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**DEVELOPMENT OF COMMUNICATION STRATEGY  
INSTRUCTION FOR A TOURISM EDUCATION  
PROGRAMME IN THAILAND**

**A thesis presented in partial fulfilment of  
the requirements for the degree of  
Doctor of Philosophy in Education  
at Massey University, Palmerston North,  
New Zealand**

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**2015**

## ABSTRACT

This study was conducted to develop communication strategy instruction for Thai tourism students to enhance their English oral communication performance. The research was conducted with 24 fourth-year tourism students, who participated in different aspects of the voluntary short course of communication strategy, at a public university located in the northern part of Thailand.

Classroom action research was the methodological approach selected to investigate students' needs, the key communication strategies to be taught, the ways to teach the communication strategies, and the effects of teaching the communication strategies. The process of data collection and analysis was undertaken in three phases. Phase One involved a pre-assessment to identify the students' need for communication strategy instruction. Phase Two involved the development and implementation of communication strategy instruction, along with data collection and analyses from students' self-report questionnaires and my teaching journals. Phase Three involved a post-assessment, followed by a comparison of the students' pre- and post-assessment oral communication performance.

The findings revealed eight key communication strategies that could be taught for tourism students to enhance their English communication skills: circumlocution, approximation, literal translation, self-repair, self-rephrasing, lexicalised fillers, direct appeals for help, and modified interaction strategies. The study also revealed practical ways of teaching communication strategies, including teaching a wide range of communication strategies combined with language knowledge using a variety of communicative tasks. In addition, the findings showed the benefits of teaching communication strategies because these strategies contributed to raising students'

awareness of using communication strategies alongside linguistic knowledge, and also served to promote among students positive attitudes towards language learning and interaction. This study supports and highlights the significance of explicit teaching of communication strategies and suggests including this new and useful approach to English language teaching and learning for tourism students in Thailand.

## ACKNOWLEDGEMENTS

I would like to express my gratitude to my chief supervisor, Professor James Chapman, and my co-supervisor, Dr. Alyson McGee, for their continuous academic support, advice, and encouragement. I appreciate all their contributions of time, expertise, critical insights, and academic support that assisted me throughout my study and completion of my thesis. I have been very fortunate to work with them.

I want to sincerely thank Dr. Julia Rayner and Ms Lois Wilkinson for a weekly one-to-one consultation to further develop my academic English writing skills. I want to also thank Mrs. Marian Hilder for proofreading my drafts of the thesis chapters. Their contributions for English language support, time, and encouragement are much appreciated.

I especially want to thank the university in northern Thailand for granting me a full-time doctoral scholarship. I am also grateful to Professor Ian Warrington and Dr. Yoopayao Daroon for recommending and supporting me to undertake PhD study at Massey University. My special thanks go to the participating students of this study, my colleagues in the Tourism Department, Western Language Department, and English Language Centre. Without their participation and assistance, this study would not have been possible.

I want to also thank all of my Thai friends and international colleagues for support and encouragement, and for sharing study and life experiences at Massey University, Palmerston North. I would also like to thank staff at the Institute of Education for their support throughout my study.

Finally, I wish to thank my family, my parents, sisters and their families for their love and support. My special thanks to my husband, Chumpol Konchiab, and my son, Asa Konchiab, for their love, encouragement, and understanding.

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