionary?

33<sup>rd</sup> interviewee: Yes. I use Oxford dictionary because English-Thai dictionary, the meaning is not correct sometimes.

Interviewer: How about when you find new words in a passage or textbook that you do not know the meaning, what do you do?

33<sup>rd</sup> interviewee: I guess from the context. Maybe I will repeat reading two times or three times because maybe the structure that I 'm not familiar with can confuse me. When I repeat, I can understand.

Interviewer: How many times that you always repeat it?

33<sup>rd</sup> interviewee: Two times or three times but not so often.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

33<sup>rd</sup> interviewee: I guess from what the writer might try to explain from the story, maybe from the punctuation, or the structure of the sentence. I use everything. (laugh)

Interviewer: Anything else?

33<sup>rd</sup> interviewee: Yes. Synonym, antonym, part of speech, role of word. Prefix, suffix is very important because the words in textbooks of medical school are always in like this.

Interviewer: Next about writing. Do you have writing problems?

33<sup>rd</sup> interviewee: Yes. I think I cannot remember a lot of words because writing skill, it will be good if you know a lot of words.

Interviewer: Do you have any problems about structure?

33<sup>rd</sup> interviewee: I think when I listening to the foreigners, I try to remember. So when I write, I just write from I hear, something like that.

Interviewer: You mean you use your experience that you got from talking to the foreigners?

33<sup>rd</sup> interviewee: Yes. I use my experience.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English or you are not sure about grammar, what do you do?

33<sup>rd</sup> interviewee: I always use the same words that have the same meaning.

Interviewer: You mean synonyms?

33<sup>rd</sup> interviewee: Yes. And I open the dictionary, Oxford dictionary. They tell me about how to use and the example sentence.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

33<sup>rd</sup> interviewee: Pardon.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

33<sup>rd</sup> interviewee: If I can choose the topic to write, I will choose the topic that I know a lot about and interesting. It's easier to write. And I always use the sentence structure or grammar structure that I feel confident to write because if I use the wrong or mistake, maybe it's too difficult. I don't think it will work because maybe the reader cannot understand.

Interviewer: Next about speaking. Do you have speaking problems?

33<sup>rd</sup> interviewee: Sometimes I just want to speak and I didn't think about the grammar. (laugh)

Interviewer: Do you have any problems about vocabulary that you cannot think of some words?

33<sup>rd</sup> interviewee: Sometimes the vocabularies about Thai culture, something like that, to explain to the foreigner. It's hard to explain like 'Kana', I don't know how to call it in English. Maybe I draw a picture or just explain what it's like. So they can understand.

Interviewer: Anything else? Other strategies that you use when you cannot think of the words you need?

33<sup>rd</sup> interviewee: Maybe use gesture. (laugh)

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

33<sup>rd</sup> interviewee: If the listener does not understand me, I will repeat it again or make the new sentence that is easier or maybe draw a picture, use the noise sound.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

33<sup>rd</sup> interviewee: I think I tell you all.

Interviewer: Thank you very much.

34<sup>th</sup> interviewee (High-ability student)

Interviewer: Good afternoon. This is the study about compensation strategies. I mean they are the strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

34<sup>th</sup> interviewee: Yes.

Interviewer: Please explain what your problem is.

34<sup>th</sup> interviewee: Almost the speaker speaks too fast. So I can't catch the words.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

34<sup>th</sup> interviewee: First I will try to guess the meaning by using my background knowledge or something else, such as facial expression. If I still don't know, I will ask him to say that again.

Interviewer: Do you have any other strategies that you use when you face some problems during listening?

34<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

34<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

34<sup>th</sup> interviewee: I don't know the meaning of words.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

34<sup>th</sup> interviewee: I will use the context to help guess the meaning of difficult words or use background knowledge, sentence structure or dictionary.

Interviewer: What type of dictionary that you always use?

34<sup>th</sup> interviewee: English-English.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

34<sup>th</sup> interviewee: I will try to guess it first but if I can't get along with the passage, I will look up in the dictionary.

Interviewer: You mean you guess from what, from the context?

34<sup>th</sup> interviewee: Sometimes I use a sentence structure or synonym, the prefix, suffix.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

34<sup>th</sup> interviewee: I will try to read much.

Interviewer: Next about writing. Do you have writing problems?

34<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

34<sup>th</sup> interviewee: Quite much about...especially about grammar, also the words that I want to use.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

34<sup>th</sup> interviewee: I often look up in the dictionary or ask my friend.

Interviewer: Do you have any other strategies that you use?

34<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

34<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

34<sup>th</sup> interviewee: I hardly practice this skill. So I can't think of the words that I want to say immediately.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

34<sup>th</sup> interviewee: I will use the synonym or try to explain until he understand.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

34<sup>th</sup> interviewee: I will explain it again by describing the situation.

Interviewer: Do you have any other strategies that you use?

34<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

35<sup>th</sup> interviewee (Low-ability student)

Interviewer: Good afternoon. This is the study about compensation strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

35<sup>th</sup> interviewee: Yes. Sometimes I can't understand because of some speakers' accent and intonation.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

35<sup>th</sup> interviewee: I will ask him to repeat that sentence or ask him to give more explanation.

Interviewer: Do you have any other strategies that you use during listening?

35<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

35<sup>th</sup> interviewee: Yes. Sometimes I'm confused when I face some complex structures. When I read the book of some specific fields like law, I cannot understand what it is about.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

35<sup>th</sup> interviewee: I use the context clue to help guess the meaning of some difficult words. And I also use my knowledge about prefix, suffix for the words. I also analyze role of word whether that word is verb, noun, or adjective or sometimes skip that word.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

35<sup>th</sup> interviewee: Quite the same as the previous one.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

35<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

35<sup>th</sup> interviewee: Yes. I don't often practice writing.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

35<sup>th</sup> interviewee: I open Thai-English dictionary.

Interviewer: Do you have any other strategies, except opening Thai-English dictionary?

35<sup>th</sup> interviewee: Again please.

Interviewer: Do you have any other strategies that you use when you face some problems during writing, except using dictionary?

35<sup>th</sup> interviewee: When I cannot write it, I will ask my friend to translate the sentence that I want to write into English.

Interviewer: Next about speaking. Do you have speaking problems?

35<sup>th</sup> interviewee: Yes. I can't think of the words that I want to say immediately because I hardly use this skill.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

35<sup>th</sup> interviewee: I use gesture to help to explain what I want to say. Sometimes I try to describe the situation or the thing to make the listener understand what I want to say.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

35<sup>th</sup> interviewee: I will ask him "Do you understand?" and if he doesn't understand, I will try to describe by giving more explanation.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

35<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

#### 36<sup>th</sup> interviewee (Low-ability student)

Interviewer: This is the study about compensation strategies that you use when you face some problems during communicating in English. First I would like to ask you about listening. Do you have listening problems?

36<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

36<sup>th</sup> interviewee: I hardly practice this skill. Sometimes I can't understand what the speaker speaks about because he speaks so fast. I don't know the meaning of some vocabularies.

Interviewer: When you are listening to foreigners or English teachers and you do not understand, what do you do to understand or how do you deal with the problem?

36<sup>th</sup> interviewee: I ask him to speak again and slow down.

Interviewer: Do you have any other strategies that you use?

36<sup>th</sup> interviewee: No.

Interviewer: Next about reading. Do you have reading problems?

36<sup>th</sup> interviewee: Yes.

Interviewer: Please explain what your problem is.

36<sup>th</sup> interviewee: I don't know a lot of vocabularies and I have some problems about grammar.

Interviewer: When you read a passage or textbook and you cannot remember the meaning of some words, what do you do?

36<sup>th</sup> interviewee: I guess from the context clue or guess by using knowledge about prefix, suffix. Sometimes I ask my friend and use dictionary, English-Thai dictionary.

Interviewer: When you read a passage or textbook and you find new words that you do not know the meaning, what do you do?

36<sup>th</sup> interviewee: It's the same as I do when I cannot remember the meaning of some words.

Interviewer: Do you have any other strategies that you use when you face some problems during reading?

36<sup>th</sup> interviewee: No.

Interviewer: Next about writing. Do you have writing problems?

36<sup>th</sup> interviewee: Yes.

Interviewer: Please explain.

36<sup>th</sup> interviewee: I hardly practice this skill. Mostly I use only reading skill nowadays.

Interviewer: When you are writing an English essay or a report and you cannot think of the words you need in English, what do you do?

36<sup>th</sup> interviewee: I will use the synonym. If I can't think of the synonym of that word, I will ask my friend how to write that word in English. If my friend does not know, I will open dictionary, Thai-English dictionary.

Interviewer: Do you have any other strategies that you use when you face some problems during writing?

36<sup>th</sup> interviewee: No.

Interviewer: Next about speaking. Do you have speaking problems?

36<sup>th</sup> interviewee: Yes. I hardly practice this skill. So I cannot think of some vocabularies that I want to say. It wastes a long time for me to speak in English because I cannot think of the words that I want to say. I have to think what I want to speak in Thai first and try to translate it into English.

Interviewer: When you are talking to foreigners, English teachers, or someone in English and you cannot think of the words you need, what do you do?

36<sup>th</sup> interviewee: Use a synonym. If I cannot think of a synonym of that word, I will ask my friend how to say that word in English.

Interviewer: When you are speaking in English and you notice that the listener does not understand what you are speaking, what do you do?

36<sup>th</sup> interviewee: I will ask the listener whether he understands. If he still does not understand, I will speak again.

Interviewer: Do you have any other strategies that you use when you face some problems during speaking?

36<sup>th</sup> interviewee: No.

Interviewer: Thank you very much.

## BIOGRAPHY

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### INSTITUTIONS ATTENDED

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### POSITION AND OFFICE

1997 – 1998, Anuchon Suksa School, Kanchanaburi  
Position: English Teacher

1998 – 1999, Nongtakyatangviriyaratbumrung School,  
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Position: English Teacher

1999 – 2000, Anuchon Suksa School, Kanchanaburi

Position: English Teacher

2000 – 2001, Banklongudom School, Srakaew

Position: Government Teacher

2001 – 2002, Banpongwai School, Kanchanaburi

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2002 – Present, The Educational Service Area Office

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